

**A STRATEGY TO ENHANCE BUSINESS EDUCATION LEARNERS' ACADEMIC
PERFORMANCE USING THE PRINCIPLE OF CRITICAL ACCOUNTING**

BY

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DECLARATION

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MMV MATOETOE

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DEDICATION

This study is dedicated to my family (Matoetoe, Kao and Machai) and the Business Education Team (co-researchers) for support throughout the research. This study belongs to the above people more than it does to me. I love, admire, respect and want you all to be proud of me.

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ABSTRACT

The study aims to formulate a strategy to enhance business education learners' academic performance using the principles of critical accounting. Business education (BusEd) replaced bookkeeping and commerce in 2000 as a subject taught in secondary school in Lesotho. It deals with education for general knowledge of business practices that involves various aspects of managing, operating and investing in a business. BusEd learners in this country had a problem of not being able to apply what they had acquired in the BusEd classroom into reality. As a result, the principles of critical accounting (PCA) were adopted as a way to respond to this problem. Principles of critical accounting (PCA) were used because it is a human effort to initiate an actual transformation of the system that participates in a real life situation. Moreover, PCA offers many opportunities for learners to explore their knowledge in different situations at a particular time. The study pursued the challenges that BusEd teachers face when teaching BusEd which areas follows: teachers are still using teachers-centred approach; there is lack of community involvement and therefore effective teaching. These challenges are based on identifying trends to be considered before establishing a business, record keeping skills and the evaluation of a business as some of the objectives of BusEd.

The study adopted critical emancipatory research (CER) as a theoretical framework because it gives people chance to raise their voices through empowerment, which benefited the study, as other stakeholders were not given opportunity to be part of the teaching and learning process of BusEd. In response to the challenges, the co-researchers decided to establish a team with the same vision. The vision focused on how best business education teachers can teach the subject effectively, which would result in learners reaching high levels of cognitive skills. Data was generated through participatory action research (PAR) as our methodology. PAR was used as a tool improving the lives of those participating in the process, its results were seen in the transformation of societal structures and relationships. Various data generation tools were employed, ranging from audio recordings and minutes. In order to deepen the meaning of spoken and written text, the study used Van Dijk's critical discourse analysis at three levels, namely, text, discursive practices and social structures.

The conducive conditions for the implementation of the emerging strategy that were explored included effective working of the team, lesson preparation and facilitation and involvement of relevant stakeholders in teaching of BusEd. Moreover, threats to the strategy were as follows: not be able to work as a team, time factor for meetings and BusEd teachers fear to adjusting to new approaches like working with other stakeholders in BusEd. Lastly, the team had already practiced as a results, we had scope of knowledge, problem solving and accountability of learners in their learning of BusEd as evidence. All these were used so that there could be sustainability of the strategy that enhances business education learners' academic performance using principles of critical accounting during and beyond the duration of the study. The findings of the study show that if business teachers work together as a team, where they share the same vision, ideas, resources and involving other stakeholders, they are better able to enhance learners' academic performance, assisting them to master problem-solving skills, a deep understanding of business education and they will be able to be accountable.

Keywords: Business education, critical emancipatory research, participatory action research, principles of critical accounting.

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LIST OF ABBREVIATION AND ACRONYMS

BusEd	Business Education
CER	Critical Emancipatory Research
CDA	Critical Discourse Analysis
PCA	Principles of Critical Accounting
HOD	Head of Department
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
PAR	Participatory Action Research
PD	Professional Development
SAQA	South African Qualifications Authority
SWOT	Strengths, Weaknesses, Opportunities, Threats

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CHAPTER 1

OVERVIEW OF STUDY

1.1 INTRODUCTION

This study formulates a strategy to enhance business education (BusEd) learners' academic performance using principles of critical accounting (PCA). This chapter summarises the study with a brief background to review and contextualise the problem statement. Moreover, it gives concise outlines of the theoretical framework, research methodology, design and data analysis procedures.

1.2 BACKGROUND TO THE STUDY

This study aims to formulate a strategy to enhance business education learners' academic performance using PCA. According to the Curriculum and Assessment Policy (2008: 16), Nketekete and Motebang (2004), accounting in secondary schools in Lesotho is referred to as business education (BusEd). In BusEd, learners are taught to identify trends and factors within the environment that affect business (Nketekete, 2004: 38). Learners are also taught the acquisition of knowledge and skills of record keeping as a necessary management tool for the effective running of the business (Nketekete, 1998). Furthermore, learners are required to be able to evaluate the performance of business activities by using different statements and tools (Nketekete, 2004: 15; NCDC, 2003).

In order for learners to enhance their academic performance and master the learning outcomes of BusEd, they are expected to operate on a higher level of understanding through problem solving, accountability, analysing, evaluating and being creative by applying these business learning tools in reality (Anderson, 2002: 257; SAQA, 2012: 10). In this study, I argue along with Haneef *et al.* (2014) that for learners to reach these cognitive skills, PCA should be used. This is because they require learners to critique and "dig deep beneath the surface" to form a true understanding on how the world works (Haneef *et al.*, 2014: 504). Furthermore, as posited by Lynch (1999:45) the PCA encourage the use of an inductive approach, team work, collaboration

among relevant people and the application of what has been planned. These are in hindsight the pillars of effective learning.

There are however challenges in learners mastering the BusEd objectives. For instance, in Botswana, learners lack prior knowledge of BusEd while teachers are unable to link it with other subjects (Adefolaju, 2012; Sithole, 2010:32). As mentioned by Nketekete (2004) while the challenges facing Botswana may be similar to that faced by learners in Lesotho, it should be noted that the content for BusEd requires teachers to stay up to date with the current business environment to ensure relevance and this is incomprehensible to most teachers.

In record keeping, learners are not able to master the necessary skills as they regard the subject as difficult (Adebowale & Osuji, 2008). Teachers in Nigeria lack the understanding of the nature of BusEd resulting in lesson plans that are incomprehensible and transactions written in a terminology that the learners fail to understand (Mohammed, 2007: 11). Moreover, learners are unable to evaluate the performance of business activities by using different statements and tools because they are not given opportunities to evaluate them in real life situations (Adebowale & Osuji, 2008). Similar to Nigeria, in Lesotho teachers follow exercises given in the textbooks, which promote cramming without understanding (Adebowale & Osuji, 2008; Nketekete, 2004: 9).

To address these challenges, teachers use a learner-centred approach where they encourage learners to use experiential learning such as projects while teachers in Hong Kong use small groups for case studies to discuss the business environment (Hess, 2001: 10; Killen, 2010: 191; NCDC, 2003: 4; Nketekete, 2004: 23). Conditions that made some of the strategies successful in some aspects in this study included teachers working together in planning and teaching with other stakeholders. Adefolaju (2012) and Sithole (2010: 22) also mentioned a lack of resources, knowledge, time and freedom as possible threats to the implementation of new strategies. There were threats mentioned in other emerging strategies where teachers preferred routine teaching as opposed to working to develop new skills (Zimmerman, 2006). Consequently, investigations were made to circumvent them. Strategies employed were considered successful when the participants were able to work, learn and live together to arrive at a shared common vision (Mahlomaholo

&Francis, 2011: 295; Mahlomaholo 2012). They were also considered successful if collaboration and implementation of activities among participants was done peacefully and effectively to achieve the set objectives (Sarwar & Sarwar, 2012).

For record keeping, teachers ought to use cooperative learning through exercises where they practise and apply concepts practically (Killen, 2010: 247; Hess, 2001: 12). In some cases, for instance in Botswana and Nigeria, evaluation is used by principals supervising teachers when preparing their lesson plans on record keeping to ensure the subject content has enough exercises for learners (Chimezie & Onyeneke, 2013: 275; Mohammed, 2007: 14). It is Nketekete's (2004: 45) contention that prescribed textbooks should have enough exercises to facilitate plenty of practise and interpretation using familiar language. Another option, as in Botswana, teachers may use problem solving and social constructive learning by calling guest speakers to promote understanding (Killen, 2010: 251; Naimi, 2007: 33) and in other countries they use strategies and techniques that challenge learners intellectually such as role-play (Snyder& Syder, 2008: 90).

Learners are also encouraged to go out and identify trends and factors within the business environment as well as using the simplified textbook as another strategy to improve learner's performance (Nketekete, 2004: 9; Nketekete, 1998; 36; Brussels, 2011). Learners use self-regulated learning such as homework while teachers use direct instruction such as advising learners to divide a transaction into three parts for easier understanding (Killen, 2010: 131). In Botswana computers are used to make record keeping easier (Sithole & Lunadi, 2012: 72) while in Hong Kong, funds are available for field trips that enable learners to see the BusEd concepts in practice (Michie, 1998). Regardless of all these efforts in different countries, further investigations have to be made as learners in countries such as Lesotho are still unable to achieve their high cognitive learning skills in BusEd as they remain unable to link these concepts to their life situations.

Indicators for success of the emerging strategy were set in this study. Strategies employed were considered successful when the participants were able to work, learn and live together to arrive at a shared common vision (Mahlomaholo & Francis, 2011: 295; Mahlomaholo 2010:11) and collaboration and implementation of activities

among participants was done peacefully and effectively to achieve the set objectives (Sarwar & Sarwar, 2012: 281).

1.3 PROBLEM STATEMENT

Learners are unable to link the skills they are taught in classrooms to their real life situations in BusEd. Some learners struggle and finally fail to process information in classes (Wirth & Perkins, 2008). With the teaching strategies teachers employ, learners are still unable to apply their higher order cognitive skills to master the subject. This means BusEd teachers still focus on the examination product instead of learners generating their own knowledge process where teachers are expected to be facilitating instead of doing all the teaching by themselves (Drost & Levine, 2015: 37; Curriculum and Policy, 2009: 22-23; Sithole & Lumadi, 2012: 77; Yu, 2010: 38). Teaching of BusEd is still based on a teacher-centred approach that does not allow learners to explore opportunities to solve their own problems and acquire a deep understanding of BusEd through real life situations. In responding to these challenges above, the study designed a strategy to help BusEd teachers by addressing the below mentioned research question.

1.3.1 Research question

How can the principles of critical accounting enhance the academic performance of business education learners?

1.3.2 The aim of the study

The aim of the study is to formulate a strategy that enhances business education learners' academic performance using the principles of critical accounting.

1.3.3 The objectives of the study

In order to achieve this aim, the following objectives were unpacked:

- ✓ Understanding the challenges hindering the academic performance of business education learners in Form A.
- ✓ Investigating the components of the strategy that uses the principles of critical accounting to enhance business education learners' academic performance.

- ✓ Understanding the conditions that make the emerging strategy of using the principles of critical accounting to enhance learners'academic performance successful.
- ✓ Anticipating threats to the successful implementation of the emerging strategy that enhances business education learners'academic performance using the principles of critical accounting.
- ✓ Investigating and exploring meaningful indicators of success (or lack of it) in the implementation of a strategy that enhances business education learners' academic performance using the principles of critical accounting.

1.4 OVERVIEW OF LITERATURE REVIEW

To achieve the aim of the study, related literature to enhance BusEd learners'academic performance using PCA is reviewed.The review is done in the following manner: theoretical framework, definition and discussion of operational concepts, related literature towards the objectives of the study, which is composed of curriculum development in Lesotho and implications for teaching and learning and literature to addresses the objectives of the study. The next section explains why the theoretical framework and related literature addressing the objective of the study and PCA was used while the rest are explained in chapter two.

1.4.1 Theoretical framework

Critical emancipatory research (CER) was used to enhance BusEd learners' academic performance using PCA because it revolves around the idea that research is done by the researcher and participants, where participants are co-researchers (Ledwith, 2007: 599). It revolves around power issues, social justice, equity, hope and peace (Mahlomaholo & Netshandama, 2012: 76). CER believes that there is no absolute truth. This means knowledge keeps changing through the context of social change as time keeps moving on. Therefore, it is essential for teachers to remain updated with business issues around the world to address learners effectively (Kemmis & McTaggart, 2007: 271).

CER is not just about freeing oppressed people but also obtaining equality of power from oppressors (Boog, 2003: 422; Fahin & Nazari, 2012: 88). In this study, all stakeholders were treated equally regardless of their status quo within the team. For

instance, parents and learners were able to raise their issues concerning BusEd without fear of being intimidated by other stakeholders such as BusEd teachers. Moreover, following Mulcahy, (2010: 14), co-researchers from different departments were able to work together as they were discussing real life experiences and issues that make sense to their lives, which CER advocates. The key here was good communication skills as it was important for all stakeholders to reach a consensus on issues and therefore emancipation in line with Barry, (2012: 18), Bolton (2005) and Othata (2011). Lastly, CER was chosen because it builds a theory in action and consequently places action on the theory as its concept is based on empowering the co-researchers through collaboration, participation, acquisition of knowledge and as a result social transformation occurred within the school and community (Brown et al, 2015: 59; Kemmis & McTaggard, 2007: 295; Ledwith, 2007: 605).

1.4.2 Related literature addressing the objective of the study

This section is composed of challenges, components used to address those challenges, conditions in which those components worked best, possible threats to the emerging strategy and indicators of success of the implementation strategy in Lesotho, Botswana, Nigeria and Hong Kong.

1.4.2.1 Demonstrating and justifying the need to develop an implementation strategy for BusEd

BusEd teachers are still using a teacher-centred approach and working alone in the teaching of BusEd. This approach seemingly promotes cramming and passive learners who are just interested in scoring high marks during the exams (Miles & Watkin, 2007: 92; Taylor, 2008; Brian, 2013: 479-480; Yu, 2010:23). Whilst the reasons for using the teacher-centred approach may differ from one teacher to the next, Zimmerman (2006) alludes to BusEd teachers' fear of developing new skills of teaching or transforming their teaching tools to include relevant stakeholders. This is in direct violation of the curriculum which indicates that teachers are expected to work together through cooperation among themselves and other stakeholders to improve schools' performance (Bell *et al.*, 2011: 798; Curriculum & Assessment, 2008: 18; MOET of Lesotho, 2005: 26; NSDP, 2012; Sithole & Lumadi, 2012: 73; Yu, 2010:33). The results of this individualistic attitude towards BusEd teaching are seen when learners are unable to solve problems, fail to be accountable and have a vague

understanding of BusEd in practice in accordance with the three main objectives of BusEd as mentioned in section 1.2 above.

1.4.2.2 Determining the components of the implementation strategy

The challenges raised above that seemed to hinder BusEd learners' academic performance using PCA were identified and put into practice through the following: establishing the team, forming a shared vision and collaborative planning of teachers and relevant stakeholders after doing a SWOT analysis. A determination of priorities and monitoring was also performed (Kozlowski & Bell, 2003: 20; Shadle & Meyer, 2015: 2; Wallace, 2001: 3).

1.4.2.3 Exploring the conditions conducive to the implementation strategy

Conducive conditions that seem to have a major influence on the implementation of PCA in enhancing BusEd learners' academic performances were as follows: having an effective team, lesson preparation and facilitation as well as the involvement of other relevant stakeholders in the teaching and learning of BusEd (Kurtzberg & Amabile, 2001: 286; Tarricone & Luca, 2002: 641; Wenger, 2000: 230).

1.4.2.4 Identifying the possible risks regarding the implementation strategy

Sarwar and Sarwar (2012: 281) emphasise the importance of co-researchers working together by sharing and participating as a team as it improves collaboration amongst them. To this end, the lack of teamwork becomes one of the threats. Time was also a threat as Sithole and Lumadi (2012: 71) expressed that the business world is not static hence BusEd teachers need to keep abreast of new developments in order for their learners to keep up. Another risk according to Adefolaju (2012), Morojele (2012) and Sithole (2010) is adopting a new strategy or approach for teachers as more often than not, they do not have enough resources, facilities, knowledge and time to adjust.

1.4.2.5 Demonstrating the indicators of successes of the implementation strategy

The outcomes or indicators of success need to be established at the beginning of the study so that the team can check whether what was planned is being achieved effectively. In this study, BusEd teachers involved other stakeholders and worked collaboratively in preparations of lessons and facilitation where the learner-centred

approach was used (Mahlomaholo & Francis, 2011: 295; Mahlomaholo, 2010: 11; SAQA, 2012: 10; Young & Luttenegger, 2014: 30). As a result, BusEd learners were able to solve transactions that needed to be debited or credited, apply what was taught in reality and be accountable for their learning.

1.4.3 Principles of critical accounting

PCA was used in the study to enhance BusEd learners' academic performance as it encourages the use of an inclusive approach, which tilts learners towards being actively involved in their learning (Armitage, 2010: 6; Hansen, 2006: 222; Martin & Fleming, 2010: 180-181; Lyonset *et al.*, 2011: 4). Moreover, PCA calls on learners to participate in an actual transformation that focuses on intellectual and reflective capacity. Learning here becomes learner-centred and BusEd becomes not just an aid to future employment but also encourages learners to start their own businesses (Boyce *et al.*, 2012: 52; Higgins, 2011). For teachers on the other hand, it meant they could work as a team, make their lesson plans applicable to real life situations and thus enhance learners' academic performance.

1.5 RESEARCH DESIGN AND METHODOLOGY

The research approach that was used is participatory action research (PAR). PAR was used because of its characteristic nature of being able to go through a unique process of action and reflection, which leads to further investigation and generation of ideas (Ehrhart, 2002; Minkler, 2000). PAR is practical and collaborative (Kemmis & McTaggart 2007: 282). PAR has been used because it is a powerful approach for allowing those who are oppressed the opportunity to raise their concerns (Bungane, 2014: 15). Moreover, PAR was used to address the five objectives of the study through co-researchers who would use the solution to respond to their daily challenges and problems by using relevant stakeholders to solve the problems themselves through data generation. This is the section where the team generated data towards improvements of BusEd learners' academic performance.

1.6 DATA GENERATION AND ANALYSIS

I firstly requested permission from the district education office to conduct the research at one of their schools. A letter of ethical clearance was received from the University of Free State. Thereafter, the co-researchers were requested to sign

consent letters while the parents of the learners signed letters granting permission for their children to participate in the study. The Free Attitude Interview was used to initiate discussion around the development of emerging strategy. The team generated data over eight months through meetings held according to the time scheduled through a WhatsApp group (a social media platform). Data was audio and video recorded and written down as minutes in our meeting notebook. We had different people chairing our meetings as a way of acquiring or learning leadership skills. The generated data was (transcribed) and analysed using critical discourse analysis (CDA) of Van Dijk. It was analysed through spoken text, discursive practices and social structure in relation of power domination and social justice (Van Dijk, 2001; 1993: 250).

1.7 LAYOUT OF CHAPTERS

Chapter 1: This chapter focuses on the introduction, background, problem statement, research question, aim and objectives of the study.

Chapter 2: The literature in this section is based on the theoretical framework, which is critical emancipatory research (CER). CER is discussed in detail and how it helps in the formation of the emerging strategy. This chapter also defines and discusses the operational concepts that are enhancing learners' academic performance, business education and principles of critical accounting. Furthermore, related literature towards the objectives of the study is discussed in different countries namely Lesotho, Botswana, Nigeria and Hong Kong followed by the conclusion.

Chapter 3 explains and discusses PAR as an approach that was used as a methodology to generate data. This section has two parts. The first part is which are participatory action research (PAR) as an approach on its own and ways that it could help in the generation of data. The second part is conceptualising PAR practically which is composed of how the team was established, co-researchers' portfolios, collaborative planning, vision, SWOT analysis and priorities of the team as well as the conclusion.

Chapter 4 focuses on analysing and interpreting the generated data. It also presents and discusses the data generated in chapter 3. It is done based on understanding the challenges, solutions, conducive conditions, threats towards the emerging

strategies and indicators of success through evidences. All these are done thorough illustrations from the empirical data and by quoting the relevant extracts. These extracts are analysed against literature discussed in chapter 2 which included CER as the theoretical framework of the study. Critical discourseanalysis follows to deepen and explain the emerging findings through the text, discursive practices and social structural levels. This was done to establish the possible strategies that could be established and adopted to address the challenges that were experienced practically.

Chapter 5: In this chapter, there is the background of the study through restating the problem statement, research question, aim and objectives of the study. It further presents the findings and recommendations from the strategies designed in chapter 4. Lastly, the conclusion and summary of the strategy is discussed.

CHAPTER 2

REVIEWING LITERATURE ON ENHANCING BUSINESS EDUCATION LEARNERS' ACADEMIC PERFORMANCE USING PRINCIPLES OF CRITICAL ACCOUNTING

2.1. INTRODUCTION

The aim of this study is to formulate a strategy that enhances business education learners' academic performance using the principles of critical accounting. Implicit in this aim is my contention that learners' success in BusEd should be in line with the principles of critical accounting. Building on this premise, this chapter reviews the literature that focuses on the factors that should influence effective BusEd learning amongst all stakeholders. That is parents, entrepreneurs, teachers and learners.

I begin the chapter by setting out the critical emancipatory research (CER) framework that broadly informs this study. This framework helps me understand how the role of the teacher can be streamlined with the performance of the students and their understanding of the business environment. I specifically explain how CER was chosen and elaborate on its origin, objectives, formats, steps, epistemology and ontology. I also discuss the role of the researcher, the relationship between the researchers and co-researchers and the rhetoric of the framework amidst the objective of the study.

Towards the end of the chapter I deliberate on the operational concepts that include enhance, business education, learners' academic performance and principles of critical accounting (PCA). I then spend time on the literature that relates to the objectives of the study namely; challenges, components, conducive conditions, threats and evidence.

2.2 CRITICAL EMANCIPATORY RESEARCH AS THE THEORETICAL FRAMEWORK

To achieve the research goals successfully relies on the theoretical framework, which should to be chosen carefully. The theoretical framework identifies tools and methods to be used during the research (Tsoetsi, 2013: 25). After considering the

above, CER was adopted as an ideal theoretical framework in this study. CER is well suited for this study as its qualities help to address the objectives outlined in chapter 1. This section attempts to map out the relevance of CER.

2.2.1 The origin of CER

Critical emancipatory research (CER) emerged from critical theory, which focuses on changing the world through the context of social movement. Authors such as Paulo Freire, Marja-Liisa Swantz and Jurgen Habermas (Kemmis & Mc Taggart, 2007: 271) support it. Critical theory was developed as a result of the movement established by Frankfurt thinkers and scholars such as Max Horkheimer, Theodor Adorno and others. It also stretches to Herbert Marcuse and Habermas (Kelley, 2003: 3; Kinchoeloe & McLaren, 2000: 279; Silva, 2007: 171). Their aim was to increase the balance of theory and action of the inquiry for a more practical research approach (Kemmis & McTaggart, 2007: 273; Masters, 1995). CER was developed to promote “critical consciousness”, meant to promote change (Masters, 1995) and emancipate people from oppression (Mahlomoholo & Netshandama, 2012).

According to Holter and Schwartz-Barcot (1993:300-301), CER is a research approach that can be described as having an enhancement tool while McCutcheon and Jurg, (1990:145-147) posit that it also has a critical science perspective. It has its roots in the inclusion of the community in the processes of inquiry (Kemmis & McTaggart, 2007:271, Masters, 1995) and was closely linked to research done on schools, teachers, parents and learners (Newton & Burgess, 2008 19). It later evolved to include critical emancipatory action when advocacies in Britain and Australia in the 1980s suggested a more “critical”and empowering approach to research (Kemmis & McTaggart, 2007: 272).

Max Horkheimer sees praxis as practical and innovative because people, especially the oppressed groups, see the world differently and therefore change society based on their own class interests (Encyclopaedia of Social & Culture foundation). Lincoln and Guba, 1985,Tran (2013: 171) explains how another critical thinker believes about knowledge as subject and could not be reached through beliefs only but facts observed. In this study, facts are to be considered from the experiences from all co-researchers.

Moreover, Paulo, whose perspective derived from Marxist and existentialist thought, mentions that the oppressed people must not only fight for their freedom from hunger but also generate and build their knowledge through action (Guba & Lincoln, 1994: 108-109). Learners will develop reflection on their action in order to apply what is taught in the classroom in real life instead of memorising what they have been taught by their educators. This means that Paulo was concerned with the social transformation and the need to educate oppressors and the oppressed through critical self-reflection (Golafshani, 2003: 601).

Critical theorists such as Jürgen Habermas and the Frankfurt School theorists formulated critical theory, which later produced critical emancipatory research (Schmidt, 2012: 225 ; Watson & Watson, 2011: 64). Bungane (2014: 30) and Tierney *et al.* (2008) emphasise that CER promotes human emancipation from all forms of oppression and its primary goal is social transformation through peace, freedom, social justice, hope and equality. Habermas believed that public participation, sharing of information and reaching of consensus through dialogue, as opposed to experts exercising power, was the key to emancipatory action (Bolton, 2005: 11-15). These theories therefore played an essential role in the development of CER, which is based on the concept of empowering the participants through collaboration, participation, acquisition of knowledge and therefore social change (Brown & Dillard, 2012: 9).

2.2.2 Objectives of critical emancipatory research

The objective of CER is to remove inequality among people to achieve a better life, not to be oppressed (Heusinger, 2013). It does this by uncovering things that stop or limit equity and supports those who are oppressed by changing their practices to equity (Masters, 1995). To address issues of equity among learners and teachers, resources must be allocated to each equally regardless of their social background.

Boog (2003: 421) states that CER is not just freeing oppressed people but also obtaining equality of power from those who oppress them by achieving freedom and taking control over their own society. Heusinger (2013) also mentions that by removing established inequalities, people will achieve a better life. In this study, this means empowering the parents, teachers and learners to ensure they all have control of the learning process.

Learners will have a word in the formation of the emerged strategy, as they will address challenges they face in their learning. The study will evaluate whether teachers are free in the classroom to use different strategies to teach. On the other hand, does the content allow freedom of learners to learn at their own pace and solve their problems on their own (Synder, 2008: 93) as Monk and Hanson (2009) established in results in good quality education? This emerging strategy permeates that society will show social justice as everyone will have a say in the formation of the strategy and power will shift to other stakeholders such as teachers, parents and learners (Mertens, 2009).

Moreover, CER aims to create a situation where people can work or research together collaboratively for a true understanding of different approaches and act on them accordingly (Kemmis, 2009: 469). People promote awareness of CER by displaying its political and practical action to allow transformation. In this way, CER will improve social and material relations production (Zuber-Skerrit, 2001). That is, stakeholders in the study will not just transform but help or show other people in their society the importance of working collaboratively especially in the education of their children. Lastly, it aims to make people aware of unfair approaches by demonstrating groups and techniques they can use to justify their actions (Masters, 1995). As a result, CER can be promoted through praxis change (Mahlomaholo, 2009: 227).

Through praxis, oppressed people can acquire awareness of their own conditions and conditions in which those strategies work best. Therefore, all stakeholders will realise whether they are oppressed by accessing and having a voice in BusEd. On the other hand, Masters, (1995) explains that it is difficult to implement this CER, as it demands shareholders to work hard in the structures and social arrangements in society. As cautioned by Mahlomaholo (2009: 14), in this study, I am aware of the challenges and the importance for the co-researchers and I try to work collaboratively to achieve our goal and be sensitive to each other.

2.2.3 DIFFERENT FORMATS CER CAN ASSUME

Research can be done in different realities for example gender, religion, socio-economic factors, race and disability values (Ladson-Billing, 2005: 229; Mertens, 2009; Mitchel, 2010: 53). Bringing CER into this study is an attempt to remove discrimination and stereotypes by addressing all of the aspects mentioned above

instead of addressing just one of them (Bungane, 2014: 31; Tsotetsi, 2013: 27). Thus, CER brings people together from different backgrounds to work together (researcher and co-researchers) and results in the involvement of all stakeholders (Dentith, Measor & O'Malley 2012; Levin & Greenwood, 2011: 29; Mertens, 2010: 250). The implementation of the strategy that will enhance learners' academic performance through the principles of critical accounting which encompasses social justice, hope, peace, freedom and equity is founded on CER (Guthrie & McCracken, 2010: 79-80; Kinchoeloe & McLaren, 2000: 282; Yosso, 2005:70).

Social justice and equity will be addressed when co-researchers work together to achieve their aim and are treated equally regardless of their status quo (Wicks & Reason, 2009:248; Monk & Hanson, 2009: 36-41). Co-researchers will be free to express their views without fear but with the general understanding of the need to fulfil the objectives of the study. These objectives include challenges they have regarding BusEd so that at the end of the study, they are able to address and apply solutions to their real life situation through the implementation of the emerging strategy (Steinberg & Kincheloe, 2010: 143).

2.2.4 STEPS OF CER IN OPERATION

The basis for using CER includes three steps namely; the interpretative, the analytic and the educative phases of research (Nkoane, 2009: 14, 57, 95). Mahlomaholo and Netshanda (2012: 43) explain the interpretative phase as a stage where the community bonds with co-researchers as they work together to achieve their goals. Smith (2003: 29) as well as Pietkiewicz and Smith (2012) on the other hand, describe the interpretative phase as a way co-researchers make sense of their world by using their perception and personal experiences. Critical theorists from the school of thought of Habermas call this stage instrumental action, which deals with knowledge that is found in history and interest that allows stakeholders to further their existence and well-being (Golafshani, 2003: 601; Othata Othata, 2011). This means that the interpretative phase seeks to understand why people act the way they do (Denzin, 2001: 70; Scotland, 2012: 14). It has two stages, one that deals with taking sides by looking at or taking the point of view of participants as a researcher while the second stage focuses on asking critical questions from co-

researchers (Maxwell, 2005: 83). This study will use both stages of the process as a way of doing justice to the co-researchers (Smith & Osbon, 2007: 54).

The analytic phase will result in an understanding of the problem under investigation through the study between co-researcher and myself (Godin *et al.*, 2007: 453). Once the problem has been recognised, all stakeholders will dig deep for information through formulation of strategies to generate data by establishing possible links between current and historical factors (Kemmis, 2009: 465; 2008, 124; Mertens, 2009: 183).

Critical discourse analysis (CDA) will be used to analyse the data. It is selected because it (CDA) analyses data in different levels by mediating the relationship between text, content and societal practice (Van Dijk, 2006: 373; 2008: 85; Wodak, 2007: 210). This process is the best suited for research on the implementation of a strategy that will enhance academic performance of BusEd learners using PCA because all stakeholders will be working together in determining the agenda for research and implementing it (Mahlomaholo & Netshandama, 2012: 112) instead of the researcher working alone. Habermas theory refers to this as practical knowledge, which deals with how humans socially interact (Othata Othata, 2011). As a result, the researcher will be de-powered while co-researchers will be empowered. They will be working on the same level; no one will be above others (equality) (Evans & Prilleltensky, 2007: 351). These involvements can be greatly beneficial to the study as different challenges and strategies will be discussed from different perspectives (Dentith *et al.*, 2012).

At the end of the process in the educative phase, all stakeholders need to be included as they will be the ones who have generated the data. In the educative phase, co-researchers are involved in the discussion of knowledge generated equally with the researcher (Kellner & Kim, 2010: 19). In this process, co-researchers will be learning, not just for the sake of participating but gaining knowledge, which will bring change to their society (Kemmis, 2005: 413; Mahlomaholo, 2013: 319). Stakeholders will bring change when they reflect what they have learnt in the process of the study. Othatha Othata (2011) explains this as emancipatory knowledge. Mahlomaholo and Nestshandama (2012: 43) further

explain that co-researchers will not just bring change but will also be empowered and transformed in social change.

2.2.5 EPISTEMOLOGY OF CER

Epistemology is the examination of human knowledge (Encyclopaedia of Americana, 1992: 518). It investigates the nature, methods, origin and limits of human knowledge as well as how it can be acquired (Scotland, 2012: 9). CER investigates knowledge through what was done (past), what is being done now (present) and therefore what would be the solution to the problems faced now and in the future (Encyclopaedia Americana, 1992: 517; fotheringham, 2013). In this study, the problems or challenges faced by Lesotho business education learners will not only be discussed within the context of the country but even regionally and internationally by looking at all the objectives in different countries. This will allow the PCA to be used suitably in the study as the principles are believed to bring change and show how other countries use them as a way of improving learners' academic performance.

Kellner and Kim (2010: 19-20) add more by explaining that learners with problems are the ones with solutions and that is why they are included in the implementation of the emerging strategy as co-researchers. Lucas and Leng Tan (2013: 104) further explain that a belief about knowledge has an influence in which learners learn and make judgements. Involving all stakeholders means people will either see things differently or not; therefore, there will be no absolute truth in the research as the truth is complex depending on the perspective of the researcher (Guba & Lincoln, 1994; Lather, 1986). In the end, the knowledge of oppressed people is to be taken seriously by involving them in the issues concerning them, particularly parents, learners and entrepreneurs in this study (Setlalentoa, 2012). By doing so, it may open them up to new information that will help in the emerging strategy, which focuses on helping learners to apply knowledge taught in the classroom into real life situations. All this will be done through PAR because it goes through a unique process of action and reflection, which leads to further investigation and the generation of ideas (Ehrhart, 2002; Minkler, 2000).

2.2.6 ONTOLOGY OF CER

According to Husserl (1929) and Gruber (1993: 205), ontology is a description of concepts and deals with reality through answering questions that are more basic than those considered in psychology such as “what is”? (Encyclopaedia, 1992: 757; Scotland, 2012: 9). The main question that remains is “what is ontology for?” (Guba & Lincoln, 1994: 108). In this study, the ontology is for CER, which deals with how facts have been investigated academically (Husserl, 1929: 86; Smith & Burkhardt, 1991: 640). Furthermore, other authors will be consulted to find out what they have investigated regarding the objectives of the study. The reason for conducting this study is to bring change in the society, which will be possible if all stakeholders are treated equally and are given the freedom to express their views. Research ethics also regards them as co-researchers instead of just individual’s (Pankaj *et al.*, 2011: 8).

CER is expected to maintain that reality is multiple and depends on the perspective of the knower not as singular (Bungane, 2014: 33). Ledwith (2007: 599) takes this further by explaining that all stakeholders can raise their voices so that multiple truths can be told instead of one universal truth. Lastly, Tsotetsi (2013: 26) expresses that CER overcomes the one sided view of addressing issues by addressing people who were oppressed and unsatisfactory conditions such as people not being allowed to raise their voices when being part of the process in the study. This study is expected to bring change to the people who will be considered as formal praxis at the end (Mahlomaholo, 2009: 13) and act as agents of change.

2.2.7 ROLE OF THE RESEARCHER

The role of the researcher is to be a facilitator and to monitor the study by capturing all practical activities, the theoretical framework, methodology and analysis of the generated data (Boog, 2003: 435) to see that the team achieves their intended outcomes. Moreover, I shall treat all the co-researchers equally regardless of their social background, race, religion, gender or the position they hold in their respective jobs (Boog, 2003: 428; Sankara, Dick & Passfield, 2001). Treating the team equally promotes social justice, equality, peace and freedom consequently inducing an environment where all will be able to contribute and different perceptions

appreciated (Shenton, 2004). Moreover, I shall create space for co-researchers to work on the solution to the problem (Mahlomaholo, 2013: 79).

2.2.8 RELATIONSHIP BETWEEN THE RESEARCHER AND PARTICIPANTS AS CO-RESEARCHERS

Communication is an essential tool that I used to promote a common understanding in the team by using free attitude interview (Bolton, 2005: 2; Mahlomaholo, 2009). This can open communication that gives co-researchers a platform to voice their suggestions and opinions (Mertens, 2009: 53) without fear. Engaging all the stakeholders involves collectively reflecting and conducting a situational analysis that leads to a practical identification of the challenges in the development of the framework being proposed in this study (Guthrie & McCracken, 2010: 79).

CER is used as it considers active involvement of the co-researchers therefore all stakeholders will contribute to their team vision. All co-researchers' viewpoints will be valued and acknowledged, as the co-researchers will have a chance to communicate among themselves (McTaggart, 1997: 40 & Shenton, 2004: 67). Furthermore, MacDonald (2012: 45-46) states that co-researchers can create a process that maximises the chances of all of them to be involved by allocating tasks among themselves while I ensure that equal access to information is generated by the co-researchers. Involving all the co-researchers in this manner could be one of what has been missing in the implementation of effective teaching in BusEd.

2.2.9 RHETORIC

Language plays a major role in CER because it creates interactions among people, therefore co-researchers will interact regardless of the positions they hold in society (Palmer & Klerk, 2012: 67). Co-researchers will learn from the process and gain knowledge generated as the study develops (Hertz-Lazarowits *et al.*, 2010: 271). Moreover, co-researchers will use the language they will be comfortable with, that is Sesotho as their home language or English. Dworski-Ringgs and Langhout (2010: 216) show that allowing co-researchers to use a language they are comfortable with shows respect and acknowledgement as it implies using a language that accommodates all stakeholders (Denzin & Lincoln, 2000: 370).

2.3 DEFINITION AND DISCUSSION OF THE OPERATIONAL CONCEPTS

The operating concepts enhancing learners'academic performance, business education and principles of critical accounting are the essential concepts that emerge from the title of this study. As a result, they are going to be defined and discussed for easy understanding of the study.

2.3.1 Enhancing learners'academic performance

Enhancing learners'academic performance refers to improving or increasing learners'knowledge acquired in any institution that involves studying in schools (Hornby, 2010: 486; Simpson & Winer, 1989: 543). It does not only base itself in class but also the way learners learn amidst their environment and social conditions therein. This refers to the freedom to learn and teach without any fear or restriction from the law (Gwinn 1990: 50). Setlaletoa (2012: 183) and Ndimande (2005: 5) explain that learners are expected to be assisted to better carry out their learning in such a way that they engage in business activities with self-confidence and competence (Yu, 2010: 27). Teachers, especially of BusEd in this case, are needed to enhance learners'academic performance through different teaching strategies. Therefore, BusEd teachers ought to plan and facilitate their lessons in a way that learners are actively involved in their learning (Gerber *et al.*, 2013: 257-258; Mushtag & Khan, 2012).

