

**THE USE OF ENTREPRENEURIAL GAMES AS A PEDAGOGICAL APPLICATION
IN TEACHING ENTREPRENEURSHIP IN GRADE 10 BUSINESS STUDIES**

By

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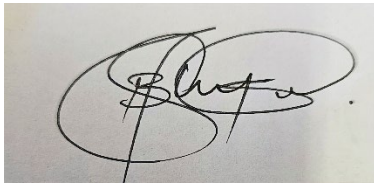
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DECLARATION

I, Simon Bushman Letebele, declare that the master's research dissertation, **THE USE OF ENTREPRENUERIAL GAMES AS A PEDAGOGICAL APPLICATION IN TEACHING ENTREPRENUERSHIP IN GRADE 10 BUSINESS STUDIES**, herewith submitted for the master's degree qualification in Curriculum Studies at the University of the Free State, is my own independent work and I have not previously submitted it for a qualification at another institution of higher education.

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A handwritten signature in black ink, appearing to read 'S.B. Letebele', is written over a light-colored background. The signature is fluid and cursive, with a large initial 'S' and a distinct 'L'.

S.B LETEBELE

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I sincerely thank the Lord Almighty for being with me throughout my life (Proverbs 3:5-6).

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DEDICATION

This thesis is dedicated to:

Makgauta Gladys Letebele (wife)

Reitumetse Letebele (daughter)

Mojaosi Agnes Letebele (late mother)

Rampa Petrus Letebele (father)

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
GDP	Gross Domestic Product
USA	United States of America
ZPD	Zone of Proximal Development
FET	Further Education and Training
PGCE	Post Graduate Certificate in Education
B.Ed	Bachelor of Education
ATP	Annual Teaching Plan
UK	United Kingdom
PBL	Problem-Based Learning
SMT	School Management Team

LIST OF APPENDICES

Appendix A: Application for title registration

Appendix B: Ethical clearance letter

Appendix C: Participant consent form

Appendix D: Interview schedule

Appendix E: Turn-it-in report

Appendix F: Proof of language editing

ABSTRACT

The study advocates the incorporation of Entrepreneurial games in teaching entrepreneurship to create learner interest and promote a better understanding of this topic. However, this topic is predominantly taught in a more teacher-centred and theoretical approach, leaving a wide wedge between theory and practice, lower levels of learner interest, and an inability of learners to perform well in this topic. The study also focused on identifying the suitable conditions for incorporating entrepreneurial games in Business Studies Class and how best to mitigate the possible challenges that may hinder using these games in the class.

Therefore, this study aims to explore using entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 Business Studies to address the preceding challenges. Social Constructivism by Levy Vygotsky is selected as the theoretical framework underpinning the study. In this theory, knowledge is co-constructed through social interaction. This study used an exploratory case study that allowed for a far-reaching review of an unclear or new phenomenon. At the same time, it retains the complete and meaningful characteristics of real-life events. Semi-structured interviews were used to collect data with four grade 10 Business Studies teachers.

A thematic analysis method was used to analyse the data generated. The data generated demonstrates that teachers still use teacher-centred teaching methods and a theoretical approach in the classroom because they are constantly pressured to complete the Annual Teaching Plan. Furthermore, the study found that using entrepreneurial games in the classroom creates an active learning environment that generates learner interest and an enhanced understanding of the topic. The study also found that these games bridge the gap between theory and practice and motivate learners through the practical elements they bring to the teaching and learning process.

Keywords: entrepreneurship, entrepreneurial games, teacher-centred, learner-centred.

TABLE OF CONTENTS

LIST OF APPENDICES	vi
Appendix A: Application for title registration	vi
Appendix B: Ethical clearance letter.....	vi
Appendix C: Participant consent form.....	vi
Appendix D: Interview schedule.....	vi
Appendix E: Turn-it-in report	vi
Appendix F: Proof of language editing.....	vi
CHAPTER 1	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 PROBLEM STATEMENT	3
1.4 RATIONALE FOR THE STUDY	4
1.5 AIM OF THE STUDY	4
1.5.1 Specific Objectives	4
1.6 CRITICAL RESEARCH QUESTION	5
1.6.1 Sub-research questions	5
1.7 SCOPE OR DELIMITATION OF THE STUDY	5
1.8 SIGNIFICANCE OF THE STUDY	5
1.9.1 Business studies in a South African context	6
1.9.2 Entrepreneurial Games	6
1.9.3 Pedagogical Approach	8
1.10 THEORETICAL FRAMEWORK	9
1.11 RESEARCH METHODOLOGY	11
1.11.1 Research Paradigm	11
1.11.2 Research Approach	13
1.11.3 Design of the study	14
1.11.4 Study Site	16
1.11.5 Research Participants Selection	16
1.11.6 Instruments for Data Collection	17
1.11.7 Instrument Credibility, Triangulation and Trustworthiness (if qualitative)	17
1.11.7.1 Credibility	18
1.11.7.2 Trustworthiness	18
1.11.8 Data Collection Procedures	18
1.11.9 Data Analysis Procedures	19
1.12 ETHICAL CONSIDERATIONS	20

1.12.1 Gaining Entry	20
1.12.2 Participants Rights.....	20
1.12.3 Informed Consent.....	21
1.12.4 Confidentiality	21
1.12.5 Protection from Harm.....	21
1.12.6 Achieving Anonymity	22
1.12.7 Maintaining Professionalism	22
1.13 ORGANISATION OF CHAPTERS.....	22
1.14 CHAPTER SUMMARY	23
CHAPTER 2.....	24
THEORETICAL FRAMEWORK AND LITERATURE REVIEW	24
2.1 INTRODUCTION	24
2.2 THEORETICAL FRAMEWORK	25
2.2.1 Historical Background of Social Constructivism Theory.....	25
2.2.2 Importance of Theory.....	26
2.2.2.1 The role of teachers in the social constructivism classroom.....	27
2.2.3 Mediation.....	29
2.2.4 Zone of Proximal Development.....	30
2.3 REVIEW OF RELATED EMPIRICAL STUDIES	32
2.3.1 Challenges to Professional Development in Business Studies in Grade 10	32
2.3.1.1 Failure to create an environment that seeks to promote active learning in Business Studies in Grade 10	32
2.3.1.2 Teachers reliance on traditional teaching methods.....	34
2.3.1.3 Challenges of Assessment in Business Studies in Grade 10.....	35
2.4.1 Development of Active Learning Classrooms.....	37
2.4.2 Collaborative and cooperative learning as examples of active learning	38
2.4.2.1 Varied Teaching Methods	39
2.4.2.2 Application of creativity in the classroom	42
2.4.3 Problem-Based Learning (PBL).....	43
2.4.3.1 The effectiveness of using PBL in teaching entrepreneurship in Business Studies Grade 10 classroom.....	44
2.5 CONCLUSION	49
CHAPTER 3.....	50
THE USE OF ENTREPRENEURIAL GAMES AS A PEDAGOGICAL APPLICATION IN TEACHING ENTREPRENEURSHIP IN GRADE 10 BUSINESS STUDIES	50
3.1 INTRODUCTION	50
3.2 RESEARCH PARADIGM.....	50

3.2.1 Ontology	51
3.2.2 Epistemology	52
3.2.3 Axiology	54
3.3 RESEARCH APPROACH	54
3.4 DESIGN OF THE STUDY	56
3.5 STUDY SITE	57
3.6 RESEARCH PARTICIPANTS' SELECTION	57
3.7 INSTRUMENTS FOR DATA COLLECTION	58
3.8 INSTRUMENT CREDIBILITY, TRIANGULATION AND TRUSTWORTHINESS (IF QUALITATIVE)	59
3.8.1 Credibility	59
3.8.2 Trustworthiness.....	59
3.8.3 Data Collection Procedures.....	60
3.8.4 Data Analysis Procedures	60
3.9 ETHICAL CONSIDERATIONS	61
3.9.1 Gaining Entry	63
3.9.2 Participants Rights.....	63
3.9.3 Informed Consent.....	63
3.9.4 Confidentiality	64
3.9.5 Protection from Harm	64
3.9.6 Achieving Anonymity	64
3.9.7 Maintaining Professionalism	65
3.10 CONCLUSION	65
CHAPTER 4.....	66
ANALYSIS OF DATA, PRESENTATION AND DISCUSSION OF FINDING	66
4.1 INTRODUCTION	66
4.2 THE NEED FOR ENTREPRENEURIAL GAMES.....	67
4.2.1 Theme 1: need for entrepreneurial games	67
4.3 CONDITIONS CONDUCIVE TO USING ENREPRENEURIAL GAMES IN TEACHING THE TOPIC OF ENTREPRENEURSHIP IN BUSINESS STUDIES	69
4.3.1 Theme 1: need for teacher development.....	69
4.4 POSSIBLE CHALLENGES IN INTRODUCING ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP IN BUSINESS STUDIES	72
4.4.1 Theme 1: support needed from both SGB and parents.....	73
4.4.2 Theme 2: resistance from SMT and other teachers.....	74
4.4.3 Theme 3: Time allocated	75
4.5 EVIDENCE OF THE SUCCESS OF ENTREPRENEURIAL GAMES IN TEACHING BUSINESS STUDIES.....	78

4.5.1 Theme 1: type of Entrepreneurial games	78
4.5.2 Theme 2: evidence of games used.....	81
4.6 CONCLUSION	82
CHAPTER 5	
SYNTHESIS OF FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS.....	83
5.1. INTRODUCTION	83
5.2 NEED FOR ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP	83
5.2.1 Findings: Entrepreneurial games enhance the teaching and learning of Entrepreneurship.....	83
5.2.2 Recommendations.....	84
5.3 TYPES OF ENTREPRENEURIAL GAMES SUITABLE FOR TEACHING ENTREPRENEURSHIP	85
5.3.1 Findings: Entrepreneurship Day.....	85
5.3.2 Findings: Monopoly.....	86
5.3.3 Findings: Problem-Based Games.....	86
5.3.4 Recommendation	87
5.4 CONDITIONS CONDUCIVE TO THE INCORPORATION OF ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP	87
5.4.1 Findings: Need for teacher development	87
5.4.2 Recommendations.....	88
5.4.3 Findings: Support from SGB and parents.....	89
5.4.4 Recommendation	89
5.5 POSSIBLE CHALLENGES IN THE USE OF ENTREPRENEURIAL GAMES FOR TEACHING ENTREPRENEURSHIP	90
5.5.1 Findings: Resistance from SMT and other teachers	90
5.5.2 Recommendation.....	90
5.5.3 Findings: Time constraints.....	90
5.5.4 Recommendations	91
5.6 EVIDENCE OF SUCCESS OF THE USE OF ENTREPRENEURIAL GAMES IN TEACHING.....	92
5.6.1 Finding: YES! initiative.....	92
5.6.2 Recommendations.....	92
5.7 CONCLUSION	93
REFERENCES	94
APPENDICES.....	104
APPENDIX A – APPLICATION FOR TITLE REGISTRATION.....	104
APPENDIX B – ETHICAL CLEARANCE	105

APPENDIX C – PARTICIPANT CONSENT FORM	106
APPENDIX D – INTERVIEW SCHEDULE	108
APPENDIX E – TURN-IT-IN REPORT	109
APPENDIX F – EDITORS CERTIFICATE	110

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

South African teachers have been required to substitute their teaching methods from a structure-centred approach to a learner-centred approach in teaching and learning. This prototype modification emphasises active participation by learners in the classroom. It requires Business Studies teachers to reposition their teaching approach in line with the Curriculum and Assessment Policy Statement (CAPS) and inspire a vigorous learning and serious methodology to learn instead of routine and uncritical learning of realities (DBE, 2011:4). The study proposes the use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in Grade 10 Business Studies class directed at improving teaching and learning.

This study maintains that using entrepreneurial games improves the understanding of Business Studies, which is often taught in divergence with what the CAPS in Business Studies encourages. This chapter provides a brief background to the reader to offer perspectives concerning the study. It then summarises the outline of the research problem, a definition of operational concepts, the research questions, and the research aim. Furthermore, the theoretical framework and the research methodology are discussed, where the data generation procedures, the research sample and sampling, data analysis, the study's value and ethical attention are also discussed.

1.2 BACKGROUND OF THE STUDY

According to Masumbe (2018:1), entrepreneurship is one of the foremost vital drivers of financial advancement, and it also contributes to the development of different "countries such as South Africa". Also, entrepreneurship empowers citizens as an act required for any developing market such as South Africa to be successful. South Africa is currently not generating enough entrepreneurial activities to meet the country's needs as a whole, and this can be addressed through the teaching of Business Studies (Luiz & Mariotti, 2011:3). European Commission member states

such as Greece, Belgium, and Austria have introduced entrepreneurship education at the secondary level (Fredua-Kwarteng, 2017:6).

Nonetheless, in African countries such as Ghana and South Africa, teachers find it challenging to create a classroom environment that involves active learning, which practices collective learning and uses a wide variety of technological tools that support effective and quality learning (Marais, 2016:4). This view is further discussed by (Tamanja & Pagra, 2017:3) as they state that in Ghana, there are problems such as lack of resources in rural secondary school and overcrowding in the classroom amongst others.

Teachers in South Africa still experience the same problems of overcrowding and lack of resources in the classroom. This has resulted in most teachers using teacher-centred approaches in their classrooms, and most teachers do not have a straightforward approach to effectively teaching entrepreneurship in Business Studies. In response to the continuing challenges, the study aims to develop a logical effort of an entrepreneurial mindset by promoting practical ways in which entrepreneurial games can be integrated into the teaching of grade 10 Business Studies as a pedagogical application.

Letshwene (2014:10) states that for learners to operate and function at an advanced level of understanding, they must be taught how to apply problem-solving skills, be accountable and capable of applying anything they have learnt in the classroom. These skills are necessary in Business Studies and are always part of entrepreneurship. Most young people in South Africa cannot exercise these high levels of understanding and accountability and apply what they studied in the classroom to improve their lives.

The learners must be taught using learner-centred approaches, such as learning games. There is tangible evidence that nation-states with high entrepreneurial undertakings contribute primarily to the progress of Gross Domestic Product (GDP) (Muller, 2016:1). Entrepreneurial happenings in South Africa contribute largely to the decrease of inequality, high urbanisation and unemployment (Kolawole & Ajila, 2015:2). However, in the past years, young people in the Thabo Mofutsanyana district

relocate to urban cities, searching for employment opportunities after completing matric instead of venturing into entrepreneurship. This migration has increased urban populations (Masumbe, 2018:1).

This study was conducted in the Thabo-Mofutsanyana district of the Free State province. Since the Department of Basic Education introduced the Curriculum Assessment Policy Statement, numerous attempts have encouraged teachers to use various technological tools by providing schools with tablets and Internet Broadcasting Programme equipment. These tools have assist teachers in the class to use entrepreneurial games in teaching Business studies. However, teachers have failed to collaborate with their teaching approaches to create interactive classrooms for learning (Leepo, 2015:1).

Therefore, teachers fail to create learning spaces that support effective and quality learning as they still utilise conventional educating strategies such as narrating Business Studies and the chalkboard approach. From the statement above, the DBE has tried to improve the teaching and learning of Business Studies, but much still needs to be done. Hence, numerous strategies, including entrepreneurial games, still need to be practised.

1.3 PROBLEM STATEMENT

South African policies on curriculum, such as the Curriculum Assessment Policy Statement for Grade 10-12 (CAPS) Business Studies, clearly states that the subject aims to create learners who can create business opportunities, creatively solve problems and take risks, respect the rights of others and environmental sustainability; and are in a position to pursue sustainable entrepreneurial and self-employment career pathways (DBE, 2011).