Moreover, for learners to improve their cognitive skills teachers have to arrange good and familiar learning facilities such as teaching materials that learners can manipulate to acquire new knowledge. Adebowale and Osuji (2008) agree with Mushtag and Khan (2012: 3) by emphasising the importance to present learners with opportunities to evaluate business activities in real life situations. Teachers and other stakeholders such as the learners' parents can enhance the learners'academic performance. In addition, this is notwithstanding other aspects such as good and effective communication skills, cooperative learning, role-play and problem based projects (Gerber *et al.*, 2013 257-258; Mushtag & Khan, 2012: 3-4). Teachers are also expected to provide feedback through assessment as a tool to determine whether their objectives have been achieved and taken from the aims of the curriculum at all levels(Curriculum & Policy, 2008: 23; SAQA, 2012: 10). It is expected that there should be continuous assessment to gauge the learners

throughout and they should be allowed to get mentoring from relevant people in their communities. Linking learners' learning with real life situations and being practical has an advantage in that learners take charge of their own learning and thinking process (Ajami & Bear, 2007: 101-103; Bryan & Antina, 2015: 37; Curriculum and Policy, 2009: 22-23; Sithole & Lumadi, 2012: 77; Yu, 2010; 34-38).

Monitoring or determining learners' academic performance will be determined by descriptive levels through their scope of knowledge, problem solving skills and their accountability in their learning (SAQA, 2012: 10). Learners will show through applying and evaluating concepts, rules of BusEd, facts and theories of BusEd in detail on practical tasks such as purchases account has debit balance while sales account has a credit balance. Moreover, learners will be able to identify, evaluate, analyse and reflect critically on problems that need to be solved (SAQA, 2012: 10). Academic performance can be determined by effectiveness and preparedness of learners in the classroom to take full responsibility of the process of learning. This includes being able to think critically before making their own decisions and stand by their decisions according to the MOET of Botswana and Lesotho (SAQA, 2012: 10; Tabulawa, 2009).

The onus however is on curriculum designers to involve all relevant stakeholders in the process of designing a new curriculum so that teachers can teach using different approaches that are learner-centred to improve the performance of the learners. According to Thaanyane (2010: 114), inadequate training on diverse methods of teaching BusEd poses a challenge in the implementation of new strategies and should be factored into the poor academic performance of learners. It is believed that CER, PCA and PAR will address all these issues as a way of enhancing learners' academic performance of BusEd in Lesotho.

2.3.2 Business Education

Business education is the education for general knowledge of business practices (Random House Unabridged Dictionary, 1997). Dictionary.com further states that business education is a course that involves various aspects of managing, operating and investing in a business. On the other hand, Crews *et al.* (2003) explain BusEd as the course in the secondary level of education that prepares learners for the business world. Additionally, the National Business Association explains BusEd

as a subject that gives learners a chance to master the fundamental knowledge and skills needed to succeed in business whilst also creating equal opportunities for learners to succeed in life.

Nketekete (2004, 1-5) reiterates the views of Crews *et al.* (2003:*ibid*) and explains BusEd as a subject that exposes learners to the reality of business, forms building blocks towards acquiring business skills and prepares learners to be actively involved in their roles within society. Through BusEd learners are therefore equipped with the skills that can help them to start their own business and even help interested people in their communities with business skills (Bell *et al.*, 2011: 798; Chimezie & Oneneke, 2013: 173; Yu, 2010: 27).

In Lesotho, accounting in secondary schools is called BusEd (Curriculum and Assessment Policy, 2008: 16). BusEd replaced bookkeeping and commerce, which were taught in secondary schools from the 1960s in Lesotho. It was revised in 1998 and put into practice in 2000 (Nketekete, 2004: 3-4; Thaanyane, 2010: 4; Yu, 2010: 27-28). The purpose of BusEd is threefold. It is expected to equip learners with entrepreneurial knowledge, skills and insights on the nature of business (Nketekete, 1998: 1; Nketekete, 2004: 5) and is categorised into four areas, which are business environment, business formation, business management and the evaluation of business performance (Nketekete, 2004: 5).

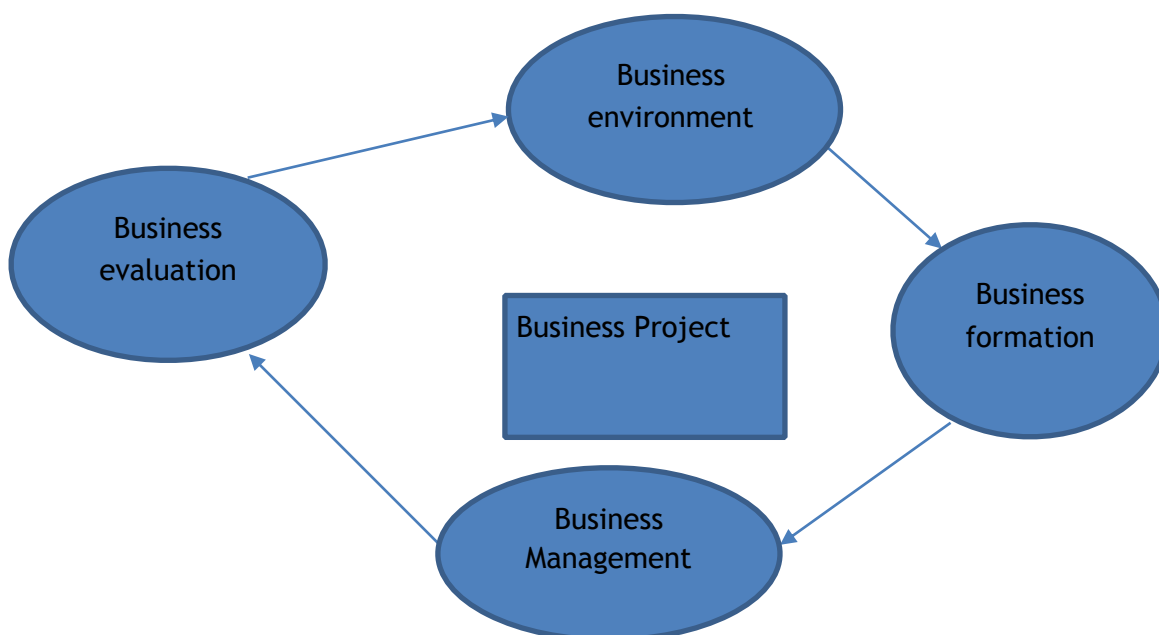


Figure 2.3.2:BusEd areas

The study is only focusing on these three aims of the BusEd as mentioned by Nketekete (1998; 2004: *ibid*) as they form the basis for learners to be encouraged to start their own businesses or use the skills they acquire from BusEd for survival. The BusEd syllabus stipulates its objectives as identifying trends and factors within the environment that affect business (Nketekete, 2004: 34-41). As alluded to in figure 2.3.2 above, these trends can be categorised in a cycle within the parameters of a business environment, acquisition of knowledge and skills of record keeping as a necessary management skill for the effective running of the business, thus business management (Nketekete *et al.*, 1999: 81-96). Learners are also required to have the ability to evaluate the performance of business activities by using different statements and tools, i.e. business evaluation (NCDC, 2003: 1-2; Nketekete, 2004: 5 & 15). It is also expected that the process of managing and evaluating businesses, learners will acquire skills such as self-assessment skills, marketing skills, sales skills and evaluating skills (Nketekete, 2004: 6-7).

In Botswana, BusEd is known as business studies and has the same objectives as in Lesotho. It is intended to encourage learners to take responsibility for their own learning in a learner-centred pedagogy (Tabulawa, 2009; Sithole & Lumadi, 2012: 73). In addition, Sithole and Lumadi (2012: 71) explain that business studies combine academic and practical skills that can help learners fit into the post-school working environment. Nigeria and Hong Kong also have similar objectives, which include equipping learners with the knowledge that will help them to be employed after school and be able to create their own jobs (Bell *et al.*, 2011: 798). Chimezie and Onyeneke (2013: 173), suggest that this aspect of education makes learning interesting, applicable to environmental demands and meaningful.

Lesotho policy, through the curriculum, expects learners to be aware and conscious of their environment so that they can solve their own problems using resources they have (UNESCO, 2007: 10). Healthy living is needed for learners to achieve the intended learning outcomes of BusEd (Curriculum & Assessment Policy, 2009: 16-18). It is important to note how countries are shifting from the teacher-centred approach through policies that advocate for an all-inclusive strategy towards learning. In Lesotho for instance, the school curriculum has been changed to respond to the rapid social and economic changes. The new curriculum now aims to

help learners to be creative, productive and have work-related competencies (Curriculum and Assessment Policy, 2009: 7-14).

While the policies are in place, the challenge that still remains is how to apply those policies practically and thus produce advanced entrepreneurs within BusEd learners. This forms the crux of this study. NCDC (2003: 3) and Thaanyane (2010: 6) show that the curriculum of BusEd is relevant, practical and the expectation is for teachers to integrate it with other subjects. This will include learners being able to apply scientific and technological knowledge and skills in developing new ideas to respond to socio-economic challenges and lastly, be able to apply acquired knowledge, skills and attitudes necessary for effective participation in the democratic processes. This also shows that BusEd believes in social justice where all stakeholders are expected to be treated equally and with respect.

2.3.3 Principles of Critical Accounting (PCA)

For further understanding, in this section PCA will be broken into three parts, namely principles, critical and accounting. At the end the three words will be combined together to form one concept.

2.3.3.1 Principle

Principle is a basic truth or law. The business dictionary describes a principle as “a fundamental norm, rule or value that represents what is desirable and positive for a person, group or community”. Hornby (2010: 1153) describes principle as a belief people have that is accepted as a reason for thinking or acting in a certain way. In essence, a principle will help determine the rightfulness or wrongfulness of one’s actions and it is meant to govern policy and objectives (Encyclopaedia of America law 2005; Collins Discovery Encyclopaedia 2005; Zalto, 2010).

2.3.3.2 Critical

According to Hornby (2010:348) critical is an approach that involves careful assessment before making judgements about good and bad qualities of somebody or something. Lynch *et al.* (2001: 3-5) on the other hand, perceive critical as a skill necessary for a learner to assess what they hear and read and identify what is important to them so that they can apply it to their learning. This description in itself connotes that critical is not about teaching or giving out information but calls for an

inductive approach that deals with reality (Armitage, 2010: 6; Biggs & Tang, 2007: 93). Critical could be a way someone thinks deeply before making decisions by looking or asking many questions before deciding whom the decision will affect.

2.3.3.3 Accounting

Accounting is the practice of processing and keeping all financial accounts (Hornby 2010:10). The business dictionary (2005: 32) explains that accounting provides information on the available resources, ways resources are used on finances and the results achieved using those resources. Mohammend (2007: 3-4) and Wood and Sangster (2007: 4) explain accounting as a process of identifying, recording financial transactions, analysing, evaluating and summarising the financial performance of the business.

Accounting therefore is involved with bringing together, categorising, investigating and controlling financial information for organisations and individuals. This is done so that people can gather information about how their business activities are doing in terms of profits and loss, which are presented in figures.

2.3.3.4 Principle of Critical Accounting (PCA)

Armitage (2011: 4-5) explains the PCA theory as a method that goes beyond questioning the employment of particular accounting methods but focuses on the role of accounting in sustaining the privileged positions of those in control of particular resources while undermining the voices of those without resources. In addition, Armitage (2011: 4-5) and Kamla (2009) express that critical accounting questions the views on human rights and freedom of people whom are oppressed within the society and advocates for equality. On the other hand, Othata (2011) sees PCA as a human struggle to call for participation in an actual transformation of the system and an approach, which benefits all human beings. According to Tilling and Tilt (2004: 6), PCA has two aspects, which are “contextualisation of the practice” of accounting within a broader field and a call to action, which is to “participate in actual reality”. PCA is an approach that advocates change by acting and giving people who were oppressed a platform to raise their issues and this promotes social justice.

PCA goes beyond accounting because it is concerned with how people interact within the parameters of power issues (Armitage, 2010: 4-5; Guthrie & McCracken, 2010:79-80).

2.3.4 Enhancing BusEd learners'academic performance using PCA

Enhancing BusEd learners'academic performance using PCA is essential as a strategy because PCA helps teachers and learners to think clearly and consider many factors such as how to involve other stakeholders, making critical judgements about how learners could be taught in a way that they could understand and be able to survive (Smith, 2011: 28). This includes how to prepare and facilitate BusEd lessons including approaches and materials used before they could teach BusEd learners. On the other hand, learners also have to consider many factors before they can process information they gained in the classroom. That is, to assess what they have read, experiment and how they could use such information profitably towards their learning Carter, Clegg & Kornberger, 2010: 557; Hall, 2008: 150).

Moreover, PCA bases itself on different approaches of learning, it considers learners'perception of the situation within teaching and learning and it allows learners to develop their own understanding through their existing situation outside the classroom (Lucas, 2001: 162; McPhail, 2001: 488). Apart from that, it encourages all stakeholders in BusEd to work together collaboratively to generate ideas that would help their society to solve their own problems. It also allows them to generate their own meaning and make sense of it (Boyce *et al.*, 2012: 50; Boyce, 2004: 575; Saxon, 2012: 297-298).

PCA therefore requires that BusEd teachers should assess and "dig deep beneath the surface" to form a true understanding on how the business world works in reality (Haneef *et al.*, 2014: 504; Chittaro & Ranon, 2007: 8). All these reasons above make it ideal to choose PCA as a way to help BusEd teachers teach effectively.

2.4 RELATED LITERATURE TOWARDS THE OBJECTIVES OF THE STUDY

This section discusses the literature in relation to the objectives of the study.I also discuss the justification of the need to enhance business education learners' academic performance using the principles of critical accounting. This is done by identifying the best practices in Lesotho, Botswana, Nigeria and Hong Kong.

2.4.1 Understanding the challenges hindering academic performance of BusEd learners

The challenges hindering academic performance of BusEd learners are categorised in the following manner a lack of teamwork, a need to intervene, lesson preparation, lesson facilitation and the involvement of community members, professional development and monitoring.

2.4.1.1 The necessity for teamwork to enhance business education learners' academic performance using principles of critical accounting

Teamwork is needed in the teaching of BusEd because it brings collaboration among relevant stakeholders (Adam, 2001: 145; Kurtzberg & Amabile, 2000: 286; Roselender & Dillard, 2003: 334) which helps in empowering other stakeholders with the experience that is shared from different people. Avolio *et al.* (2009: 423) express that participation takes place when people are working together, this includes sharing of different roles and responsibilities among people in the team and that results in active involvement of the members (Miles & Watkin, 2007: 92; Taylor, 2008: 2; Brian, 2013: 479-480; Raselimo, 2013: 305-306). Diversity and commitment of working together is increased when there is a team because teachers complement each other (Emich, 2014: 123; Kay Yoon, 2011: 169-170; Labonte & Laverack, 2001: 230). This also suggests that there is a shift when teachers move from working in isolation to collaborating with other team members which PCA advocates (Armitage, 2010: 7; Boyce *et al.*, 2012: 50; Guthrie & McCracken, 2010: 79-80; Matthews & Meuna, 2003: 22).

The curriculum also suggests that teachers are expected to work together through cooperation among themselves and other stakeholders to improve schools' performance (Bell *et al.*, 2011: 798; Curriculum & Assessment, 2009: 18; MOET, 2005: 26; NSDP, 2014; Sithole & Lumadi, 2012: 73; Yu, 2010: 34-30). It is believed that if there is a team of BusEd teachers, teachers can share roles, responsibilities, ideas, experiences, empower each other, collaborate among relevant stakeholders and provide active involvement on the tasks. All these show us how essential the team can be if established so that learning and teaching can be coherent. As a result, BusEd learners would be able to own their learning and would be afforded opportunities for community based learning, which would help them to think

critically when it comes to the realities of business issues (Matthews & Meuna, 2003: 22).

2.4.1.2 The need for intervention in BusEd

There are challenges in learners mastering the BusEd objectives. Learners lack prior knowledge of BusEd, therefore they regard BusEd as a difficult subject because they are unable to master the necessary skills (Thetsane & Matsela, 2014: 630). For example, record keeping skills where learners have difficulty deciding which account should be debited or credited from a transaction. Apart from that, learners are unable to evaluate the performance of business activities by using different statements and tools because they are not given opportunities to evaluate them in real life situations (Adebowale & Osuji, 2008). This seems like it is caused by teachers who concentrate on learners obtaining good examination results by revising past examination question papers as an indicator for academic achievement instead of evaluating learners' performance and their personal effects on business capabilities (Yu, 2010: 38).

It takes time for the syllabus to change, for instance in Lesotho it took 38 years for the curriculum to change (Thetsane & Matsela, 2014: 627; Nketekete, 2004: 3-4; Thaanyane, 2010: 4). It was clear that bookkeeping and commerce were no longer answering learners' needs in terms of economics and reality (Nketekete, 2004: 3-4; Yu, 2012: 27-28). Apart from that, subject specialists do not make regular visits to schools to follow-up on teachers and gauge if they understand the intended outcome of the subject (Thaanyane, 2010: 119). This implies that BusEd teachers still find it difficult to teach BusEd using principles of effective teaching (Machai, 2011; 47).

A lack of or inadequate facilities and resources seem to hinder the learning process in the classroom of BusEd (Thetsane & Matsela, 2014: 632; Morojele, 2012: 38-41). This makes it difficult for the teacher to manage their classrooms in terms of time and arrangements. Furthermore, a lack of involvement of stakeholders such as community members is another challenge in the teaching and learning of BusEd as the community should join hands in helping schools perform well (Chan, 2014: 463)

This is relevant in BusEd as teachers are expected to work together to ensure learners can apply taught concepts to other subjects. Using a learner-centred

approach and applying theory into practice, which is required by the policy, is unfortunately not utilised in Lesotho as teachers explain how hard it is to prepare relevant teaching material for BusEd (Thetsane & Matsela, 2014: 632; MOET of Lesotho, 2005: 43-44). Boyce *et al.* (2012: 52) and Hamblin (2015: 1182) explain that learning how to teach is a complicated process that needs collaboration, reflection and experimentation. This study sought to investigate how these challenges can be overcome and what strategy can be put in place to ensure effective teaching and learning of BusEd.

2.4.1.3 Lesson preparation when teaching with the use of PCA

A good lesson plan is an important tool as it forms a strong link between theories and practical aspects and has to be in a written form (Bryan & Antina, 2015: 37; Hernanzen, 2007: 230; Pang, 2016: 449). Ursula and Leng Tan, (2013) describe it as a road map that directs teachers to help learners achieve what is intended by the objective(s) of the lesson. It needs to be planned in a way that the educational needs of all learners are considered by looking at several variables including objectives, content to be taught and materials to be used by teachers (Bryan & Antine, 2015; Younger & Luttenegger, 2014: 25-26; Hernandez, 2008: 228). Education policies also state that teachers should consider that learners learn in a way that they can apply what they are taught to real life situations especially in their communities and be assessed throughout the lesson to evaluate their understanding of recording skills and concepts (Curriculum & Assessment Policy, 2009: 4& 8; MOET of Lesotho, 2005: 26; NSDP, 2014: 73; Teal Centre Staff, 2010; 2-3; Ramaligela, 2012: 89-90). Lesson planning in Lesotho is sometimes called instructional design because it is the process that is used by the teacher to identify activities that enhance learning (Nketekete, 2004: 13). Teachers however, fail to unpack the lesson plan through action knowledge where objectives are not specific and time is not stated despite having experience. Prior knowledge is not used and linked into new knowledge in relation to the content through exposition of new knowledge and actualisation (Ramaligela, 2012: 87).

Teachers end up not preparing lesson plans because teachers lack the understanding of the nature of BusEd (Nketekete, 2004: 20). Moreover, teachers are not using familiar materials or things that learners see or meet in their communities

instead they use chalk and blackboards as the only teaching material (Brussels, 2011: 17; Thetsane & Matsela, 2014: 632; Ramaligela, 2014: 88-89; Vermette *et al.*, 2010: 73). Learners therefore fail to understand BusEd and integrate it with other subjects (Mohammed, 2007: 11; Sithole & Lumadi, 2012: 77).

A lack of preparation of lesson plans is believed to be influenced by the BusEd syllabus, as the curriculum is too long according to teachers (Thetsane & Matsela, 2014: 636; Sithole, 2010; Sithole & Lumadi, 2012: 77). BusEd is not given adequate time as it needs practicals and the time allocated per week is not enough to cover the content (Sithole, 2010; 58 Sithole & Lumadi, 2012: 77; Nketekete, 2004:9-10). Curriculum and Assessment Policy (2009: 4) and Ramaligela (2012: 89-90) explain how teachers are expected to consider ways learners learn before preparing lesson plans as they link theory to practise (Pang, 2016: 450). All these show how sometimes teachers do not prepare lesson plans and justify this unbecoming behaviour by citing a lack of time, not understanding in detail the nature of BusEd and not unpacking the lesson from the curriculum as a problem. Lastly, they mention how they teach through their own experiences. However, this poses a danger in that some aspects of the lesson that could have been captured in the lesson plan are likely to be missed.

2.4.1.4 Lesson facilitation with the use of PCA

Teachers are still using a teacher-centred approach to teaching even though the curriculum suggests that learning should be learner-centred in some countries including Lesotho, Botswana, Nigeria and Hong Kong (Curriculum & Assessment Policy, 2009: 16-18; Nketekete, 2004: 20; Brussels, 2011: 17-18; Yu, 2010: 39). This results in the isolation of BusEd from the real world of business (Yu, 2010: 39). Teachers are not working together therefore, there is no integration of subjects as teachers are unable to link BusEd with other subjects in Nigeria and Botswana (Sithole, 2010: 25; Ifedili, 2015: 19). This is shown when teachers do not plan or organise with other teachers of different subjects.

The content requires teachers to stay up to date with the current business environment to ensure relevance (Nketekete, 2004: 66; Sithole & Lumadi, 2012: 77). Moreover, the content or syllabus of BusEd seems to be long for teachers and learners if teachers want to balance theory and practical as time allocated per week

is not enough to cover the content (Thetsane & Matsela, 2014; 630; Nketekete, 2004:9-10; Sithole, 2010: 58; Sithole & Lumadi, 2012: 77). This is difficult for teachers to cope with and consequently teachers follow exercises given in the textbook, which promote cramming without understanding (Adebowale & Osuji, 2008; Nketekete, 2004: 9). The cramming comes as a challenge as it is expected by MOET of Botswana that learners learn on their own and are able to think critically and take responsibility of their learning (Masego et al, 2014: 46; Tabulawa, 2009). A lack of adequate resources and learning facilities is another challenge because it hinders learning in the classroom (Morojele, 2012: 39-40).

This is a challenge for teachers and learners because learning of BusEd does not run smoothly in the class because of sharing of BusEd textbooks. Inadequate resources such as textbooks make it difficult for teachers to give learners homework or extra work. Computers are another of the scarce resource. Most schools in Lesotho (Ministry of Education, 2005: 42) do not have computers for learners to use in the BusEd class. Lastly, teachers are not using familiar materials that learners see or meet in their communities such as shops (Brussels, 2011: 17), that is they use abstract teaching materials.

There are many ways of assessing learners but most of the time teachers assess knowledge and understanding of learners instead of assessing their analysis, evaluation and decision-making skills (Nketekete, 2004: 22-23). As a result, learners are not able to reach high cognitive skills where they could compare and construct, learn on their own and think critically before making informed decisions on their learning (Masego et al, 2014: 47; Tabulawa, 2009) which unfortunately it is not easy for teachers to do (Sithole & Lumadi, 2012; 73-74). Other than the diversity of learners, overcrowding of learners in one class is another aspect that hinders learning (Mushtag & Khan, 2012: 4-6). It makes it harder for teachers to manage their classrooms in terms of time, sitting arrangements and different methodologies as a way of assessing the availability of enough teaching materials (Morojele, 2012: 38-41). The literature shows challenges faced by BusEd teachers, which are a lack of time, inadequate learning facilities, teachers lacking ways to keep updated on trends and factors affecting BusEd, teachers still using the teacher-centred approach and a lack of integration of subjects as well as overcrowding of classrooms.

2.4.1.5 Involvement of relevant community members in the BusEd classroom

Lack of involvement of community members such as parents is another challenge in the teaching and learning of BusEd (Chan, 2014: 470). We can have internal stakeholders who are directly working in the school and have influence in the classroom but external stakeholders are also needed, as “internal” stakeholders alone do not have the power required to produce positive change in the school. When teachers do not initiate communication with parents, the school does not encourage parent participation (Poon-McBrayer & McBrayer, 2013: 67-68). Moreover, the feedback those teachers give to parents, as a form of quarterly reports is not comprehensive because it does not consider other relevant stakeholders to understand in the same way that parents do (Schlicht & Klauser, 2014: 1021).

The community is expected to join hands in helping schools perform well (Chan, 2014: 462; MOET of Lesotho, 2005: 43-44). It is believed that teachers would understand that teaching goes beyond the classroom (Hamblin, 2015: 1182-1182) therefore it would be necessary to involve other stakeholders from the community in the classrooms. However, this is not done. The parents as community stakeholders are expected to play an important role in the lives of their children because they are the learners' first teachers (Lynn, 2004: 162) and are necessary in the involvement of their children's education, especially in BusEd. This means that the school is treated in isolation to the community (Hornby & Lafaele, 2011: 44-45) where the two do not collaborate. One other issue is empowering schools on how they can obtain sponsorships from different companies to provide the required resources (Morojele, 2012: 42). For example, it is difficult for parents to pay 30 Maluti (R30) for learners' contributions to experiment or for fieldtrips at school for small projects because of the poverty and lack of employment (Morris, Barners & Kao, 2016). This section shows how the school and community do not work together therefore, making it difficult for learners to master the skills of BusEd.

2.4.1.6 Professional development

Professional development (PD) is the process of gaining and strengthening teachers' skills, knowledge, attitude and abilities. It has to be a continuous and active process of learning opportunities through formal and informal ways carried out to promote growth in people (Lin, 2008: 245; Uchendu, 2015: 301). Leu (2004) and Uchendu

(2015: 304) explain that PD prepares teachers to be empowered professionals within their work and exposes them to different realities on how to put theory into practice. A well-developed teacher is also expected to be a learning facilitator, an assessor, resource provider, organiser and instructional specialist (Gulamhussen, 2013: 16; Macheng, 2016: 290;Ogar, Keziah & Uchechukwa, 2016: 95).

In Hong Kong, BuEd teachers do not seem to receive advanced training or do research, as other teachers do not like to improve their skills because of fear of moving from their comfort zone (Cheung, 2016: 6-7; Yu, 2010: 39). In Nigeria, BusEd teachers seem to lack interest and are not well equipped to cope with the fast changing environment. As a result, it seems impossible for them to be resource providers or instructional specialists because of a lack of PD (Ogar *et al.*, 2016: 96; Uchendu, 2015: 304). BusEd teachers in Botswana and Lesotho seem to fear change or new developments as they are not exposed to the latest knowledge and technology and not working with other stakeholders (Nketekete, 2004: 66; Mahlomaholo & Tsotetsi, 2013: 93; Zimmerman, 2006; Yu, 2010: 37). Moreover, funding, time constraints and untrained personnel to facilitate PD seem to be other problems in these two countries (Macheng, 2016: 290; Thetsane & Matsela, 2014: 636; Setoi, 2012: 27; Sithole & Lumadi, 2012: 74).

In the above-mentioned countries, teachers do not seem to be given opportunities to improve their PD. Even those who go to workshops do not give the feedback to other teachers; therefore, it is not easy to link theory to practice. This makes it difficult for them to remain updated with relevant knowledge based on content knowledge, quality teaching and collaboration through appropriate use of research, peer observation, workshops and reflection. This therefore makes it seem that it would be difficult for them to play their roles as efficient teachers (Adefolaju & Sithole, 2010:32; Gustafson & Ahmed, 2015: 476; NSDP, 2014: 111; Mohammed, 2007: 11; MOET of Lesotho, 2005: 59; 63; Nketekete, 2004: 66;Okioga, 2013: Sithole & Lumadi, 2012: 77; Wallis & Lewins, 2000: 65; Walter & Comeau, 2010: 5; Yu, 2010: 39). Tsotetsi (2013:50) also emphasises that any success of an approach to teaching and learning depends on the team of teachers receiving PD if not, it fails.

2.4.1.7 Monitoring

Monitoring includes checking progress within the project towards identified plans, objectives or strategy using generated information (Church, Cheyanne & Rogers, 2005; Matthews & Meuna, 2003: 22; Perrin, 2012: 4). It has to be relevant, realistic, structured and includes all stakeholders at the early stage throughout the whole project (Church, *et al.*, 2005; Lusthaus, Adrien & Perstinger, 1999: 17; Perrin, 2012: 4). On the other hand, Pasanen and Shaxson (2016: 9-19) see monitoring as a way of reviewing the theory of change, which direction the team should follow and the purpose of assessment through six areas. These areas include strategy and direction, management, output, uptake, outcomes, resources available, impact and context (Mendoza, 2011: 12-15; Perrin, 2011: 8; Care International uk, 2012: 12) while Smyth (1993: 5) sees it as the aspect that deals with domination and hidden agendas.

Monitoring acts as an indicator to what has been planned and whether it has been achieved. In this case, monitoring refers to assessing BusEd teachers to establish if they have gained relevant knowledge from other stakeholders and access to resources through learners achieving cognitive skills and taking accountability for their studies (Kemmis, 2005: 395; Koleros, 2015; Matthews & Meurna, 2003: 22). Learners are being monitored to determine to what extent they have understood in detail what was intended to be learnt by solving their problems in relation to connectivity of what is learned in the classroom. Descriptive levels are used as one of the indicators as it is encouraged to include the community in the learning process as educators gain important allies and access to resources which on the other hand, increases engagement and learning outcomes through transformation (Matthews & Meurna, 2003: 23). In this study, descriptive levels, which are going to be used, are scope of knowledge, problem solving and accountability of learners in their learning.

2.4.2 Components of the implementation of the strategy

2.4.2.1 Teamwork approach in enhancing BusEd on learners' academic performance using PCA

A team is a group of people with different skills who are willing to share common goals, aims and an approach in which they would operate within themselves being accountable for their actions (Van Heerden, 1999: 14). It has to go through four

stages namely, forming, storming, norming and performing (Kozlowski & Bell, 2003: 20; Wallace, 2001: 3). All these stages are about how the team is established from the beginning to the end of the project. The size of the team is determined by the contribution, task and environment that the team is going to operate within (Dworskin-Riggs & Langout, 2010: 228; Kozlowski & Bell, 2003: 13; Sycara & Sukthankar, 2006: 4). Team members control, choose the formats and even own the research process from the beginning until the end (MacDonald, 2012: 45; Ledwith, 2007: 599; Jordan, 2003: 189; Dworski-Skerritt, 2002: 148; Langhout, 2002: 216; Whyte, 1991). Co-researchers allocate tasks among themselves including choosing a coordinator within their group, trying to satisfy all co-researchers and working at their own pace (Dworskin-Riggs & Langout, 2010: 228; Loewenson *et al.*, 2014: 24). The work of the researcher is to act as a research coach by facilitating change instead of being a director or expert in the study (Whyte, 1991).

Respect and humility are other aspects that are supposed to be taken into consideration in the relationship of researcher and co-researchers so that there can be a good relationship within the team (Loewenson *et al.*, 2014: 25). Moreover, Loewenson *et al* (2014: 25) further say, co-researchers deal with their problems by building knowledge from directly shared experiences to seek transformation and therefore finding solutions.

It improves the lives of those participating in the process and results in the transformation of societal structures and relationships (McDonald, 2012: 37-42), that is, the team decides to solve their own problems through looking at what they have to do to solve the problem. This brings the issue of independence, transformation of society, active involvement and collaboration to create new knowledge (Avolio *et al.*, 2009: 42; Mahlomaholo & Netshandama, 2012: 1; McDonald, 2012: 39). This implies that researchers are supposed to know or understand power dynamics so that co-researchers are not oppressed in the team (Loewenson *et al.*, 2014: 24). For the team to share knowledge effectively it meanstask coordination, calling of expertise and effective communication skills has to be gained (Kay Yoon, 2011: 170). The literature above shows the importance of the team and how it is formed. It states sharing of skills, taking accountability for learning, stages of how a team is formed, co-researchers owning the study, allocation and responsibility of tasks and respect

among co-researchers and humility. This also includes effectiveness of a team, which will show transformation among the co-researchers.

2.4.2.2 Formulation of a shared vision in teaching and learning of BusEd

Vision helps people to know where they want to go and how they will achieve their mission in the future (Shadle & Meyer, 2015: 2). In other words, it guides and outlines how to achieve ones goals in the future. Moreover, it needs people's input in its formation. Discussion on what it should be, whether it is realistic and attainable in the future with the help of experience should be made in order for it to be effective through planning and effort. This can imply that the person in charge is expected to use a language that other people will understand so that they can be motivated and inspired by their vision (Carter *et al.*, 2009: 55). Nkoane (2010: 325) also suggest that people are to be given a chance to raise their issues on the formation of the vision. The emerging strategy will fail if the members have not contributed towards the vision's formation because of different backgrounds within the team. It is vital for all members to be part of the vision.

2.4.2.3 SWOT Analysis

SWOT analysis is a realistic and strategic planning tool used to allow better understanding with fairness and justice of the team in assessing its strengths, weaknesses, opportunities and threats against its vision. It can be done externally or internally (Dyson, 2004:632; Hills, 2001; Hill & Westbrook, 1997: 46; Menga, et al., 2015: 1783; Ommani, R., A. 2011; Santo & Laczniak, 2014: 100). Rizzo and Kim (2005: 120) suggest that SWOT analysis provides a good basis for strategy formulation as it sets co-researchers' weaknesses and opportunities towards the vision of the team before it can be implemented in order to achieve an organised approach and support for strategic decision making (Menga, 2015: 1775 & 1783). This is done for the team to understand their current and potential strengths regarding the vision of the team. (Lamb *et al.*, 2010: 446).

On the other hand, Menga (2015: 1783) shows how SWOT only focuses on capabilities and expertise of the co-researchers participating in the planning process rather than determining the importance of the factors by looking at alternatives. Douven *et al.* (2014: 1439) and Ommami, (2011: 9454) show how SWOT is done in stages which includes identification of the key strategic issues, preliminary

evaluation of options and selection of possibilities to avoid harm. The assessment of sources, causes, implementation and monitoring of the chosen strategy can also be used to identify the indicators. Lastly, SWOT also helps in determining whether the business can achieve its objectives and how to overcome barriers (Ommani, 2011: 9451).

2.4.2.4 Professional development (PD)

There is an explanation of PD on 2.4.2.1(vi). Amadi and Promise (2013: 22) say workshops are used as a means to distribute updated information to teachers and sharing of ideas as it is similar to a form of network (Bryan & Antina, 2015: 39; Olakulehin, 2007: 137). Moreover, Mizell (2010: 7-8) indicates that PD can be done at any time that is suitable for teachers and can be done through different forms including by individuals through research, going to national conferences, workshops, universities, colleges, seminars or online. However, sometimes, online PD can hinder teamwork and promote isolated learning. Mahlomaholo and Tsotetsi (2013: 92) disagree with isolation where they advise that the community be included in the design of PD in a teamwork approach. Mizell (2010: 8) further advises teachers apply what they have learnt in PD workshops immediately in their school.

The BusEd teachers in Hong Kong, according to Cheung (2016: 6), seem to be included in the design of PD programmes for which Mahlomaholo and Tsotetsi also advocate (2013: 99). Akpan and Ita (2015: 69-70) explain that in Nigeria training teachers through meetings, study circles, training sessions, peer assistance and review, mentoring, book clubs and teachers' network workshops encourages commitment from teachers and as a result productivity will be increased and resources will be made available for teachers' development (Adensia *et al.*, 2016, 205; Uchendu, 2015: 302). Botswana and Lesotho also seems to use workshops to improve PD (MOET of Botswana, 2003: 36; MOET of Lesotho, 2005: 59). In terms of the policies, all the countries encourage teachers to be empowered through PD as a way to be updated and teach effectively and efficiently (MOET of Botswana, 2003: 36; MOET of Lesotho, 2005: 59, NSDP in Lesotho, 2009; NSDP in Lesotho, 2014: 111-15; Poon-McBrayer & Mcbrayer, 2013: 69; Yu, 2010: 39).

2.4.2.5 Collaborative planning

Planning is the process of anticipating events and formulating strategies to realise the objectives of the study, which should be smart, simple, measurable, achievable, realistic and time bound (Skoetter, 2011: 660-661; Lamb *et al.*, 2010: 442). Amad and Faith (2012: 551-552) further explain planning as a roadmap because it is an activity that explains a clear way of how actions will be done in reality and establishes a common understanding of principles and values and negotiates mutual agreement (Inchley *et al.*, 2006: 69). In the process of collaborative planning, sharing and exchanging of different ideas happens among the co-researchers, which leads to quality work and reduces the risk of human errors with regard of BusEd teaching (Amad & Faith, 2012: 551-552; Bello & Ojigi, 2013: 2-3). In this study, collaborative planning was done through the involvement of all relevant stakeholders to avoid unforeseen circumstances and promoting active involvement through prioritising together and teachers working together to plan and facilitate lessons of BusEd (Astra *et al.*, 2015: 77)

2.4.2.5 (i) Lesson plan preparation

For a lesson plan to be well prepared it is expected to have logical activities from the beginning until the end (coherent). Teachers use different strategies in the class to avoid being boring but on the other hand they should not be fun and enjoyable without reaching the goal (Bryan & Antina, 2015: 38). This shows how lesson plans should be flexible (Younger & Luttenegger, 2014: 27; Hernandez, 2007: 232). A Lesson plan has to be flexible. In other words it must still be able to be used by other teachers when the teacher who planned it is absent from school. This is further emphasised by Wiggins and McTigle (2005: 16) who state that a lesson plan can be taught in many ways including backwards lesson design (Wiggins & McTigle's model).

Moreover, a student's proficiency level and ages are to be considered to avoid errors such as evaluating learners with higher or lower standard or failing to teach concepts indicated in the syllabus or in the curriculum (Bryan & Antina, 2015: 37-38; Hernandez, 2007: 232). A teacher still has to reflect after teaching in the class to see if s/he could improve anything. On top of all these, principals have to check the teacher's lesson plans as these would help teachers to prepare lesson plans.

To address these challenges mentioned above, teachers have to consider several variables before planning their lesson plans such as cutting down the concepts in the syllabus to specific objective(s) (Vermette *at et.*, 2010: 71; Hernadez, 2007: 228). Lesson plans are forcing teachers to plan carefully to reach lesson plan goals by asking what skills students must demonstrate to show their understanding, scaffolding activities and assessment by specific periods of time. Education policy expects this (Hernadez, 2007: 230; Nketekete, 2004: 13; Vermette *et al.*, 2010: 71).