The topic that can instil the skills that CAPS envisage is entrepreneurship. However, this topic is allocated only one week in the syllabus. The policy document only allows the topic of entrepreneurship to be taught for only in term 2. In one week allocated to entrepreneurship, teachers are expected to finish the topic in one week and use traditional teacher-centred methods. With a direct method, learners show less interest in the subject, are not motivated and lack understanding as the subject is taught more

theoretically (Majola, 2020). This may be different if teachers use a practical approach in teaching entrepreneurship, and this practical approach may be in the form of using entrepreneurial games. Games such as life scenarios and problem-solving activities. Things may be different if the subject can be taught more practically.

1.4 RATIONALE FOR THE STUDY

As a teacher employed by the Free State Department of Education and placed in the rural areas of the Eastern Free State, the researcher observed that a larger number of young people in the rural areas are unemployed. The reflection on entrepreneurship education in Business Studies and the current pedagogies used by teachers in schools has given the researcher the courage to investigate entrepreneurship education and its role in young people's lives. Several studies have been conducted to discuss how entrepreneurship can be promoted in rural areas. No study has been conducted on using entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 business studies. This study hopes to shed light on ways to enhance learner interest in entrepreneurship, bring new approaches to teaching entrepreneurship, and move away from the direct teaching approach in the classroom as it does not align with the aims of CAPS Business Studies.

1.5 AIM OF THE STUDY

The study aims to incorporate the use of entrepreneurial games as a pedagogical approach in teaching the topic of entrepreneurship in Business Studies Grade 10 class.

1.5.1 Specific Objectives

The following objectives of the study has been discussed:

- Identify possible challenges in using entrepreneurial games as an approach to teaching entrepreneurship.
- To explore optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship.

- Identify the best practice in the use of entrepreneurial games in teaching entrepreneurship.

1.6 CRITICAL RESEARCH QUESTION

How can entrepreneurial games be incorporated in a grade 10 Business studies class as a pedagogical approach to teaching the topic of entrepreneurship?

1.6.1 Sub-research questions

- What are the possible challenges in incorporating the entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- What are the optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- Is there evidence of best practices relating to using entrepreneurial games in teaching entrepreneurship?

1.7 SCOPE OR DELIMITATION OF THE STUDY

This study has been limited to only five grade 10 Business Studies teachers in the Thabo Mofutsanyana education district, making the inclusion of the broader population difficult. Data was collected in the Phuthaditjhaba with 5 schools selected to participate but only 4 teachers agreed to participate. A few more schools could have been added to improve the magnitudes of the findings, but the norm with qualitative research is to seek deepness and not breadth. The present study has been conducted in rural secondary schools in the Free State Province of South Africa and believes that including more schools from other provinces could have enriched the data and provided a more accurate analysis and recommendations. This study will collect and analyse the data to its best ability, irrespective of the abovementioned limitations.

1.8 SIGNIFICANCE OF THE STUDY

The present study aims to interpose knowledge by ensuring that using entrepreneurial games will promote professional curriculum practices across everyday teaching and learning and improve learners' educational occurrence in Business Studies. Teachers'

enslavement on traditional teaching methods (teacher-centred approach) is anticipated to weaken as an opening will be created to apply entrepreneurial games with the assurance to enhance performance in Business Studies. Using entrepreneurial games can offer progressive cooperative learning in the classroom and uplift both teachers' and learners' confidence.

1.9 DEFINITION OF OPERATIONAL CONCEPTS

This division describes the key ideas that were used in this study.

1.9.1 Business studies in a South African context

According to the CAPS document (DBE, 2011:6), Business Studies is a subject offered in grades 10 – 12, and it compacts with the intelligence, aptitudes, states of mind and values basic for educated, profitable, moral and capable support within the formal and casual financial divisions. This subject includes commerce standards, hypotheses and honing supporting entrepreneurial activities, economic undertakings, and financial development. Furthermore, the Department of Basic Education explains that Business Studies is a subject that prepares learners with the essential abilities to secure and apply fundamental commerce information, aptitudes and standards to beneficially and profitably conduct commerce in changing business environments and make trade openings, imaginatively illuminate issues and take dangers, regarding the rights of others and natural sustainability.

Business Studies is a school subject that discloses learners to business realism, helping learners obtain commerce aptitudes and plans for learners to be effectively included in their parts inside the society (Matoetoe, 2017:21). Therefore, learners are furnished with abilities that can offer assistance for them to begin their commerce and offer assistance to interested individuals in their communities with trade skills.

1.9.2 Entrepreneurial Games

According to Masumbe (2018:1), entrepreneurship is starting, marking, building and extending a business activity, building a group and gathering other assets to exploit an opportunity within the marketplace for a long-term victory. Entrepreneurship is distinct as the act of identifying potential needs and turning them into opportunities by

providing solutions (Ayankoya, 2016:3). A game can be defined as a structured form of play undertaken for fun or educational purposes (Arjoranta, 2019:1). Games are powerful learning tools as they allow learners to gain knowledge and experience of the real world (Layton, 2019:1). Types of entrepreneurial games that can be used in the classroom are Problem-Based Learning,

The South African curriculum on entrepreneurship is more theoretical on bookish knowledge and less practical knowledge. Entrepreneurial games are an applied way of learning about business experiments and how to overcome those challenges in a risk-free environment (Arpaci, 2017:23). Entrepreneurial games are a consistent and stimulating practical system that provides learners with a rich and risk-free atmosphere where they work composed, brainstorm with one another, simulate activities in the classroom and make decisions based on particular situations (Zulfiqar et al., 2019:108).

Entrepreneurial games are activities and tools that can be used to teach Business Studies to stimulate entrepreneurial interest in Business Studies learners. Learners' practical and critical intelligence skills are improved by conveying a relationship between their speculative and practical knowledge using entrepreneurial games. Including entrepreneurial games in conventional teaching methods can bring approximately more dynamic, valuable, and optimistic results from learners. Using entrepreneurial games will allow teachers to construct and let learners run numerous businesses, experience hindrances and encounters, face hurdles, and get rewards in a more exciting but risk-free environment.

A study conducted in California showed that learning entrepreneurial skills requires combining theoretical and practical pedagogies for the subject to be more interesting to learners (Johnsson et al., 2016: 337). In entrepreneurship teaching and learning in the classroom, learners must be able to develop a relationship with the subject itself. Learning entrepreneurship using entrepreneurial games as a pedagogical approach can be seen as a way to encourage the development of creativity and innovation and the individual's ability to see new opportunities. It is also about making adequate business decisions based on real-life situations and problems.

Game-based learning is created on philosophies and submissions that need to be executed by learners to improve their learning presentation by absorbing themselves

in an actual situation. The fundamental value of using entrepreneurial games in entrepreneurship education is developing constant understanding among business study learners about innovative skills, motivational abilities, and meaningful tasks (Zulfiqar et al., 2019:110). Therefore, using entrepreneurial games can be incredibly beneficial at the school level to increase and boost learners' attitudes toward entrepreneurship in an appropriate, satisfying teaching and learning environment. Games are a very important tool that can be used for effective approach to teach entrepreneurship in Business Studies as they help to help improve learners ability to understand the topic better, increase their motivation to learn and improve their problem-solving skills (Casau, Ferreira & Amorim, 2023: 95). Games such as Problem-Based learning, Case Study games, Monopoly and Entrepreneurs day amongst others may be used in teaching this topic in Business Studies. The use of these games has the ability to help learners conceptualise the subject.

1.9.3 Pedagogical Approach

The pedagogical approach is defined as the principles and methods of instruction and is concerned with the teaching processes (Kapur, 2020). Persaud (2019) defines pedagogy as education, instruction and activities impacting knowledge or skills. Pedagogy is the teaching method and practice, especially as an academic subject or theoretical concept. With the above explanations, pedagogy is referred to as the method of how teachers teach; in theory and practice, it is formed by an educator's teaching beliefs and approaches and how they affect learners' learning. Teachers in the classroom need to ensure that they put into practice the teaching methods, teaching materials and instructional strategies in such a manner that would contribute notably to promoting learners learning (Kapur, 2020).