Lesson plan preparation is expected to show how a teacher has planned a written lesson plan that has most key components such as learning goals, direct instructions and proactive activities, which makes learners eager to learn more by engaging them in the activities according to Barross and Pon (2010: 1).

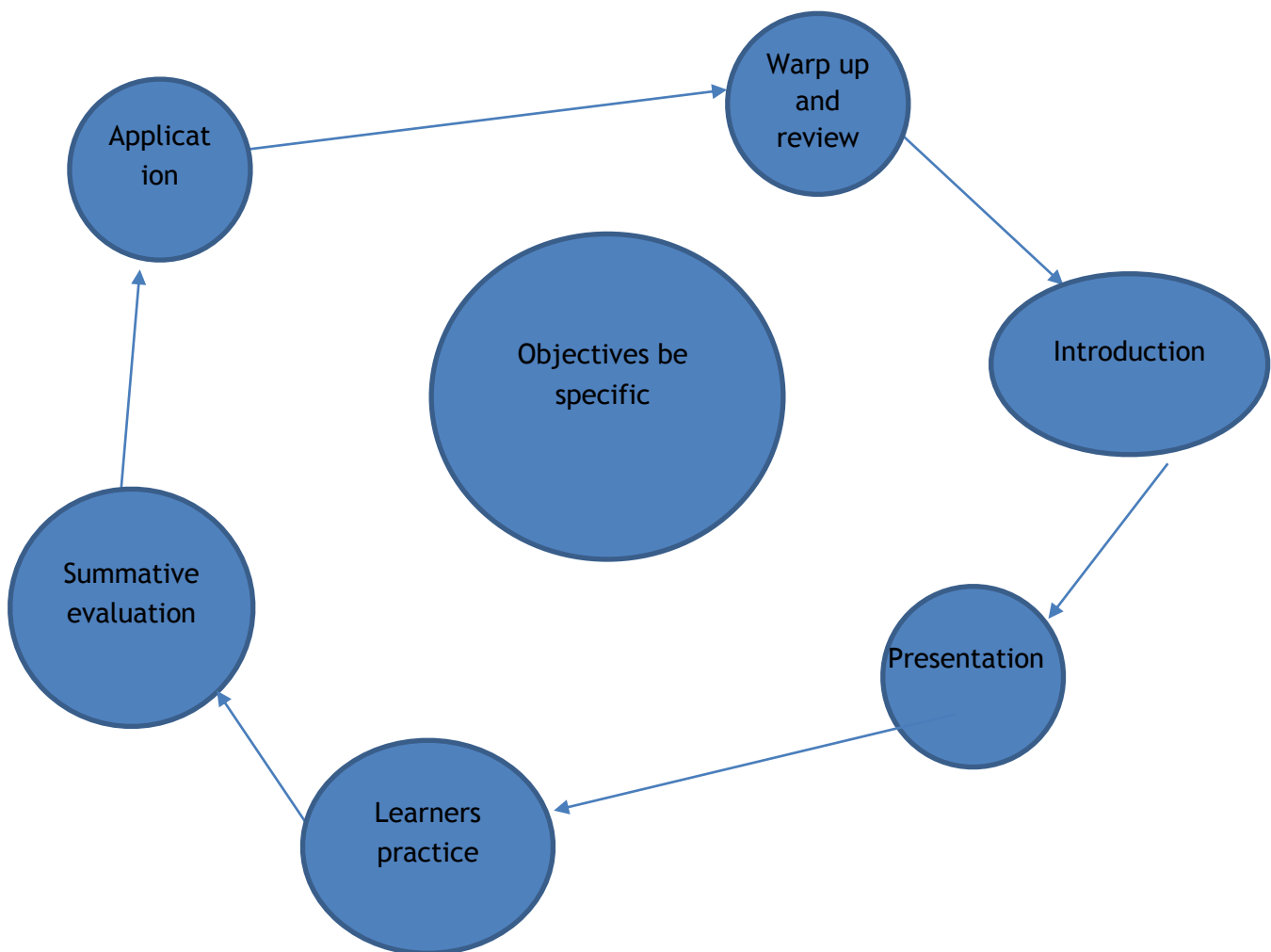


Figure 2.4.2.4: WIPPEA model (adapted from Barross & Pon, 2010: 2)

If we can have teachers who prepare lesson plans before teaching using this model above, we believe that we can have a group of teachers who can address learners

with different strategies. This could help them be effective in the classroom (Flanagan, 2012: 8). Lastly, there should be reflection written by the teacher after teaching which states whether that lesson was taught successfully.

2.4.2.5 (ii) Lesson facilitation

Most countries seem to adopt a learner-centred approach where learners are encouraged to go out and find things for themselves. They are also encouraged to use the simplified textbook such as the example of one depicted below where it shows the owner as either the sole trader or in a partnership, obtaining the money to form capital and is written in Maloti (Nketekete, 2004: 9; Nketekete, 1998: 36; Brussels, 2011: 17).

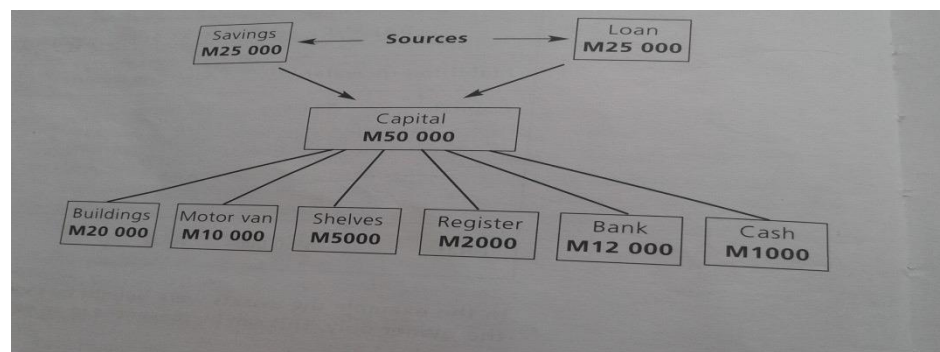


Figure 2.4.2.5: Source of capital

Teachers use different strategies of teaching such as small groups for case studies to discuss other topics such as the business environment (Machai, 2011: 68; NCDC, 2003: 9; Hess, 2001: 10; Killen, 2010: 191; Nketekete, 2004: 23). Moreover, the prescribed textbook has exercises that facilitate plenty of practise and interpretation (Nketekete, 2004: 45). Teachers use problem solving and social constructive learning by calling guest speakers to promote an understanding of BusEd (Killen, 2010: 251; Naimi, 2007: 33). Lastly, they use strategies and techniques that challenge learners intellectually role-play (Snyder & Snyder, 2008: 90).

For record keeping, learners use cooperative learning through exercises where they practise and apply concepts practically (Killen, 2010: 247; Hess, 2001: 12). Killen (2010: 131) also explains that learners use self-regulated learning such as homework while teachers use direct instruction such as advising learners to divide a record into three parts for easier understanding (Killen, 2010: 131) which promotes

accountability of learners in their learning (SAQA, 2012: 10). Teachers use problem solving and social constructive learning by calling guest speakers to promote understanding in Botswana (Killen, 2010: 251 & Naimi, 2007: 33) and in Hong Kong they use strategies and techniques that challenge learners intellectually such as role-play (Snyder & Snyder, 2008: 90). These include using computers in Botswana, Nigeria and Hong Kong (Sithole & Lunadi, 2012: 72).

Paine and McCann (2009: 2-3) explain that teachers are using different ways of assessing such as peer group, individual or as group work. Teachers use small groups and involve learners in the assessment process. This allows learners to make mistakes so that they can learn from them. According to Yu (2010: 32), in Hong Kong teachers are advised to use internal assessment practices, which deal with giving learners project-based or activity-based questions. For example, oral presentations, case studies, projects and field trips that can lead to learners understanding what is being taught and applying it in real life. Moreover, it was intended to use the school-based assessment this year (2016), which is hoped will deal with learners evaluating personal budgets and reporting on a company visit.

Lastly, written examinations, which are composed of short questions, application problems and essays question are also utilised. All these countries seem to be moving from summative to formative assessment, which promotes better learning (Bryan & Antina, 2015: 37; Sithole & Lumadi, 2012: 77; Yu, 2010; 34-38, Curriculum and Policy, 2009: 22-23; Ajami & Bear, 2007: 101-103). Learners' competence, which is composed of communication skills, problem solving, critical thinking, scientific, technology and creative skills will enable them to learn by themselves and work together without discrimination (Curriculum & Assessment Policy, 2009: 20). Yu (2010: 35) further explains that in Hong Kong teachers are expected to achieve this by developing these skills from the beginning even relating learners' learning to reality. Integrating other subjects and maximising opportunities of creating the environment where learners could share their experiences with others and learning from such discussion.

2.4.2.5 (iii) *Involvement of relevant stakeholders in teaching of BusEd*

Lesotho's Ministry of Education's published strategic plan (2005: 53) states that they involve stakeholders by increasing their involvement through parents meetings and

in school management. This is included to address local issues and concerns regarding BusEd (Juneuan, 2011: 1). Because of this strategy, learners use different methods of learning such as experiential learning including projects and cooperative learning through exercises where they practise and apply concepts practically in record keeping (Killen, 2010: 247; Hess, 2001: 12). Moreover, learners are taken to workshops that explain how to find relevant and updated information on a particular concept (Okoro, 2014: 75). Inviting the guest speaker to be part of the school is one of the strategies that other schools use to address their challenges (Motsamai, Jacobs & de Wet, 2011:116).

2.4.2.5 (iv) Monitoring

Thaanyane (2010: 17) explains that monitoring is a method that measures success or failure of what was set to be done through objectives or aims. In other words, it acts as an indicator through evidence generated within the project (Poon-McBrayer & Brayer, 2013: 69). Moje (2007: 4) says monitoring needs to be done because it causes problems in the implementation of policies if not done effectively. Moloji (2010: 166) agrees with Moje by stating that for a system or project to accomplish its goals, it needs to be monitored so that there can be re-planning and documentation if the first one fails in order to avoid the same problems. The Hong Kong Education System (1981: 156) and Hew and Brush (2006: 236) advocate for the formation of monitoring of activities to make sure that there is action or transformation happening in the education system. Monitoring in Hong Kong is needed for accountability, quality education, constructive feedback from teachers, collaboration and for learners to be aware of their education objectives (Chan, 2014: 378; Careless, 2010: 442; Chen, 2001: 16; Thaaanyane, 2010: 93).

Nigeria, Botswana and Lesotho still support monitoring in their education system to make their curricula's outcomes realistic. This is done by involving other stakeholders such as parents so that they can monitor their children's progress against the curriculum objectives to encourage commitment to achieve the educational goals (Adejimola, 2007: 331; Ntho & Lesotho Council of NGOs, 2013: 73). In this study, it is expected that monitoring will occur through teamwork, shared vision, prioritisation and involvement of relevant stakeholders (Sycara & Sukthankar, 2006: 5).

2.4.3 Conditions conducive for the components of the strategy

This section is concerned with the conditions that are conducive for the strategies discussed above. It is composed as follows: conditions that enhance co-researchers to achieve optimal functioning as a team, lesson preparation and facilitation and to involve the relevant stakeholders in teaching BusEd.

2.4.3.1 Conditions that enhance co-researchers to achieve optimal functioning as a team

For the team to function well, an appropriate choice of composition should be considered because the shared information will be from different backgrounds and diverse from relevant stakeholders (Emich, 2014: 123; Tarricone & Luca, 2002: 641). Labonte and Laverack (2001: 130) further explain that co-researchers would know their roles and responsibility to the team of BusEd, which contributes to the success of the team. Apart from these, commitment to the team progress through shared goals brings people together which results in empowerment of co-researchers through their different experiences (Kurtzberg & Amabile, 2000: 286; Tarricone & Luca, 2002: 641; Wenger, 2000: 230).

The co-researchers had to be interdependent, appreciated, willing to share information and participate in the team (Lin, 2008: 244; Tarricone & Luca, 2002: 640) in order to enhance the performance of the team. Lastly, good communication skills and positive feedback among co-researchers encourages them to be positive about their work and resources to be used in the team (Rodger, 2000: 204). All this includes good relationships, cooperation, mutual trust, respect, supportive and collective leadership as well as collaboration among co-researchers. This makes an effective team that aims to achieve the highest level of cognitive skills within the team (Avolio *et al.*, 2009; 423; Martin, 2007: 5; Sithole & Solomon, 2014: 433; Pang, 2004: 117; Katzenbach & Smith, 1993: 45; Tarricone & Luca, 2002: 641).

2.4.3.2 Conditions conducive to lesson preparation and facilitation

Teachers are expected to answer the following questions before preparing lesson plans as guidelines listed in Hernandez (2007: 230):

1. What do I want my students to learn from this lesson?
2. Why should I teach this lesson?
3. How well do I understand the content?

4. What activities will be included in the lesson?
5. How will the lesson connect to what students already know?
6. How much time will I need for each activity?
7. How will I organise the lesson into stages?
8. How will I begin and conclude the lesson?
9. What attention do I need to give the other students while I'm working with small groups?
10. What students have special needs that should be attended to during the lesson?
11. What discipline and management techniques will I incorporate?
12. What role will I take on during this lesson?

BusEd teachers in Lesotho ask themselves some of these questions before preparing a lesson plan (Nketekete, 2004: 12-13). The questions above would be able to help teachers address their challenges as they include components of lesson plans such as using different activities in exploratory activities according to Vermette *et al.* (2010: 71). In some cases, principals supervising teachers use evaluation when the teachers are preparing their lesson plans on recordkeeping to ensure the subject content has enough exercises for learners (Chimezie & Onyeneke, 2013: 175; Mohammed, 2007: 14). Therefore, teachers have to evaluate the lesson plan by asking these questions (Hernandez, 2007: 232):

1. Are the learners going to learn something in this lesson?
2. Are they going to enjoy the lesson? Is it likely to be fun, varied and satisfied?
3. Does the lesson as a whole have a sense of coherence and purpose?
4. Does the lesson connect with what went before?
5. Is the lesson lead the way to useful activities in later lessons?
6. Is the lesson opening up new areas of knowledge and practice?

If the answer to one of the questions is no, the teacher has to redo it to get a "yes" answer. The only difference is that, this was all done in English class not BusEd; therefore, there is still a gap to be closed by the study. In addition, teachers prepare lesson plans as required the Education Department but they are still not good enough as they are not all-inclusive and encouraging of active involvement or participation of learners (Nketekete, 2004: 20).

Conditions that make some of the strategies successful in some aspects included the prescribed learner-centred approach in all countries (Nketekete, 2004: 9; Brussels, 2011: 17) where learners are encouraged to go out and identify trends and factors within the business environment as well as using the simplified textbook. In recordkeeping, learners use self-regulated learning such as homework while

teachers use direct instruction. In Botswana, Nigeria and Hong Kong computers are used to make record keeping easier (Sithole & Lunadi, 2012: 72) also in Hong Kong funds are available for fieldtrips that enable learners to see the BusEd concepts in practice (Michie, 1998). These include using familiar examples such as calling guest speaker from the community to explain in the classroom how transactions are done in their businesses (Brussels, 2011: 17). Regardless, further investigations have to be done as learners are still unable to achieve their high cognitive learning skills in BusEd as they remain unable to link these concepts to their life situations. Therefore, Lesotho still needs to use this strategy to see if it cannot enhance learner's performance.

2.4.3.3 Conditions conducive to involve relevant stakeholders in teaching of BusEd

The school committees or boards' roles in schools would be strengthened so that stakeholders can be actively involved to understand what is needed to achieve the goals of the school (MOET of Lesotho, 2005: 43-44; Paine & McCann, 2009: 5). The best condition for stakeholders to operate in is when they are given workshops or training on how to help their children including how to support them in their schoolwork (Paine & McCann, 2009: 6). Paine and McCann (2009: 5) further explain that when all stakeholders operate collaboratively, sharing data that is transparent to everyone makes it easier to reach their common vision. Lastly, learners are expected to be encouraged to be innovative and actively involved in the process assessment with the parents.

Good communication is one aspect that could assist in building a good relationship between the community and the school (Williams & Sanchez, 2011: 56-57). Feedback is expected to be given to parents regularly and a beneficial one to learners and parents which can be through written reports or a rubric (Yu, 2010: 42). Bungane (2014: 287) expresses more on how teachers, parents and the society should change positively through interaction with learners, which could produce a conducive environment of learning.

2.4.4 Factors that threaten the implementation of the emerging strategy

Threats towards teamwork, time and adjustment to a new approach will be discussed as threats to the implementation of the emerging strategy.

2.4.4.1 Threats towards team work

Sithole and Solomon (2014: 443) explain that teachers do not effectively cooperate if they are not given opportunities or allowed to participate in the formation of curriculum policies that include working in isolation. Poor information dissemination and communication breakdown within the team can lead the team to fail to achieve its vision (Khan & Mushtag, 2012: 19). Failure to work collaboratively and treating people unfair such as with the positions they hold outside the team can affect the team negatively (Alvesson & Willmott, 1992: 432-464; Boog, 2003: 468; Masters, 1995). Geographical difference of team members can also be a factor that needs to be addressed. Sarwar and Sarwar (2012: 281) express how important it is for co-researchers to work together by sharing and participating as a team because it improves collaboration among people and it can have positive outcomes. This shows how essential teamwork is in the establishment of any emerging strategy as all stakeholders should be involved in the participation because teamwork empowers all co-researchers in finding ways of how best they could communicate such as conducting regular meetings (Kemmis, 2009: 468).

2.4.4.2 Time

Time seems to be one of the threats in the implementation of the strategy because it is demanded by the way the system of business education operates. It is theoretical but also has to be practical which teachers complain about, i.e., that they have limited time for teaching it (Adebowale & Osuji, 2008; Morojele, 2012: 38-41; Sarwar & Sarwar, 281-282; Sithole & Lumadi, 2012: 72). Moreover, Sithole and Lumadi (2012: 71) expressed that the business world keeps changing therefore it is not easy for BusEd teachers to be updated with the new developments of businesses. Amuseghan (2007: 321) also express how learners should be taught in a way that the topics they deal with are relevant to the time they are taught so that they can be useful. Time in the syllabus also does not allow learners to learn at their own pace (Sithole & Lumadi, 2012: 73-74; Synder & Snyder, 2008: 93).

2.4.4.3 Adjusting to new teaching approach

There were threats mentioned in other emerging strategies where teachers preferred routine teaching as opposed to working to develop new skills (Zimmerman, 2006) such as changing from a teacher- to learner-centred approach. This is done because

of the fear or teachers' concerned about high pass rate of learners rather than understanding the surface of the content which could help learners apply what is taught in reality (Adebowale & Osuji, 2008; Nketekete, 2004: 9; Tsotetsi, 2013: 125; Sithole & Lumadi, 2014: 443). The curriculum contributes to this aspect, as it does not explain how in-depth a topic should be taught; therefore, teachers take advantage of that such as a syllabus being long so it is not possible to take learners for practicals (Yu, 2010: 37). On the other hand, Ono and Ferreiza (2010: 14) disagree with Yu by stating that other teachers just complete the syllabus which promotes cramming instead of understanding through following exercises given in the textbook (Adebowale & Osuji, 2008 & Nketekete, 2004: 9). On this matter, I agree with Yu especially when referring to BusEd whereby teachers do not allow learners to go for field trips and explore businesses or use problem-based learning.

Adefolaju, (2012), Morojele (2012: 38-41) and Sithole (2010: 22) further mentioned a lack of resources, facilities, knowledge, time and freedom as possible threats to the implementation of emerging strategies. Morojele (2012: 39) shows how overcrowding in the classrooms makes it difficult for teachers to use different strategies of teaching. Socio-economic factors can be another threat as poverty where parents or even the government does not have money to support or implement the emerging strategy (Sanders, 2010: 3). Consequently, investigations will be done to possible threats related to the emerging strategy and ways of circumventing them.

2.4.5 Evidence of success or failure

Indicators for success or failure of the emerging strategy will also be investigated in this research study. In past research, strategies employed were considered successful when the participants were able to work, learn and live together to arrive at a shared common vision (Mahlomaholo & Francis, 2011: 295; Mahlomaholo, 2010:11) and collaboration and implementation of activities among participants were done peacefully and effectively to achieve the set objectives (Boaduo *et al.*, 2009:104).

The strategy will be further successful when learners use data to generate quality information and reach cognitive skills, which will help them to solve the problems

they face in their schools or communities (Okoro, 2014: 76). Stakeholders volunteer in the school activities even helping learners with their schoolwork (Paine & McCann, 2009: 5). One success can be changing stakeholders' mind-sets to be positive and equipping them to be able to rectify their mistake or provide solutions when they realise the problem (Paine & McCann, 2009: 5; Tsotetsi, 2013: 43). The NQF level descriptor is also used as a minimum requirement for good teaching (SAQA, 2012: 10) in scope of knowledge, problem solving and accountability that can be demonstrated by the learners in the classroom.

2.4.5.1 Scope of knowledge

Scope of knowledge is about the use of collaborative knowledge that gives boarder knowledge, which different people use without fear and insecurity (Grujic & Uzelac, 2011: 220). Lundvall (2010: 8) also expresses that scope of knowledge promotes innovation, deep engagement and a consultative or process driven approach. If teachers use it effectively as it consistently focuses on high quality teaching, learners are able to acquire facts, concepts, principles, rules and theories so that they integrate their knowledge among subjects they do in their schools through following logical processes, application and evaluation (Riccio, 1998: 5; SAQA, 2012:10). Moreover, learners are able to know that there is no absolute truth as people look or solve problems differently through different perceptions (Armitage, 2010: 4; Laughllin, 1987: 479) also express that learners integrate theory and practice in their classroom in trying to find solutions to the problem.

The policies also state that teachers are expected to work together with other stakeholders as a way of acquiring more information to prepare learners for the reality in Botswana, Nigeria and Lesotho (Ifedli, 2015: 19; MOET of Botswana, 2003: 2; Olakulehin, 2007: 135; World data on Education, 2006. Hong Kong has already involved other stakeholders in their schools especially parents (Pan, 2004: 115).

2.4.5.2 Problem solving

Problem solving is an ongoing approach, which focuses on what is known as knowledge to discover the unknown through seeking information, generating new information and making decisions still based on the curriculum (Fredericks, 2005: 3). Teachers are expected to expose learners to different strategies where they would be able to demonstrate ability to identify the problem, calculate, compare, distinguish

facts and opinions, analyse and critically reflect on complex problems (Fredericks, 2005: 3; SAQA, 2012: 10; Willams & Carey, 2003). If learners learn through experiences and problem based learning then it would be one of the indicators of success because they would think critically and look for reasons for solutions (Wood, 2003: 330). In Lesotho, Botswana, Nigeria and Hong Kong, if learners are able or aware of the essential of applying information they have acquired in the classroom to be productive and adaptive in this changing environment, then it is one of the success (MOET of Botswana, 2003: 2; Nketekete, 2004: 34; Adebowale & Osuji, 2008; Pan, 2004: 120). Learners are able to take actions, think critically before making judgements on solutions by looking at different possible solutions (Giangreo *et al.*, 1994: 327) and work collaboratively when exposed to problem solving skills.

2.4.5.3 Accountability

Accountability deals with ones who take action or responsibility for their actions (Schoof, 2010: 2); therefore, teachers are advised to use a learner-centred approach to teaching which promotes active learning and accountability of learners in their education (McCombs, 2001: 186). SAQA (2012: 10) and Schoof (2010: 3) also state that learners are fully accountable when they are taking responsibility for their learning and are able to make their own decisions and use resources well. Accountability includes many stakeholders in society, which can be used as a powerful tool to change fear among school systems and it is results driven (Anderson, 2005: 1; Paine & McCann, 2009: 5).

To conclude, PCA can be successful when teachers are able to teach with a team to develop practical skills as a call for learners to participate in an actual transformation that facilitates deep and elaborative learning on learners (Boyce *et al.*, 2011: 52-53; Mahlomaholo & Tsotsetsi, 2013: 99; Othata, 2011; Tilling & Tilt, 2004).

2.5 CONCLUSION

The chapter explained the theoretical framework (CER) in detail by showing how it was going to help in the study. It also defined and discussed the operational concepts, which were derived from the topic of the study. This was done to give the reader a clear picture on what the study is all about in terms of the field of BusEd. Related literature explained the objectives of the study, which were also given in different countries such as Lesotho, Botswana, Nigeria and Hong Kong. The purpose

was to find out in SADC, Africa and internationally ways to tackle the challenges we have in Lesotho. This chapter is also important because it gives a picture of how other researchers wrote about BusEd, which will help me to compare it with empirical data generated in the following chapter. This data will be generated through PAR.

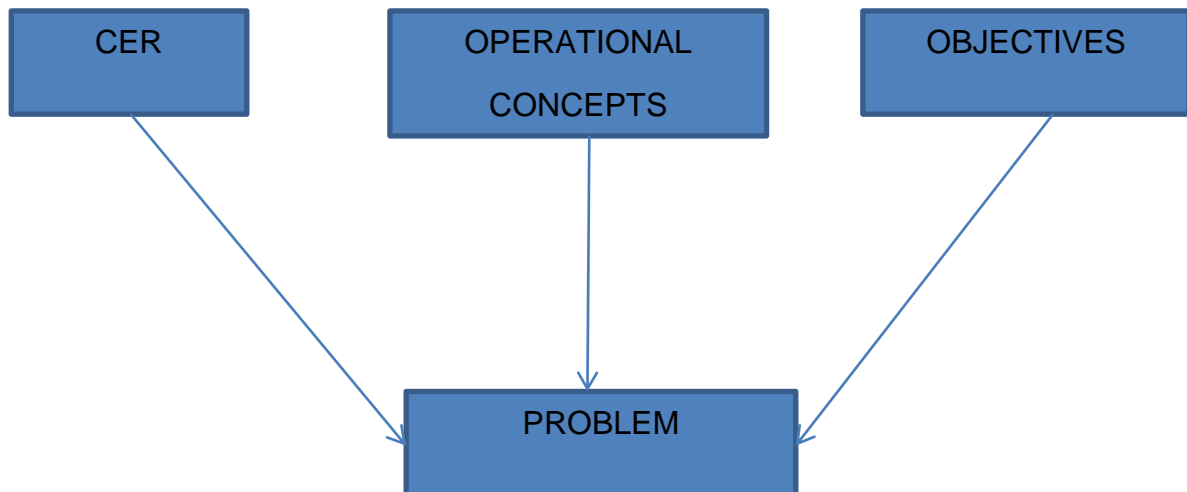


Figure 2.5:Application of literature

The figure above summaries how the theoretical framework, operational concepts and objectives of the study were explored deeply and aspects included in the process of trying to tackle the problem in this chapter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY TOWARDS ENHANCING BUSINESS EDUCATION LEARNERS' ACADEMIC PERFORMANCE USING PRINCIPLES OF CRITICAL ACCOUNTING

3.1. INTRODUCTION

The aim of the study is to formulate a strategy to enhance business education learners' academic performance using the principles of critical accounting. This chapter elaborates on how PAR as an approach is going to be used to generate data that will help the study to achieve its objectives. This is done by discussing the origin of PAR, its objectives, formats, steps, epistemology, ontology, role of the researcher, relationship between the researchers and co-researchers and its rhetoric with regard to the objective of the study. Critical emancipatory research as a theoretical framework of the study was discussed in relation with PAR. For instance, CER and PAR believe that participants who are also called co-researchers while the researcher is a facilitator (Ledwith, 2007: 599) conduct research. The objectives differ depending on the formats that PAR can assume— its steps, epistemology, ontology, role of the researcher, relationship between the researcher and co-researchers and its rhetoric are to be discussed.

Moreover, the conceptualisation of PAR is done where we learn how the team was established and the co researchers' portfolios were given. Planning, which leads to vision of the team is discussed and SWOT analysis of the team towards its vision is also conducted. The team decided to have activities that would help them to address the objective of the study which were composed of preparing a lesson plan, facilitation, community involvement, professional growth and assessment. All activities elaborate on who was the responsible person, resources needed to carry out the task, how the activities were monitored and the timeframe. The concept in this chapter is based on empowering the co-researchers through collaboration, participation, acquisition of knowledge and therefore social change (Brown & Dillard, 2013: 9) as it demonstrates how PAR was practically implemented in this study to generate data that would help to develop the emerging strategy.

3.2 PARTICIPATORY ACTION RESEARCH AS AN APPROACH

3.2.1 The origin of PAR

PAR is a type of qualitative action research based on practice. It emerged as a subset of action research, which generates and analyses information in order to solve problems through action (Gillis & Jackson, 2002: 264; Mc.Niff & Whitehead, 2006: 36). Kurt Lewin started action research around the 1940s in Europe and the United States of America (Jordan, 2003: 187; Kemmis & McTaggart, 2007: 272; MacDonald, 2012: 37). When action research sets people free by enabling them to become co-researchers in the study, it is called participatory action research (Kemmis & McTaggart, 2007: 282).

PAR evolved from action research in the 1960s and was motivated by politics and scholars such as Friere who challenged social relationships in traditional education that were about dominance and power (Jordan, 2003: 187; Maguire, 1987: 8). It recognises interrelationships of knowledge and power such as "who" is in control in the study. Freire believed that meaningful social transformation happens in conjunction with everyday people. Academics developed it by modifying its ideological orientation, which tended to be liberal, to focus it on the improvement of professional practice (Loewenson *et al.*, 2014: 22). For example, in education, PAR was utilised to help ordinary people develop the literacy and inquiry skills to engage with structures of power more effectively (McDonald, 2012: 40). Through PAR, researchers began to recognise the different sets of interests and power relations that link academic researchers and the communities they study (Morrow & Torres, 1995: 132).

In 1970, PAR was disseminated to the world through a symposium of Cartagena (Morrow & Torres, 1995: 165) and began to be used worldwide. Workers in the 1990s used it to change their working conditions and society (Loewenson *et al.*, 2014: 22). PAR is concerned with empowering the poor and marginalised members of society and analysing their conditions as well as coming up with strategies for reform (Khalil, 2010:70). It becomes an ideal research tool as it emphasises collective research, production and dissemination of new information through communication (Chambers, 1994: 953).

In the 20th century, PAR evolved and became an ideal research tool for researchers whose aim was to solve problems in a practical and sensible way rather than by having fixed ideas or theories (Loewenson *et al.*, 2014: 22). It was used in countries to address different problems as a way of solving problems through transformation by creating action, new knowledge and practices (Mahlomaholo & Netshandama, 2012: 1). It was also used to problematise the changing power relations and social interests in the context of specific local struggles (Khalil, 2010: 75). PAR links experiences and theory with the aim of transforming power relations.

In the 21st century, PAR was used to change critical consciousness of the researcher and co-researchers. A tool improving the lives of those participating in the process, its results were seen in the transformation of societal structures and relationships (McDonald, 2012: 37- 46). Based on the origin of PAR and the way it is currently used, it is an ideal research tool for this study. It will assist us in realising the objectives of this research whilst giving stakeholders an opportunity to join in the investigations and put forward their own challenges and how they feel they can be overcome.

The understanding of the history of PAR assisted the research team in engaging in a period of reflection to see what happened in the past and what is happening today. This was imperative as the team started becoming conscious of the fact that teaching cannot be static but should evolve with the modern day challenges. For instance, the team identified that in the past, teaching had a teacher-centred approach whilst nowadays teachers are advised to use the learner-centred approach to teaching (Chuo, 2012: 107).

This history also helped the research team to be versatile in realising the objectives of the study and finding solutions therein. It became clear that there was need to an all-inclusive approach to business education and thus the team agreed that parents could also be included in the study. This was made possible by the emphasis of PAR that researchers should include all the subjects of their study as well as the communities they feel may be affected (Chan, 2014: 380).

In line with PAR, the team decided to solve their own problems through their own experiences and not how the issues were solved before. This augured well with the qualities of PAR which advocate for independence, transformation of the society and

collaboration to create new knowledge (Mahlomaholo & Netshandama, 2012: 1; McDonald, 2012: 39; Khalil, 2010:75)

3.2.2 Objectives of PAR

The objectives of PAR are discussed within the broader context of the objectives of the study and in connection to CER as the theoretical framework of the study. I begin by presenting the overall objectives of PAR and the reason it is a necessary tool in this study.

The objectives of PAR are to produce knowledge and action that is relevant or useful to the community (Bradbury & Reason, 2001: 449). This is done by using the process of action and reflection, which leads to investigation and generation of ideas and solving problems within the community (Ehrhart, 2002: 63; Minkler, 2000: 39). The stakeholders own the research because they participate in all processes and work towards coming with a solution that will change their lives for the better (McTaggart, 1997: 26).

Another feature of PAR, which makes it a formidable research tool in this study, is its ability to link theory and practice to real life situations (Calletta & Jones, 2010; 341; Rader *et al.*, 2007: 63-64). Since learners have problems of relating what they have been taught in the classroom to real life situations (Wirth & Perkins, 2008), PAR attempts to bring reality to the classroom by allowing entrepreneurs to visit and discuss the challenges they face and explain how they overcome them. It increases participation throughout the research. Jordan (2003: 193) shows that there is social learning in the community while all stakeholders generate ideas collaboratively which can result in social change. Collaboration is the strongest feature of PAR (Khan & Chovance, 2010: 36; Walter, 2009: 153). PAR and CER, which is the theoretical framework that informs this study, complement each other as the former does more than focus on the vital part of the current situation or problem, it builds a theory in action and consequently places action on the theory (Ledwith, 2007: 605). This objective augurs the ideology of CER where empowerment is done by shifting the responsibility of the research process onto the community, which is directly affected by the problem (Jordan, 2003, 190). PAR also aims to empower people at a deeper level through the process of using their own knowledge (Brown & Dillard, 2013: 9). Coming up with strategies used and the conditions in which those strategies are

used best by stakeholders assists in the process of formulating an emerging strategy so that it can be the best strategy.

Another link of PAR with CER is the fact that both deal with the removal of inequality among people and allows liberation that provides freedom which leads to achievement of a better life not oppression (Barners, 2001; Eruera, 2010: 1; Heusinger, 2013; McDonald, 2012: 40).

The theory of CER in this stage could be done practically through PAR as it goes beyond identifying and theorising problems but also tries to find solutions (Calletta & Jones, 2012: 341). It is linked with CER, which strives for social justice, freedom, hope, equity and social transformation (Mahlomaholo, 2012: 12) through collaboration, dialogue and sharing of knowledge and expertise (Kemmis & Mc Taggart 2007: 282). For this study to be effective or successful, local stakeholders would be included (Jordan, 2003: 193) as they are the ones who need to find a way of teaching that can help learners apply what is taught in the classroom to their real life situation.

3.2.3 Different formats PAR can assume

Focus groups in PAR play a major role as it is a group of people who come together to generate information about a specific topic in a common setting. It entails discussions and an interaction between team members. Between four and twelve members can be in the group (Piercyet *al.*, 2011: 822). The intention of the discussions is to produce something useful to the society either at school or at the community level. Focus groups can be used as an assessment tool because there can be flexibility among co-researchers (Piercyet *al.*, 2011: 822) such as asking co-researchers to elaborate on what they said to obtain in-depth ideas that would be impossible through individual interviews. Co-researchers enjoy sharing ideas within the group as their results are practical which help them in reality (Pierrcy & Herlein, 2005).

A survey is a careful way that information is collected in an organised manner where a chain reaction of informative dialogue occurs (Macaraan, 2013: 5). This is reached by ideas that have clear concepts, procedures and methods and present information generated in a good summary (Burton, 2007: 8). Furthermore, a survey can be done

in stages like the planning phase after which the whole process is evaluated and reviewed. The planning phase consists of designing, developing, implementing and revisiting. The designing process includes co-researchers designing objectives, determining sample design and questionnaires (Haddad *et al.*, 2011: 260). There would be generation of data, which will be processed by analysing it. Lastly, data will be given to the society by means of documentation. A survey can be done through interviews, mail or telephonically (Cahill, 2007: 331; Macaraan, 2013:5).

PAR can also be used or presented in a form of interviews, where co-researchers engage in depth and semi structured interviews, which are intended to guide talking to the relevant topic. They can be conducted in a special room as to respect other people (Baker & Procter, 2012: 443-444). This is a collaborative approach where the stories of co-researchers will be told as a team (Cain, 2008: 43). This study will use all these forms in different substances, which suit the situation at the time. PAR treats co-researchers equally by referring to the co-researchers as 'them' when writing about their research in order to promote equality among its members (Sankara *et al.*, 2001: 8) because co-researchers represent their ideas themselves not as feminine or masculine. Mahlomaholo and Francis (2011: 296) further emphasise that treating all people equally can result in "achievement of socially just life for all" and social justice.

PAR encompasses all these issues because it explains that a researcher does not have to dominate participants rather s/he is recognised as an expert tasked to finding solutions to all challenges encountered by co-researchers (Eruera, 2010: 1). Moreover, the solution that is reached has to be through the process of action research, cycle of planning, acting, observing and reflecting (Jensen *et al.*, 2005: 99) regardless of race or religion. All this helps in achieving the objective of the study such as finding strategies used to enhance learners' academic performance through reflection of teachers when teaching in the classroom.

Lastly, co-researchers are the ones who control, choose the formats and even own the process from the beginning until the end (MacDonald, 2012: 45; Ledwith, 2007: 599; Jordan, 2003: 189; Dworski-Skerritt, 2002: 148; Langhout, 2002: 216; Whyte, 1991: 51). Eruera (2010: 1-3) emphasises how PAR encourages participation, action and development of knowledge which helps in the process of finding solutions to the

problem, therefore all stakeholders in this research can use any format when addressing the objectives of the study.

3.2.4 Steps of PAR in operation

The first step in PAR is identification of the problem within the community so that people can try to find the solution. This results in an understanding of the problem under investigation by the co-researcher and the researcher (Van Niekerk & Van Niekerk, 2009: 139). Once the problem has been recognised, all stakeholders dig deep for information through formulation of strategies to generate data such as assigning certain tasks among themselves and establishing possible links between current and historical factors (Antonio & Kellner, 1992: 280; Kemmis, 2009: 470; 2008, 124; Mertens, 2009: 183). Solutions found should be put into practice to see whether they could work or not.