The pedagogical approach is the term concerned with what educators do to influence the learning of others in the classroom. Using entrepreneurial games in the grade 10 Business Studies class will require teachers to revisit their teaching methods that encourage rote memorisation to a more practical way of teaching and learning. More specifically, when teaching the topic of entrepreneurship. Pedagogical changes in the classroom with entrepreneurial games may be seen to improve learners' interest and

motivation in entrepreneurship because teachers will not only be reading books, but learners are just passive receivers of information.

1.9.4 Entrepreneurship

Theoretical research in entrepreneurship has developed comprehensively over the last few years. Its roots are often associated with the Industrial Revolution in the early 1500s when members of the royal court started to interlock in undertakings that showed entrepreneurial activities (Casson & Casson, 2019:1). Other scholars, such as Lopez et al. (2016: 158) clearly states that the first theoretical influences in the field of entrepreneurship can be followed back to the 1980s. It was characterised by multiplying different theories and concepts plagiarised from disciplines such as sociology, psychology, economics and management. Some aspects of entrepreneurship can be taught. Both local and international research reinforces the idea that information, abilities, states of mind, and capabilities related to entrepreneurship can be taught (Nyamunda & Westhuizen, 2020:45; Du Toit, 2018:4). Globally, entrepreneurship education is one of the fastest-growing areas in education. The foremost reason for this rapidly increasing intrigue is that business instruction is expected to create salary and business openings, contributing to national economies (Du Toit, 2018:4).

1.10 THEORETICAL FRAMEWORK

According to Grant and Osanloo (2014:13), a theoretical framework is a broad overview of a skeleton that can support a theory in a study and serves as a blueprint in which the study can be constructed. The social Constructivist theory of Lev Vygotsky is selected as the theory underpinning this study. The basic notion of this theory is that knowledge is co-constructed through social interaction. Vygotsky highlights the relevance of social and cultural interactions in the learning process. Vygotsky (1962) believed that children's cognitive development is advanced through social interaction with others, particularly those who are more skilled. According to Vygotsky (1962), children are shown how to perform specific tasks; they eventually organise the new information received in their existing mental schemas to learn how to perform them independently. Hence, cognitive development through social learning

enables children to construct their knowledge actively (Vygotsky, 1962) concerning children's learning process.

The importance of social contexts and culture in learning prompted the researcher to use Vygotsky's theory in this study. According to Vygotsky (1978), learning is essentially social, with high mental functions rooted in activity mediated by psychological tools, with materials from learner's cultures as tools. This suggests that all human thinking processes depend on society's social set-up and culture. The use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 Business Studies in Thabo Mofutsanyana Education District will make use of two critical aspects of Vygotskian theory of learning as a social process: namely, mediating learning and assistance with higher-order cognitive skills within individual students' zone of proximal development (ZPD).

The use of this theory has enabled the study to achieve its aim and objective of incorporating the use of entrepreneurial games as a pedagogical approach in teaching the topic of entrepreneurship in Business Studies grade 10 class. Furthermore, with this theory, it was possible to identify the success and failure indicators of using entrepreneurial games to teach the topic of entrepreneurship in grade 10 Business Studies class and thoroughly understand the impact thereof on the individual teachers, learners and curriculum. It simply means we must empower teachers by significantly contributing to learning and achievement. The researcher has, therefore, use two concepts mentioned above, implanted in sociocultural theory, as a lens to determine how teachers use entrepreneurial games in teaching and learning to promote their teaching interactions between themselves, as teachers and learners, and interactions between learners.

Regarding mediating learning, Vygotsky (1978) explains mediation as a tool used in cognitive change. According to Vygotsky (1978), language is an important characteristic and tool of any formal school learning system. In this study, the researcher is interested in how teachers use entrepreneurial games to mediate classroom learning—the practical demonstration of entrepreneurial games where learning mediation will take place. During the mediation process, scaffolding will occur because teachers use entrepreneurial games to promote learning of Business Studies.

Scaffolding during the mediation process will take place and might also impact learners' ZPD and teachers' ZPD. Scaffolding has been used as a supporting role that teachers play in using entrepreneurial games. How teachers will support learners during the use of these games and how they ask questions and give learners instructions during the use of entrepreneurial games forms the support structure of scaffolding. The Zone of Proximal Development (ZPD) is defined as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978).

The ZPD is understood by Vygotsky as the current level of development of learners through mediating tools (entrepreneurial games and language used in Business Studies) and capable adults or peer inputs. The idea is that after complementing tasks jointly, the learner will likely be able to complete the task individually the next time. As the learner accomplishes the task, their ZPD or the gap between what they can do independently and what they can only accomplish with assistance shrinks (Shabani et al., 2010). In this study, entrepreneurial games might impact the ZPD of teachers and learners as they interact during the lesson. Using entrepreneurial games might increase the learner's ZPD in understanding the concepts of Business Studies and the Business Studies language.

1.11 RESEARCH METHODOLOGY

1.11.1 Research Paradigm

The transformative paradigm was selected because it is subjective to various viewpoints with a mutual subject of liberating and transmuting societies (Mertens, 2009:12). According to Chilisa and Kawulich (2012:5), the transformative paradigm aims to abolish mythologies and authorise individuals to modify civilisation drastically. This paradigm is fundamentally shaped by "social, political, cultural, economic, race, ethnic, gender and disability values" (Chilisa & Kawulich, 2012:5). The theoretical expectations of the transformative paradigm can be instrumental in questioning why the current curriculum on entrepreneurship does not help restructure societal realities. Hence, the study focuses on using entrepreneurial games as a pedagogical application in teaching entrepreneurship in Business Studies grade 10 class.

The epistemological assumptions pointed to the nature of awareness and the connection between the academic and those whose involvement the researcher pursues to recognise (Mertens et al., 2008: 98). There should be a communication relationship between the researcher and the contestants in describing the problem (Ginsburg & Mertens, 2009:329). Three fundamental values motivate supervisory morals in research: reverence, generosity, and fairness; they are essential in the transformative paradigm. The fundamental belief of the transformative paradigm provides a way to address matters of communal fairness (Mertens, 2007:212).

The research in this paradigm will identify societal variations and prejudices and endeavour to challenge the status quo. The development of the transformative paradigm came from individuals in society who were marginalised in history, which was a way to bring their voice to research (Mertens, 2010:9).

It outlines that actuality is socially created and concludes with mindfulness that other persons conquer superior societal power. They vary from the positivists/post-positivists because social reality is constantly changing (Chilisa & Kawulich, 2012:12). One of the outcomes of this paradigm is aligned with societal empowerment. The main goal of the transformative paradigm is to devour examination studies that contribute to supportable changes and developments in the community (Mertens, 2007:218). This paradigm is selected because it is subjective to various viewpoints with a mutual subject of liberating and transmuting societies (Mertens, 2009:12).

Entrepreneurial games will make a pedagogical shift in how content is transferred from the teacher to learners in the classroom. In the study, the researcher will use the transformative paradigm to directly engage themselves in working inclusively with the teachers in a rural context in the eastern Free State Province of South Africa, facing factors associated with pedagogical challenges and the underutilisation of available resources. Therefore, the transformative paradigm will allow the researcher to engage the participants' local and indigenous knowledge and experience regarding using entrepreneurial games as a pedagogical approach in teaching entrepreneurship in grade 10 Business Studies.

1.11.2 Research Approach

This study practices qualitative research in preference to research focus and includes a person's thoughts and methods without controlling them (Hammarberg, Kirkman & Lacey, 2016: 498). A qualitative research design has been deemed necessary for this study because challenges prevailing in the Thabo Mofutsanyana education district has been clearly defined, and possible resolutions to the prevailing challenges were recognised. However, the efficiency of applying an involvement programme remains undefined. Maree (2016:53) and Saunders, Lewis and Thornhill (2012:26) define qualitative research design as a method based on data presented in words rather than numerical data.

Qualitative research design can be seen as a means to attain understanding through participants' eyes. The study designs in qualitative research are mostly centred around selecting people from whom the information necessary for the study is discovered and gathered (Kumar, 2011:103). Saunders *et al.* (2012:26) argue that qualitative research design is generally related to explanatory thinking, where researchers must understand and make sense of information. At the same time, Letshwene (2014: 66) says that qualitative research focuses more on understanding social sensations from participants' perspectives. Goldkuhl (2012:22) agrees with Saunders *et al.* and Letshwene that qualitative research poses questions to participants that require an in-depth explanation that might help the academic comprehend and make sense of information.

Denzin and Lincoln (2011:3) argue that qualitative research is an action that pursues to position an academic in an ordinary setting to attempt to make sense of or construe the everyday life of dissimilar personalities or groups of people. The qualitative research will allow the researcher to gain insight into using entrepreneurial games as a pedagogical application to teach entrepreneurship in grade 10 Business Studies. It will assist the researcher in determining any complications that might occur within the current entrepreneurship improvement.

Qualitative research is a method that studies the natural social life. It is a technique used to understand social reality (Saldana, 2011:12). Preferably, qualitative research answers queries about denotation, understanding and perception from the position of the public concerned in an endeavour to generate new understanding to advance

lives, and it focuses on the use of approaches and practices of witnessing, recording, analysing and understanding features and denotation of human occurrences in the study (Hammarberg *et al.*, 2016:499). Consequently, this research chose to use a qualitative research approach because it formed a space whereby the participants could share their rich and detailed information for the purpose and benefit of sustainable transformation (McDonald, 2012:34).

Both qualitative and transformative paradigms are various professional development methods in and outside the classroom and aim to transform societal realities (Mertens, 2015:8). Both qualitative and transformative paradigms will help the researcher obtain research data and find ways to change pedagogical methods in the classroom. Learners find it hard to practise what they have learnt. Moreover, teachers still rely on textbooks, notes and chalkboards as their teaching tools for Business Studies, making the subject less attractive. In this study, the research site serves as a natural setting to make sense of the teaching and learning of entrepreneurship in Business Studies using entrepreneurial games as collaborative learning. Ideally, qualitative research is used to answer questions about meaning, experience and perspective from the standpoint of the community concerned to create new knowledge to improve lives (Hammarberg *et al.*, 2016:499). Therefore, the researcher will use the qualitative research approach because it creates a space where the participants can share their rich and detailed information for sustainable transformation in rural areas.

1.11.3 Design of the study

Karlsson's (2016: 3) case study design is studying a phenomenon within a particular context and improving a deep understanding of its relation to the context. Furthermore, a case study can be defined as a fundamental idea whereby one case is studied to advance an in-depth understanding of that case (Motsoeneng, 2020:51). Nonetheless, there are numerous types of cases. Karlsson (2016:5) and de Vos *et al.* (2011: 321) differentiate between three types of case studies: exploratory, descriptive and explanatory. An exploratory case study is utilised when the intention is to understand how an occurrence occurs. A descriptive case study illustrates and describes a phenomenon within the settings in which it happened and an explanatory case study seeks to enlighten causal links between the case and its settings in real-life circumstances.

This study will use an exploratory case study that will allow a far-reaching review of an unclear or new phenomenon while it retains the complete and meaningful characteristics of real-life events. The interventions that will be evaluated are unclear (Maree, 2016:83). Harrison et al. (2017:8) explain an exploratory case study as a study of the case, for example, a specific group or department which provides insight into a particular issue to build a theory or redraw generalisations. Moreover, an exploratory case study focuses on an in-depth understanding of an issue or theme by realising individual or group perceptions and how they perceive the world in which they live (Karlsson, 2016). This is a perfect method for discovering the experience and approach of Business Studies grade 10 teachers in the Thabo Mofutsanyana district regarding the use of entrepreneurial games.

The underlying goal of using an exploratory case study was to conduct an in-depth analysis of the identified issue (Karlsson, 2016:6); therefore, the research was conducted within a natural setting to understand the issue from the participants' perspective. This study conducted in-depth interviews to understand the perceptions of grade 10 Business Studies teachers and how they perceive or understand the environment where they work. Karlsson (2016:7) has explained that an exploratory case study relies on in-depth interviews. This study chose to use an exploratory case study because it will help to obtain rich data-gathering opportunities and gain new insight into the research questions regarding formulating ideas for future research on similar cases.

In this study, qualitative research is discussed as an approach. The study's design is an exploratory case study, and it will permit the researcher to gain familiarity with unknown areas by collecting data from spoken and written words. This is appropriate for the study because it will help identify the possible challenges in incorporating entrepreneurial games in teaching entrepreneurship in a grade 10 class and also help determine the effectiveness of using entrepreneurial games in the classroom. However, the optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship in grade 10 classes remain uncertain.

1.11.4 Study Site

The explanation of a research site is crucial because it provides data regarding the history of the community, the economic climate and the culture, which influence the way the community thinks and lives (Motsoeneng, 2020:45). Thabo Mofutsanyana district is located in the Eastern part of the Free State Province of South Africa and borders Lesotho and the provinces of KwaZulu-Natal and Mpumalanga. It includes six local municipalities: Dihlabeng, Maluti-A-Phofung, Mantsopa, Nketoana, Phumelela and Setsoto. Nonetheless, the teachers selected for this research are in Maluti-A-Phofung local municipality in Phuthaditjhaba in Qwa-Qwa. Community members live in poverty due to low education levels and often need assistance with employment, proper infrastructure and insufficient market access. Based on the relative wealth of the surrounding community, the schools are categorised as quintile 1 and 2 because they do not pay school fees as the Free State Education Department funds them. In the study, a lasting impression was made by learners taking advantage of growth opportunities and adopting skills and values to survive in the real world.

1.11.5 Research Participants Selection

Purposive sampling is determined to choose participants in this study. Members of a sample group are selected to represent a phenomenon, group or location (Maree, 2016:85). This type of sampling is deemed necessary for the study because participants contain most characteristics that function for the study and represent the population that serve the purpose of the study.

Data was collected from 5 Business Studies teachers in the Thabo Mofutsanyana education district of the Free State province. All the teachers nominated for the study must have a four-year Bachelor of Education in Further Education and Training - B.Ed (FET) degree with Business Studies as one of the majors. Alternatively, teachers must have a PGCE certificate and Business Studies as a major. Teachers must have either a B.Ed (FET) or PGCE certificate. These teachers must currently teach the subject in the FET Phase with at least three years of experience teaching the subject. All teachers must be teaching in the rural areas of Thabo Mofutsanyana Education District.

Purposive sampling is significant in this study because the sample is wholly founded on the researcher's conclusion. The sample composes the essentials of the population's features that serve the training's persistence (de Vos *et al.*, 2011:392).

1.11.6 Instruments for Data Collection

The selection of data-generating techniques must be related to the study's purpose and the design's structure (Maluleke, 2015: 62). Data was generated using one qualitative technique- individual semi-structured interviews. According to de Vos *et al.* (2011: 350), semi-structured interviews help the researcher collect a detailed picture of participants' beliefs about a particular topic. Adeoye-Olatuwe & Olenki (2021) explains that semi-structured interviews are administered verbally, individually or in groups, using an interview schedule consisting of a prepared list of questions that were asked to all the participants. This qualitative data collection method allowed the researcher to ask additional questions that may arise during the interview session.

This qualitative data-generation method also helped the researcher understand the participants' views and perceptions on using entrepreneurial games as a pedagogical application in teaching entrepreneurship in Business Studies grade 10. Semi-structured interviews helped this study understand the challenges experienced by grade 10 Business Studies teachers daily teaching the subject. Although an interview schedule was prepared to guide the questions, the participants were allowed to elaborate and provide further information on the teaching and learning of Grade 10 Business Studies. The interview process permitted the researcher to interact with the participants to acquire significant knowledge to enhance the teaching and learning of accounting using web-based collaborative learning.

1.11.7 Instrument Credibility, Triangulation and Trustworthiness (if qualitative)

The purpose of any tool in research is to acquire credible and trustworthy data so that the researcher can read the situation precisely, reach conclusions and suggest possible solutions. Moreover, using adequate and appropriate procedures, the researcher reported correct and reliable findings (Letshwene, 2014:61; Adeoye-Olatuwe & Olenki; 2021).