The study is willing to fill the gap of learners who seem unable to link the skills they are taught in classrooms to their real life situations in business education. Therefore, an intervention is intended to be done by involving parents, learners, teachers, a subject specialist and entrepreneurs to find a solution to the problem. All these stakeholders are invited to take part in the study as co-researchers instead of participants or respondents.

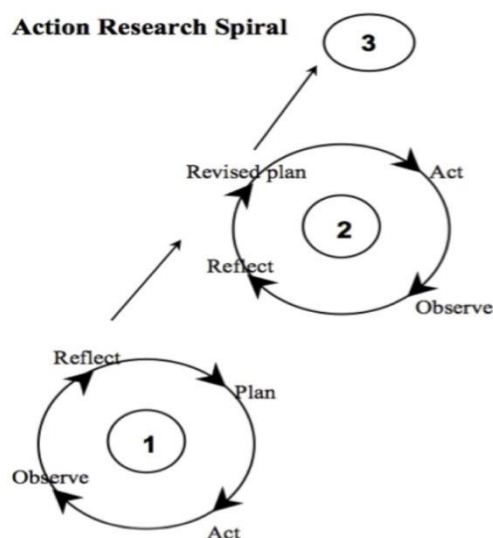


Figure 3.2.4: The action research spiral (Zuber-Skerritt, 2001)

Planning, as an essential tool is the first step after the team is formed. The team comes up with a common vision to enhance BusEd learners' academic performance. They identify their strengths, weaknesses, opportunities and threats in a SWOT analysis and work on them in order to address the objectives of the study. Furthermore, the team starts by prioritising the essential points linked with five activities for the five objectives and time frames to ascertain how they will reach their goals in the agreed deadlines (Mahlomaholo, 2013: 6). Team leaders are appointed and charged with accomplishment of the activities as well as the resources to be used to carry out those activities (Loewenson *et al.*, 2014: 73-78). After the team has planned through this process, action of what has been planned is done and during this process, observation is completed (Ehrhart, 2002: 63; Minkler, 2000: 39).

Observation and action is done by monitoring and facilitating those activities in a neutral manner (Kemmis & Mc Taggart 2007: 286). Co-researchers engage in dialogue among themselves and each participant contributes in matters regarding his/her field (Kemmis & Mc Taggart, 2007: 290). Co-researchers are treated equally regardless of their gender and position they hold (Sankara *et al.*, 2001, 93).

Reflection is done on the process to see whether their goals and objectives are met. If not, identification of barriers is rectified and planning of action has to be different in the next cycle of planning, action, observing and reflection, this will continue until the problem is solved in a collaborative way. This action or reflection spiral keeps going until the goal is achieved (Khan & Chovancec, 2010: 36).

The researcher is de-powered and co-researchers are empowered, they work on the same level, no one is above others (equality) (Christie, 1998: 295; Evans & Prilleltensky, 2007: 351; Loewenson *et al.*, 2014: 77). These involvements can be greatly beneficial to the study as different challenges and strategies are discussed from different perspectives, as I shall not work alone (Dentith *et al.*, 2012).

3.2.5 Epistemology of PAR

The epistemology of PAR refers to the shared experiences, participatory analysis and action that are used to develop social knowledge and self-awareness of reality that can be transformed.

In shared experiences, PAR takes all the information that stakeholders have through their experience in their respective fields. This is done through collaboration of ideas in a team where all stakeholders share their challenges and strategies that they use in reality (Jordan, 2003: 193). Through sharing of ideas, power issues are considered where all stakeholders are treated equally and given the same opportunity to raise their issues regarding record keeping and evaluation of businesses.

Pankaj, Welsh and Ostenson (2011) explain participatory analysis as a valuable instrument to the researchers because it is not easy to be used in every situation. It can be used to empower co-researchers to generate texts that make sense of their lives in their home, school and their neighbourhood (Dill, 2015: 128).

Furthermore, the researcher has to consider the quality of findings if s/he includes co-researchers. Will participatory analysis fit within the timeline and resources needed in the study (Pankaj *et al.*, 2011: 8)? Flinders and Dommeit (2013: 507-508) shows that participatory analysis can be done through democracy which identifies practical issues such as what is expected from the co-researchers. How is the study going to benefit them in their lives and are they given an opportunity to leave if they no longer want to be involved? Stevenson (2013: 30-31) shows that co-researchers can learn research terminology such as coding or transcripts. Co-researchers of the study are going to be involved in the generation of data, analysis and interpretations.

Activities are done practically after being planned by the team. Theory is put into practice (Calletta & Jones, 2010; 341; Rader *et al.*, 2007: 63-64); co-researchers are the ones who partake in the activities that are socially motivated. Monitoring and facilitation are done in a neutral manner during the activities (Kemmis & Mc Taggart, 2007: 286). Co-researchers are treated equally (Bradley, 2005: 178) regardless of the positions they hold (Sankara *et al.*, 2001:89). The knowledge of business education is generated by all stakeholders through sharing one vision, how it can be reached by raising their voices so that multiple truths can be told, instead of one universal truth (Ledwith, 2007: 599). In this study, people who were not given a chance to raise their issues concerning business education are given a chance to do so such as learners and entrepreneurs who bring reality into the classroom, as there is no absolute truth but complex truths because it depends on how one looks at it

(Guba & Lincoln, 1994: 107; Lather, 1986:65-77). This shows action that is used to build socially constructed knowledge in PAR.

Co-researchers are not just giving information in the team but also learning from others through collaboration. They learn many things regarding what constitutes knowledge such as knowledge is useful and situational which helps them to tackle things in a critical way (Boog, 2003: 436). Transformation is produced because of how people change after realising certain things. In this study, co-researchers are expected to change the world by taking whatever they have gained in the study and because the aim of the study is expected to be reached.

3.2.6 PAR ontology

Husserl (1929: 86), Gruber (1993: 205) and Loewenson *et al.* (2014: 22) explain ontology as a description of concepts and deals with reality through answering questions that are more basic than those considered in psychology such as "what is"? (Encyclopaedia, 1992: 757; Scotland, 2012: 9). However, the main question is "what is ontology for?" (Albertazzin, 1996: 199). In this study, reality is subjective, co-created and can be seized through subjective experiences and action (Loewenson *et al.*, 2014: 25).

Ontology of PAR deals with how people are supposed to work together to solve their own problems practically (Kemmis & McTaggart, 2007: 282). Therefore, the co-researchers are the ones who solve the problem of learners who fail to apply what is taught in the classroom in real life through the objectives of the study. Co-researchers have different views than reality. In the study, co-researchers discuss objectives of the study from different viewpoints. As a result, an emerging strategy will have accommodated most views on how learners could be enhanced towards BusEd. This point can address that reality is subjective.

Gillis and Jackson (2002: 264) explain that PAR generates data to solve problems through action. PAR is putting CER in practice through the team of co-researchers who generate information among themselves (Burgess, 2006: 426). PAR addresses power issues by changing oppressed people into agents of transformation by involving them through collaboration of ideas within the group on how to solve their problems (Boog, 2003: 421; Friere, 1970: 78; Jordan, 2003: 187; Hall, 1992: 15-16).

Co-researchers are the agents of change in this study because they are the ones who shall be generating data in a way that it solves their problem of business education in all steps that are taken in the study until the end of the study.

Reality is not fixed according to Loewenson *et al.* (2014: 21). Reality keeps changing according to the people dealing with it at a particular time. In the study, co-researchers plan, implement and reflect on their discussion, which they keep changing to improve or overcome problems they met in the first phase or steps of PAR.

3.2.7 Role of the researcher

The role of the researcher is to act as a research coach by facilitating change instead of a director or expert in the study (Whyte, 1991: 40). PAR allows transformation instead of structuring change therefore stakeholders can raise their voices in the study (Pankajet *al.*, 2011: 8). The research allows stakeholders to own the study. Stakeholders allocate tasks among themselves like choosing a coordinator within their group and working at their own pace (Dworskin-Riggs & Langout, 2010: 228).

In PAR, researchers must be familiar with boundaries that stakeholders face such as power relations in the team. This creates chances for participation as co-researchers express their opinions freely without being oppressed by other stakeholders. This implies that researchers are supposed to know or understand power dynamics so that stakeholders are not oppressed in the team (Loewenson *et al.*, 2014: 24).

Dworskin-Riggs and Langout (2010: 228) express that researchers in PAR are supposed to be confident with what they are doing because stakeholders can lose focus or direction if researchers do not know the roles of co-researchers in the study resulting in the slow progress of the study. Furthermore, we as researchers ought to be open to challenges and be prepared to work with conflicts among team members, for example telling the police about the study gatherings. This is done to recognise and work with conflicting rights and interests expressed by co-researchers (Loewenson *et al.*, 2014: 76).

Researchers allow stakeholders to own the study by not dictating what should and should not be done in the study. Stakeholders choose themselves in terms of

allocating tasks such as coordinators within their group and working at their own pace (Dworskin-Riggs & Langout, 2010: 228; Loewenson *et al.*, 2014: 24). Another essential and complicated duty of the researcher is to establish a team of the co-researchers. It is important to form a team because PAR aims to maximise the participation and collaboration of ideas; therefore, it all has to be done through a group of people not individuals (Burgess, 2006: 428; Eruena, 2010: 2).

On the other hand, the problematic or challenging part is to convince the co-researchers to join the team of the study and to participate fully in the study (Pain & Francis, 2003: 51). The most important part is for them to meet for the first time where they will plan their vision and objectives of the team.

In this study, I explain the ethical issues of the research; this includes the consent forms to be signed and explain the different roles of the all co-researchers in the study. The co-researchers are alerted to the fact that their discussions will be audio recorded from the beginning to the end of each session. All of this is discussed before commencing the research (MacDonald, 2003: 45). MacDonald (2003: 45) further explains how the researcher takes responsibility of maintaining confidentiality throughout the research process. I also take responsibility of facilitating a conducive working environment that will promote freedom, equality and hope among co-researchers.

3.2.8 Relationship between the researcher and participants as co-researchers

The researcher should value participants by showing them their importance in the study (Burgess, 2006: 427). This includes encouraging stakeholders to make their own decisions rather than making decisions for them (MacDonald, 2010: 36; Mountz, Moore & Brown, 2008: 222). The researcher explains to all stakeholders their roles in the study.

Moreover, support is needed on both sides as all the stakeholders need to accommodate each other in this study to achieve its aim (Dworskin-Riggs & Langout, 2010: 221-227). Loewenson *et al.* (2014: 24-25) express that researchers and co-researchers are supposed to have mutual understanding on social realities and trust among themselves. Co-researchers are supposed to be sensitised on all research

ethics and consequently sign consent forms, which clearly elaborate what is expected of them and their rights.

The co-researchers have the right to leave the study if they are no longer interested and have their issues addressed during the process of the study. The researcher is not expected to direct co-researchers towards his or her agenda (Oslender, 2013:386).

Respect and humility are other aspects that are supposed to be taken into consideration in the relationship between the researcher and co-researchers (Loewenson *et al.*, 2014: 25). All people involved are expected to respect each other regardless of positions held outside the team. Learners are also expected to be treated equally. Arrogance is not expected in the team because it can make other stakeholders afraid and force them to keep quiet for fear that their points are going to be disregarded by others.

Lastly, agreements on the roles and responsibilities of the co-researchers and the researcher are expected to be done from the beginning of the study and the agreed vision on how to achieve the study objectives. This leads to how to share information and power equitably and to promote social change and justice (Loewenson *et al.*, 2014: 25).

3.2.9 Rhetoric

PAR seems to acquire knowledge from the people who have problems or have experience of the problems (Stevenson, 2013: 24). The solution is found by building knowledge from shared experiences from people as they seek transformation for their problems (Loewenson *et al.*, 2014: 22).

In this study, all stakeholders are going to share their experiences to achieve the objectives of the study and be treated equally during the sessions in their team. These objectives are going to be achieved by using the language of PAR. Language plays a major role in PAR because it creates interactions among people regardless of the positions they hold in society (Palmer & Klerk, 2012: 67).

Dworski-Ringgs and Langhout (2010: 216) explain that allowing people to use language they are comfortable with shows respect and acknowledgment. This

implies the use of non-discriminatory language that accommodates all stakeholders in the study (Denzin & Lincoln, 2000: 370). PAR therefore allows people to express themselves in a language they are comfortable with (Stevenson, 2013: 24).

People who are working on this study are called co-researchers instead of respondents or interviewees (Stevenson, 2013: 25-26). They are called co-researchers because they are part of the study from the beginning until the end. Moreover, co-researchers deal with their problems by building knowledge from shared experiences to seek transformation and therefore find solutions (Loewenson *et al.*, 2014: 22).

PAR calls the researcher the evaluator (Pankaj *et al.*, 2011: 3) as s/he is the one who evaluates how the team does things and invests in the shareholders in terms of knowledge needed to solve the problem. Researchers are also called co-investigators because they work together with the stakeholders by joining forces to build new knowledge through sharing information in the process of achieving the objective of the study (Mountz *et al.*, 2008: 220).

3.3 PRACTICALLY CONCEPTUALISING PAR

This phase aimed to establish and confirm why the strategy had to be formulated to enable business education learners to enhance their academic performance using the principles of critical accounting. It explains how the study was conceptualised from the beginning until the implementation stage. This includes the manner in which the team was established, co-researchers' portfolios, planning, vision of the team, SWOT analysis and how they prioritised their activities. Furthermore, resources needed to achieve goals and the activities done to achieve the goals in the given timeframe are discussed as well as monitored and reflected upon. During the process issues of equity, power relations, freedom, hope and social justice were considered.

3.3.1 How the team was established

The team was established to help the BusEd teachers teach effectively so that learners could achieve cognitive skills through using PCA. This would be done through the objectives of the study.

The team was established to address the problem that parents had through the objective of the study such as addressing challenges regarding learners doing BusEd in Form B.

Parents who were complaining about learners doing business education at school raised the problem yet they were not able to help them at home on issues related to business education (see 3.2.2). This is because parents take their children to school and expect that they acquire sufficient knowledge to be able to assist when the need arises at home. The parents perceive the idea of schooling as a process where their children come out smarter than them (Hornby & Lafaele, 2011:39-40). Therefore, the parents came to me and asked me why this was happening? I did not know the answer and we therefore decided to find out. Williams and Sanchez (2011: 56-57) explain that good communication between parents and school personnel is essential because it can establish a good relationship between the community and school. We sat down together with the parents and tried to find the solution to the problem but we did not find the solution. PAR helped us to move forward because it addresses the solution through action (McDonald, 2012: 37). We decided to involve other people who we thought were involved in the process of teaching to try to find the solution to the problem. We came up with learners doing business education, parents, teachers, subject specialists and entrepreneurs. All this was done through effective communication that Williams and Sanchez (2011: 56) believed is the key concept.

Business education learners doing Form B were chosen because they were the ones who could not relate what they have been taught in the classroom to real life situations (Wirth & Perkins, 2008). It was anticipated that they would address their problems by sharing them with other stakeholders (see 3.2.1) regarding business education objectives which included identifying trends and factors within the environment that affect business (Nketekete, 2004: 34-41). Secondly, learners were taught acquisition of knowledge and skills of record keeping as a necessary management skill for the effective running of the business (Nketekete *et al.*, 1999: 81-96). Lastly, learners were also required to have the ability to evaluate the performance of business activities by using different statements and tools (Nketekete *et al.*, 2004: 15; NCDC, 2004).

In the case of learners, it was believed they could find the solution to their problem by discussing their problems with other learners. By sharing information with other learners, it was supposed that the learners would be fair and given freedom to express their opinions without fear. As a result, it was expected to improve the lives of learners participating in the process and result in the transformation of societal structures and applying what has been taught to reality (McDonald, 2012: 37- 46) (see 3.2.1).

Parents are the first teachers as they teach learners at home and know their backgrounds better (Lynn, 2004:162). Parents consequently are expected to give more information on how their children tackle objectives of BusEd at home. It was thought that they would find solutions on why their learners could not assist them with the knowledge they acquired at school in BusEd. It was hoped that by finding a solution to their problem it would bring social justice and peace (Kemmis, 2006: 459; Jordan, 2003: 190 & 196) to them and their children (see 3.2.2).

Teachers on the other hand were expected to share data with other stakeholders on how they taught the three objectives of BusEd in their schools. It was assured that they would come as co-researchers regardless of their gender or positions they hold (Sankaraet *al.*, 2001: 69). Moreover, it was expected that they would discuss how they could teach BusEd using the principles of critical accounting.

In terms of how the curriculum of BusEd was formulated and challenges they met during the design, it was expected that it would be discussed with the subject specialists regarding the three objective of BusEd. The discussion would even include evaluating whether business education served its aims as was expected. Lastly, the subject specialists were expected to share information on which steps could be taken to improve business education strategies used using the principles of critical accounting, which included learners learning freely, distributing resources and learners being treated equally regardless of their race or religion in the classroom (see 3.2.3).

Lastly, we assumed the entrepreneurs would share their experiences on how they established their businesses, how they record their books and evaluate their businesses. This means entrepreneurs were bringing the business into the classroom so that learners could have theory and practice (see 3.2.2) as another

way of sharing power among co-researchers. This therefore included community contribution to the school, which in turn could result in social change through collaboration of ideas of all stakeholders (Jordan, 2003: 193). The product of this contribution can be peace among community members and freedom as all stakeholders would have contributed to their children's education, as those who were oppressed would be given a chance to express their ideas on how they think BusEd could be taught (see 3.2.1).

We planned on how we could bring other stakeholders into the study. We agreed to use word of mouth marketing to sell our idea. We went to the principal of the school where learners of the study were studying and asked if we could have access to Form B learners doing business education who could be interested in the study. The principal asked for a letter from the university that proved that I was one of the students doing the research and that indicated the importance of the study. The principal arranged a meeting with the head of department of business education (HOD of BusEd) with the results of the meeting being, the HOD found learners, a venue and became part of the study.

We approached entrepreneurs and subject specialists and asked them to be part of the team with the experience they had towards the three objectives of business education. The team was given an explanation why they were chosen to be co-researchers and the important roles that they were going to play in the study (Burgess, 2006: 427). All these stakeholders were given consent forms to read and sign if they were interested (see 3.2.8). All these stakeholders were expected to gain something from the team. For instance, job satisfaction, future opportunities, community satisfaction and pride of parents for their success of their children (Paine & McCann, 2009:4).

The team was composed of two teachers, ten learners of which eight were Form B's and two were Form E's. We also had two parents and four entrepreneurs from different local businesses. The initial meeting succeeded based on availability of the co-researchers. The co-researchers introduced themselves and their portfolios.

3.3.2 Co-researchers' portfolios

The team had learners, parents, educators, subject specialists and entrepreneurs.

3.3.2.1 Learners

The learners were of mixed gender and from different classes, which were Form B and E.

3.3.2.1 (i) Form E's

The Form E's consisted of two learners who came to give their experience on how they carried out the project when they were in Form C. They were called after the team did its strengths, weaknesses, opportunities and threats (SWOT) analysis. Their role was to give experiences they had when they were doing projects of business education in the previous classes (see 3.2.3). The team aimed to modify how projects of business education were done before in the emerging strategy. Therefore, the Form E's did not go to the practicals because they came as experts in the team. They knew English and Sesotho in terms of language (see 3.2.9).

3.3.2.1 (ii) Form B's

Forms B's were the ones whose study focuses on them as one of the co-researchers. They were chosen because in the previous class (Form A) they had done the three objectives of business education according to the syllabus of business education. Moreover, they had experienced how business education was taught and its challenges on certain topics or objectives. Furthermore, Form B's were expected to start projects the following year (Form C). They were expected to be in the study from the start until the end, this means they went to practicals (see 3.2.9). They knew English and Sesotho. Their curriculum vitae are attached.

3.3.2.2 The parents

The team had two parents whose learners were doing Form B but in different schools. One parent was Mr Mthi and the other, Mrs Mamotloang.

Mrs Mamotloang was a teacher in one of the primary schools in Lesotho around Maseru and she had a diploma in education. She had three children. The second child was doing business education in a different school in Maseru. The child had the

same problem of not relating what had been taught in the classroom to reality. The team was going to gain what she experiences as a teacher with the problem she had in trying to assist her child (see 3.2.5). It was also hoped that she was contributing on what parents do as primary school teachers in teaching regarding business education. Moreover, she was going to share the freedom her child has when they discuss business education.

With the qualification she had, it was anticipated that she was going to help with how meetings are held where people are free to raise their concerns and are treated equally regardless of the positions they hold outside the team (see 3.2.2 & 3.2.8). As a result, social justice would be done and peace was expected to be there in a team. She on the other hand, hoped that the team was going to solve her problem so that her child can have freedom to talk about the problems she had in BusEd. Mrs Mamotloang knew Sesotho and English (see 3.2.9).

Mr Mthiwas a taxi owner with two children doing Form B and D. He had the same problem with his child doing Form B. It was anticipated that with the experience he had running a business, he was going to share (see 3.2.5) and he would learn how could help his child improve his business by recording or preparing his books (see 3.2.1 & 3.2.4). He knew Sesotho only but it was not going to be barrier for him as all stakeholders knew Sesotho and another language (see 3.2.3 & 3.2.9). He wanted his child to help him in his business by empowering him with the knowledge he gained in school (see 3.2.2 & 3.2.4).

3.3.2.3 Teachers

The team had two teachers that were teaching business education in different schools. Both teachers knew how to speak Sesotho and English. They were expected to explain certain terms in Sesotho so that all stakeholders could be accommodated in the team (see 3.2.8).

Mr Tilo was the HOD of BusEd in the school where the team met. He became HOD of BusEd in 2012 and had 17 years teaching experience of which nine were spent at the school where the team met. He had specialised in accounting and commerce at the Lesotho College of Education and had a Bachelor's degree in Administration and Economics from the University of Lesotho. The teacher anticipated that he would

help the team with the experience he had in teaching BusEd (see 3.2.5). He also attended different workshops as a way of remaining updated such as attending an accounting trainee marker workshop this year, which taught him the way that learners were currently assessed by the examination council of Lesotho.

He was the team coordinator when the study started but had to step down because he had other commitments in the school. Regardless, he still assisted in other duties such as asking permission from the boarding matron who was in charge of the learners to release the learners to go out for the practicals. He lived on the school campus and all stakeholders easily reached him.

Mrs Ntha was a young teacher and had 4 years experiences in the teaching field. It was anticipated that she would explain how they taught BusEd and how learners treat her in BusEd class (see 3.2.5 & 3.2.2). She also taught in a large school in another district and was teaching Form A up to Form E. The team was expecting her to explain how she deals with a large school in terms of marking, allocating resources and how other districts taught BusEd. She had a diploma in education with speciality in accounting and commerce.

She was quite interested in the study because she had a goal of furthering her studies (see 3.2.1) very soon.

3.3.2.4 Entrepreneurs

There were four entrepreneurs in our team from different businesses, which helped the team with their experiences. They knew Sesotho, isiXhosa and English (see 3.2.5). The entrepreneurs were composed of females and male. One business was a bakery, a ginger drink and non-alcoholic bottled beverage manufacturing company, the poultry of eggs, car wash and lastly an insurance brokering company.

3.3.2.4 (i) Bakery

Mrs Mathuso was a director and financial controller of a bakery in Lesotho, which was opened in 2004 as a partnership business. It was expected that the member would share how she started her business including factors she considered before starting it. The bakery was one of the bigger bakeries in Lesotho as it was competing with well-known bread making companies. As a result, we hoped that we would get more information on how to keep a business going, how to grow it and how

employees were treated (see 3.2.5 & 3.2.2). Moreover, the team member was a professional accountant (Bachelor of Commerce Degree majoring with Accounting and Management), who worked as an accounting manager in one of the big private sector companies in the country.

It was anticipated that she would tell the team whether what she learnt in the classroom as an accountant helped her to run her business. She was also hands-on in her business, i.e. assisting staff in preparing accounts and evaluating business performance by introducing new products or cutting expenses. These were going to be useful to the team, as she would be bringing business into the classroom by explaining how she records her accounts and evaluates her business. She was also a professional nurse, as she has a General Nursing Certificate and a parent to three grown sons. The team believed if something happened to one of the members that needed medical help such as first aid; she was going to assist (see 3.2.5).

She was also a parent who we hoped to share how she raised her sons in terms of business orientation and whether they were involved in her business. These would give us an idea whether what parents do or wish their children to contribute to their career (see 3.2.1). Lastly, the member spoke isiXhosa as her mother tongue, English and Sesotho as second languages. It was anticipated that the team could use her to interpret if it happened that the team decided to call an expert who might be outside the country to give us information (see 3.2.9).

3.3.2.4 (ii) *Ginger drink and non-alcoholic bottled beverage supplier*

Ms. 'Masopha was the owner of the business which was still growing as it started in 2012 but was only officially registered in 2014. It was registered under the company's Act 2011 in Lesotho. It was anticipated that she would explain how she started her business and why she delayed registering it. That information was supposed to give learners certain factors that should be considered before starting a business. The business sold a traditional Basotho ginger drink known as '*Khemere*' to a few shops and individuals. The team hoped to have different types of businesses, this business was a sole trader. The member was the coordinator in the group after the teacher had to step down due to other commitments.

The owner had a diploma in business studies, worked for different companies and was a board member of a non-government organisation. It was believed that the experience and qualification she had was going to help the team find out how her qualification helped her in her real life (starting a business). Moreover, how she deals with people working in terms of power relations in those different companies (see 3.2.5 & 3.2.7). Lastly, the team would see the difference of being employed and self-employed. The team thought entrepreneurs would share those experiences so that learners can choose or hope to be owners or employees.

3.3.2.4 (iii) Eggs selling business

Mr Khothatso had chickens that laid eggs and was selling eggs to the community. The business had been operational for approximately three years. It was anticipated that the member would explain how the business operates in terms of how the books are prepared. It was a family business, the team would gain insights into how families operate the business regarding division of labour and allocation of tasks and resources (see 3.2.5). The member was doing his final year at one of the universities in Lesotho doing Entrepreneur and Management Marketing.

The team would gain knowledge of whether marketing done at tertiary level had a direct correlation to business education taught at secondary level. Moreover, with the information the member had or experience of business in school would be shared among the team (see 3.2.2).

3.3.2.4 (iv) Insurance broker company

Mrs Nala was the managing director of a new insurance broker company, which had been operating for a year and a few months. The team hoped to get recent information on how one can start a business; getting information such as factors that can hinder establishing a business (see 3.2.6). The member became interested in insurance when she attended school in Zambia and enrolled in an insurance business college where she completed a diploma in International Baccalaureate. The member was exposed to business in Zambia and was expected to share with the team how she deals with business there compared to Lesotho (see 3.2.1).

Mrs Nala worked in two of the big insurance companies in Lesotho before starting her own brokering company. The experience she gained in those companies would be

shared with the team and how it helped her to start her own business. This would also include why she left those businesses even though she was a partner in one of them (see 3.2.8).

3.3.2.4 (v) Car wash

Mrs Leonia was the managing director of a car wash that had been operating for six years. Later on, she responded to the needs of the customers by establishing the restaurant within the carwash. The team had anticipated that she would explain how the business was established, how she records her books and evaluated her business. This included exploring how the business operates. The business was a sole trader.

3.3.3 Collaborative planning

After the team had been established and was made aware of their responsibilities and roles (see 3.2.8), the team decided to plan its way forward. Planning is the process of anticipating events and formulating strategies to realise the objectives of the study (Lamb *et al.*, 2010: 442). Planning involves designing activities relating to the objectives of the study. For people to achieve certain tasks they need to have a vision (see 3.2.4). For a vision to be reached there should be a way to achieve it.

The team therefore, decided to have their own vision, to identify its strengths, weaknesses, opportunities and threats (SWOT) in order to know how they would achieve their vision (see 3.2.6). Prioritising activities after the SWOT analysis would help them achieve the vision of the study. The team decided to go to the police station to tell them about their gatherings so that they could help if something were to go wrong in the team or if they had problems at their designated venue.

The team decided to choose the coordinator and agreed on changing chairpersons and secretary so that all stakeholders could learn how those positions work.

3.3.4 Vision

The team divided into two groups to discuss their vision. In those groups, they chose a group leader, secretary and presenter. The groups decided to define the term "vision" and the way they understood it. Furthermore, they discussed what they wanted to do in the team regarding business education and from the discussion; they

came up with different opinions of what their vision could be. The teams presented their proposed visions and consequently the team decided to have their vision as using the principles of critical accounting to teach business education. This vision would help give the team direction (Lamb *et al.*, 2010: 442).

The team decided to discuss how the principles of critical accounting could be used to teach BusEd. After a long discussion, the team came up with the following objectives so that they could achieve their aim. They needed to understand the challenges hindering the academic performance of business education learners in Form A, investigate the components of the strategy that uses the principles of critical accounting to enhance business education learners' academic performance and understand the conditions that make the emerging strategy using the principles of accounting to enhance learners' academic performance successful. Finally, they had to anticipate threats to the successful implementation of the emerging strategy that enhances business education learners' academic performance using the principles of critical accounting and investigate and explore meaningful indicators of success (or lack of it) in the implementation of the strategy.

The team believed that the study would produce accountable life-long learners with skills and knowledge and apply what has been taught in the classroom to reality (see 3.2.4). Moreover, the team encouraged all stakeholders to be actively involved in the study (see 3.2.2). Therefore, the vision of the team was to develop BusEd learners who can be able to apply what is taught to help them survive.

3.3.5 SWOT

The team decided to do its strengths, weaknesses, opportunities and threats (SWOT) analysis before identifying activities because co-researchers had to understand their current and potential strengths regarding the objectives of the study in pursuing their vision (Lamb *et al.*, 2010: 446). The team decided to do SWOT analysis on themselves as individuals then as learners, parents, teachers and entrepreneurs respectively and lastly as a team (see 3.2.6).

3.3.5.1 Stakeholders SWOT

3.3.5.1(i) Strengths

The learners' strengths were that they were going to relate what they have done in the previous class (Form A), it was going to be easier for them to give information in relation to the five of objectives of the study (see 3.3.1). They would be free to express themselves without fear of being laughed at or their ideas being shut down. They were not shy; therefore, they would be able to ask for clarification where they did not understand.

The parents were the ones living with the learners therefore they knew better what learners do at home regarding what they have been taught. Moreover, they were brave enough to ask all stakeholders how they could help their children at home. Mrs. Mamotloang was exposed to the education system so it was hoped that it was going to be easier to understand strategies that teachers use when teaching BusEd and add them to those she knows or used. Mr Mthi had taxi so he would explain how he needs to be helped on how his learner can help in running his business.

The teachers explain how they liked to share ideas with other shareholders (see 3.2.8) and had good communication skills (see 3.2.9) they even said: "*Re bua haholo etsoe re patalloa hona*" (we talk too much because we are paid for). Regarding this, I asked them not to dominate the team because they are paid for talking, as they said (see 3.2.7). I made sure that power relation is distributed equally among co-researchers (Boog, 2003: 422) (see 3.2.7). Furthermore, they explained how they had cooperated with parents and learners during parents meetings before, therefore it was going to be easier for them to relate what occurred in real life and the objectives of the study.

The entrepreneurs owned businesses and had experience running the businesses (see 3.2.6); it was also going to be easier for them to make time to come to the team meetings. Furthermore, it was not their first time being part of a team therefore, they knew what was expected of teammates. Teammates need to behave and treat each other equally without discrimination (see 3.2.8). They all had established their businesses from scratch and as a result, the three objectives of business education

would be easily addressed. They explained how they still remember the challenges they encountered when establishing their business.

3.3.5.1 (ii) Weakness

The learners mentioned how they had not been in a team where other members were older than they were, therefore they did not know how they are expected to behave or discuss issues in certain ways.

Parent's emphasis how they lack back ground knowledge on Business Education as they did not know it. Moreover, they did not believe that they could help in any way, as they were the ones who raised this problem.

The teachers liked to be in charge (bossy), that is, they liked to be listened to but they disliked listening to other people (dominating). Furthermore, they did not know all the students as they taught many learners therefore it was not easy to make sure that they reached all learners in a way that they are supposed to. Moreover, they gave feedback very late because they teach many learners. They knew those who pass with high marks and those who fail (lowest marks). They focus more on Form C's and E's because they were going to write their external examination. This shows how learners were not treated equally and social justice was not used.

The entrepreneurs explain their personalities where others seem to find it difficult to be with people for a long time, that is, they liked to deal with issues for a short timeframe. They disliked people who were lazy. Moreover, they were not familiar with how business education in Form A was taught in the classroom.

3.3.5.1(iii) Opportunities

The learners were hoping to learn how the team operates, even how to interact with other stakeholders especially who were older than they were (see 3.2.3). The learners had hoped to gain information on how businesses operates in reality which could result in finding out how they can relate what was taught in the classroom into real life situation. Learners believed that at the end of the study, they would be able to think critically on business issues (see 3.2.1).

The parents had a hope of finding a solution to the problem and being part of the team that was trying to find the solution through planning, acting and reflecting

(collaboration). As a result, learners would be able to help them at home through business education. They believed that they were going to learn more from other stakeholders on how business education operates in the classroom. The parents were going to disseminate the information of PAR to other parents.

The teachers were going to be free to share how they teach the three objectives of business education regarding challenges they face, strategies used and conditions in which those strategies were used to be more effective. Teachers were willing to learn other stakeholder's challenges and ways that they dealt with them. Moreover, they wanted to gain information on how businesses operate in reality as they teach theory (see 2.2.2). Furthermore, sharing ideas about how other teachers taught the three objectives of the BusEd.

The entrepreneurs were willing to give other stakeholders ideas, as they would explain how they dealt with challenges, strategies and conditions in which those strategies work best. Moreover, how other entrepreneurs dealt with challenges in their businesses such as theft were also going to be explored. They were going to learn how PAR operates so that they could use it in their businesses. Lastly, they would learn how business education was taught in the classroom so that they could discuss whether it was relevant in the business world.

3.3.5.1 (iv) Threats

The learners were concerned about the time the study was going to take in terms of duration. They were about to start their June examinations and therefore meetings were postponed so that they could concentrate on their examinations (see 3.2.8).

The parents were unfamiliar with business education and had no background in the subject. Consequently, they were relying on their learners to give them information about the subject. However, they raised finance as an issue as they asked where they would get the money to finance this project.

The teachers were busy with other activities as one of them was the HOD and a member of the sports committee at the school while the other one was living further away and therefore, it would not be easy for them to attend all the meetings. They said they might work hard on the study but the government would not implement the

emerging strategy. This was said because there were no curriculum specialists from the Lesotho National Curriculum Development Centre.

The entrepreneurs were concerned about the duration of the study. Entrepreneurs raised the issue of money for implementing the strategy. They also mentioned that they were used to working on these kinds of projects but they ended up not being implemented. Not all the co-researchers had a full understanding of what the principles of critical accounting entail.

3.3.5.2 Team SWOT

The team decided to do a SWOT analysis of the team after discussing the individuals' strengths, weaknesses, opportunities and threats. The SWOT analysis of the team was as indicated below.

3.3.5.2 (i) Strengths

The strengths of the team were that most stakeholders who were involved in business education, had experience with what they were going to discuss (see 3.2.5). Moreover, the team had different entrepreneurs, which was good to know how their different businesses operate in terms of the three objective of BusEd. Different views were going to be discussed, as there is no absolute truth (Guba & Lincoln, 1994: 107; Lather, 1986: 65-77) in research. This is why the team had different co-researchers with different skills, as one was a taxi owner, the other a nurse who could assist if a co-researcher had problems during our meetings.

Furthermore, there would be sharing of ideas and collaboration among the team (Jordan, 2003: 193; Kemmis, 2009: 468). Collaboration was not something new for other co-researchers as some of them had been in a research team before (see 3.2.2). As a result, learners (Form E's) who had done their practicals in the subject were included in the study. This gave them an opportunity to talk about their challenges as a way of modifying the projects done at school. Power is transferred to the community by involving people who have a problem in the study (Loewenson *et al.*, 2014: 77). Their participation was to solve how learners were going to relate what has been taught in the classroom to reality. Kellner and Kim (2010: 19-20) also emphasise that people with problems are the ones to solve those problems, that is why learners were included in the study. Lastly, co-researchers were eager to learn

from others and had experiences on how a team works, which was going to help them to have social justice, hope, freedom and equality among themselves.

3.3.5.2 (ii) Weakness

The weakness of the team was that people from the curriculum were not available, as no one had yet been hired for business education in the National Curriculum Development Centre of Lesotho. The team had different personalities, which could affect other co-researchers. Some members could dominate others because of being experts in their respective fields, for example, teachers might like people to listen to them rather than listen to others.

Some of the co-researchers did not know the background of business education and how it was taught in the classroom, which could result in domination especially from those who had information on it. Above all, the team had few teachers to find out how they teach which could result in few teachers who would know how the principles of critical accounting could be used to teach BusEd.

3.3.5.2 (iii) Opportunities

The opportunities of the team were that all the stakeholders, after completion of the study, were going to disseminate information they gained on how to use the principles of critical accounting to enhance business education learners academic performances to the public. Most relevant stakeholders participated in the study; therefore, it was easy to have access to the information on how to tackle challenges to meet the respective categories. Co-researchers hoped that they were going to think critically about business education by mentally changing their thinking about business.

Co-researchers were expected to learn by experiencing particular roles that are played by certain positions such as being the secretary, chairperson and how sharing of ideas as a team can work to solve many problems. Discrimination would be exposed to show how it could hinder certain things in BusEd and in life.

3.3.5.2 (iv) Threats

The team's threats were time, a lack of knowledge, absences of subject specialists and finances. Time for meetings would be a threat because co-researchers were

available at different times, which could act as a barrier to achieve the vision of the study. Moreover, co-researchers wanted to be respondents so that they could finish quickly not be co-researchers (see 3.2.8). Another issue was attendance of the co-researchers, whether they were going to attend all meetings at the agreed time.

A lack of knowledge of BusEd background and the principles of critical accounting were part of the threats because some members of the team did not fully understand them and how they should be applied in the study, especially the principles of critical accounting. This includes PAR as an approach to our study, which seems to be difficult to understand by other stakeholders.

The absence of the subject specialists seemed to be one of the threats in terms of implementation of the strategy, which could also be a barrier in the emerging strategy. The team also raised the question of funding to facilitate all the activities that needed to be carried out in the team to come up with the emerging strategy.