1.11.7.1 Credibility

Credibility can be explained as a complete thoughtful of both customary and modern viewpoints that are important for enlightening the composition of qualitative researchers and readers (Creswell & Poth, 2016: 254). Additionally, credibility inspects whether the study accurately measures its intended measure. A qualitative research study uses researchers to determine credibility by asking various questions to seek answers in researching others. This research will use the research questions, literature review, data generation techniques and data analysis whereby the participants made valid arguments and recommendations. The researcher will use a tape recorder to record conversations with participants while allowing them to express themselves entirely regarding their challenges in teaching and learning Grade 10 Business Studies.

1.11.7.2 Trustworthiness

In these interviews, both English and Sesotho were used to communicate, allowing participants to participate in the discussions easily. The researcher has consulted the participants to approve word-for-word accuracy and representation. At an advanced stage, when the data was construed, the contestants were consulted again to allow the validation and verification of the interpretations provided. The Sesotho verbatim transcriptions will be translated into English.

1.11.8 Data Collection Procedures

Semi-structured interviews were conducted using telephones and internet-based methods such as Skype. Skype is an internet-based technology that provides the parallel or co-current capability of sight, hearing the participant at the end of the line, and permitting interviews to take place face-to-face (Lacono et al., 2016:1; Krouwel et al., 2019:2). Lacono *et al.* (2016:10) explain that Skype is a valuable method as it makes researchers feel more at ease. Furthermore, Lacono *et al.* outline that we will see facial expressions with Skype video calls. An alternative level of communication that is crucial to note in a Skype video strategy is exchanging records (such as photographs) in real-time and sorting through the courier benefit associated with the same Skype interface. With this in mind, Skype is a more suitable method to collect data in this study because the researcher can still see the participants in person.

Telephones can be used to access populations that may be difficult to reach in person, so to conduct face-to-face interviews (Block & Erskine, 2012:430).

Using telephone interviews to collect data may allow the researcher to interview individuals who may not be available due to unforeseen circumstances such as illnesses (Block & Erskine, 2012:430; Vogl, 2013:5). The use of the telephone to collect data provides the same duration and number of words as in face-to-face interviews. The use of telephone interviews has the following advantages. Firstly, it provides a superior level of secrecy and discretion than face-to-face meetings (Farooq & de Villiers, 2017:6; Vogl, 2013:5). Both scholars agree that telephone interviews provide researchers access to different resources without travelling. The researcher agrees with both scholars as telephone interviews are cost-effective and time-effective. Farooq & de Villiers (2017:8) argue that using telephone interviews increases the willingness of participants to share personal information than if they were within the prospect of the interviewer.

1.11.9 Data Analysis Procedures

Letshwene (2014:14) argues that data interpretation provides meaning to the raw data and does not involve just reporting data but provides the reader with practical insights that were not obvious initially. During the interviews, the researcher must try to remain as neutral as possible to avoid polluting data with his ideas, perceptions and previous knowledge of the subject, and the analysed data must be returned to all participants in order to verify their authenticity and make it a true reflection of what they said. According to Krouwel *et al.* (2019:9), using video call interviews has the following advantages: firstly, they permit significant time and cost savings because travel costs are minimal. Secondly, video call interviews may be reasonable and realistic when research is impossible because of uncommon diseases and some dangerous situations.

Data analysis is an intermediary step in qualitative research because data are classified and interpreted through linguistic or visual material to make meaning about implicit and explicit structures (Mezmir, 2020:20). For this study, a thematic analysis was used to analyse the data. According to Nichols (2016:34), thematic analysis is utilised to recognise, examine and report designs inside information. It includes

looking over an information set –through a vast extent of writing in interviews - to discover rehashed designs. One of the significant advantages of thematic analysis is that it has a flexible approach that can be used across a wide range of research questions and epistemologies.

This study has used two types of analyses: the formal analysis, which focuses on the structure of participants' stories and the functional analysis, which focuses on what is being told. Descriptive information will be organised into groups and themes through coding to reduce information and simplify the findings' interpretations. With the use of services such as Skype, recording interview questions and answers was started immediately after the first question is asked and conclude when the last question is being answered. The interviewer has informed the participants when the recording has started, paused or stopped. All contestants will be presented with the prospect of listening to a copy of the video/audio recording of the interview (Krouwel *et al.*, 2019:6). The transcriptions of the interviews was analysed, and similar topics were grouped into themes.

1.12 ETHICAL CONSIDERATIONS

1.12.1 Gaining Entry

The letter applying for permission to perform research was sent to the Free State Department of Education- Thabo Mofutsanyana District. Permission was also requested from the University of the Free State ethics committee to conduct this study. The gatekeeper's letters were emailed to the principals for permission to interview their teachers.

1.12.2 Participants Rights

The researcher ensured that participants have the opportunity to pre-read the consent forms and ask if the interview could be recorded before the start of the interview. Participants are also informed that they can pull back at any time from the research and must be allowed to decide on the location, day and time of their interview (Lacono *et al.*, 2016:25). No interviews occurred without participants signing the consent forms (Masumbe, 2018:26). Participants had the right to pull out from the study if they were

no lengthier interested in participating in this study. The researcher was not projected to direct participants concerning his or her agenda during this study (Matoetoe, 2017:63).

1.12.3 Informed Consent

Written informed consent is essential in research when data is to be collected. Attaining informed consent suggests that all conceivable and satisfactory data on the objective of the research, the anticipated term of participants' inclusion in the study, possible advantages and disadvantages of participating in the study, as well as the dangers that participants may be exposed to when participating in the study, must be discussed with all participants (de Vos *et al.*, 2011:117). No one was ever pressured to participate throughout the study because participation will always be voluntary. All participants in the study are lawfully and expressively proficient in giving permission, and it will be explained that they are at liberty to pull out at any time from the study.

1.12.4 Confidentiality

In the consent forms, it was clearly stated that the confidentiality of the participants was ensured by using pseudonyms to ensure anonymity is the priority. The researcher treated all participants with respect and due consideration during this study. The researcher was aware that material was used only for the tenacity of research, and the names of the participants will not be attached to the information given. Kumar (2011:221) urges the researcher to ensure that information collected during the study and its sources cannot be recognised. It is also important that researchers be careful not to neglect or not protect the confidentiality and anonymity of the information collected from respondents.

1.12.5 Protection from Harm

Kumar (2011: 221) explains that research projects may not cause discomfort, anxiety, harassment, or dehumanising procedures. Furthermore, de Vos *et al.* (2011:115) discuss that the elementary ethical rule in research is that no damage may be brought

to participants, either physical or emotional. The researcher must protect participants from harm while trying to understand grade 10 teachers' understanding of entrepreneurial games to teach Business Studies. Respondents will be informed thoroughly before data collection can begin about the possible impact of the study.

1.12.6 Achieving Anonymity

Everyone has the right to privacy and can decide when and to whom their attitudes and identities has been revealed (de Vos *et al.*, 2011:119). All participants are assured, as far as possible, of anonymity and confidentiality when participating in the study. Anonymity will be achieved as the true identities of participants will not be used anywhere in the study; code names were given to all participants during the duration of the study. Participants will be assured that their recorded discussions will be kept safe, and the transcript will be destroyed after five years. Maluleke (2015:16) stresses that it is essential to ensure that participants' right to privacy is always protected with the promise of confidentiality.

1.12.7 Maintaining Professionalism

Researchers are honourably compelled to ensure that they are authentic and competent to undertake the proposed investigation, and the researcher must ensure that the entire research project runs ethically (de Vos *et al.*, 2011:115). The research must remain as professional and unbiased as possible during the study. The researcher must also acknowledge all sources of information used in this research project, and the similarity report has been generated at the end of this project to avoid direct copying of information during the study duration.

1.13 ORGANISATION OF CHAPTERS

Chapter 1: An indication of the study has been provided by discussing the background, research problem, theoretical framework and research methodology to give background to the reader.

Chapter 2: This chapter will discuss the local literature, theoretical framework and concluding remarks.

Chapter 3: A complete discussion of the research methodology, including sampling, data generation procedures, data analysis and ethical considerations, will be written in detail in this chapter.

Chapter 4: This chapter will focus on the data presentation, analysis and discussions of the research findings.

Chapter 5: Findings, recommendations and reflections will be presented in this chapter.

1.14 CHAPTER SUMMARY

This chapter gave a brief background to deliver a setting concerning the entire study. It then outlined the research problem, research aim, questions and objectives, the theoretical framework and then concluded by discussing the research methodology and chapter layout.

The next chapter discusses literature, highlighting the gaps in the literature on challenges, solutions and possible evidence of success concerning the grade 10 teachers understanding of entrepreneurial games to teach Business Studies. Furthermore, the chapter discusses the theoretical framework and details how it helped formulate the research questions.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The study aims to enhance the teaching and learning of Grade 10 entrepreneurship in Business Studies using entrepreneurial games as a pedagogical application in learning. In Chapter 1, the study provided an introduction and brief background, the research problem, definitions of operational concepts, the research questions and aim, the theoretical framework and the research methodology. This chapter aims to determine the effective use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in Business Studies Grade 10. This was done by reviewing the literature to identify factors contributing to learners' poor performance on this topic.

This chapter then discusses the theoretical framework used and details how it assisted the researcher in laying the foundation to answer the research questions. In undertaking the study, the questions below mainly guided the study.

Critical Research Question

How can entrepreneurial games be incorporated in a grade 10 Business studies class as a pedagogical approach to teaching the topic of entrepreneurship?

Sub-research questions

- What are the possible challenges in incorporating entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- What are the optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- Is there evidence of best practices relating to using entrepreneurial games in teaching entrepreneurship?

2.2 THEORETICAL FRAMEWORK

According to Grant and Osanloo (2014:13), a theoretical framework is a broad overview of a skeleton that can support a theory in a study and serves as a blueprint in which the study can be constructed. Theories are formulated to explain, understand and predict occurrences and to challenge the existing knowledge within the limits of bounding assumptions. Ideally, the structure describes and introduces the theory explaining why the research problem exists. The social Constructivist theory of Lev Vygotsky is selected as the theory underpinning this study. The basic notion of this theory is that knowledge is co-constructed through social interaction. Vygotsky highlights the relevance of social and cultural interactions in the learning process.

Vygotsky (1962) believed that children's cognitive development is advanced through social interaction with others, particularly those who are more skilled. According to Vygotsky (1962), children are shown how to perform specific tasks; they eventually organise the new information received in their existing mental schemas to learn how to perform them independently. Hence, cognitive development through social learning enables children to actively construct their knowledge (Vygotsky, 1962).

2.2.1 Historical Background of Social Constructivism Theory

Tracing the historical background of Social Constructivism would enlighten the original thoughts held by the founders of this theoretical framework. Social constructivism is a social learning theory developed by Russian psychologist Lev Vygotsky in 1968. Vygotsky was a cognitivist but rejected the assumptions made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context (Akpan et al., 2020:50). He argued that all cognitive functions originate in social interactions and that learning did not simply comprise the assimilation and accommodation of new knowledge by learners. Social constructivism is a highly effective teaching method that all learners can benefit from since collaboration and social interaction are incorporated (Powell & Kalina, 2009:243).

This type of constructivism was formed after Piaget described his theories involving individual or cognitive constructivism. Lev Vygotsky, the founding father of social constructivism, believed in social interaction and that it was an integral part of learning.

Social constructivism is based on the classroom's social interactions and a personal critical thinking process. It was the process by which learners were integrated into a knowledge community. In this theory, learners learn primarily through interactions with their peers, teachers and parents; teachers stimulate and facilitate conversation by harnessing the natural flow of conversation in the classroom. Saleem et al. (2021:406), this theory suggests that successful teaching and learning heavily depend on interpersonal interaction and discussion, focusing on the learners' understanding of the discussions.

One of the noticeable supporters of social constructivism, Lev Vygotsky, argued that learning is naturally collaborative and impacted by culture and social environment. According to this theory, learning occurs in a social environment with conversations, discussions and problem-solving activities (Ramsook & Thomas, 2016:129).

2.2.2 Importance of Theory

The importance of social contexts and culture in learning prompted the researcher to use Vygotsky's theory in this study. According to Vygotsky (1978), as cited in Mohammed & Kinyo (2020), learning is essentially social, with high mental functions rooted in activity mediated by psychological tools, with materials from learner's cultures as tools. This suggests that all human thinking processes are interdependent with society's social set up and culture. The use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in Grade 10 Business Studies in Thabo Mofutsanyana Education District will make use of two important aspects of Vygotskian theory of learning as a social process: namely, mediating learning and assistance with higher-order cognitive skills within individual learners' zone of proximal development (ZPD).

The use of this theory will enable the study to achieve its aim and objective of incorporating the use of entrepreneurial games as a pedagogical approach in teaching the topic of entrepreneurship in Business Studies grade 10 class. According to Igwe (2018:53) and Dorgu (2015:53), Social Constructivism theory has the following implications for teachers' teaching methods and learners' learning.

2.2.2.1 The role of teachers in the social constructivism classroom

Social constructivism advances authority to instructional pedagogy by defining the teacher's role in the teaching and learning process. This suggests that teachers should adopt teaching methods that are:

- The focus is on the learners rather than the teacher. This means the learners are urged to participate in their learning process actively. They are allowed to develop their ideas, questions, definitions and make-ups.
- Collaborative in nature: emphasis is placed on learning through social interaction. This is done by making learners work in groups to solve problems and investigate and explore topics/situations to arrive at conclusions. By so doing, they discover or construct knowledge by themselves.
- Teacher-guided: In social constructivist classrooms, collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be prompted by presenting specific concepts, problems or scenarios and is guided by effectively directed questions, introducing and clarifying concepts and information, and references to previously learned material.

Furthermore, with this theory, it has been possible to identify the success and failure indicators of using entrepreneurial games to teach the topic of entrepreneurship in Grade 10 Business Studies class and thoroughly understand the impact thereof on the individual teachers, learners, and curriculum. It simply means we must empower teachers by significantly contributing to learning and achievement. The researcher uses two concepts mentioned above, implanted in socio-cultural theory, as a lens to determine how teachers use entrepreneurial games in teaching and learning to promote their teaching interactions between themselves, as teachers and learners, and interactions between learners.

The social constructivist approach can successfully align learners' learning with real-life professional work. Teachers will make their learners enjoy the social activity of group work to share different perspectives and understandings, and they will perceive their learning as enhanced through self-directed learning. Kanno (2018:336) holds that social Constructivism theory propagates that factors such as values, religious

beliefs, ideologies, and politics are among the factors that influence the bodies of knowledge that have been developed. Social constructivism can, therefore, primarily focus on how people form understandings and formal knowledge about the world. Doolittle (2014:487) further adds that social constructivism, with its emphasis on the interactional nature of knowledge, posits that knowledge is constructed as a result of learners' interaction with the environment and also through interaction with fellow learners.

According to Kanno (2018:336), Social constructivism has the following importance to the teaching and learning process in the classroom:

- It encourages active participation of learners and encourages active participation and interaction among learners, the teacher, and other components of the teaching-learning process.
- It encourages skill development and learners to develop and use their initiatives.
- Discourages rote learning and passivity on learners' part, stimulates interest, and aids retention. It helps develop critical thinking and problem-solving capacity.
- Triggers curiosity on the part of learners using activity-based teaching methods employed by the teacher.
- Promotes high self-esteem on the part of learners based on their trust in self-approach to learning. The teacher guides the learners to trust, believe in themselves and demonstrate that they can accomplish a given task.
- Facilitates active construction of knowledge where learners are encouraged to explore and interact with the resources available.