3.3.6 Priorities

After brainstorming, the team decided to tackle the five objectives of the study through these five priorities; professional development, community involvement, preparation of lesson plan, facilitation and monitoring. We decided on these priorities because we said teachers should know exactly what and how they are going to teach learners therefore they should be taught to use different approaches and strategies. We believed that it would be easier for them to teach effectively if they had enough knowledge about using the principles of critical accounting to enhance learners' performance of business education and learners were able to apply what they gained in the classroom to reality.

The team decided that it would be easy for learners to apply what was taught in the classroom to reality if learners reached certain higher cognitive skills or functions. The cognitive skills or functions that the team were aiming for included applying what they have been taught in reality through demonstrating specific skills and attitudes to address current and new situation within their communities (Curriculum, 2009:20). We therefore decided to have activities that would help them with the guidance of all stakeholders. It was agreed that all activities would be related to business education and other aspects such as the terminology of research and the responsibility of their

learning. These activities fall under the facilitation of the lessons, which entails teaching and learning of BusEd learners through teachers. Consider the environment in which teachers are in when choosing the teaching strategy.

Teachers had to assess learners using different strategies such as peer assessment to check if the objective of the study was achieved. We believed that it would be easier if it changed so that it could allow learners to be free to experience certain issues and be more flexible to adapt to the current situation at the particular time and place. Therefore, teachers used different ways of assessing learners which included ways that BusEd could be applied practically.

The community involvement was composed of parents and entrepreneurs. We discussed how they could help by participating in their children's education after we raised issues that we thought were hindering their children's education, especially in BusEd. We also discussed ways in which we thought these issues could be overcome. This process goes to show (see, 3.2.2) and explain that knowledge and action done in PAR should be relevant or useful to the community. Furthermore, Williams and Sanchez (2011: 70), Fletcher and George (2012: 287) and Poon-McBrayer and McBrayer (2013: 65) explain that the education of learners should be carried out by teachers and other stakeholders that include the community through collaboration of ideas and without discrimination or oppression among them because they are all important in BusEd.

Since the team is dealing with BusEd, entrepreneurs were involved so they could help learners with the knowledge and experience they had on real businesses. The team decided to include them as the fourth leg on the pot, which will support teachers and learners with relevant materials. Their businesses would be used for learners to explore how they operate. The timeframe that was set to deal with all these activities was six months but it was agreed that it could continue even up to four years. This continuation is expected to grow with teachers' understanding of BusEd beyond the textbook and transforming the lives of learners, parents, teachers, subject specialists and entrepreneurs.

The schedule of the team was as follows after we established it. It took us almost two months to have a well-established team through certain challenges such as time for a first meeting. The team had to plan after knowing their roles in the team. It

came up with the following plan, two weeks to form the vision and swot analysis including submission of written portfolios after being discussed at our first meeting. The activities were not given an exact timeframe as they allowed things that could hinder the processes; therefore, it was more than six months. In those six months, the team had to discuss the challenges regarding three objectives of BusEd. It took us three weeks and other two weeks was used for strategies. A week was given to condition while another two weeks was about threats and indicators of success. Co-researchers were taking turns in terms of who was responsible for certain tasks such as chairperson or secretary.

Theory was discussed, the team decided to find how they could address what they thought would be solutions to their problems for a week. Therefore, we came up with the following tasks whereby the team had to go out and find solutions from other people. This included learners visiting businesses, teachers going to workshops and parents going to the community. It took us a month whereby teachers were the responsible people. The team generated data that was difficult to analyse and interpret therefore we went out to experts to acquire knowledge.

After all this, the team managed to analyse data and suggested possible solutions, which they put them into practice to see whether those suggested solutions were working. This task took approximately two months. The last part was reflection of the whole team as individual and as a team in terms of personal growth. Therefore, the team agreed on those solutions that worked through indicators. It took two weeks.

3.3.6.1 Professional development of BusEd teachers.

3.3.6.1 (a) Background of business education

Business education was introduced in 1998, replacing bookkeeping and commerce, which was taught in secondary schools from 1960s in Lesotho (Nketekete, 2004: 3-4; Yu, 2012: 27-28). The Lesotho curriculum held workshops for teachers where they were taught about business education and how it was different from bookkeeping and commerce and its goals (see 2.4.4). Regarding this, we decided to look at how it was introduced to teachers and how the information was disseminated. Subject specialists used a teacher-centred approach where they lectured teachers instead of letting teachers practise what they were being taught such as doing micro-teaching where they could use different methods of teaching. After teachers discussed all

these aspects, they decided to do mini-research on how learners can be taught in a way that they have been taught to help them to live outside classroom.

3.3.6.1 (b) Analysing

From the analysis they did, they decided to investigate how they could help learners to achieve cognitive skills from the content being taught. Teachers decided to do mini-research where they were going to find out how best they could teach BusEd effectively. They said they would try to find information on the Internet, in books and from other teachers. A month later, teachers met to discuss what they had found in their research and out of that, they decided to put what they had found to be useful to overcome the challenges they met in the teaching of BusEd. They did that by doing microteaching.

3.3.6.1 (c) Different methods of teaching (microteaching)

According to Cetin (2013: 375), microteaching is a method that is “used to gain the prospective teachers’ teaching skills and experiences in the natural classroom environment today”. We decided to use it, as we believed that it would help teachers to rectify their way of teaching BusEd in a way that it would benefit learners in reality. Moreover, teachers took turns when presenting so that each of them had to time present and help each other in a constructive way. It was used because it offers new and different chances to teachers about planning and implementation new teaching strategies and tries to put theory into practice (Saban & Coklar, 2013).

Teachers tried to use a learner-centred approach with different strategies such as problem based learning, group work and cooperative learning. Teachers had to follow these stages of microteaching, i.e. plan, teach and receive comments from the group, re-plan, re-teach and receive comments again until the teacher got it correct (Saban & Coklar, 2013: 234-235). This was beneficial to the teachers and it was believed that learners were going to understand what they were going to be taught in a way that they would apply what they had gained in the classroom in the world.

3.3.6.1 (d) Reporting (workshops)

Reporting was treated as one of the things that had to be done because we believed that it was going to help the team to assess itself and gain knowledge on how to report. The team decided to go to Bloemfontein to find assistance on how to analyse

and report their findings from the expertises. After the workshop, the team reported and passed the information to other people such as colleagues in their respective schools. Teachers were the ones in charge of the workshops and it took almost a month. Money was needed for transportation for the team, paper or small books for taking notes and food. The entrepreneur and parents helped in this regard for supplying all those resources.

Monitoring was done by expertise whereby they came to the team to see how the team was doing in their meetings. They listened and asked questions when they did not understand. We considered ourselves lucky to have a professor from Canada who was honoured to be in the team and shared what she gained in the team and what they were doing in Canada.

3.3.6.1 (e) Evaluation (reflection)

We decided to evaluate ourselves on what we did in the team comparing it with what was done before. On top of that, team members were asked what they had gained from the workshops they had attended. They mentioned many things such as working together and doing microteaching. Apart from that, they gained more on how to report and they explained that with the information they gained was not only going to be used in BusEd but also in other subjects and in their real lives. The team responsible for this activity used their notes to assess it. They decided to keep evaluating themselves after each activity.

3.3.6.2 Community involvement

3.3.6.2 (a) How they can help

The community involved in education is vital because it is expected to work together with the school within it so that school can perform well (Chan, 2014: 470; Ministry of Education, 2005: 43-44). This is the reason why the team decided to have parents and entrepreneurs in the team. Therefore, the team decided to discuss challenges, strategies used and during which conditions those strategies work best. Firstly, what challenges did parents come across during their involvement in their children's education when dealing with BusEd especially regarding the three objectives of BusEd?

The entrepreneurs and the team discuss their role in the team and they were hoping to get more information on how businesses operate outside the classroom. Entrepreneurs, as part of the community, were eager to help the team and being part of the study. The team showed them how important they were in the team as they were going to explain how they established their businesses such as things they consider before establishing their business, how they record their transactions and lastly, how they evaluate their businesses to check if they were making profits or losses. After discussing all these issues, the team decided to plan how to overcome those challenges and expose learners to them reality.

3.3.6.2 (b) Planning

The team discussed how they were going to generate data from other people. The discussion ends up with parents going out in the field to generate information by asking teachers how they could help in the process of learning. Therefore, they decided to acquire that information in a questionnaire format. The team allowed that, as they were one owning the study (see, 3.2.7). This also showed that I was not too directive and allowed the stakeholders the freedom on how to generate data (Dworskin-Riggs & Langout, 2010: 228; Loewenson *et al.*, 2014: 24) and it was making sense to them (Dill, 2015: 128).

On the other hand, the parents promised to report their findings to the team after analysing the questionnaires and bringing those questionnaires as an exhibit to the team. The entrepreneurs planned to take learners into their businesses where they were going to show them how they operate. Moreover, they decided to sponsor the team with the transport and food as another way of marketing themselves and giving back to the community. The entrepreneurs set the rules such as team members need to put their phones on silent to avoid disturbance.

3.3.6.2 (c) Implementing

The solutions that were discussed were put in to practice. The parents and entrepreneurs wanted to check whether the suggested solutions would work. For instance, parents did budgets with their children for shopping and gave their children the responsibility of monitoring the electricity to record how many units were used overnight or during the month. Moreover, parents acquired questionnaires, which for the first time were fewer, therefore they revised planning where they decided to

distribute questionnaires to more schools and took out certain questions such as the age of the teacher and what kind of qualification they had. The parents decided to take those questions out because teachers did not answer them.

Lastly, the entrepreneurs allowed us to visit their businesses and showed us how they worked. Team members asked questions that were more relevant to what they taught and thought they knew about businesses. The team visited different kinds of business as a way of comparing how they operate. Those businesses were a car wash, insurance broker and bakery. The car wash and insurance broker were sole traders while the bakery was partnership.

3.3.6.2 (d) *Evaluating*

The team kept asking parents how their task was coming along. They kept updating us such as revising their questions and going to more schools for the first time, there was less feedback. Parents reported after each week on the progress and reported their analysis after two months and three weeks. The parents were also reporting on the progress of their children on electricity units to the team.

The entrepreneurs were impressed on how the team behaved when they were in their businesses. They said learners were eager to know more with the questions they were asking. The entrepreneurs asked learners to remember what they had said in the discussion by the time they were explaining how they operate or record their transactions such as using pastel before starting their tour in their businesses. During the process, they kept asking the team to ask questions especially on the person in charge of a certain section, for example, the accountant or a chef who was in charge of baking cakes. At the end, the entrepreneurs asked questions about what they did that day and we answered. They even gave learners food and transport as they promised. They told learners that they could come some other time but make appointments especially when they are very busy.

3.3.6.2 (e) *Reflection*

Team members agreed that the field trips they were expected to report on what they had learned within the tasks they were doing. For example, one of the entrepreneurs learned that it was essential to keep her/his records well such as putting all the receipts in the box or in a certain place so that after a week or so s/he would be able

to deal with them properly. Learners also shared what they learnt from different business types including how they work. They furthermore, explained what differences they noticed to what they have been taught. Teachers also gave their side of the story even how they were impressed on how the field trips took place. The entrepreneur thanked the team for visiting their business and expressed how they were also satisfied with the behaviour and freedom of asking questions.

3.3.6.3. Preparation of the lesson

For teachers to understand the content depends on the quality of teachers because it is believed that we would give out quality education (Bahar, 2015: 219). Therefore, the team believed that lesson preparation was one aspect discussed as an important tool to teach BusEd. It was chosen because it was believed teachers were going to learn using what was familiar to them (lesson plan). The lesson plans are composed of the lesson aim, materials needed, introduction, learners and teachers' activities and evaluation. It is vital in teaching because it is part of the planning process (Fletcher, Mounthoy & Bailey, 2011: 25). As a result, preparation of lesson plans had to be looked at as it drives or directs the whole lesson.

3.3.6.3. (a) Aim of the lesson

The aim of the lesson had to be in line with the syllabus of BusEd, which is directed by the curriculum of BusEd. The teacher preparing the lesson plan should consider how that particular aim or objective is going to help the learners of BusEd understand the topic s/he is teaching. For example, in record keeping skills the aim could be learners being able to record a transaction accordingly, that is, which account should be debited or credited. The teachers therefore try to link their aims with the reality or practicality of real businesses to respond to the issue of helping learners relate classroom teachings to practical experiences. The method of achieving these aims however leads to the availability of materials.

3.3.6.3 (b) Materials needed

Teachers had to consider the teaching aids and facilities that are available to be used in the classrooms. The teachers worked together to find out which materials could be suitable for teaching BusEd in a way that it was going to encourage learners to explore real businesses in order to learn how they operate. These

materials could range from newspapers, magazine, guest speakers and stock of goods, money and different business.

3.3.6.3. (c) Introduction

The introduction had to be interesting as a way to capture or motivate learners to participate in the lesson and ask questions when needed. Introductions had to be related to what is going to be taught, even to explain what is expected from the learners at the end of the lesson. These introductions were expected to arouse learners' interests and lead to the lesson activities. It can even include assessment of prior knowledge of learners.

3.3.6.3. (d) Learners and teachers' activities

Teachers had to choose which methods they were going to use when teaching these objectives of BusEd in a way that learners could understand it beyond the classroom setting. Teachers' activities had to correspond with learners' so that they could build on knowledge from what learners already had (prior knowledge). Learners had to be given opportunity to discover, explore and experiment to encourage understanding.

Other activities for the teachers entailed including other subject teachers when planning BusEd. By working together it would be easier for learners to understand some issues and be able to relate what has been taught in other subjects to BusEd. Lastly, activities chosen should be practical to allow learners the freedom and responsibility of their own learning.

3.3.6.3. (e) Evaluation

In order to see if the objectives of the lessons were achieved, the learners have to be assessed. Teachers used different assessments for different topics. They evaluate how learners work when taught in different approaches. For example, we asked learners to write a report about the business they had visited after discussing it with them verbally within the team. The report included what they had gained since they had joined the team as well as in BusEd. This shows that it was not only about BusEd but also about personal growth. The teachers were the ones responsible for this task to oversee how things go and it took two weeks to discuss all these issues.

Teachers did all the planning through discussions to determine how they could plan their lessons. It was agreed to be checked quarterly to determine whether it helps them to teach in a way that learners are able to reach cognitive skills. It was done in two days.

3.3.6.4. Facilitation

This section is the part where teachers had to practise what they had planned. The real lessons were carried out in different schools. Learners were expected to be pushed to reach a high level of cognitive function where their knowledge would be pushed beyond the point of understanding BusEd in the classroom only but could still be related to subject content. This was done through the methodology that teachers used, which was learner-centred.

3.3.6.4 (a) Learner-centred

This method of teaching allows learners to be free and be in charge of their education when working together (Dworskin-Riggs & Langout, 2010: 228; Loewson *et al.*, 2014: 24; Synder & Synder, 2008: 92), teachers acted as facilitators instead of being the only source of information or using a teacher-centred approach. This was shown when teachers arranged with entrepreneurs and parents for learners to go out to learn in their businesses. Naimi (2003: 30) supports this by stating how learners' learning style differences are supposed to be taken into consideration as other learners learn at their own pace. This enables learning to proceed well.

3.3.6.4 (b) Different methods of teaching

Teachers taught learners using different methods such as individual work, in pairs, groups and as a class at large under a learner-centred approach. Apart from that, teachers and the team arranged that learners go out to explore what they discussed in the classroom even in our team. We decided to take learners to different businesses where they asked questions. The questions included things that the entrepreneurs considered when they started their businesses and how they record their everyday transactions in their record books.

Learners discovered how to start a business, record books and evaluate the business. These activities motivated the teachers and learners. For example, learners were able to identify problems in their tuck-shop where there was no order

and correct ways of keeping records. Moreover, entrepreneurs were called to teach in the school and show how they do accounts practically.

3.3.6.4 (c) Teaching in different schools

Teachers arranged to visit different schools to acquire more knowledge from other business teachers and teach in those schools as part of professional development among themselves. The learners also seemed to be motivated when they were taught by different teachers and were free to ask questions.

This approach encouraged learners and they asked learners in the team about when that teacher would be able to come again to teach.

3.3.6.4 (d) Materials used

Teachers chose appropriate materials to be used in the classroom such as exercises from the book of business education. Moreover, teachers realised that learners' need for sponsorship to visit different business so that they could come to the team to discuss it. The entrepreneurs helped the team with this issue as they sponsored the team with transport and fed the team when we visited their businesses.

3.3.6.4 (e) Assessment

Assessment was done before, during and after the lesson, as Mrs. Ntebo had to ask learners about any information they knew about subsidiary books that were under the recordkeeping skills. During the lesson, Mrs. Ntebo had an exercise for individual work, later on, in groups and lastly as a class. During these activities, she was moving around the groups to assist where it was necessary for clarification but not giving answers. She was even marking during that time.

The teachers were leading this activity as the responsible people. It took about two months to do all these activities. The teachers had agreed to meet quarterly in workshops to find out the progress and plan again.

3.3.6.5 Monitoring

3.3.6.5 (a) Preparation of lesson

We decided to evaluate what we planned as a team on the activities that we carried out as a team. Therefore, we started with lesson preparation to see whether what we

intended to achieve was achieved. These include co-researchers taking their responsibility and their roles that they were supposed to do in the preparation of the lesson plan. For instance, do teachers consider the BusEd syllabus before planning the aim of their lesson, the time allocated and learners' activities?

3.3.6.5 (b) Facilitation

The implementation stage was evaluated with regard to what was planned earlier on and was the lesson plan done according to the plan. Furthermore, were the facilities and materials used the ones that were stated earlier or did teachers have to compromise or be creative when things did not go according to their plan? For example, did teachers work together with other teachers, collaborating amongst themselves?. Lastly, was their evaluation relevant to what their aim was for the lesson, apart from that did the activities give learners chance to explore what they have been taught in reality?

3.3.6.5 (c) Professional development

All stakeholders were asked if they acquired information during the process of learning (from the start until the time they were asked). They responded well as all stakeholders discussed how each group benefited in the team. For example, one of the entrepreneurs ('Masopha) showed how she is organised since being in the team. She has started filling the receipts of her business, which made it easy for her to record her transactions. Teachers showed how they realised the importance of teamwork, which makes it easier to teach and work with other people even if they were teachers. This shows that there was collaboration among a team and communication skills were acquired, as there was still respect among the team members without discriminating or oppressing others (Loewenson *et al.*, 2014: 25; Alvesson & Willmott, 1992: 432-434; Boog, 2003: 423).

One aspect was to evaluate whether the workshops helped stakeholders in terms of achieving what they wanted to achieve such as ways of reporting and analysing. Learners were evaluated to determine whether they had reached cognitive skills. They did because they showed the team about the problem they had realised in their tuckshop and even how they thought they were going to solve that problem through teamwork. The team was amazed and glad that they could see that learners were

applying what they had learned in the team in their school. The action that learners showed was self-motivation and independence of them (Quattlebaum, 2012) through quality of teaching and research (Wallis & Lewins, 2000: 65). Teachers gained professional development through research, content knowledge, time management, communication skills, quality teaching and collaboration (National Staff Development Council, 2007; Quattlebaum, 2012; Wallis & Lewins, 2000: 65; Walter & Comeau, 2010: 5).

3.3.6.5 (d) Community involvement

The team asked parents if they have realised how they could help their children including their schools. This included challenges they met and the ways they overcame them. They even explained how other challenges could be avoided next time or when a parent wants to help in their children with BusEd. One other thing was to see if the parents would continue to budget or give their children accountability in the house. Entrepreneurs explained how working with the team was helping.

However, the main issue here was whether community involvement was important in the schools that their children are attending. This included whether their roles were helpful in the team to solve the problem of learners who were unable to relate what had been taught in their lives. Moreover, had what they gained in the team helped or was it going to help them in future. For instance, someone told us s/he knows how to prevent or reduce people stealing from the business such as using internal control, which is done by the employer separating jobs such as a cashier who will only be dealing with income to the business and someone who will only be dealing with recording or delivering goods.

3.3.6.5 (e) Personal growth

The last part was dealing with personal growth. The team tried to find how the co-researchers had grown since they established a team, which had a vision. In the process of this journey, people showed how they had gained important things in the team such as how to solve a problem facing them as an individual or as a group. Therefore, they decided to write it in a report form as individuals. This was essential as it evaluated the co-researchers.

3.4 CONCLUSION

This chapter explains PAR as an approach that was used to generate data from the stakeholders. It started by explaining PAR theoretically, which included its origin, objectives, formats, steps, epistemology, ontology, role of the researcher, relationship between the researchers and co-researchers and its rhetoric with regard to the objective of the study. Moreover, there was an emphasis on how the history of PAR helped the team regarding the study objectives. The objectives, different formats, steps, epistemology, ontology, role of researcher, relationship between the researcher and co-researchers and PAR rhetoric were discussed in relation to the study.

The theory part of PAR was put into practice by generating data through establishing the team and co-researcher portfolios, which helped us get to know ourselves within the team. There was a SWOT analysis among stakeholders after the vision was formulated. The vision was formulated which led to planning how it would be reached. The team planned their activities in a way that each activity had to have a responsible person, resources needed, monitoring and timeframe. Preparation of lesson plan, facilitation, community involvement, professional growth and assessment were prioritised activities because the team had to find ways of how they could come up with a strategy to be used by teachers.

This chapter tried to show how theory could be put into practice through PAR to achieve certain tasks. The team was following what is considered to be good principles of research or roles of the research where it did not force other co-researchers to be in the team even if they were no longer interested or had other reasons. Moreover, the team tried to cater for everyone especially meeting issues, the members were not oppressed but given freedom to express themselves such as when the schools closed, learners asked the team to rest too and it did.

Furthermore, one threat of the team that persisted was the team did not find the BusEd expertise from the National Curriculum Development Centre under the Ministry of Education and Training in Lesotho. The team however had its way to overcome this as they concluded that their emerging strategy would be aligned with the Curriculum and Policy of Lesotho Education. Lastly, that emerging strategy

would be disseminated differently by holding workshops in schools, as it is set to bring change to the society.

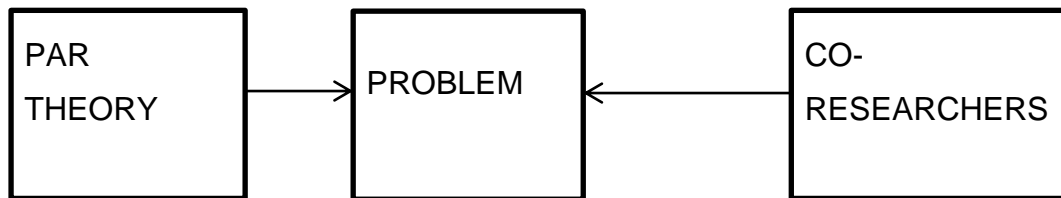


Figure 3.4: Application of PAR

The diagram shows how theory informed co-researchers to investigate ways they could overcome the problem through teamwork, collaborative planning and implementation. The following chapter is going to deal with analysing data generated in this chapter through CER, PAR and CDA through actions done by co-researchers.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION AND DISCUSSION OF FINDINGS TOWARDS THE FORMULATION OF A STRATEGY TO ENHANCE LEARNERS'ACADEMIC PERFORMANCE IN BUSINESS EDUCATION USING PRINCIPLES OF CRITICAL ACCOUNTING

4.1 INTRODUCTION

This study aims to formulate a strategy to enhance business education learners'academic performance using the principles of critical accounting. In order to achieve this aim, this chapter analyses and interprets the generated data as well as presents and discusses the findings towards the formulation of a strategy. To maintain the coherence, consistency, focus, originality and logic of arguments made in the dissertation, data are categorised and interpreted based on the five objectives of the study.

Firstly, the analysis and discussion of data is based on the understanding of the challenges faced by the teachers and the school regarding the enhancement of academic performance of BusEd learners'in Form A and applying what is taught in reality. Each challenge is explored separately and in detail. This is done by briefly discussing good practice of each challenge through its theory, previous research findings and policy directives. The challenge is then illustrated from empirical data by quoting relevant extracts. These extracts are analysed against the literature referred to earlier as well as in the contexts of CER as the theoretical framework of the study to show the role of power differences (Wicks & Reason, 2009: 246).

CDA is used to deepen and clarify the emerging findings at the discursive practice and social structural levels (Wodak& Meyer, 2009: 62-77; Sheyholislami, 2008). Conclusion of analysis and discussion of each challenge is made in relation to the findings of the literature as a way of justifying the need for the emerging strategy. This process is followed by analysis and interpretation of data as well as the presentation of discussion of findings regarding the components of the emerging

strategy. The only difference here is that data is based on a practical situation where the strategy is being designed and it is being carefully implemented.

Based on the literature and empirical data, there is a discussion of the conditions under which each of the components of the emerging strategy were successfully implemented and threats which this emerging strategy has to struggle with and overcome. Finally, there is a presentation and discussion of the indicators of the successes that were achieved in responding to the challenges identified and discussed earlier. In all these instances, theoretical as well as real life data of what actually happened are used (Liasidu, 2011: 889) when we designed and operationalised the implementation strategy.

4.2 CHALLENGES HINDERING ACADEMIC PERFORMANCE OF BusEd

A number of issues were identified by co-researchers as challenges affecting the academic performance of BusEd learners in school. We categorise them in the following manner: a lack of team, a lack of effective teaching strategies as indicated by a lack of lesson planning, a lack of lesson facilitation, a lack of community involvement, a lack of professional development and lastly a lack of monitoring. We look at each in the following sub-sections.

4.2.1 A lack of team work

A team has ability to recognise its members' strengths and weakness. This enables the team to have shared knowledge about BusEd through collaboration, empowerment, participation, sharing of roles and responsibilities which leads to different perspectives on views and ideas (Belbin, 1981: 132-133; Kurtzberg & Amabile, 2000: 286; Brian, 2013: 479-480; Miles & Watkin, 2007: 92; Raselimo, 2013: 305-306; Roslender & Dillard, 2003: 334; Smith, 2013: 219; Sycara & Sukthankar, 2006: 4; Taylor, 2008: 2). For the team to achieve its tasks, co-researchers are expected to be actively involved, have a coordinator and bring different expertise together around the common issue of teaching BusEd rather than working individually (DBE, 2012: 6; Emich, 2014: 123; Miles & Watkin, 2007: 92; Taylor, 2008: 2; Turkich *et al.*, 2014: 1). As a result, a sense of belonging and cooperation among the team is created to help the learner apply what has been taught in the classroom to reality (Curriculum & Assessment, 2009: 18; MOET of

Lesotho, 2005, 26; Brian, 2013: 479-480; NSDP, 2014: Raselimo, 2013: 305-306). It is the expectation of Lesotho's education policy that all the processed described above are done well (MOET, 2005: 53). The policy also expects teachers to change their mind set by working as a team towards the improvement of the academic performance in schools (Armitage, 2010: 7; Boyce *et al.*, 2012: 50; Guthrie & McCracken, 2010: 79-80; Kay Yoon, 2011: 169-170; Matthews & Meuna, 2003: 22; MOET, 2005, 22: NSDP, 2014: 36; SAQA, 2012: 10).

The following was observed from two different classes of BusED in the same school where teachers taught the same topic. Mr Tilo led the one class while Mrs Ntha led the other.

Mr. Tilo had used this presentation for his class, which took 40 minutes.

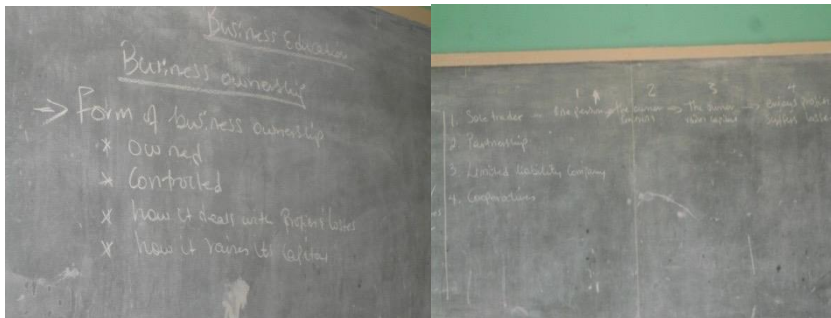


Fig 4.2.1: Forms of business ownership

On the board is a different form of business, who own, control, raise capital and how the profits or losses are shared like sole trader who own, control and share profit alone.

On the other hand, Mrs. Ntha just went in class for five minutes and told learners this:

Go to different businesses and investigate what kind of businesses they are.

Both teachers were attempting to make the learners understand and identify trends and factors within the environment that affect businesses. Both the teachers were using different strategies. Mr Tilo used theory concepts to explain different types of businesses one can opt for while Mrs. Ntha decided to have a field trip to one of the businesses within the community to investigate the types of businesses.

From what we observed in the two classrooms, we could see that these two teachers were not working collaboratively to share their knowledge hence the different approaches to one common goal. When queried, Mr Tilo expressed his belief that it was too early for students at Form A level to be exposed to the practical side of business education as this could be done at a much later stage in their studies. On the other hand, Mrs Ntha also expressed her good intentions of actively involving participation of learners by opting for a field trip. The problem with this field trip as we observed was that it was not structured, it lacked clear goals and there was no guidance offered to the learners on what exactly they were expected to go and investigate.

Both teachers did nothing wrong but had they collectively discussed the strategy and included other teachers and stakeholders in business education, particularly entrepreneurs, both their lessons would have been more effective. For starters, the learners would understand the type of businesses more if they could have been taught theory through learner-centred approaches followed by a field trip. By working together, the teachers could share roles, responsibilities, complement and empower each other to come up with better and effective approaches.

Important to note is that the very notion of different methods to different groups who are studying the same subject as happened with Mr Tilo and Ms Ntha in itself creates marginalisation between the students. Mrs Ntha's class was given an opportunity to forge relations with the business community thus including them in their learning while Mr Tilo's class was not granted such an opportunity. This also creates an unfair advantage amongst the students.

4.2.2 Lack of effective teaching strategies

This section looks into the lack of lesson plans, lack of lesson facilitation, lack of community involvement, lack of professional development and the lastly lack of monitoring.

4.2.2.1 Lack of lesson plan

The lesson plan is an act of reducing the preparation of a lesson to writing and it is supposed to be aligned with the standards of the curriculum through outlining the key components. These components include the aim of the lesson, learning

objectives and the teaching methods or approaches and strategies that should consider the BusEd learners' different learning styles. Additional components include experiences and backgrounds, resources to support and enhance learning of BusEd content, introduction, assessment and instruction activities through coherence, variety of activities and flexibility (Bryan & Antina, 2015: 37-38; Flangan, 2012; Friesen & Francis-Poscente, 2014: 62; Hernanzen, 2007: 231 & 239; Vermette *et al.*, 2010: 73; Johnson *et al.*, 2014: 51; Vermette & Jones, 2009: 357; Wert, 2013: 5).

As part of the activities, the team agreed to visit BusEd teachers in their schools to see how they taught BusEd. As part of this visit, we asked for the lesson plans. This was in a bid to probe whether the lesson plan mirrors what is being taught in class. Below is a response from one of the teachers when the issue of a lesson plan was posed.

The Lesson plan is in my head, I know what to do, and I am going to teach about purchases and sales journal.

The fact that the teacher claims to know what to do, might be an indication that with experience teachers feel they can do away with the lesson plan as they are conversant with the logical concepts of business education. For this teacher he has taught purchases and sales journal one too many times that there is no need to revisit them. The danger here is that the teacher has forgotten that the lesson has to be in the best interest of the learners not himself/herself (self-centred). The absence of the lesson plan did not deter us from moving to the next phase of teaching because of the following reasons. Firstly, the teacher did not have a written lesson plan, which guides teachers in following and not mixing activities to accommodate different levels of learners (Wert, 2015: 6; Flangan, 2012). The prior knowledge was also not acquired.

Mr. Tilo: Boys how was the soccer match that you played over the weekend?

Learner (boy): It was good because we won Sir.

Mr. Tilo: Really? Who scored and what was the final score?

Other learner (boy): It was Liteboho and we won three nil.

Teacher: That's my boys.

The girls were not commenting, instead they were quiet. This was part one of the lesson. Part two had the following activities as the teacher continued

Mr. Tilo: We are going to talk about Purchases and Sales Journal. Purchases journal is a book that records our debtors and we debit them. Do you understand? While in sales journal, we credit our creditors. I am going to show you how we do that.

The teacher went to the chalkboard and wrote: Purchases Journal

	DR	CR
2 Frank	R 300	
3 Pit	R 600	
Balance c/f		R 900
Total	R 900	R 900

Mr. Tilo: This is how a purchases journal is done. You put these guys on debit side and credit their total. Sales journal is as follows:

Sales Journal

	DR	CR
7 Peter		R1200
15 Melliot		R500
Balance c/f	R 1800	
Total	R 1800	R 1800

After drawing all this in the chalkboard, the teacher said:

This is how we prepare purchases and sales journal, do you see?

Learners: Yes Sir!

Mr. Tilo: I am going to give you homework and make sure you do it.

Teacher wrote this as part three, the homework: Draw purchases and sales journal;

4th Bought cash register R 100

6th Sold goods to Janskon R 900

After writing the homework on the chalkboard the teacher left.

Figure 4.2.2.1: lesson facilitation

The way the teacher presented his lesson shows a lack of preparation of the lesson plan according to the theory above. It also showed no alignment with the policy of the country (See, 2.4.1.3). The proceedings of this particular lesson are mentioned here because of the following reasons. Firstly, the absence of a lesson plan drove

the teacher to mix activities and fail to accommodate the different learners (Wert, 2015: 6; Flangan, 2012). Prior knowledge was also not acquired about the purchases and sales journal. This shows that there was a lack of relevant assessment made until the end where learners were given homework because the teacher presented the lesson that was not designed and he did not think of linking theory to practice when preparing (Teal Centre Staff, 2010; 2-3; Ramaligela, 2014: 3841).

The objective was not clear as it did not emphasise the important points to be demonstrated by learners; therefore, the teacher did not unpack the lesson quite well (see, 2.4.1.3). The presentation part which Makgato and Ramaligela (2012: 41) considers as action knowledge, did not have application activities that allowed learners to work in groups or in pairs, instead it was teacher-centred (Elizabeth *et al.*, 2012: 9). There were no teaching materials used in the classroom except the chalk and chalkboard. This could be caused by the fact that purchases as it is, is a big topic, it has many aspects and variables that need to be put in a logical order and delivered logically to BusEd learners. This also creates confusion amongst the learners as sometimes they are told something without being given an explanation. One of the students said:

Phallang: Sometimes we are told that a certain thing has to be debited without explanation.

This confirms that it would not be easy to explain if the objectives are presented in this manner. It might confuse the facts but it is also not helpful because it does not leave us with any record or evidence of the work well done by the teacher. It also does not allow us an opportunity to revisit if necessary when a written lesson plan or objectives are not available.

'I know what to do' is about a self- and teacher-centred approach and not about what learners should learn or know. This could be the practice in the BusEd school, as teachers do not prepare written lesson plans because of their experience. Lastly, fear in our society to ask questions and probe why certain concepts are done in a certain way can cause citizens' lack of knowledge. It further poses a danger of people agreeing on certain issues without even understanding what they mean. For instance, asserting that purchases have a debit balance without necessarily

understanding what that means. If these kinds of behaviour continues then we are not helping learners to acquire or generate new information therefore it would not be easy for us to produce new young entrepreneurs who would provide services that are needed by the community or country. These actions of BusEd teachers could lead to contribution of not upgrading unity against domination of colonisation (Van Dijk, 1995: 18).

The teacher without a written lesson plan shows how sometimes teachers dominate and do injustice to the learners as lesson plans are supposed to direct teachers on how they can facilitate learning by looking at the purpose of the lesson, different teaching strategies to be used, materials used and how to assess learners on different levels of understanding (see,2.4.1.3). It is unfair to learners, as BusEd teachers seem to hinder their future by not empowering them with the skills that learners hope they would get from teachers to prepare them for the real business.

The empirical data shows that the lesson plan was in the teacher's head, that he knew what he was going to teach. We can see or conclude that there was no lesson plan from the point of physical or conceptual aspect as a prepared lesson plan has to be seen in a written format (Bryan & Antina, 2015: 37; Hernanzen, 2007: 230).

4.2.2.2 Lack of lesson facilitation skills

Good facilitation skills encourage generation of knowledge when used with aligned lesson plans (Bryan & Antina, 2015: 37; Hernanzen, 2007: 230). This means there should be effective use of language, a learner-centred approach, different learning styles, integration of knowledge, which can be used in school subjects and involve other participants in the actual teaching situation. Use of good teaching aids and assessment based on the BusEd curriculum is also advocated for (Adefolaju & Sithole, 2010: 32; Brussels, 2011: 17; Curriculum & Assessment Policy, 2009: 16-18; Mohammed, 2007: 11; Nketekete, 2004: 20; Ramaligela, 2012: 88-89; Sithole & Lumadi, 2012: 77; Tollefson, 2000: 73-74; Yu, 2010: 18). All these, effective facilitation, can be done through active collaboration of the teachers and co-researchers (Lyons, Ford & Authur-Kelly, 2011:10) to achieve generation of knowledge by learners. Furthermore, Curriculum and Assessment Policy (2009: 12) and Yu (2010: 28) also state that education should promote the spirit of cooperation and generic skills such as explaining basic concepts in class.

We sat down in the classroom of the teacher who did not prepare a written lesson plan to see how he was going to teach without it (see fig 4.2.3.1). The teacher did not assess the prior knowledge of learners instead; he talked about the soccer match, which was irrelevant to the topic (Teal Centre Staff, 2010: 2). Even if it may be argued that the teacher wanted learners to be at ease and wanted to prepare them for participation in the subsequent lesson discussion, the teacher was selective and biased in that the girls were excluded from the attempt. This may suppress BusEd learners and possibly affect their learning negatively to achieve cognitive skills because learners were passive instead of active. This is because the BusEd teacher used a teacher-centred method and did not integrate the topic with other subjects that could have made it easier for learners to understand (Dworskin_Riggs & Langout, 2010: 228; Oslender, 2013: 386). There was no collaboration through a variety of activities, teaching materials and interaction with other teachers or community members to promote learning through problem solving in reality and social constructive learning in BusEd (DomNwachukwu, 2005: 40; Killen, 2010: 251; Jones *et al.*, 2008: 358-357; Naimi, 2007: 33; SAQA, 2010: 10; Yu, 2006: 95).

The teacher seems to ask questions in a way that does not give learners a chance to elaborate but instead give yes or no answers “do you understand or do you see”. These kinds of questions limit freedom and influences minds of learners to respond in a certain way ‘yes sir’ that agrees with what the teacher wanted to hear (Dijk, 1993: 254). Therefore, the BusEd teacher dominates learners’ minds and seems to hold more power in this BusEd class (Van Dijk, 1993: 252 & 254). This dominance could start on a small scale but could also spread to where we can end up having learners who cannot think critically of being business minded or creative enough to survive in the real business world.

The opposite of what CER advocates seems to be what the teacher did as there was no collaboration among teachers of BusEd, participation and gaining knowledge so that there can be social change in the BusEd classroom (see, 2.2.2 & 3.2.2). Social justice was not considered as it was teacher-centred, there was no accommodation of diversity structures because other learners within the classroom were excluded (Ladson-Billing, 2005: 229; Mertens, 2010: 32; Mitchel, 2010: 53), instead of learners exploring how to record a purchases and sales journal as one of the recording skills.

Therefore, there was no respect of learners' time, so girls or boys who did not participate in the football did not have a place in the class because the teacher did not consider them in the BusEd class (Bungane, 2014: 31; Tsoetsi, 2013: 27).

This seems to agree with the literature (see, 2. 4.1.4) that teachers still facilitate their lessons using a teacher-centred approach and not giving learners opportunities to explore BusEd in reality.

4.2.2.3 Lack of community Involvement

The education of learners is expected to be carried out by BusEd teachers and other stakeholders. These include the community through collaboration of ideas, knowing their roles, use of good communication, provision of resources and an environment without discrimination or oppression because they are all important in the teaching of BusEd effectively (Fletcher & George, 2012: 287; MOET, 2005: 43-44; Olaleye & Lydia, 2014: 695; Poon-McBrayer & McBrayer, 2013: 65; Williams & Sanchez, 2011: 70). Moreover, the community is expected to support teachers through being members on school boards, volunteering in the school tasks, cooperating, attending parents meetings, even teaching BusEd learners at home (MOET of Lesotho, 2009: 65; Juneneau, 2011: 1; Lynn, 2004: 162; St George & Fletcher, 2012: 280-281). Lesotho policy states that learners should gain knowledge, skills and attitudes to communicate well with the environment and solve problems due to socio-economic and technological developments (Curriculum & Assessment Policy, 2009: 12-13; Nketekete, 2004: 7).

In one of the meetings where team members had invited other members to contribute or share ideas on their presentation on challenges they face as different co-researchers, parents presented about how BusEd teachers treat them unfairly by calling them for meetings but not allowing them to raise their concerns. Most of the teachers raised their hands immediately after the presentation; one of the teachers was chosen by the chairperson of the day and said:

Mrs Seipati: I hear you complaining about us, are you doing your part as parents in your children's education?

Mrs. Mamotloang: Yes, we do, your side is the one that is not doing its part.

We could hear or see tension among parents and BusEd teachers as they exchanged words and pointed fingers at each other. That showed a lack of cooperation and good relationship between them (Olaleye & Lydia, 2014: 695). The way of exchanging words was not good whereby others did not even wait to be chosen by the chairperson. One teacher said:

You parents do not know anything about your children; you are just like ATM...

Teachers compared parents to a source of income maybe because parents just give money without knowing its use in the BusEd class. On the other hand, parents also blamed the teacher for not cooperating with them. They instead became unhappy as parents tried to help their children through extra classes. This was also emphasised by one learner in our team when he said:

Learner: Teachers become unhappy when our parents pay night school classes on BusEd outside the school when [we] do not understand...

The two parties were not sensitive to each other, which is advocated for when two or more parties are working together (Mahlomaholo, 2009: 14). This could suggest that they were not aware that schools could work with them in the learning of learners, which might prove that they still believe that the school is an isolated entity (Matthews & Menna, 2003: 22). Although Ansell (2002: 107) believes that education is similar to a 'three-legged pot', this notion hinders the involvement of other stakeholders such as entrepreneurs, learners and parents.

The use of the reference 'ATM' also shows how teachers see parents in terms of involvement in their children's education and how teachers are still not at the same level with other stakeholders (Christie, 1998: 295; Evans & Prilleltensky, 2007: 351) therefore there is inequality which will hinder learners in being creative thinkers. This discursive practice can lead to a community that does not work together in the teaching of BusEd effectively and as a result hinders transformation. Moreover, this could be caused by the historical belief that teachers know everything because of the status quo they hold therefore; society has to ask them about everything. In the end, we shall have BusEd teachers who do not think critically on how they could help their learners to be provided with advanced entrepreneurial, vocational and

technological skills to survive in this world through the business (Curriculum & Assessment Policy, 2005: 12).

The tension between parents and teacher's shows that they were not treating each other equally, parents seems to be oppressed in the school system. This can hinder social justice and peace among stakeholders as others can end up with fear which could make them passive rather than active in the learning process of their children (Kemmis, 2006: 459; Jordan, 2003: 190 & 196). The literature confirms that there is a lack of community involvement in BusEd that is most likely caused by a lack of the BusEd team focusing on enhancing learners' performance on problem solving and communication skills (SAQA, 2012: 10).

4.2.2.4 Lack of professional development

Professional development (PD) is a process that BusEd teachers need, as it entails training that helps teachers with the latest skills, knowledge, attitude and abilities. It also equips them with content knowledge and enables quality teaching as its purpose is to empower BusEd teachers with how best they could share good practices, do research on the best methods of teaching and time management (Dyson, 2002: 6387; MOET of Lesotho, 2005: 59; Lin, 2008: 248; National Staff Development Council, 2007; Quattlebaum, 2012; Tsotsetsi, 2013:50; Uchendu, 2015: 301; Wallis & Lewins, 2000: 65; Walter & Comeau, 2010: 5). Moreover, it has to be continuous and promote BusEd teachers' professionalism that will make them lifelong learners, facilitators, assessors, resource providers and organisers (Cheng, 2016: 6; Gulamhussen, 2013; 16; Leu, 2004; Macheng, 2016: 290; Ogar, Keziah & Uchechukwa, 2016: 95; Uchendu, 2015: 304). To improve quality of teaching, teachers are trained to perform their roles effectively so that there can be transformation as they make changes in schools (NSDP, 2014: 111; NSDC, 2009; MOET, 2005: 53 & 63; Mohammed, 2007: 11; Sithole & Lumadi, 2012: 77; Wallis & Lewins, 2000: 65; Walter & Comeau, 2010: 5; Yu, 2010: 39).

The way Mr. Tilo presented his class in (see, 4.2.2.1) showed how he was still using the old strategies that learners become passive as he was still using a teacher-centred method by lecturing the class. On top of that, learners were not given materials that they could manipulate, discover or role-play in order to understand

better. This was probably caused by the challenge raised by teachers in our meetings:

Mrs: Ntha: It is not easy to go for workshops in my school because HOD only chooses his/her favourites and they do not report to us what they have learnt in the workshops.

Mr. Tilo: For us here, problem is that, those workshops are given inadequate resources and time to gain all content within a short period of time.

It seems as if only a few of the BusEd teachers were able to go for workshops but they do not share content knowledge, good teaching skills and strategies they had gained in those workshops. Therefore, this hinders the PD of other BusEd teachers as they do not give a feedback and facilitators do not follow up after presenting the workshops (Uchendu, 2015: 303).

As a result, BusEd teachers do not seem to be gaining updated knowledge (see, 2.4.1.6) through this method. It will therefore not be easy for them to perform their roles and be effective at teaching BusEd if they are not given a chance for training and researching (Yeung & Chan, 2006:996).It seems unfair and biased for other BusEd teachers who were not chosen for workshops and not given the content of the workshops; therefore, it is not possible for such teachers to work together. This could lead to a group of teachers who do not improve their skills, incorrect usage of teaching material and a lack of knowledge on recent trends of teaching aids such as using computers to teach or find information in the current business environment to ensure relevance (see. 2.4.1.6). As a result, these BusEd teachers would produce learners who would not respond to the demands of the world regarding the entrepreneurship and others (Nketeke, 2004: 4). This also shows that our education system is still colonialised even though it obtained its independence in 1966 because we still have teachers who are still teaching in a way that learners could not apply what they are taught in reality (Ansell, 2002, 11-13; MOET of Lesotho, 1983: 3).

BusEd teachers seem not to be employing social justice by not sharing skills, knowledge and concepts they had gained in workshops even though they were in a position to do so. As a result, it would be difficult for them to be creative and innovative in the BusEd classroom (SAQA, 2012:12; Van Dijk, 2006: 360). There would not be hope or peace among BusEd teachers if they were not all given equal

opportunities to develop themselves so that they could help learners to make sense of what they were taught outside classroom (Gustafson & Ahmed, 2015: 476). Instead, there would be confusion among the teachers because of not being exposed to updated knowledge that is subjective, co-created and being sized on subjective experiences and actions (see, 3.2.6 & 2.4.1.6).

Literature agrees that BusEd teachers need to be enhanced on their professional development as NSDP (2014, 111- 123) urge that much has not yet been done for BusEd teachers to perform their roles effectively.

4.2.2.5 Lack of monitoring

Monitoring is a process of checking whether what was planned was achieved or done effectively through identified plans, objectives or strategies (Church, Cheyanne & Rogers, 2005; Matthews & Meuna, 2003: 22; Perrin, 2012: 4). Monitoring in the BusEd classroom has to be communicated at the early stage throughout and be relevant and realistic (Church *et al.*, 2005; Lusthauset *al.*, 1999: 17; Perrin, 2012: 4). On the other hand monitoring can be used as a way of assessment through the six areas (see, 2.4.17) of materials, teaching, learning and understanding roles to be performed in the team (Pasanen & Shaxson, 2016, 9-19). Lesotho, Botswana, Nigeria and Hong Kong expect BusEd teachers to control their classes in different ways including through classroom management within the class and outside as part of their roles within the classroom (NCDC, 2003: 2; Thetsane & Matsela, 2014: 628; MOET of Botswana, 2003: 36; Sithole, 2011: 531; Wan & Lam, 2010: 17).

When going back to how Mr. Tilo taught (see, 4.2.2.1), there was no monitoring done by him in the classroom of BusEd as there were no objectives stipulated or resources to be manipulated by them. Therefore, it was not going to be easy for the teacher to reflect on how the class learnt. Mr. Tilo seems to not be giving learners accountability or problem solving skills of purchases and sales journals, which he could have used as indicators of success or failure in his lesson (Kemmis, 2005: 395). This could be done because of the continuation of a teacher-centred approach where the BusEd learners became passive instead of active by giving them different activities. This could be the results of a teacher thinking he knew what to do but not monitoring what he wanted to achieve for the day.

The teacher furthermore seems not to be doing justice by not giving learners their freedom to learn on their own thus showing a lack of active involvement between teachers and learners (Guthrie & McCracken, 2010: 79). This is done when teachers do not change the way they were teaching or their learning styles, which would lead to a true understanding of how to master sales and purchases journal. This could be done through monitoring activities that were supposed to be given and for him/her to observe domination within learners when working together. This agrees with the literature that teachers still find it difficult to go along with the theory of change, which advocates for a learner-centred approach to teaching. This learner-centred approach promotes monitoring and therefore teachers are still not on the same level with the learners in the class as the teacher-centred approach to teaching still dominates (Christie, 1998: 295; Evans & Prilleltensky, 2007: 351). Moreover, there were no monitoring strategies used to monitor how lesson plans, facilitation, community commitment and professional development are done.

4.3 COMPONENTS OF THE IMPLEMENTATION STRATEGY

In this section, I attempt to respond to the challenges discovered in 4.2. These ways are discussed in the manner they were carried out practically as a way to contribute ways in which learners can be exposed to the reality of BusEd regarding its objectives. The solutions were as follows; formation of the team, establishing a vision, SWOT analysis, collaborative planning, professional development and prioritising activities through preparation of a lesson plan, facilitation, community involvement and monitoring.

4.3.1 The formation of the team

4.3.1.1 How the team was formed

The establishment of the team is separated into four stages, which are forming, storming, norming and performing (Kozlowski & Bell, 2003: 20; Wallace, 2001: 3). Moreover, there should be a clear understanding of the roles and tasks of each member in the team (Lynda & Tamara, 2007; Sycara & Sukthankar, 2006: 4). There should be relationship building, trust and ways to have BusEd stakeholders be part of the team (Loewenson *et al.*, 2014: 25) The size of the team should be considered, cooperation encouraged and delegation of work among the team members (Kozlowski & Bell, 2003: 13 Sycara & Sukthankar, 2006: 10). The researcher is

expected to know his/her roles (Loewenson *et al.*,2014; Laurellet *al.*, 2014: 24; Oslender, 2013: 386; Whyte, 1991: 40). There should be collaboration among the members. Randall-James and Caldwell (2015: 4) indicate that the team should create opportunities when addressing BusEd challenges and provide time and ways of communicating for different stakeholders to share their ideas on how they could solve the problem (Kozlowski & Bell, 2003: 47).

Referring to the previous chapter (see, 3.3.1) we had the following discussion.

Mr. Mthi: yes, I think we can have couple of people whom we can work with such as children.

Mrs. Mamotloang: yes yes, what do you say teacher? Are we correct?

Mr. Maoeoe: This is not about whether you are correct or not, it is about us trying to find the solution to the problem about BusEd so let us be free to suggest and do not consider me as someone who knows

Mr. Mthi: Ok, we should call them too even business people.

We wanted to recruit more people who could get involved and why and during a meeting we came up with the following.

Mrs. Mamotloang: These means we are going to have learners, us as parents, teachers, entrepreneurs and subject specialist from Department of Education. How are we going to have them on board?

Mr. Maoeoe: Coming to point of telling these people, I do think we should sell the idea to them and asked them to come on board as face-to-face.

There was a delegation of work after discussing whom to involve in the study and it was decided as follows:

Mrs. Mamotloang: Ntate Maoeoe, can you help with teachers, education department, learners while Ntate Mthi, and I can try to find other parents and entrepreneurs.

Three of us managed to have people we planned to ask, alls subject specialists and had the following discussion:

Mrs: Nala: What role am I going to play here and how long the study is going to take?

Mr. Tilo: We want you and others to come and share how your business operates, as for time I do not know?

Mrs. Mamotloang: I do think it will depend on how we operate and agreed upon.

Mr. Mthi: That is correct Mrs. Mamotloang, but still remembering that we would like to solve this problem we explained early.

Mr. Liteboho: So if we agree how are we going to work?

Mr. Tilo: If we agree to work together, we shall become a team that we plan and execute what is planned together, so let's work together for the benefits of these children of us.

We agreed to form a team where consent forms were issued and we decided to set team rules. Discussion between parents and myself helped to identify relevant co-researchers with relevant skills based in BusEd to help with their expertise in the teaching of BusEd effectively (see, 3.3.2). Moreover, we could see that the researcher knew his role as he (Mr. Maoeoe) allowed co-researchers of BusEd to own their study and encouraged them to make their own decisions instead of making them for them (see 3.2.8 & 3.2.7). There was a delegation of tasks as a way of showing trust among parents and myself as the researcher and willingness of helping learners of BusEd to form a team. The co-researchers were willing to work together throughout the study as they kept using 'we' instead of 'I', which also showed the importance of collaborating and readiness of being part of BusEd. We could see that the co-researchers wanted to work together and leave out those practices where people worked in isolation regarding BusEd.

At first, the issue of power was raised by parents believing that Mr. Maoeoe knew better than they did. However, he was aware of power issues and a decision was reached for him to de-power himself as a person, as being a teacher (in a position of power) by judging what is right or wrong (see, 3.2.8). This gave parents the opportunity to share ideas together regarding what was at stake and finding the solution (MacDonald, 2010: 36; Mountz, Moore & Brown, 2008: 222). Therefore, there was social justice and people were treated equally as they were all called together after one-on-one communication and given a chance to quit the team anytime through the consent forms in appendix 5. This also means co-researchers had the freedom to decide to join the team or not. There seems to be hope among the co-researchers that they would work together as a team because they decided to have team rules (Mahlomaholo, 2013: 389; 2012: 9).

The findings of the study above confirm what the literature states, that forming a team is a process that takes a long time and good communication skills are key to

reaching the aim of putting theory into practice (Cole et al., 2015: 16; William & Sacher, 2011: 56-57). Therefore, the benefits of establishing the BusEd team follows below.

4.3.1.2 Advantages of the team in business education

The team enables co-researchers to identify, share roles, responsibilities, ideas, experiences, resources, empower each other, collaborate among relevant stakeholders and provide active involvement on the tasks (Adair, 1986: 203; Bakken, 2001: 1-4; Belbin, 1981: 132-133; Kay Yoon, 2001: 289; Kurtzberg & Amabile, 2000: 286; Roselender & Dillard, 2003: 334). Furthermore, teamwork increases collaboration among teachers which results in sharing of good practices of teaching and development of different skills such as enhancing cognitive skills based on the three objectives of BusEd (see, 2.2.4) by making decisions together on how BusEd could be effective (Bakke, 2001: 1; Khau, 2012: 421; Macdonald, 2010: 36; Mountz, et al., 2008: 222). The team creates a conducive environment where diverse opinions about teaching BusEd are raised and involves other stakeholders from the community for it to be accountable for their children's education (Avolio et al., 2009: 423; Bakken 2001: 2 & 3; Brian, 2013: 480; Van heerden, 1999: 203). The curriculum also suggests that teachers are expected to be actively involved and work together through cooperation among themselves and other stakeholders to improve schools' performance and be updated (Bell et al., 2011: 798; Curriculum & Assessment, 2009: 18; MOET, 2005, 26; NSDP, 2014; Sithole & Lumadi, 2012: 73; Yu, 2010: 34-30).

During the discussion on how their business records using recording skills, one of the entrepreneurs explained how her business operates.

Mathuso: Nowadays, we are using pastel instead of books that I was taught but it is still necessary to know how they are prepared manual. I remember on my first days at my work where I didn't know cash and bank reconciliation statement. I knew it theoretically which was something different in reality. I had to ask my co-workers to teach me.

Mrs. Ntha: What is pastel?

I looked around and I could see it was not only the teachers but also most of us in the team who did not know pastel as people looked down instead of answering, but

Mrs. Mathuso explained it to us. The emphasis on using books even though pastel is used shows how it is essential to know how to prepare bank reconciliation manuals because it helps to double check and back up so that if there is a mistake punched on the computer it would be easier to trace it back. The team helped us update and be exposed to the business world such as pastel, which is used nowadays and resulted in sharing ideas from different perspectives and through their different knowledge where it was even advised to teach it in the classroom. Teamwork helped a group of BusEd teachers to work with other stakeholders and empower each other through sharing of methods and skills (see 4.3.6.1 & 4.3.6.2).

This means that teachers were intended to expose learners of BusEd to this kind of environment, which would allow learners to solve their problems in the business sector in the future as they would have already been exposed to reality through co-researchers' personal experiences (see, 2.2.4) unlike Mrs. Mathuso. This also means that a team of BusEd would advise teachers on how best they could teach BusEd effectively such that learners have good knowledge of BusEd and be updated through teamwork, collaborating and applying what was planned in reality (SAQA, 2012: 10). They would then be able to plan, implement and reflect together when teaching (see, 4.3.6.1 & 4.3.6.2).

The team successfully helped BusEd teachers to expose learners to reality through different methods on how best they could be taught BusEd effectively as entrepreneurs and parents helped them to allow learners to go for field trips as well as learners who contributed on how teaching was in the classroom (see, 4.3.6 & 4.3.6.3). There was fair and just to learners through teamwork as co-researchers were working towards the best interests of the learners and on how best they could apply what has been taught to reality (Smith & Osbon, 2007: 54). Freedom was given to learners to own their own project through visitation of businesses (see, 2.2.4). It is in this situation that a team has to be formulated and used for the best interests of the learners through teaching, working together, sharing ideas, supporting all learners by using our diverse skills and learning from each other how best they could teach BusEd effectively.

4.3.2 Establishment of a vision

Shadle and Meyer (2015; 2) see a vision statement as a statement that outlines what a team wants to achieve in future, that is, it is a long term goal (Fanie, Babette & Christor, 2014: 10-11). It has to direct and guide the team and be realistic so that resources can be directed towards achieving the vision (Sateria & Sarros, 2011: 295; Paroby & White 2010: 2). Nkoane (2011: 119) also expresses that space needs to be created for co-researchers to contribute towards the development of the vision, which could result in inspiration and motivation within the team (Caroly & John, 2015; 2). Van heerden, (1999: 206) states that when establishing the vision, existing conditions should be realised so that it can be integrated with the historical structures. Moreover, time and a framework has to focus on the future and evaluation is done on the final product (Caroly & John, 2015: 2; Fainieet *al.*, 2014: 10-11; Beren, 2011: 660). Policy states that learners must be able to become entrepreneurs for survival and employment at the end of the course (Assessment Policy, 2009: 7-14; MOET, 1995). The study has included them in the vision so that they can formulate it in a way that it responds to the rapid growth of the social and economic change.

The team was divided into two groups. They discussed and presented their ideas for a suitable vision for our team (see, 3.3.4).

Mr. Liteboho: What is a vision?

Mrs Mathuso: It is the main reason of what we want to achieve at the end of the project.

Mrs. Ntha: I agree with Mrs Mathuso, so what is it that we want to do?

Mr. Mthi: I think we want to be team that can help BusEd learners to pass...

After the discussions, both teams came up with the following:

Team A: Teach BusEd learners to apply what is taught in reality.

Team B: Produce accountable life-long learners with skills and knowledge and apply what has being taught in the classroom to reality.

The two agreed “to develop BusEdlearners who can be able to apply what is taught to help them survive”.

Teacher: I agree and these automatically mean their academic performance will increase.

Parents: Yes, and remember it will be done through working together as a team.

Learner: And there would be application of things in practically.

The vision seems to direct and guide co-researchers to achieve their goal and manage materials towards their vision. The vision was clear and designed by all co-researchers through collaboration of ideas and responding to the economic and social challenges (Nkoane, 2011: 119). This ability to apply knowledge seems to inspire the team and learners to be committed to their work as they will be able to master and understand the basis of BusEd. They will be able to survive in the business world as a result.

Survival has to go beyond the school boundaries of surviving in life by connecting what they learn to what they experience in their local businesses. The vision seemed to instil in them the sense of direction towards survival through the application of planned knowledge and learning strategies they had acquired (Iyer & Kamina, 2009: 3) as can be seen from the vision statement (see, 4.3.4 & Community involvement). If this should be achieved, a new community of BusEd graduates who do not fail in school and who use that knowledge to sustain their lives will be the result.

The co-researchers worked together to create a vision which promotes collaboration through freedom and social justice in the teaching of BusEd as all stakeholders were included in the formation of the vision. Co-researchers seemed to be free when discussing in their two groups with the hope that they would end up having a vision that helps learners to reach cognitive skills. Moreover, all co-researchers were treated equally within the two teams and during their presentations, as there were presenters too (see, 3.3.4). There was discussion in a peaceful way in both teams as they agreed to form one vision from two. The co-researchers worked together collaboratively and were assessed with the hope that learners' academic performance will increase, which CER advocates for and indeed it did where two learners who were co-researchers passed with merits (one top one and other top 8) while others with first class (SAQA, 2012: 10; MacDonald, 2012: 45-46; Guthrie & McCracken, 2010: 79).

All these go together with what the literature suggested in chapter two on the creation of a vision to help the team to achieve its goals but in this case with the

inclusion of BusEd learners in the formulation of the vision. The SWOT analysis followed to facilitate the process of achieving the vision.

4.3.3 SWOT analysis

SWOT analysis acts as a catalyst to facilitate and guide the creation of strategic planning that produces desired results and prioritises activities in order to speed up the processes (Hill & Westbrook, 1997: 46; Santo & Laczniak, 2014: 99-100). Santo and Laczniak (2014: 100) also emphasise that SWOT analysis is a realistic tool used for internal and external environments to allow better understanding with fairness and justice of team strengths, weaknesses, opportunities and threats (Dyson, 2004: 632; Hills, 2001: 127; Menga, Lu & Liu, 2015: 1777). SWOT analysis provides a good basis for strategy formulation as it sets co-researchers' weaknesses and opportunities towards the vision of the team before it can be implemented (Rizzo & Kim, 2005: 120). Ghazinoory *et al.* (2007: 99,) and Stewart *et al.* (2002: 682) explain how SWOT analysis helps the team to recognise what skills and expertise are needed to achieve its goals. The policies state that BusEd teachers are expected to diagnose their strengths and weaknesses so that they work on them in their teaching of their learners so that they can be effective in their teaching roles (Chemezie, 2013: 176; Sithole, 2010: 27 & Chanet *al.*, 2006: 4; Curriculum & Assessment Policy, 2009: 12-13; MOET of Botswana, 2003: 3-5).

In one of the first meetings with the team, a SWOT analysis was done (see 3.3.5.2). The co-researchers made the following comments when discussing record keeping skills, which enabled the team to use their strengths and opportunities as a team to soften their weaknesses and threats.

Mrs. Mathuso: Another challenge is to reconcile stock, it is not only for banks to do reconciliation, it is needed even for stock to be reconciled physically within the books.

Mr. Tsepo: What about on the school's side? What does the school do about this?

Mr. Tilo: We only reconcile cash and bank reconciliation statements.

Mrs. Mathuso: You can come month end and see, we are counting stock.

Co-researchers shared different knowledge from different fields or perceptions where entrepreneurs explained and opened their businesses for learners to explore the actual transactions in reality as seen in the comment above. Moreover, the co-

researchers were willing to commit three hours per week of their tight schedule and support the actual teaching of BusEd on reconciling stock. Other entrepreneurs sponsored the team with transport and food as one of the materials needed for teaching stock reconciliation as learners were supposed to visit businesses (see, 4.3.6).

The benefit of having entrepreneurs was seen here as they suggested the solution to the problem of stock and bank reconciliation. Mrs Mathuso made things that seemed difficult appear easier to the learners because she used real examples, which learners could understand during the stock reconciliation field trip (see, appendix 11 Report of mathuso). From this, we see Mrs. Mathuso suggesting a method of teaching from concrete to abstract or from immediate background to distant background (Moreno, OZogul & Reisslein 2011: 43; Iyer & Kamina, 2009: 3) which helped learners to connect with real world knowledge and helps learners to remember and understand BusEd. The stock was within reach and teachers could use such methods including registering desks and using them in monetary aspects which could be useful to learners. It seems to suggest that any familiar material could be used to help learners understand BusEd; it was a lesson for us as co-researchers because the stock can be bought even at home in the form of groceries.

Moreover, Form E's were also called to share their challenges and achievements as part of learners who had done some projects of BusEd when they were in Form B. This helped the team to plan and prioritise activities in a way that would get better results in the upcoming projects for the form B's.

Mabatho: We had a lot of closing stock at the end of the day which contributed to less gross profit because we could not sell sandwiches the following day as our opening stock

Mrs. Ntha: thank you so much, this says to ours we should vary our projects.

This kind of challenge was avoided by looking at the projects that would not sell sandwiches or stock with a short shelf life and instead to try visit business outside the school. This shows that the team was able to identify which co-researchers could assist them in the emerging strategy (Burghess, 2012: 40) and were acting as catalysts.

Co-researchers were free to raise their challenges and were treated equally despite their positions and their ideas were appreciated such as those from the Form E learners. Moreover, there was hope that teachers were going to work together with other stakeholders in the future so that they could help BusEd learners achieve high cognitive skills through knowing facts, concepts and solving their problems regarding BusEd on record keeping and evaluating a business by applying what they were taught in reality (SAQA, 2012: 10). Therefore, the threats and weaknesses of the team were addressed by opportunities and strengths of the team such as time and funding, was taken care of by the entrepreneurs when they provided transport for the team (see, 4.3.6 & 4.3.6.3). Therefore, this agrees with the theories discussed in chapter two which stress that SWOT analysis is needed for the team to work effectively through collaboration, understanding internal and external environments to allow fairness and justice of team strengths, weaknesses, opportunities and threats (Dyson, 2004: 632; Menga *et al.*, 2015: 1777). This therefore, leads to a comprehensive plan.

4.3.4 Collaborative planning

Collaborative planning is when there is partnership with external professionals, learners' participation and parental involvement with a clear way on how actions will be done in reality and establishing a common understanding of principles and values and negotiating a mutual agreement such as allocating resources for each activity (Hunget *et al.*, 2014: 10; Muldoon & Currie, 2006: 68-70). Furthermore, time limits to achieve those activities, a responsible person and monitoring of those activities before implementing them are indicated (Talib *et al.*, 2015). In the process of collaborative planning, sharing and exchanging of different ideas happens among the co-researchers, which leads to quality work and reduces the risk of human errors with regard to BusEd teaching (Amad & Faith, 2012: 551-552; Bello & Ojigi, 2013: 2-3). Above all, collaborative planning has to be flexible and involve stakeholders by increasing their involvement to accommodate unforeseen circumstances so that we could teach BusEd well (Astra *et al.*, 2015: 77; Khoboli, 2005: 64; MOET, 2005: 43-44; Strategic Plan, 2005: 53).

This is part of the minutes taken by the team,
29th July 5th meeting (study group)

- Allocation of groups

Students going to divided into:

- Parents and students
- Parents and teachers
- Entrepreneurs and students
- Teachers and students including parents

Suggestions

- Visiting other schools
- Having a time frame (2 weeks) for each task
- Teachers using their strategies and materials on students
- Sending out questionnaires so that reports can be written down
- Visiting different schools for different perspectives (students and entrepreneur)
- Bakery 15th August
- Ginger 8th August or another entrepreneur
- Taking note of the number of students and preparing the relevant staff for the weekend

All this was done in collaboration so that the teachers could have meaningful and fruitful lesson plans through sharing of ideas (McDonald, 2012: 44). We could see that external professionals were not just involved but actively involved as they were willing to help teachers of BusEd to teach learners equipping themselves with reality and their experiences.

4.3.5 Prioritisation

Prioritisation helps deal with challenges according to their importance while suitably managing the available resources (Boxalet *al.*, 2003: 210). It requires co-researchers to have time to reflect and share the workload for improved BusEd teaching. Being consistent about prioritisation produces efficient results as it helps the team to be focused on what was planned (Ghazinoory *et al.*, 2007:109). Under the plan, the team met and agreed based on the SWOT analysis that we did above and on the priority of activities that have the potential of being more effective when teaching BusEd. The team came up with the following table of activities to achieve the priorities.

Table 4.1:Priorities

Priorities	Activities	Responsible person	Resources	Time	Monitoring
<i>Professional development</i>	<i>Workshops</i>	<i>Teachers, entrepreneurs</i>	<i>Transport, food, venues, books and pens, chalkboards and other teachers</i>	<i>four weeks</i>	<i>Asking questions</i>
<i>Community involvement, preparation of lesson plan and facilitation</i>	<i>Learning of concepts in reality</i>	<i>Entrepreneurs, parents and teachers</i>	<i>Sponsorships Businesses</i>	<i>Two weeks over the weekend</i>	<i>Assessment in the form of a report.</i>
<i>Lesson facilitation</i>	<i>Visit to schools to teach BusEd</i>	<i>Teachers</i>	<i>Lesson in practice</i>	<i>Two weeks</i>	<i>Evaluation of lesson by teachers</i>
<i>Preparation and facilitation of lesson plan</i>	<i>Field trips</i>	<i>Teachers and entrepreneurs</i>	<i>Transport, business to visit</i>	<i>Two weeks</i>	<i>Report and asking business owners questions</i>
<i>Monitoring</i>	<i>Exposing learners to their own learning</i>	<i>All co-researchers</i>	<i>Lesson plans, chalkboards, businesses</i>	<i>Over six months</i>	<i>Re-planning, implementing, observing and reflecting.</i>

Teachers decided to have workshops under PD that was based on how best they could teach BusEd in a way that learners would be able to solve problems, have content knowledge and how they could acquire how businesses operate in reality through communication with the entrepreneurs. We decided to put it as priority one because it would help them to enhance BusEd learners' academic performance through research and sharing of ideas before BusEd teachers could teach it in class. In order for teachers to be able to attend workshops, the community needed to sponsor such workshops and were invited to participate. The second priority was to improve how teachers prepare their lesson plans and facilitation skills through improving the learning of concepts of BusEd by working together with entrepreneurs

and parents through collaborative teaching. Teachers visiting different schools to empower each other by observing how others teach and give feedback were also suggested. Field trips and exposing learners to their own learning were also activities to address some of the priorities (see, table above). All these activities were to be monitored throughout the project so that we could use them as a programme that can help teachers teach BusEd effectively.

4.3.6 Professional development

PD aims to help teachers learn new knowledge and skills of teaching so that they can help learners to achieve high cognitive skills through workshops, conferences, seminars, class observations, microteaching and working together with all relevant stakeholders towards teaching and learning of learners (Akpan & Ita, 2015: 68; Mizell, 2010: 7-8; Talibet *al.*, 2015: 11). In those workshops, teachers learn about content knowledge, strategies of teaching, communication skills, being on going and practical. In other words, information gained is expected to be relevant and updated to BusEd, motivational, innovative, creative, teachers are supposed to be able to exchange of ideas, form a network and be monitored (Akpan & Ita, 2014: 69-70; Amadi & Promise, 2013: 22; Bryan & Antina, 2015: 39; Mizell, 2010: 6-10; Wallis & Lewins, 2000: 65; Walter & Comeau, 2010: 5). Lesotho, Botswana, Nigeria and Hong Kong's education shows the importance of teaching development as they state that PD acts as a catalyst in the improvement and quality of education through PD programmes. It is needed as it creates or brings information and knowledge that is helpful in the transformation of the education system. For example, teachers need to be well trained to be competent and work effectively and efficiently (Akpan & Ita, 2015: 68; Cheung, 2016: 6; Ifedili, 2015: 20; Mahlomaholo & Tsoetsi, 2013: 99; MOET of Botswana, 2003: 36; MOET of Lesotho, 2005: 59, NSDP in Lesotho, 2009; NSDP in Lesotho, 2014: 111-15; Poon-McBrayer & Mcbrayer, 2013:69; Yu, 2010: 39).

In the workshop that was held by the entrepreneurs we heard the following:

Mrs. Mathuso: we cannot just reconcile cash book against bank reconciliation only but for us we even go beyond that where we do stock taking to reconcile regularly with what is in the computer or books.

Mrs. Ntha: How do you that?

Mrs Masopha: We do count stock physically

Mr. Mathuso: Moreover, to avoid theft we do internal control

Mrs. Tilo: What is that?

Mrs. Mathuso: That's is we have different people doing different jobs within the business, we don't have one person doing all things but one can record items while one collects money.

We could see how much information was discussed which is beyond the classroom where entrepreneurs were explaining exactly how they do reconciliation within the business. Moreover, the issue of theft was raised as a factor that can contribute to the loss of gross profits whereby workers can steal closing stock or balance their books of the day in a way that the owner cannot see or take pretty cash for his/her own use and not record.

In the workshop in Bloemfontein, this was discovered:

Mr. Matota: A team ladies and gentlemen is very important because ideas are shared from different perceptions which at the end of the day should bring change in people's lives within the community.

The emphasis was on the importance of the team and how it is expected to operate and lastly, we heard responses from the teachers. In one of the questions, the parents asked:

Most parents just help out when it comes to providing capital for students?

Teachers would like parents to help students by giving learners practise in some house or business chores e.g. budgeting recording some transactions in their business, pricing etc. The discussion of these responses were discussed and it was agreed that parents are expected to familiarise the whole family with record keeping skills such as recording electricity units used per night, introducing record keeping skills at home e.g. budgeting, making other parents aware and giving time to their learners.

We saw how much work is not done in the classroom which can be introduced in the teaching and learning of BusEdso that learners can start doing recording skills at home and in school in that way. The gap would have been bridged. Moreover, this suggests that teachers should keep going or have PD programmes where they come

and share ideas and even invite relevant people to equip them with relevant, updated and different ways they could teach BusEd effectively. We could see how the BusEd team share their different skills such as generating data through questionnaires which showed ownership of co-researchers in the study, that is social justice to parents as the team did not refuse the way they wanted to do it.

Furthermore, reflections were done after the workshop and after the one in Bloemfontein, the teacher showed how he wished to change the way he did research (See, 4.6.1) after being exposed to PAR as a methodology to generate data. There was collaboration as BusEd teachers attended workshops with other co-researchers to gain knowledge, skills and concepts without discriminating against each other. Moreover, there was social justice done to learners as they were allowed to go with teachers to explore how pastel works. This includes being free to express their ideas within the workshops and their involvement in the academic system where they used a teacher-centred approach and a project based method of teaching (Akpan & Ita, 2015: 70) as a sign of change (see, 4.3.6.1 & 4.3.6.2). All this was done through PCA, which encourages teamwork, collaboration and application (Boyce *et al.*, 2011; 52-53; Mizell, 2010:9).

4.3.6.1 Community involvement

The community involvement needs people working together as a team of co-researchers through collaboration of ideas, parenting, learning at home, decision making and volunteering at school activities (Fletcher & George, 2012: 287; Pan, 2004, 110-115; Poon-McBrayer & McBrayer, 2013: 65; Williams & Sanchez, 2011: 70). Moreover, there should be co-researcher participation, good communication, knowing their roles in the team, cooperation within the community and providing sponsorships and material where needed (MOET of Lesotho, 2005: 43-44; Chan, 2014: 473; Poon-McBrayer & McBrayer, 2013: 65). The policies of Lesotho, Botswana, Nigeria and Hong Kong emphasise how BusEd should respond or answer to the needs of the economic changes through its relevance to the society. That is, it needs to be addressed appropriately and learners are expected to be independent entrepreneurs instead of job seekers (Ministry of Botswana, 2003: 3-5; Moje, 2007: 21; Ministry of Education of Lesotho, 2005: 43-44 Curriculum & Assessment Policy, 2009: 12-13; Nketekete, 2004: 7; Pan, 2004: 110-111). For example, schools in

Nigeria and Hong Kong's different stakeholders have already started working together where parents, teachers and learners are already working together for the benefit of BusEd and their education system (Chan, 2014: 378; Okoro, 2014: 564; Yeung & Chan, 2014: 899).

The following abstract was recorded and was as follows:

Mrs.Mathuso: By the way, let us have the dates so that I can tell staff that they would have visitors on certain dates.

Mr. Mthi: I shall provide transport for that trip

Mr. Tilo: That's good and I shall ask the principal for permission to allow us to go there:

Mrs Mathuso and Mr. Mthi were showing willingness to help learners be exposed to BusEd outside the classroom through sponsoring the team. We could see how much effort the community was putting in to help their learners, as before they were not given opportunities to be part of the school. This could be caused by practices that the school is isolated from the community.

Although entrepreneurs as the fourth leg to the pot, it allowed us to visit their businesses and teach us practically. They also agreed to teach one of the classes of BusEd. During the lesson this question was asked;

Mrs.Mathuso:Why do you think other businesses end up not succeeding in the business world today?

Learner: I do think its because of not doing proper market research about consumer's needs, also recording of books and not saving the money for buying stock.

This kind of question seems to be far from the normal lesson of preparing profit and loss accounts for owner(s) but it is relevant. It requires learners to think critically about factors that can make business make a loss resulting in foreclosure. This could be due to bad filing which could lead to inaccurate books. This means learners needed to think about factors affecting businesses and record keeping skills but in reality. Bringing entrepreneurs into the class helped BusEd teachers and learners to know more about real life issues rather than in theory or according to the books.

This seems to break BusEd teachers' discursive practices of being the only source of information by including other relevant stakeholders in the effective teaching of

BusEd. Co-researchers seem to be happy to be given the chance to share their life experiences with the team, which was denied before by not inviting them into the BusEd classroom to teach. As a result, there is hope that schools could produce independent BusEd learners who think critically about businesses. This also implies that money would circulate within the community because we think the community would buy from those businesses in the same way we did. Therefore, we hope that would contribute to the lives of people living around there.

There was social justice as all relevant stakeholders were included and contributed their ideas on how best BusEd could be taught. BusEd teachers hoped that if entrepreneurs work with them the way they did, learners would reach cognitive skills through theory and practicals. There is a high possibility that there would be peace within the community as businesses would be giving back to the community through sponsorships and allowing learners to have practicals in their businesses. This would allow everyone to be treated equally and empower each other without discrimination.

4.3.6.2 Preparation of lesson plans

To respond to the above challenges (see, 4.2.1), this section deals with the lack of preparation of lesson plans. Educators decided to include what is essential in the lesson plan preparation, as it is vital and forms a strong link between theories and practical therefore, teachers have to think deeply about the objective(s) of the lesson, variation of activities, usefulness and assessment. This included facilities and materials to be used in the classroom and outside the classroom (Bryan, Antina & Suny, 2015: 37; Vermette *et al.*, 2010: 73; Jones, Vermette & Jones, 2008: 357; Hernanzen, 2007: 239). Education policies also state that teachers should consider that learners learn in a way that they can apply what they are taught to real life situations especially in their communities and there should be a written lesson plan (Curriculum & Assessment Policy, 2009: 4; MOET, 2005: 26; National Strategic Development Plan, 2014: 73).

One BusEd teacher created the lesson plan below after having the microteaching.

SUBJECT: Business Education

DATE:

TOPIC: Books of an Entrepreneur

Time: 80 mins

CLASS: Form B

OBJECTIVES: By the end of the lesson students should be able to

1. Correctly define sales and purchases journal
2. Correctly prepare sales and purchases journal
3. Post the entries to the ledger and balance off the accounts.

TEACHING METHODS: Discussion, ^{Demonstration} Discovery, question and answer methods.

TEACHING / LEARNING MATERIALS: Business Education book & DEVELOPMENT

TEACHER'S ACTIVITIES

LEARNER'S ACTIVITIES

1. Guides in explaining both sales and purchases journal.

Sales Journal is a subsidiary book that is used to record all goods sold on credit. Purchases Journal is a subsidiary book used to record all goods bought on credit.

2. Demonstrates how to prepare sales journal.

1. Sold goods to Limphe 300
2. Sold goods to Khotso 500

Take part in the discussion and jot down important points.

Sales Journal of Trade June - 2002

		Dr	Cr
1	Limphe	300	
2	Khotso	500	
31	Credit Sales account		1800

* NB: Limphe and Khotso are

debited because they receive.
as a rule says: Debit the receiver and Credit the giver.

3. Asks learners to prepare purchases journal on the given transaction.

5 Bought goods from Bee 1000
10 Bought goods from Lee 100

Date	Particulars	Debit	Credit
5	Bee		1000
10	Lee		100
31	Debit sales account	1100	

Guides in preparing the ledger accounts from the journals

NB: People who owe the business are called Debtors while those who are owed by the business are called Creditors

Limphe Kh		Sales account	
			Debtors 1300
Purchases account		Limphe e/c	
31 Creditors 1100		5000	Jun 7 Sales 800
Bee a/c			Khobiso e/c
Purchases 1000		5000	Jun 2 Sales 500
Lee a/c			
Purchases 100			

Assessment: Enter the following in the appropriate books of prime entry of F. Frank in the month of January 2012 and post to the ledger

- Sold goods to Mohau 1000
- Bought goods from Betebohe 8000
- Goods bought from Thabo 100
- Credit sales to Cat 700
- Credit purchases from Lion 200

EVALUATION: The lesson was successful

Fig: 4.3.6.2: lesson plan

All of the above was done because teachers had different workshops, which were dealing with how best BusEd could be taught effectively. There was meaningful instruction, explanation of basic concepts and different teaching methods. There was a way of how learners were going to be assessed throughout the lesson that was relevant to the topic (Harden & Crosby, 2000: 10-11; Iyer & Kamina, 2009: 1). The lesson plan seems to have coherence or logic on how the objectives of the study were going to be achieved through activities that were mostly learner-centred (Drost & Levine, 2015: 38). Lastly, there were certain concepts that seem to be essential in the lesson such as definitions of debtors and creditors on top of the reflection on how the lesson was carried out as a feedback to BusEd. Teachers had to plan lesson plans from the curriculum and material used as material developers and planners (Krawec & Montague, 2014: 126-128). The appropriate teaching strategies were chosen that facilitates learning without BusEd teachers being the centre of attention in the classroom (Okoro, 2014: 564). If we can have BusEd teachers who demonstrate how learners were going to generate a basic understanding during the

lesson through involving learners in the discussion, then learners could be able to solve their problems on their own and have a deep understanding of BusEd (SAQA, 2012: 10). Moreover, then we can have a group of teachers who work together to find ways of teaching BusEd that could help produce better results and teachers doing a professional job (Flanagan, 2012: 8).

This lesson plan shows how BusEd teachers had hoped that learners would understand better as they were included. This was done through activities that they were supposed to do themselves. This kind of lesson plan preparation shows how BusEd teachers had transformed through written lesson plans that have most key components such as learning goals, direct instructions and proactive activities which makes learners eager to learn more by engaging them in the activities through problem solving and communication skills (Teal, 2010: 1). This is a result of collaboration in the team and intending to apply what is planned.

4.3.6.3 Lesson facilitation

It is the process of teaching and learning in the lesson by using different learning styles, techniques and approaches such as a learner-centred approach which is advised to be done with preparation of lesson plan (Bryan & Antina, 2015: 37; Hernanzen, 2007: 230). Teachers have to demonstrate their roles in dealing with this aspect where they had to be assessors, facilitators, collaborators and use different strategies of learning. These strategies include role-play, problem based learning cooperative learning and applying concepts practically for better understanding of BusEd (Brussels, 2011: 17; Hess, 2001: 12; Killen, 2010:247; Mohammed, 2007: 11; Nketekete, 2004: 20; Pain & McCann, 2009: 2-3; Sithole & Lumadi, 2012: 77; Yu, 2010: 32). The policy advises teachers to use a learner-centred approach and work together in a way that learners achieve their competence (see, 2.4.2.4) and develop those skills continuously so that they can use them in reality (Adefolaji & Sithole, 2010: 32; Curriculum & Assessment Policy, 2009: 16-18; Ifedli, 2015: 19; Yu, 2010: 39).

We went to the classroom and sat down when Mrs. Ntha was teaching.

Mrs. Ntha: What happens when you sell sweets to someone or you[r] friend on credit?

Learner: I give that person sweets and s/he will give me money later.

Mrs. Ntha: yes, that is correct, so where do we record this transaction in our books?

Learner1: Cash book.

Mrs. Ntha: Is that so class?

Learners: [keep quiet]

Mrs. Ntha: ladies and gentlemen, remember that we sold sweets on credit, which means we did not get the money.

Mrs. Ntha: Can you please list subsidiary books.

Learners: cash book, ledger, journal and journal.

Mrs. Ntha: Ok, you are correct but ledger does not belong to subsidiary book. But today we are going to talk sales and purchases journal which is about giving and receiving goods on credit.

She wrote it on the chalkboard



Figure 4.3.6.3 a: Topic on the board

Mrs. Ntha was introducing and assessing the prior knowledge of the learners regarding what she was going to teach. On top of that, the introduction was relevant to the objectives of the lesson (Bryan & Antina, 2015: 38). She realised that other learners were not that familiar with purchases and sales journal therefore she asked them:

Mrs. Ntha: What is sales journal?

Learner 2: mmmmmm..

Mrs. Ntha: When u sell goods for cash, you record that on cash book so what about if it is on credit?

Learners: On sales journal.

Mrs. Ntha: can you clap hands for her please! (they did) so what does this means? Which transactions are recorded on sales journal? Please discuss it pairs before you respond?



Figure 4.3.6.3 b: Teacher facilitating

Learner: We record goods that are sold on credit.

Mrs. Ntha: good good, you are correct. We only record goods or transactions that are being sold on credit.

Here, the educator was helping learners through scaffolding questions, which helped them to discover or define the sales journal (Jones *et al.*, 2009, 357). She also allowed learners to work together to find the solution to the questions. The word 'please' here shows that Mrs. Ntha was not dictating but asking nicely which freed the learners and shows respect from the teacher.

Mrs. Ntha: Now, we have to see what we had just agreed on the chalkboard in other words, we are going to demonstrate how to record goods sold on credit on sales journal.

Prepare sales journal of Thato as June 2002

Sold goods to Limpo M 800

Sold good to Khotso M 500

Mrs. Ntha: Can someone come in front of the chalkboard and try these transactions

Learner: yes Madam.



Figure 4.3.6.3 c: Learner participating

Table 4.3.6.3: Sales Journal

	Dr	Cr
Limpho	M 800	
Khotso	M 500	
Credit sales journal		M 1300

Mrs. Ntha: Who has received the goods and who has given the goods?

Learners: Limpho and Khotso had received the goods and Thato as the owner of the business had given out goods.

Mrs. Ntha: yes, u remember the rule, debit the receiver and credit the giver. It is like in reality, male gives and females receive [Mrs. Ntha, demonstrated even with the hands].

Learners: hihihiiiiii,,,,,madam...hahahhhhaaa [they laughed]

We saw Mrs. Ntha who was not forcing or discriminating against learners as she asked learners to volunteer to come to the chalkboard and that promotes ownership and participation in the classroom which helped learners to understand more as it

was learner-centred (Brussels, 2011: 17; Nketekete, 2004: 20;). Moreover, Mrs. Ntha was taking learners step-by-step and explaining to them what was going to be the next activity to avoid learners becoming confused. Learners seem to be motivated and attentive in class. The learners laughing showed that it was not the first time Mrs. Ntha said that as she also reminded what she considers as a rule. Mrs. Ntha also used gestures as part of teaching, which seems to work more.

Mrs. Ntha did the same procedure when dealing with purchases but now they worked in groups and she moved around them to check how the learners were learning in those groups.



Figure 4.3.6.3 d: Learners working in groups

Mrs. Ntha marked learners within their groups. After that, she explained the terms debtors and creditors showed how those transactions were recorded in the ledger. Learners observed and asked questions. Finally,

Mrs. Ntha: Therefore people who owe the businesses are called debtors while those who are owed by business are called creditors.

Mrs. Ntha was wrapping up her lesson. During her lesson, she used language that was simple but now she turns that into the terminology of BusEd. It encourages starting with the known information and moving to the unknown, which helped to acquire new knowledge. CER steps also encourages that learners should be taught with familiar objects or their real life situation that should result in new information (see, 2.2.2 & 2.2.4).

Collaboration seems helpful in teaching, as learners were free in the class where they were even laughing. In addition, this was verified by what Mrs. Ntha said in our meeting when she said;

Ladies and gentlemen, learners understand more or it is not easy for them to forget when we as teachers can use gestures when teaching and making examples of reality such as males give and females receive. These means males are like the right hand side and females are like left hand side.

All this was done because of the established team which was dedicated to BusEd by teaching and working together such as a visiting other teachers to help in the classroom by giving feedback, entrepreneurs teaching and using a learner-centred approach. Moreover, there was a strategic plan (see, 4.3.4 & 4.3.6) on how theory had to be put into practice and learners, owning their learning through projects, which was activity that learners had to go out to the entrepreneurs to go and explore how businesses were operating in reality.

Mr. Tilo and Mrs. Ntha had this as guidelines for learners:

Go to different types of business and do the following and write a report on what you have found:

1. Identify type of business.
2. How owners started their businesses?
3. How they record their books?
4. How they evaluate them?

Mr. Tilo and Mrs. Ntha formulated or worked together on the above instructions as a way of working together and putting theory into practice, which was clearly unlike before (see, 4.2.1). Learners went to different types of businesses, which were a sole trader and partnership; on top of that, those businesses were providing different services to the customers. For instance, we went to a carwash, insurance broker and bakery. During one of the visits, we had this conversation among the co-researchers and owner.

Mrs. Mosele: How many are you in this business and who are your main clients?

Mrs. Nala: Our clients are anyone who has anything to insure, you can even insure your cellphone but our main clients are corporates, we even insure companies...I am the boss.

Mr. Tjama: There are many things to insure, how do you insure them?

Mrs. Nala: Anything thing you insure has its own policy, therefore it depends on what you want to insure.

Mr. Tsepo: oohhhhhhhhh

Mrs. Nala: yes, for example we calculate premium through the value of the car, the higher the value, the hire the premium...Premium is the money you pay to us for our car.

Mr. Tsepo: How do you prepare your books?

Mrs. Nala: We ask certain company to do that for us in other words, we outsource. They come after a year to check whether they business is making profit or loss but for day to day we have someone who write all transactions.

We saw how learners were exposed to reality and getting more than just what they were looking for such as terms used in business, for example, 'premium'. Moreover, in other businesses it was explained that they had to go to the bank for the capital they used to start their business.

Mrs. Mathuso: My dream was to sell biscuits only, so I made a research then I met one old guy in Bloemfontein who encouraged me to open the bakery to sell even bread as it is used daily...I did not have capital, then I went to the bank...

We also realised that there were certain things learners did not know such as everything has its own policy with the response they gave. On the other hand, that shows that learners were not just asking questions but they were gaining new information that they did not have earlier in class. This is further emphasised by the report of learners after doing their fieldwork:

Learners: Something that was very helpful was to deliver bread to one of the garage and learns the whole process such as how it is recorded until it reaches customer.

If the teacher keeps working this way, it would help our society to have clear minds before thinking of establishing their business. Therefore, we would have the society which does not just open the business because someone had opened it but business that would help the community and would meet the needs of the people if schools keep exposing learners to business reality with clear instructions.

Learners were not passive instead; they were actively involved. As a result, there was social justice to them as they owned their lesson. Moreover, learners had freedom to go out and investigate how businesses operate outside the classroom because the teacher used a learner-centred method with the hope that they would understand BusEd better (Dworskin_Riggs & Langout, 2010: 228; Oslender, 2013:386).

We saw how dedicated and ambitious the learners were when they went on the field trips and that showed accountability (Schoof, 2010: 2; McCombs, 2001: 186; SAQA, 2012: 10). They did not just go for the sake of participating but gaining knowledge which will bring change to their school and had hope that one day we will have our own businesses (Kemmis, 2005: 413; Mahlomaholo, 2013: 319). It was believed that learners would not just bring change but would also empower others and transform in social change (Mahlomaholo & Nestshandama, 2012: 43).

It seems the time has come when society works together as a team to eradicate those old methods of facilitation such as teacher-centred approaches by helping BusEd teachers to bridge the gap between school and reality (Chan, 2014: 380; Saxton, 2012: 297-298) through promoting a spirit of cooperation among themselves as a team of BusEd. This was done through PCA, which supports teamwork and the application of social transformation in the teaching of BusEd effectively (Agger, 1991:111; Armitage, 2010; 4-5; McCracken, 2010: 79-80).

4.3.7 Monitoring

Monitoring is the process of tracking changes closely by looking at neglected elements or checking the progress of planned actions in order to determine the successor failure from the outcomes and use it as self-critical evaluation (Bloom, 2008: 33; Smyth, 1993: 5). This can be done in the following manner, recording actions done, monitoring frequently and using a responsible person for monitoring, reporting and reflecting (Pasanen & Shaxson, 2016: 6-8) (refer to 2.4.2.5 & 4.2.3.6 for more details). It track changes closely by looking at neglected elements such as how can capital be raised to start a business (Pasanen & Shaxson, 2016: 6-8). Moreover, there should be a purpose to each task in the classroom; including defining the key words and choosing appropriate methods through research (see, 4.2.3.6).

The team had the following mechanisms that they agreed on such as recording all their meeting minutes (see appendix), reporting after each activity that was to be executed, asking questions for more clarification and having a responsible person for each task (see,4.3.4 & 4.3.6).All this had to be ongoing. There was a time when parents went to do fieldwork to find out how they could help teachers. This is what they said:

Mr. Mthi: We only got little feedback on our task, therefore it was not easy for us to analyse.

Mrs. Mamotloang: Mr. Tilo can you please help us with your teachers to fill in those forms

Mr. Thabo: I do think we should not just focus on one school...

The above conversation shows that there was feedback from the parents who did not succeed in accomplishing their goal or task as planned. The learners seemed to suggest parents use other schools, as the current one did not respond. Therefore, the team had to reflect on what might be wrong which was to focus only on one school with the hope that they would get responses. This behaviour might be caused by how some teachers treat parents in the school activities. The fact that the team was using PAR, meant that they had to re-plan to achieve its objective and this encouraged societies to try by all means to find solutions by themselves if plan A fails (see, 3.2.4). We hope that we would have societies that solve their own problems. In the BusEd classroom, we saw how Mrs. Ntha monitors the class (see figure, 4.3.6.2 b & d).She had to move around the groups of learners to monitor the progress on the task that was given and had to reflect on how the lesson was done.It is essential (see, 4.3.2) to include assessment of the learners in the classrooms.

There was social justice and freedom as learners in the class were able to get feedback as the teacher was moving around to discuss their feedback, in that way, learners had hoped to understand more after being marked. Moreover, learners were treated equally as she moved to all the groups and the teacher used different approaches (Individual, in pairs, in groups and as a large group) after realising others possibly did not understand. In terms of the team as a whole, all members had to report and being asked questions on the task they made which improved collaboration and mutual understanding among co-researchers. For instance, there was reflection on the lesson plan (see, 4.2.2 & 3.3.6.3 e) and personal growth (see,

appendix 4). All the activities the team made were monitored through reporting on how far the certain group was with its tasks and at the end there was a report (see, appendix, Reports).

4.4 CONDITIONS CONDUCIVE FOR THE IMPLEMENTATION OF THE STRATEGY

The success of the implementation of the above solution is dependent on the following factors circumstances for the effective functioning of the team, conditions conducive to lesson preparation and the facilitation and involvement of relevant stakeholders in teaching BusEd.

4.4.1 Circumstances for the effective working of the team

The appropriate choice of co-researchers, elaboration of roles and responsibilities, owning the study, interdependence, collective leadership and collaboration among co-researchers makes an effective team that aims to achieve the highest level of cognitive skills. This is achievable by sharing their different roles and responsibilities within the team (Avolio, Walubwa & Weber, 2009; 423; Hamblin, 2015: 1182; Martin, 2007: 5; Sithole & Solomon, 2014: 433; Pang, 2004: 115-120; Katzenbach & Smith, 1993: 45; Tarricone & Luca, 2002: 641). Another aspect is different and a large number of co-researcher which contribute their skills, ideas and experiences through their mother tongue in order to help solve the problem through action which includes respect, mutual trust, equity and good relationship (Dayaram & Fung, 2012: 28; Mahlomaholo, 2013: 387; McDonald, 2012: 37; Nkoane, 2013: 394; Tsotetsi, 2013: 196). Lastly, the stakeholders are expected to be actively involved in the school activities and promote the spirit of cooperation among the team (MOET, 2005, 26; NSDP, 2014: Curriculum & Assessment, 2009: 18).

During one of our meetings, the co-researchers tasked themselves in relation to the activities they had in the team, which they think could help learners as strategies to solve the challenges they had.

Mrs Mathuso: You can come month end and see when we are counting stock physically.

Mr. Mthi: One aspect that I think could help us is to include our kids in the budget of the house like involving them in the buying of grocery

Liteboho: How will you include us?

Mr. Mthi: Like asking them to make shopping list or to make sure that electricity units are always there for us by monitoring its usage.

The contribution that stakeholders had in the team shows that they knew what their roles and responsibilities were in the team. They tried to share their skills and ideas through their experiences to help learners to relate what they were taught in the classroom to reality such as stock either closing or opening stock for the month. Moreover, parents wanted to get involved in their BusEd children's studies to help them with the issues that are real and might improve recording skills of their children. For example, recording units of electricity will be one of the recording skills that learners would perform in reality that in return will help the family to save electricity. All this seems to be communicated in Sesotho, which helped all co-researchers to understand each other and encourage respect among themselves.

The co-researchers were working collaboratively and freely when they were suggesting solutions to the challenges that were raised before and tried to accommodate each other (see, 4.5.2). Moreover, their contribution in the BusEd team seems to be relevant to the problem of the study, which resulted in hope that BusEd learners would use critical thinking skills to solve real-world problems by applying what they had been taught in real life situations (Snyder & Snyder, 2008: 91). Social justice was applied in the BusEd classroom as all stakeholders had their roles and used them effectively for the benefit of the BusEd learners whereby they used a project-based team approach (Snyder & Snyder, 2008: 91).

In the extract above, we could see that the team seems to be working collaboratively as co-researchers referring to 'we' instead of 'I'. This could also suggest that they owned the study. Moreover, we saw how co-researchers were working in solidarity instead of isolation, which seems to be right between the school and the community (van Dijk, 1993:266). Lastly, we could see that there was no issue of power domination instead empowerment of the stakeholders in the field of BusEd in reality (see, 4.3.3), that is entrepreneurs did not dominate the team even though they supplied the team with resources (Dijk, 1995: 20).

4.4.2 Conditions conducive to lesson preparation and facilitation

For the lesson plan and facilitation, BusEd teachers worked together as a group in those aspects where they had microteaching among themselves to find ways of teaching BusEd that helped and produced better results (see 2.4.2.3). A learner-centred approach was used in the classroom of BusEd as a way to overcome the teacher-centred approach that still seems to be used even in these days (Hamblin, 2015: 1185; Nketekete, 2004: 9) whereby learners were not passive but active in the BusEd classroom. Moreover, there was reflection on how the teachers taught in BusEd where teachers had to visit other BusEd teachers in different schools (Hambling, 2015: 1183-1184) through feedback from fellow teachers and it seems to be quite valuable. Assessment was taken as an example, where it needs to be continuous and monitored (Nketekete, 2004: 12-13; Hernandez, 2007: 232). Teachers had to plan in a way that their assessment needs to be used as a tool that needs to be used by teachers to determine whether their objectives have been achieved and taken from the educational and curriculum aims of all levels (Curriculum & Policy, 2009: 23; SAQA, 2012: 10). Therefore, evaluation was done in two ways in this research as we had two sections, one in the classroom and the other outside the classroom. In class, the teacher did prior assessment during the lesson and post assessment.

Teacher: What happens when you sell sweets to someone or your friend on credit?

Learner: I give that person sweets and s/he will give me money later.

Teacher: yes, that is correct, so where do we record this transaction in our books?

Learner1: Cash book.

Teacher: Is that so class?

During the lesson;

Teacher: What is sales journal?

Learner 2: mmmmmmm..

Teacher: When u sell goods for cash, you record that on cash book so what about if it is on credit?

Learners: On sales journal.

Teacher: can you clap hands for her please! (they did) so what does this means? Which transactions are recorded on sales journal? Please discuss it pairs before you respond.

During the class after learners had laughed about male giving and female receiving, teachers asked this questions:

Teacher: Do you still remember what these abbreviation mean Dr and Cr in BusEd?

Learner: Yes, Dr is debit side while Cr is credit side.

Teacher: good good, I thought you have forgotten, so are there any questions before we proceed to purchases journal?

Post assessment was as follows (see 4.3.5.1)

The assessment seems to respond to the objective of the lesson and they were guiding learners so that they could understand. This also included respect that was showed by the teacher. We do not see a teacher who thinks she can just oppress learners to do what she wants without asking. Instead, we saw a good teacher who did not want to lose focus of her lesson as she keeps asking questions and on the other hand reminding learners about the debit and credit sides. She did not assume that all learners know or still remembers it as she asked learners again. We believed one of the reasons is that theyhad prepared a well-written lesson plan with other BusEd teachers that acted as a road map for teachers and learners (Hernanzen, 2007: 230).

In one of the meetings that were held earlier, the Form E's were called to the team as people with experience after the teachers said:

Mrs. Ntha: ...in my school, we do the same thing each year when teaching project; leaners are selling biscuits and simba only.

The learners also agreed with the teacher by stating that:

When we were selling our market was saturated because we were selling same goods in the school therefore there was high competition.

In a situation like this, the team decided that the teacher should vary their projects and learners explore different kinds of businesses in terms of selling goods so that the assessment cannot be done only on one project, which does not change for a long time. We can see that PD and collaborative learning are done by the way the teacher taught as results of putting what was suggested into practice. We see the teacher changed the approach towards teaching and learners being active. The teachers had to work together as a BusEd team, linking theory and practical to reality and involving relevant stakeholders in their teaching and learning of BusEd.

4.4.3 Involvement of relevant stakeholders in teaching of BusEd

Communication skills are one aspect that helped the team because it produces good relationship between the community and the school (Williams & Sanchez, 2011: 56-57). The BusEd team was empowered by one of the experts from the University of the Free State regarding how to work collaboratively within our team. All stakeholders seemed to participate fully in the team such as others were even teaching in the actual classroom where learners seem to have gained plenty from the actual practice (see 2.4.2.3). One of the learners in the final report of the study wrote this:

Academically, I learnt how recording and internal controls and how they are implemented practically by visiting different businesses. Moreover, I also learnt that people do not need to suffer when seeking for employment when they could start their own businesses especially if they had being taught BusEd....

This shows how the BusEd team empowered learners in their own learning through different teaching skills and strategies. The entrepreneur brought reality into the classroom. Moreover, we could see how the team of BusEd had broken the silence of other stakeholders in the classroom of BusEd by including them in the learning such as parents who also suggested ways on how they could help BusEd teachers and make learners accountable inhouse issues (see 4.4.1). These suggest that as a society we could take responsibility of the learners in our community and that could help learners if we could try to involve relevant stakeholders in our schools to be part of the running of the school. This seems to benefit all the members of the BusEd team as they shared differences, skills and ideas together.

There was peace and hope that learners would be helped to be creative and think critically with different relevant stakeholders who shared their knowledge with the BusEd team. Moreover, equity and social justice was done as all relevant stakeholders were invited to be part of the BusEd team, which focused on how they could help learners to enhance their performance in BusEd by applying what was done to help them survive (see, 4.3.2). Lastly, all co-researchers were free to express their concerns in the BusEd team, which helped to try to address challenges faced by BusEd teachers and learners (see, 4.3).

4.5 FACTORS THAT THREATEN THE IMPLEMENTATION OF THE EMERGING STRATEGY

This section discusses the threats to the implementation of the emerging strategy and how they were circumvented. It is composed of threats towards teamwork, time and adjustment to the new teaching approach.

4.5.1 Threats towards team work

A team works best when co-researchers are given a chance to participate freely, equally, collaboratively, respectfully with mutual trust and good communication while considering the geographical difference (Alber, 2005: 635; Alvesson & Willmott, 1992: 432-464; Boog, 2003: 423; Khan & Mushtag, 2012: 19; Kemmis, 2009: 470; Masters, 1995; Sarwar & Sarwar, 2012: 281; Sithole & Solomon, 2014: 443). If a team is not working according to the above, its chances of failure are high.

Learners raised the following issue when the team was discussing the means of communication.

Ms: Mabasia: For us, we are not allowed to use cellphones at school, so it will be difficult especially us boarders even though we have WhatsApp.

The above extract seems to show the communication restrictions of the team. On the other hand, it also shows that people were treated equally by being allowed to raise their concerns freely. The text could suggest that one of the rules of the school is for learners not to use cellphones, which was a barrier to the means of communication in the team. This seems to be the discursive practices by most of the schools, which have boarding. The societal factor could still be that cellphones could be misused by learners instead of using them to do research on BusEd. This could also mean being a day scholar was more advantageous compared to being a boarder when doing certain homework on their cellphones through Internet. This issue was solved by appointing day scholars and Mr. Tilo as a teacher of BusEd to update those members who were boarders as a way of including all co-researchers in the BusEd team. Lastly, the BusEd team tried to include all relevant stakeholders to work collaborative in the teaching and learning of BusEd except personnel from the curriculum office who had not yet been hired in the Lesotho National Curriculum Development Sector.

4.5.2 Time

Time is an essential aspect in the teaching of BusEd even though teachers complain of long BusEd syllabus, limited time for practicals, which hinders BusEd learners by not allowing them to work at their own pace (Adebowale & Osuji, 2008; Morojele, 2012: 38-41; Sarwar & Sarwar, 281-282; Sithole & Lumadi, 2012: 72; Calletta & Jones, 2010; 341; Rader, Macher & Sonn, 2007: 63-64). Moreover, it seems to be challenging BusEd teachers to be updated with current trends of how businesses operate in reality (Sithole & Lumadi, 2012: 7).

Mrs.Ntha: What is pastel?

The teacher does not seem to know this software, which is an example of how businesses nowadays record their transactions or how they prepare their books. This could imply that the BusEd curriculum still needs to be updated, as it has not changed after 40 years (See, 2.4.1.2) so that it can remain up to date with the rapid growth of business in reality. Furthermore, we had entrepreneurs in our team who asked this question:

Mrs Nala: How long is this study going to take? I thought is only once off thing? I will not be able to attend more than two sessions.

Mrs.Nala seems to need guidance as to how the study's approach to data generation was going to operate, as she was not familiar with PAR. Mrs Cleke as an entrepreneur was busy with possible conflicting interests and schedules. This included how and when we to have meetings in times that were suitable for us all. It seemed as if no time was suitable for the BusEd team to meet. This forced the team to come up with a collaborative plan that suited almost everyone. For instance, the team had to meet after school for an hour and on weekends for two to three hours, which was also used for going on practicals in different businesses (see, 4.4.2).

4.5.3 Adjustment to the new teaching approach

Adjusting to the new approach seems to be difficult for BusEd teachers where they still use a teacher-centred approach, work in isolation and are still only concerned with a high pass rate. Ways of finding resources and involving relevant stakeholders in the classroom are also factors contributing to the difficulty in adopting the new teaching approach.

See 4.2.3.1 and 4.2.3.2, which elaborates on teacher-centred approaches and working alone as BusEd teachers' lack of involvement of other relevant stakeholders in the classroom. This seems to be problematic because the curriculum needs teachers to change and use a learner-centred approach to teaching and to collaborate with all relevant stakeholders to facilitate deep understanding of learners (Adebowale & Osuji, 2008; Nketekete, 2004: 9; Morojele, 2012: 38-41; Tsoetsi, 2013: 125; Sithole&Lumadi, 2014: 443). All these were addressed by the formulation of the team with relevant co-researchers, collaboration of BusEd teachers, allowing learners to do practicals differently by going to real businesses to explore the difference between a sole trader, a partnership and companies and how they operate. Therefore, the threats and weakness of the team were addressed by opportunities and strengths of the team as funding was taken care of by the entrepreneurs when they provided transport for the team. This agrees with the theories discussed in chapter two, which stress that a SWOT analysis is needed for the team to work effectively which in turn leads to a comprehensive plan.

4.6 EVIDENCE FOR APPLICATION

This section presents and discusses the indicators of the success, which the emerging implementation strategy for enhancing business education learners'academic performance using principles of critical accounting can be achieved. Indicators of success include gained professional development and knowledge of teaching BusEd effectively by teachers. Lessons were prepared, written and tests were given through questions while feedback was given in the form of a written report. The scope of knowledge, problem solving skills and taking accountability (see 2.4.2.5) of teaching and learning were indicators of success for the implementation of the study (Paine & McCann, 2009: 5).

4.6.1 Scope of knowledge

Increased scope of knowledge in the classroom has promoted innovation, active involvement, applying theory into practicals and the use of collaborative knowledge, which gives knowledge from different stakeholders by knowing facts, concepts, theories and principles (Grujic & Uzelac, 2011: 220; Lundvall, 2010: 8; Riccio, 1998: 5; SAQA, 2012:10; Pan, 2004: 5). This includes things such as there is no absolute truth as a way to prepare learners for the reality of business outside the classroom

(Armitage, 2010: 4; Laughllin, 1987: 479; Ifeduli, 2015: 19; MOET in Botswana, 2003: 2; Olakulehin, 2007: 135; Pilato & Alrich, 2014: 541; World data on Education, 2006). The learners learnt that not only cashbooks and bank reconciliation statements are reconciled but also stock (see 4.3.1.2).

In one of the workshops that the team attended in Bloemfontein, co-researchers commented as follows at the end of the workshop:

Mr.Tilo: I wish I could take back the research I did at University and re-do it

Mrs.Mathuso: This has opened my mind to listen to the kids and support them with the knowledge I have.

These kinds of comments show the positivity or willingness of adapting good methods of teaching and doing research that enhances PD. We could see one of the teachers who had a university degree willing to change his research by using the word 'wish'even though he had already completed his studies. This could be because he was not conversant with new methods of doing research as he had completed his degree a while back and wished he could re-do it in a more effective manner. Mr. Tilo realised he had to keep updating his knowledge to keep up with the changing research environment.

The BusEd team were treated equally and had the freedom to ask questions (see, Minutes in appendix) as they were still gaining more knowledge. Moreover, we could see that Mr. Tilo wanted to ensure social justice applied, which was not done according to him after being part of the BusEd team.

4.6.2 Problem solving

Problem solving helps learners apply known knowledge to find the unknown, seek information, generate new ideas and make decision after making judgements (Fredericks, 2005 3). Moreover, it helps learners to distinguish between facts and opinions and reflect critically on different problems to their learning experiences. Lastly, knowledge acquired collaboratively is expected to be applied to the society by bringing change (Adebowale & Osuji, 2008; Fredericks, 2005 3; Gallagher, 1997: 1; Giangreo, Cloniger, Deninis & Eldeman, 1994: 327; MOET of Botswana, 2003: 2; Nketekete, 2004: 34-4; SAQA, 2012: 10; Pan, 2004: 120; Willams & Carey, 2003;

Wood, 2003: 330). The learners were able to identify the tuck shop problem of overcrowding.



Figure 4.6.2: Overcrowding over tuck shop

Mr. Khothatso: I do think I should do something about our tuckshop, which always overcrowded during break and lunch.

Mrs. Mpho: Yes, I do think we should go and talk with the teachers in charge and ask them how if we it increasing and categorising points of sale to reduce congestion.

Mrs. Mosele: I agree with you guys, in that way it would even save time and we have to delegate who is gonna be in charge of talking to teachers who are in charge..

Mr. Liteboho: I will do it

They made this suggestion to their teachers, which the teachers implemented with them. We were hoping for such learners who would be able to volunteer and change their community for the better. We could see learners who had self-esteem and were free to give their opinions on how to solve the problem.

4.6.3 Accountability

Accountability is about learners owning their learning by taking responsibility, making their own decisions and using resources for active learning. This does not exclude the community from their responsibilities towards their children's education as it is a powerful tool (Schoof, 2010: 2-3; McCombs, 2001: 186; SAQA, 2012: 10; Schoof, 2010: 3; Anderson, 2005: 1; Paine & McCann, 2009: 50). Learners were able to go to different types of businesses (see, 3.3.6.3) to explore how they operate on their own in the times that suited each of them.

Moreover, we as the BusEd team were able to break the isolation of the school from the community members to realise their importance in the learning of BusEd by their children. We see entrepreneurs teaching in classrooms and allowing learners to explore or do practicals in their businesses. Parents involved their children in budgeting for household groceries. The community was working with the school to

promote hope and peace through collaboration. The team seems to have conducive relationships amongst themselves and the co-researchers were free to express their feelings without hesitating or fear of being judged by the experts; instead they showed how they were willing to change and do social justice to the BusEd education. The last part of the minutes and reports reflect how co-researchers gained skills and knowledge on how best BusEd can be taught effectively and efficiency through PCA.

4.7 CONCLUSION

The chapter focused on analysing and interpreting generated data from the literature in chapter two and empirical data generated in chapter three. This was done through good theories of challenges, strategies, conditions, threats and evidence of success or failure. Moreover, CDA used to analyse textual level, discursive practices and social structures within the environment. Lastly, CER including PCA were also used to analyse. In the next chapter, focus will be on the findings and recommendations.

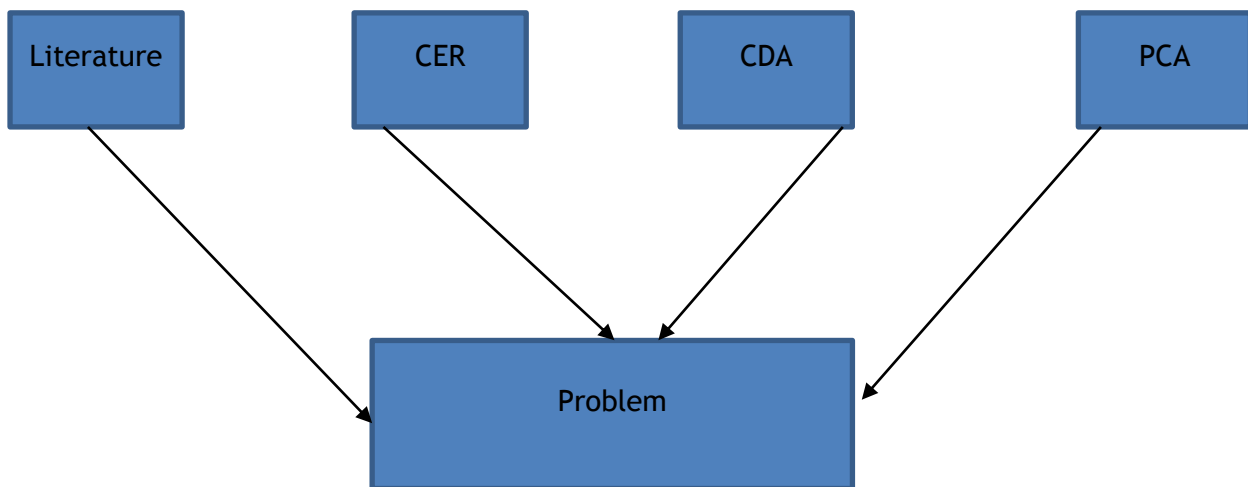


Figure 4.7: Analysis

The figure above shows how data generated in the study by co-researchers was analysed and interpreted in the study through literature from chapter two (theory, previous researchers and policy directives), theoretical framework (power relations), Critical discursive practices and social structural level) and application of principles of critical accounting.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study aims to formulate a strategy to enhance business education learners' academic performance using the principles of critical accounting. It has five main objectives namely:

- ✓ To understand the challenges hindering the academic performance of business education learners in Form A.
- ✓ To investigate the components of the strategy that uses the principles of critical accounting to enhance business education learners' academic performance.
- ✓ To understand the conditions that make the emerging strategy using the principles of critical accounting to enhance learners' academic performance successful.
- ✓ To anticipate threats to the successful implementation of the emerging strategy that enhances business education learners' academic performance using the principles of critical accounting.
- ✓ To investigate and explore meaningful indicators of success (or lack if it) in the implementation of a strategy that enhances business education learners' academic performance using the principles of critical accounting.

These objectives speak to the heart of the main research question, which probes how business education learners' academic performance can be enhanced by the principles of critical accounting. Central to this question is the debates around the development of teaching methods that answer the needs of learners in the 21st century. Business education has not escaped such debates, as there is a need to ensure that learners not only accomplish academic skills but they are also equipped with practical skills that will ensure that they can participate in the socio-economic growth of their countries.

Informed by the CER framework, this study was premised on the understanding that there should be a strategy to ensure that the learners reap the fruits of BusEd even years after completion of their high school studies. This in part depends on the general understandings of the teachers and the inclusion of all stakeholders in business education learning.

As mentioned in chapter three, I employed the use of PAR which is a qualitative research technique that appreciates the need for people being studied to take part in the design and execution of any research that affects them. In this chapter, I conclude the study with my findings and recommendations.

5.2 FINDINGS AND RECOMMENDATIONS

5.2.1 There is a lack of a team towards enhancing BusEd learners'academic performance using PCA

There was no team that was based in the school to deal with teaching of BusEd effectively, this was seen when three of us could not find answers and later when we went to the school where the study took place. Furthermore, there was no coordination amongst BusEd teachers to work together (see, 4.2.2.4) in the development of teachers of BusEd. As a result, this presented barriers to learners'ability to learn from different perspectives how they could be able to use their BusEd skills effectively.

5.2.1.1 Recommended strategies for the formulation of the team

To address the above challenges, parents and the researcher decided to use PAR as an appropriate approach to respond the problems for which we could not find solutions. Involving the relevant stakeholders with their different knowledge and orientating them on the significance of their contribution to the team is useful. This was done after having one-on-one discussions with the different stakeholders where the tasks were delegated with timeframe on recruiting people to join the team. The use of consent forms in this process is useful to ensure that the research abides by the ethical standards. Thus, consent forms were distributed and filled by the co-researchers. Delegating tasks is also important, hence the following individuals were selected a coordinator was chosen and a secretary of the team was appointed to help in the running of the team. It is also important to ensure that the right leadership

is instituted to head the team. To ensure that all the team members acquire leadership skills, it is deemed important that there be rotation amongst team members. For instance, members rotated across different positions within the team where a certain member would be appointed as a chairperson of the day.

5.2.1.2 Recommended conditions for the team

The team operates smoothly when the co-researchers participate freely in the team and when their roles and responsibilities are clearly defined from the beginning. Empowering the co-researchers by making them feel that they are in-charge has proven to be fruitful as it ensures effective communication among the team members. Self-liberation of the team members meant free attitude interviews, taking minutes and flexible communication through social media. For the purpose of the study, a WhatsApp group was used as a media platform. Emphasising commitment, mutual respect and trust is of utmost importance for the proper functioning of the team.

5.2.1.3 Threats and risks regarding the creation of the team

The team was faced with a series of threats regarding time for convening meetings, communication breakdown and the stakeholders working together. The time for the team was scheduled according to the availability of the stakeholders and we had to make sure that each stakeholder is represented. For instance, when learners were writing their examination, the team had to accommodate them and continue after the completion of their exams. Communication among the co-researchers was achieved through reliance on mother tongue and English as a second language, which helped everyone in the team feel comfortable.

Maximising sessions of the team helped in committing co-researchers where the team had to meet during the week after school and over the weekends for other teachers who were working at different schools. The use of CER principles was used and it ensured equal treatment amongst co-researchers, which resulted in co-researchers discussing different issues without fear of being intimidated by other co-researchers. There was collaboration among co-researchers and good communication within the team.

5.2.2 Teachers'lack of fostering a deep approach to learning in the BusEd classroom to enhance learners'academic performance using PCA

It was discovered that BusEd teachers were not preparing lesson plans in a way that it allowed a learner-centred approach or effective teaching of BusEd (see, 4.2.2.2. i & 4.2.2.2.2. ii). Therefore, learners end up with the challenge of mastering the BusEd objectives. Learners lack prior knowledge of BusEd, therefore they regard BusEd as a difficult subject because they are unable to master the necessary skills (Yara, 2000; Marsh, 1993:88). For example, record keeping where learners have difficulty deciding which account should be debited or credited from a transaction.

Apart from that, learners are unable to evaluate the performance of business activities by using different statements and tools because they are not given opportunities to evaluate them in real life situations (Adebowale & Osuji, 2008). This is caused by teachers who concentrate on learners obtaining good examination results by revising past examination question papers as an indicator for academic achievement instead of evaluating learners' performance and their personal effects on business capabilities (Yu, 2010: 38).

5.2.2.1 Recommended strategies for fostering deeper learning in the accounting classroom

To respond to these challenges above, it is advised that teachers should have a team based in BusEd where teachers continue to plan together. In the sessions of teachers, they asked themselves certain questions before planning lesson plans (see 2.4.2.3 ii). This allows teachers to share and discuss ideas as to how best they could teach BusEd in their different schools. Empowerment happens when teachers share skills and techniques, which they use to tackle other issues of teaching such as debiting or crediting items as a way that makes learners understand better. These also include professional development within teachers so that they could be updated with the latest knowledge on business issues so that they could use a teacher-centred approach and work together as a team.

5.2.2.2 Recommended conditions conducive for fostering a deep approach to learning

The teachers worked together with other stakeholders. De-empowerment and empowering on power issues where no one seems to have more power than others

are to be encouraged. The generation of data through PAR and PCA play essential roles as they bring theory into action therefore, what the team plans is expected to be put into practice to check whether it works. For instance, learners were given tasks to investigate different businesses regarding how they were established, recording their transactions and evaluating their profits. Therefore, it is encouraged to use project based learning, which learners did (see, 3.3.6.3 c). As a result, they were able to understand BusEd well through the scope of knowledge and accountability.

5.2.2.3 Threats and risks with regard to fostering a deeper approach to learning

Threats raised was the content or syllabus of business education that seems to be too long for teachers and learners if teachers want to balance theory and practical as time allocated per week is not enough to cover the content (Nketekete, 2004:9-10; Sithole, 2010; 58; Sithole & Lumadi, 2012: 77). Moreover, a lack of research skills seems to be one of threats (Okoro, 2014: 67). This was tackled by allowing teaching to take place after school and over the weekends, which seemed to work best especially for the best interest of learners, compromising and teachers attending workshops and doing research.

5.2.3 A lack of community involvement in the BusEd classroom

Poon-McBrayer and McBrayer (2013: 68) express that parents do not participate fully if the school does not communicate well in a discussion form unlike in the school where the study took place; it seemed to be one sided. Teachers were the ones calling parents meetings and passing information they wanted to pass without giving parents the opportunity to talk. Moreover, other stakeholders were not involved in the teaching of BusEd even though they could be useful (see, 4.2.2.3).

5.2.3.1 Recommended strategies for involvement of community in the BusEd classroom

To respond to this challenge, the team invited relevant stakeholders to the classroom of business education such as parents. The parents were invited because they are expected to play an essential role in the lives of their children, as they are their first teachers (Lynn, 2004: 162). Their presents made a big difference as they were able to raise issue of reports which they could not understand and suggested solutions to

this problem. Moreover, it is important to include entrepreneurs because they did not just sponsor the field trips but allowed learners to experience how life works in their business and most importantly, they came to classrooms to teach and held workshops for teachers.

5.2.3.2 Recommended conditions conducive for community involvement

The conditions were open communication from the initial meetings in terms of roles and responsibilities they were going to carry. Good communication is one aspect that assists in producing a good relationship between the community and the school (Williams & Sanchez, 2011: 56-57). Learners were also part of the discussion and raised their concerns such as teachers not being happy when parents take night classes outside the school (see, 4.4.2.3). Resources were available to conduct other activities, which afforded businesses marketing as co-researchers encouraged other people to go to those businesses. The community and school were working together therefore, the school benefited when the businesses were giving back to the community.

5.3 CONCLUSION AND SUMMARY OF THE STRATEGY

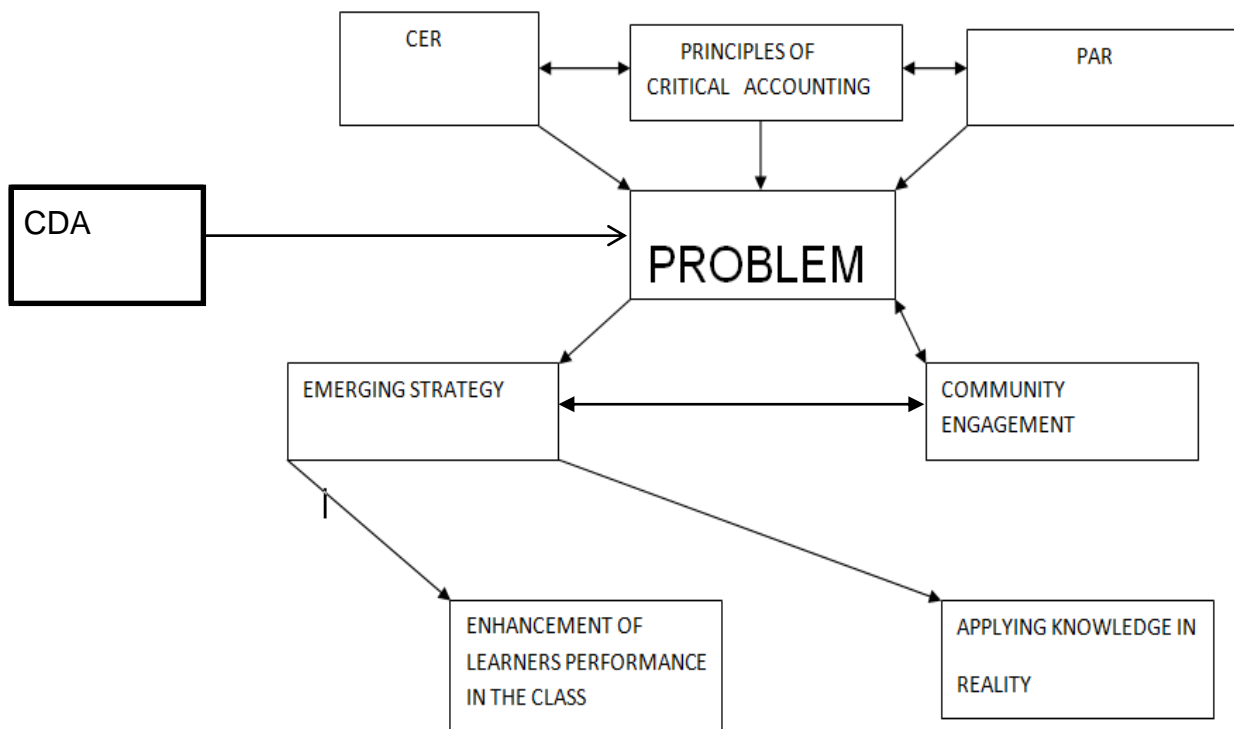


Figure 5.3: Summary of the study

The figure above illustrates how the problem was raised by the community, through the parents who were also part of the solution to the problem. This helped the co-researchers to be actively involved and own the study. The community played its part by helping BusEd teachers on how best they could work together such as entrepreneurs teaching in the classroom and allowing learners to explore in their businesses. For the study to end up with the strategies, co-researchers had applied CER, PCA and PAR together as a way of finding solutions to the research problem.

CER brings the issues of power relations within the team where it exposes or gives a platform to the oppressed to raise their voices through social justice, freedom, peace, hope and allows them to be treated equally without the status quo within the education system. PCA encourages teachers to teach effectively so that learning can be emancipatory where learners generate their own understanding based on what they have learnt in practice so that they can survive (Baker, 2011: 208; Boyce, 2004: 575; McPhail, 2011: 208). Teachers and the community work together as a team through collaborative planning of teaching activities, which leads to application of those activities. That may suggest that whatever was planned in theory has to be put into action.

Apart from that, PAR brings good ways on how relevant data can be generated towards the problem such as having co-researchers that are relevant in the team who are expected to know their roles and responsibilities within the team. Moreover, PAR deals with issues such as doing a SWOT analysis within the team after establishing the vision. In short, CER, PCA and PAR work hand in hand to overcome our problem when used effectively. There we had CDA, which was used to analyse generated data that formulated emerging strategies, which in turn enhanced BusEd learners' academic performance. This was achieved through the demonstration of cognitive skills of accountability, scope of knowledge and problem solving beyond the classroom.

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APPENDIX A 2 LETTERS

P.O. Box 635

Mohale's Hoek 800

Lesotho

09August 2014

The Principal

.....

.....

Dear Sir/Madam

REQUEST TO PERMISSION TO CONDUCT RESEARCH AT IN YOUR SCHOOL

I am a Masters student at the University of the Free State (UFS), conducting a study under the topic: Enhancing Business Education Learners' Academic Performance Using Principles of Critical Accounting. Aim of the study is to formulate a strategy to enhance Business Education learners' academic performance using Principles of Critical Accounting. This study will help them in the way they teach and learn Business Education in their classroom.

I hereby request permission to conduct this educational research at your school. This study suggests collaboration of Business Education teachers, parents, entrepreneurs and Business Education learners in Form A. Business.

I am prepared to observe all the stipulations of conducting research such as among others:

- ✓ Prior arrangement will be made to obtain consent from possible co-researchers.
- ✓ Participation in the study is voluntary and co-researchers may withdraw his participation at any time if he/she feels uncomfortable or conditions have changed.
- ✓ All information obtained will be treated as confidential and be used for the purpose of the study only.

Thank you in advance.

Yours in education

MMV Matoetoe (2007038694) Date

Researcher: Mohau Matoetoe

Study Leader: Prof. Sechaba Mahlomaholo

Address: Box 635

Address: Faculty of Education

Mohale's hoek 800

205 Nelson Mandela Drive/Ryalaan

Lesotho

Park West/Parkwes

Bloemfontein 9301

South Africa/Suid- Africa

Tel: 0026659044000

Tel: +27(0)51 401 9281

Date:.....

INFORMED CONSENT

Dear Co-researcher

I would like to invite you to take part in this research study on Enhancing Business Education Learners' Academic Performance Using Principles of Critical Accounting. The study aims to formulate a strategy to enhance Business Education learners' academic performance using Principles of Critical Accounting.

I would like you to participate in this research because you are one of the people who can bring change in the teaching of Business Education. To protect you against the risk of embarrassment we will guarantee confidentiality. Your name will not be mentioned in any part of the final research write up and your information will be kept completely confidential. This study will help you to tackle the problems one meets in life by sharing your experiences regarding Business with other people who can help you on how to solve certain problems. This project will comply with the research ethics as set out by the University of the Free State.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue

arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor.

Should any difficult personal issues arise during the course of this research, I will endeavor to see that a qualified expert is contacted and able to assist you.

For any questions or additional information, please feel free to contact me at:

59044000 or motloangm@yahoo.com.

Yours in education

Mohau Matoetoe

CONSENT FORM

Study: Enhancing Business Education Learners' Academic Performance Using Principles of Critical Accounting.

Researcher: Mohau Matoetoe

Name and Surname: _____

Age: _____

.....

Contact number: _____

- ✓ I hereby give free and informed consent to participate in the abovementioned research study.
- ✓ I understand what the study is about, why I am participating and what the risks and benefits are.
- ✓ I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he has indicated in above letter.

Signature: _____ Date: _____

Researcher: Mohau Matoetoe

Study Leader: Prof. Sechaba Mahlomaholo

Address: Box 635

Address: Faculty of Education

Mohale's hoek 800

205 Nelson Mandela Drive/Ryland

Lesotho

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Bloemfontein 9301

South Africa/Suid-Afrika

Tel: 0026659044000

Tel: +27(0)51 401 9281

Date:.....

Monghali/Mofumahali

KOPA EA HO NKA KAROLA PHUPUTSONG

Ke u memela ho nka karolo phuputsong ena ea ho ntlafatsa hoa thuto ea khoebo e bitsoang Business Education mabapi le ho sebetsa hantle hoa bana ho sebelisoa Principles of Critical Accounting e leng melaoang ea ho ithuta hoa ngoana a lokolohile, ba tsoeroe ka mokhoa o tsoanang ho sena leeme. Sepheo sa boithuto bona ke ho qapa mokhoa oo ka oona thuto ena ea khoebo eka ntlafatsoang, mabapi le mokhoa oo baithuti ba sebetsang ka oona ho sebelisoa Principles of Critical Accounting.

Ke kopa hore o be e mong o batho batla nka karolo phuputsong ena hobane o ka tlisa phethoho ho rutoeng hoa thuto ena ea khoebo. Taba tseo o tlo fana ka tsona, ke o tiisetse hore e tla le kunutu esita le lebitso la hao le keke la hlaha tabeng tseo. Boithuto bona bo tla u thusa hore na baithuti baka thusoa joang ho fihlela litsebo tsa boinahano bo tebileng esitana le ho fana ka malebela ao re hlohang liphephetso tse re tobileng malebana le khoebo. Boithuto bona botla tsamaisoa ka mekhoa e behiloeng ea li phuputso ho latela Univesiti ea Foreisitata.

Ho amohela hoa kopo ena e kaba taba e ntle haholo boithutong bona. Ke ka boithaopo ba hao o ka nkang karolo boithutong bona. 'Me ha o khetha ho nka karolo, o ka tlohela neng le neng ha feela ho se ho ena le seo se sa o khotsofatseng. O ka nkatamela ra bua empa haeba o tse o sa khotsofala u ka joetsa motataisi oaka.

Bakeng sa lipotso le litlhakisetso, ke fumaneha nomorong tsena:

59044000 kapa motloangm@yahoo.com

Oa tsena

Mohau Matoetoe

APPENDIX A 3 MINUTES

3rd JUNE 2015^{1ST} MEETING (STUDY GROUP)

1. Objective
2. Time
3. Strengths and weaknesses (SWOT ANALYSIS)

Problem- How do we help learners translate concepts learned in business education into everyday life activities particularly in their own businesses? How to start a business record keeping & evaluation objective –

- Challenges
- Strategies
- Conditions on which strategies prove convenience
- Threads
- Indicators

Time – We shall meet every Tuesday from 1530hrs – 1630hrs

SWOT ANALYSIS

Strengths – representation – different people from different sectors are represented learners, parents, teachers, business owners, brokers, manufactures etc. Also different businesses are represented

The study is going to help us

- Break that culture, as learners, parents or any other participant, of learning for employment.
- Overcome fear of the unknown in business.
- Suggest better ways of teaching business education

Weakness

- Technology (understanding)

- Group formation (in terms of learners)
- Absenteeism uncalled for
- Curriculum developers / designers (vacant)
- Timing (exams for learners)

Opportunities – Experiences shared by people from different backgrounds

- Exposure

Threats – knowledge / understanding

NEXT MEETING

How to start a business

2nd MEETING (GROUP STUDY) 9/06/15

Meeting opened in prayer

Objectives

1. Environment – Area at which you are going to start your business
2. Recording
3. Evaluation

Environment

Theoretical (challenges)

- Competition was too high because of too many classes enjoyed in business as well as different groups within one class.
- Selling on credit.

How to overcome the challenge

- Being friendly and trying to remember all customers and call them by names as a way of keeping them.
- Arriving early and sell on cash basis

Challenges

- Time – they hardly had enough time as a results they had closing stock.
- Theft
- The theory taught is outdated
- Being taught business education by teachers who are not on business
- They are not given the time to practically practice the theory they are been taught.
- They are just taught the theory of how to draw a business plan without the actual practise.
- Competition sometimes

Teachers

- Reference – the information they use is so updated
- Time management – it would be better to implement the projects at the very early stage as form A
 - Lack of exposure – Attachments
- Teaching different

Entrepreneurs

- Research

Theory is far different from in real life feasibility

Lack of skill

Capital

Lack of expertise

How to overcome

Persistence – don't crush your dream focus – insist

Mentor

Economy covers the environment

You have to look at the lifestyle of your target market.

Re - focus your market to full up gap

- Credit (selling on credit)

Do a thoroughly market research stock taking

- Physical counting
- Manage your books

Competition don't compete but complement each other

Jealousy

Competition

Copy

- Lack of market research
- Lack of mentorship
- Capital
- Rejection
- Too much excitement

The next meeting will be on the 1st July at 2.00pm

To be discussed

Evaluation & summery of all discussed today 09/06/15

- Strategies & conditions at which strategies work.

3RD MEETING (GROUP STUDY)

Strategies to challenges

1. Overcoming challenges and using them as an advantage

Strategies

Students

Completion – define your market, keeping good relationship with the market. Avoid discouragement.

Theory – we overcome it by drawing up a business plan practical and also looking at strengths and weaknesses.

Since were taught the same things as students we read so nothing changes.

Parents

Volunteer work – community service

They have to know that no money is given. As parents they have to support children, this helps children to develop some skills in business.

Team work

- Focus on small business
- Helping small business owners with record keeping
- Skills acquired are:
 - Trust
 - Loyalty
 - Friendship
 - Cheerfulness
- Time – this clashes with students

It is not easy to help children as there is a problem regarding technology but as parents they normally send them to people in upper grades

Buying them books to help them

Parents should take interest in their children's studies. They lack knowledge as they take up different careers. Not helping children with their school work, parents are always busy (ineffective). Parents tend to avoid children (lame excuses) .BBT Born before technology (a phobia towards technology)

Reference

As parents we never listen, even to important things, we never take things seriously.

Attitude towards children

We never see problems (different thinking)

Challenges regarding record keeping skills

Parents

- Budgeting at home
- Not being involved in business
- Reference not being able to help
- Not familiar with business
- Difference with things taught (clashes with theory from school)
- Lack of knowledge regarding Business Education

Students

- No time to approach
- Straight forward
- Lack of practical's (skills)
- No cramming
- Teachers not being able to explain and different knowledge
- Positivity towards accounts (being pessimistic)
- Negative (not being interested in accounts)

Entrepreneurs

- Allowance of losses
- Struggling to sort out receipts (financial records)
- Lack of skills in record keeping
- Personality (being too elderly)
- Omissions (stealing / theft) looking at stock.
- Forgetfulness of employees either intentionally or unintentionally.
- Lack of knowledge (changing of systems)
- Basic concept (manual) it can destroy the thinking
- Inexperience

Strategies

Students

- Approaching people with knowledge
- Giving ourselves time for our books

Parents

- Involving children in budgeting at home
- Helping children in certain things
- Reference (relying on people with knowledge)

Entrepreneurs

- Being informed (having an idea)
- Being organised (proper filing)
- Employing experts
- Random checking (politeness)
- Internal control
- Checking for omissions (there may transposition)

Teachers (challenges) and (strategies)

- Students misunderstanding transactions (challenge)
- Role playing (strategies) helps in understanding concepts
- There is confusion (level of understanding)
- Understanding the business environment and associating them with the theory in school.
- Sign language (hand)

Bookkeeping and accounts are two different things depending on technology

Challenges and strategies or business evaluation in the next meeting on the 8th July
1400hrs – 1600hrs

4TH MEETING (GROUP STUDY)

Present

Masebina Kao

Mafube Pefi

Senate Letsie

Neo Lefeta

Lebona Makuebu

Thabiso Motheane

Challenges and strategies of evaluation

Challenges of evaluation

Entrepreneurs

- No reconciliation of stock. (stock take regularly)
- Our biggest challenge is when the books are not the same. This is because our books are recorded by “robot style”
- Subsidiary books are not balanced (wrong recording of transactions)
- If records are not properly filed this causes and imbalance in the books (under estimating or overestimating balances)
- Untrustworthiness of employees

Students

- We right because we have to (we normally misunderstand)
- Misunderstanding what we are taught
- Lack of concentration in class
- Problems in mathematics

Parents

- Lack of knowledge
- More practical than theory
- Taking note of teachers (some children fail because of interns)
- Being unaware of children’s problems

Entrepreneurs

- No expertise in most cases due to lack of experts in the business.
- Theft (employees study their employers)

Strategies

Entrepreneurs

- Reconcile (stock take regularly)
- Proper recording (materiality factor)
- Internal control (everything should not be done by one person)
- People with different skills and expertise
- Communication (holding meetings)

Students

- Mingling with other students who understand better
- Double checking
- Noting down the important things

Parents

- Reference
- Taking interest in children's studies
- Making friends with people who know / have the know ledge
- Children should have good relationships with their teachers
- Getting more information on children's problems in their studies

Next meeting we are to allocate groups of different people according to different activities in terms of research, operational stage and the time in which we are to submit our feedback on the 29th July 14:00hrs – 16:00hrs

Teachers

Challenges

- Students do not manage their business well

- Children have a caged mind, not a broad
- Children focusing on what they are taught
- Limited market research
- Students learn to pass and not to develop
- Teacher – people ratio
- We struggle to make students understand record keeping
- We think we are always right
- Students have an attitude
- Students do not know appropriate business documents
- Students are ignorant
- Students have a lot of bad debts
- Not eager to mark students books (students copying)

Strategies

- Referring to other teacher for information
- Learner centred teaching
- Lashing students
- Sign language (using both hands)
- Assigning students with better understanding to help others
- Setting to know children better
- Giving ourselves time to help students

Parents meetings are not effective (challenges, teachers)

Afraid to talk to teachers because of teachers torturing children due to parents speaking up (parent's challenge)

We do not acknowledge students telling us how things are done (teachers challenge)

Students do not trust their teachers due to changing of teachers and we teachers have a lot of pride (teacher's challenge)

5th meeting (study group)

- Allocation of groups

Students going to divided into:

- Parents and students
- Parents and teachers
- Entrepreneurs and students
- Teachers and students including parents

Suggestions

- Visiting other schools
- Having a time frame (2 weeks) for each task
- Teachers using their strategies on students
- Sending out questionnaires so that reports can be written down
- Visiting different schools for different perspectives (students and entrepreneur)
- Bakery 15th August
- Ginger 8th August or another entrepreneur
- Taking note of the number of students and preparing the relevant staff for the weekend
- Supervision in business

Students and teachers

22nd August, the teachers and Ntate Mohau will meet before then to discuss a few things

15th September (Saturday), reports

10:00hrs to 14:00hrs at L.H.S Premises

Indicators- Ntate Motheane is in charge

Threats

Students have to research on threats and indicators

Expectations of threats and indicators in the next meeting at 15:30

To 15:30hrs on Tuesday 4TH AUGUST

6TH MEETING (STUDY GROUP)

What we want to get out of the operational stage:

Students

Everything in theory put into practical

- The staff should not have attitude towards us because we're children
- Organisation and teamwork
- Cell phones to be switched off because they might be a distraction
- We have to be obedient and we must respect
- We need material and the suggestion was that this should be provided by the business

Preparation is necessary for this stage.

Entrepreneurs expect full cooperation from us

A questionnaire has to be prepared by the parents so as to give to several teachers from different schools.

Schools chosen are:

- Lesotho High School
- Sefika High School
- Life High School

Teachers are to teach the students using the strategies they find appropriate for information the teachers have decided to ask questions to both parents and students.

We as students are to find strategies that will make our work easier when teaching.

The verification stage has begun and it is all go for the groups, we are to wait for a full report from all the groups.

Saturday 5th September is the day for reporting back to the rest of the group.

Time is: 10:00hrs to 14:00hrs.

Date: 08/08

Location: Thetsane Industrial Estate

Car Wash_Industrial Car wash

Owner_Mehlalefang Phamotse

Started: 2009

Aim: Business Operations

CHALLENGES:

- Competition_Papa Car wash etic
- Staff
- Customers
- Land owners
- Weather conditions
- Inflation
- Being a parent
- Equipment

Achievements:

- Giving people employment
- She has achieved tenders from IEC,LRA and Roadfund

Plans:

- She is planning on extending K-ASH to other places
- She wants to venture into water bottling
- She has specialists in washing cars to prevent inconveniences

Her inspiration:

- Her business is booming
- People appreciating her services from around Lesotho

Qualifications:

- She studied IT and Programming
- She is always dreamed of commencing a business but just not a car wash

- Although she just had a small mind-set towards growing her restaurants. She decided to grow it in order to see it progress.
- She does her own accounting but only calls forth an accounts once a month for her books review.

10th SEP8TH MEETING (STUDY GROUP)

Teachers and parents reports.

Problems with questionnaires because teachers don't answer the questions

Parent's involvement- Yes

Children are marked and scripts are taken.

Parent's passion (Interests)

Some don't show interest but some do and parent's to attend meetings

Progress report

There is nothing for parent's to check and some don't collect reports because they owe school fees. They never have time to check performance

Curriculum

They teach business so that learners start their own businesses.

Things parents can do

Give money for projects and take children to extra classes and that teachers and parents should work together if children drop out they are able to commence their own businesses.

Information from other students (division of labour)

Bloemfontein trip

10th or 11th October is cancelled

22nd October is the Bloemfontein trip

22nd SEPTEMBER(STUDY GROUP)

Bloemfontein (UFS) workshop

Mr. Matota

Mr. Salo

Mr. Matota is a dean of faculty of Faculty of Education

There are about 15 members in the project and they meet every month to give reports on what they are doing.

Teaching an ANALYSIS

5 points to begin with:

1. Challenges: When teaching Business Education

Transcribe everything then use different highlights for transcripts on the different points (colours)

2. Solutions
3. Conditions at which strategies work. (essentials)
4. Threats (comprehension of strategies)
5. Indicators of success

Read through transcripts and group them into different categories, give title to each challenge (objective)

Compare all the objectives to make sure that they correspond to all objectives (it is like a chain)

Every sub-category has to have a title

Introduction

- Biggest problem are the challenges that made us come up with a strategy
- Knowledge to be used in real life

A team is the most important part in a study (looking at different angles) whether the team being there has an importance or not and the challenges that come with a team not being cooperative.

A report can be written in 2 ways:

Positively

Negatively

The team can have a problem with power-relations.

Categories the report (logical to readers) use the extracts to clarify the points.

Communicative action (coming to an understanding as people with different with different ideologies).

Team effort is very important because the group has different perspectives so the main idea is to share our different ideas.

This has to be fruitful because it is going to be shared to other people and if there is false information there might be trouble because people might be arrested.

Any strategy has to be tested before it goes public (research)

They will come to Lesotho to check on us.

The study should have an impact on students and the community at large.

13th OCTOBER

Challenges:

1. Lack of creativity in generating business idea. This is whereby people copy the ideas off other people
2. Lack of practical's
3. Poor management skills due to lack of allocation of duties.
4. Lack of record keeping skills

Lack of freedom for students towards other parents and teachers and to express concern

Outsource of skills

Integration of subjects

- Lack of supervision of subject teachers on interns
- Parents are deprived of their freedom (lack of freedom)
- Student's negative attitude towards interns
- Lack of thinking outside the box due to stimulation
- Report format lacks clarification
- Lack of competence of teachers with content.
- Outdated methods of teaching conservative methods)

17th OCTOBER 11TH MEETING (STUDY GROUP)

Introductions

A format background of the study, aims and developing a strategy.

Topic: Enhancing business Education learner's academic performance using principals of critical accounting.

Failed to find a curriculum specialist.

CER theory was used so that people raise their concerns

PAR Participation Action Research

- Theory
- Operational stage
- How the tem was established
- Roles of co-researchers and their portfolios
- Planning
- Vision
- SWOT analysis-
 - Strengths
 - Weaknesses

- Opportunities
- Threats

Prioritizing

- Subject content
- Cognitive skills
- Organisation of classroom setting
- Support from the parents
- Entrepreneurs support

Challenges

- Lack of thinking out of the box
- Students should explore
- Students should be given a chance to tour, educational trips
- Use critics to our advantages
- Students to be given assignments
- School boards should become innovative (upgrade systems like bringing in the internet in schools)
- Lack of integration of subjects
- Subjects should be chained into getting different ideas

Lack of creativity

- Use the skills you have
- Come up with a mind-set to help people and grow the economy
- Have passion and courage
- Have a mind-set of being entrepreneurs

Lack of practical skills / experience

- Students should learn business education in a way that will help them improve their skills
- Taking small trips to business

Lack of freedom between teachers, parents and students solutions

- Students should just be free to air out all their grievances

- There should be a parent teacher interview
- Teachers and entrepreneurs should cooperate such that bop holes in lack of foundational competence

Solutions

- There should be a suggestion in which students can drop in an anonymous note of written their grievances
- Teachers should outsource from experts

One challenge is that parents deal with two crucial situations; their children's attitudes and the teachers egos

Suggestions from a teacher

- People who initiate the curriculum should extend the form C project up till from E, they should be attributed according to groups so that they can be real entrepreneurs.

Poor management due to allocation of duties

- Each person should have a certain responsibility in a certain field

Lack of record keeping skills

- Train people and encourage them in their potential

Lack of relation with student teacher

- Have good relations with interns
- Monitor the work and rectify mistakes

Lack of skills on reporting format

- Reports be done electronically so as to make enough space
- Teachers should specify their reviews

20th October (study group meeting)

Rare gender

- Parents questionnaires

- Test for strategies given (planning)

Reports on parent's questionnaires

Question 2

Do teachers involve parents in their teaching if yes, how if not why?

- They involve them only they need capital for projects so the parents are used as a source of finance

Question 3

Does the progress report show parent what children know and what they don't know?

Progress reports do not show what learners know but how they have performed

Question 4

Does business Ed help to prepare students to start businesses?

- It does not prepare learners to start their own businesses
- This is because it is taught like any other school subject

Question 5

What can parents do to help their children's learning of business?

Education, if yes what? If no, why?

- Mainly parents just help out when it comes to providing capital for students
- Teachers would like parents to help students by giving learners practice in some house or business chores e.g. budgeting recording some transactions in their business, pricing etc.

Activities to be done!

- Go to the tuck shop and see categorisation can work (cognitive skills)
- Entrepreneurs to come and teach(classroom settings)
- Parents put into practice spending time with their children and introduce them into budgeting

- Giving children different activities
- Assessment of reports

10th November (study groups)

Agenda

Reports on activities done

Students

Enjoyed presentation by Mrs. Mathuso and are willing to start their own businesses

Entrepreneur

She was glad to see a group of students, who were organised and disciplined, they were also very attentive

Things learned by students

- The importance of record keeping and the threats
- The importance of evaluation meaning that when a business does not go well one is able to evaluate the business well if there is a problem
- All entrepreneurs have a background in the businesses they have and S&M had a visibility study
- Books of entrepreneurs are not needed as long as recording is done

Entrepreneurs can lend a helping hand by!

- Holding motivational programmes
- Making attachments
- Voluntary service (teaching in the classrooms)

Parents can help by:

- Introducing record keeping skills at home e.g. budgeting
- Familiarising the whole family with the record keeping skills
- Involvement of more parents (awareness)
- Our parents should give themselves time for us

APPENDIX 5 REPORTS

Report by: ~~_____~~
Academically I learnt that recording and internal control are a very important factor in a business. Also the fact that Business education is not just a subject that is taught at school for the good of it but it is taught in order for us to develop a different mindset.

Socially I learnt that people suffer by looking for jobs yet they can start their own businesses if they had been taught Business Education in school. I have also learnt that high school dropouts also have a chance of making their lives better by commencing their own businesses in case they dropout.

FOMO EA TUMELLO

SEHLOOHO SA BOITHUTO: HO PHAHAMISA BOITHUTO BA BANA THUTO EA TSA
KHOEBO HO SEBELISOA MEKHOE EA CRITICAL ACCOUNTING.

MOITHUTI: MOHAU MATOETOE

LEBITSO LE FANE: Sebili Mohale

AGE: 14

LINOMORO TSA MOHALA: 63996639

- 'Na ke o fa tumello ea ho nka karolo boithutong bona bo boletsoeng ka holimo.
- Ke ea utloisisa na boithuto bona ke bang, le bohloakoa esita le liqolotso tseo nka kopanang le tsona.
- Ke fa moithuti enoa tumello ea ho sebelisa maikutlo a ka boithutong bona ka li pehelo tse ka holimo.

Tekeno: Mohale

Letsatsi: 04 Aug., 2015

FOMO EA TUMELLO

SEHLOOHO SA BOITHUTO: HO PHAHAMISA BOITHUTO BA BANA THUTO EA TSA
KHOEBO HO SEBELISOA MEKHOE EA CRITICAL ACCOUNTING.

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