The study has discussed two notions of social constructivism: mediation and zone of proximal development (ZPD). The notion of mediation will focus on the tools and language that are used during teaching and learning, and ZPD explains that learning is best understood in the light of others within an individual's world and the interconnection of an individual and others (Brau, 2020).

2.2.3 Mediation

Regarding mediating learning, Vygotsky (1978), as noted in Kelly (2012), explains mediation as a tool used in cognitive change. According to Vygotsky (1978), language is an important characteristic and tool of any formal school learning system. The researcher is interested in how teachers use entrepreneurial games to mediate classroom learning. Kalpana (2014:28) maintains that mediation is based on the belief that thinking is entrenched in social and physical contexts, not in the individual's mind. According to this belief, knowledge is embedded in situations in which learning occurs; hence, a learning environment must resemble real-life situations as far as possible.

This idea of mediation is closely linked to the use of the teaching strategies that are the components of a Context-based approach in entrepreneurship education proposed by this study—the practical demonstration of entrepreneurial games where mediation of learning will occur. During the mediation process, scaffolding will take place because teachers use entrepreneurial games to promote the learning of Business Studies. Scaffolding during the mediation process will take place and might also impact learner's ZPD and teachers' ZPD. Scaffolding was used as a supporting role that teachers play in using entrepreneurial games.

How teachers support learners during the use of these games and how they ask questions and give learners instructions during the use of entrepreneurial games forms the support structure of scaffolding. The concept of mediation opens the way for the development of a non-deterministic account in which mediators (teachers) serve as how the learners act upon social, cultural and historical factors (Daniels, 2015:37). Teachers can mediate learning in the classroom and help learners learn better by interacting with them. Moreover, teachers can create an interactive, unstressed classroom environment which motivates learners to learn and promotes participation.

Teachers also have to facilitate the interactions among learners by producing entrepreneurial games, as learners are involved in these games in groups or pairs. Mediation of learning, according to Vygotsky, is based on the learner's ability to learn about tools that can be used socially (e.g. assets, money, pencils) and signs that are culturally based (e.g. language, writing, number system) by cooperating with their peers and adults who can also help to initiate them into their culture. The result is that these culturally based activities provide internalised social experiences that later become part of the individual's mental functioning. Conferring to Doolittle (2014:487),

in Social Constructivism, knowledge is thus understood to be the outcome of personal experiences in society, which are influenced by the person's socio-cultural history and can lead to an altered representation of experience. Kalpana (2014:28) also affirms that a social constructivist approach emphasises the social contexts of learning and stresses that knowledge is mutually built and constructed. The interactions of learners will, therefore, give them a chance to exchange their views with one another and generate a shared understanding related to a particular concept being studied.

Even though Vygotsky acknowledged the contribution of individual cognitive structures in learning, he was, nevertheless, of the belief that the social and interpersonal aspects of learning overlay the way for the individual and intrapersonal aspects (Scholnik, Kol and Abarbanel; 2006:13). He further emphasised the social roots and the effect of interaction in learning.

2.2.4 Zone of Proximal Development

The Zone of Proximal Development (ZPD) is defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978). The concept of ZPD was developed by Lev Vygotsky during the late 1920s and elaborated until he died in 1934. The ZPD is understood by Vygotsky as the current level of development of learners through mediating tools (entrepreneurial games and language used in Business Studies) and capable adults or peer inputs. The idea is that after complementing tasks jointly, the learner will likely be able to complete the task individually the next time. As the learner accomplishes the task, their ZPD or the gap between what they can do on their own and what they can only accomplish with assistance shrinks (Shabani et al., 2010).

In this study, entrepreneurial games might impact the ZPD of teachers and learners as they interact during the lesson. Using entrepreneurial games might increase the learners' ZPD in understanding the concepts of Business Studies and the Business Studies language. Roosevelt (2008) explains that the main aim of education from the perspective of Vygotsky is to keep learners in their ZPDs as often as possible by giving them interesting and culturally meaningful learning and problem-solving tasks that are

slightly more difficult than what they do alone, such that they need to work together with one another to finish the tasks. Vygotsky (1962) introduces the concept of ZPD to criticise the psychometric-based testing done in Russian schools. These tests only reflected the current level of learners' achievement rather than learners' potential for development in future. Business Studies teachers focus more on the current learner achievement or the exam product than the learners' potential to practice what they learn in the classroom.

During the use of entrepreneurial games, ZPD can be applied in this way:

- First, the teacher should identify what a learner already knows. Teachers can use this knowledge to build on that skill set when introducing new concepts. In grade 10 Business Studies class, prior knowledge can be obtained from what learners have learned in the subject EMS (Grade 7-9) about entrepreneurship, types of business that entrepreneurs and business functions can start.
- The teacher can build on this knowledge by applying scaffolding in the next step. The scaffolding process will help learners move from what they already know to what they know by the end of the lesson. This step means that when Business Studies teachers are planning their lessons, they should consider guided practice in their lesson plans. Hence, the use of entrepreneurial games as a pedagogical approach in teaching entrepreneurship in Grade 10 Business Studies.
- Lastly, the teacher can help learners connect new information with prior knowledge. For example, before applying the entrepreneurial games in the grade 10 classroom, learners must use their prior knowledge to determine the type of business to use as an example or which managerial position to assume in the eight business functions.

By applying the ZPD concept, the teacher identifies what a child already knows, teaches a learner something new, and then relates it to prior knowledge to understand new concepts with assistance.

2.3 REVIEW OF RELATED EMPIRICAL STUDIES

This study aims to use entrepreneurial games as a pedagogical application in teaching entrepreneurship in Grade 10 Business Studies. Empirical studies are any study where conclusions are entirely drawn from concrete and verifiable evidence (Amrhein, Greenland & McShane, 2019). This study section will help determine the effective use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 Business Studies. This was achieved by reviewing the literature to pinpoint components contributing to learners' destitute performance in Business Studies.

2.3.1 Challenges to Professional Development in Business Studies in Grade 10

2.3.1.1 Failure to create an environment that seeks to promote active learning in Business Studies in Grade 10

Active learning is a strategic sequence of actions that invite participants to cooperate with one another, prepare, apply and share encounters as part of the instructive process (Mbatha, 2016:2). This definition is supported by Du Plessis and Marais (2015:18) and Sekwena (2014:16) as they describe active learning as a procedure where learners are active participants in the construction of knowledge as they learn to adapt their roles in the classroom environment of being just unreceptive beneficiaries of knowledge from the teacher. This means that learners can be involved in teaching and learning by probing questions in the classroom and searching for answers to a given problem. South African teachers have been forced to shift from the conventional teacher-centred approach to a learner-centred one when planning and delivering their lessons (Mbatha, 2016:18).

This shift has required Business Studies teachers to create classroom environments that allow learners to apply fundamental administration and administration aptitudes and standards while working with others to achieve trade objectives. They are propelled and self-directed learners who dependably oversee themselves and their excises while working towards trade goals (DBE, 2011:9).

The Department of Basic Education has provided teachers with the CAPS document, including Annual Teaching Plans (ATP's). These ATPs were previously known as work schedules. Du Plessis and Marais (2015:18) clarify that Business Studies ATP breaks

topics down as per days in a school term and even includes dates on when to start and finish a particular topic. Muthusamy (2015:19) supports this statement as teachers use the ATP to guide their lesson plans on what must be taught at a given time. For example, entrepreneurial qualities as a topic in Grade 10 are only taught in the third week of the third term (only for one week), irrespective of whether learners understand the topic. With situations like this, there is little room for teachers to create an environment that seeks to promote active learning in Business Studies in grade 10. Therefore, most teachers resort to using the traditional teacher-centred method to cover all the subject contents in the ATP in a given time while forcing teachers to be afraid of engaging themselves in active learning (Ndebele & Maphosa, 2013:258).

Active learning may be seen as challenging to implement by teachers who do not have enough teaching experience, and others may also see active learning as creating ill-discipline among learners in overcrowded classrooms (Mbatha, 2016:18). Some teachers are afraid of being involved in active learning because they want to be seen as very knowledgeable and as the only source of knowledge in the classroom. As witnessed in South Africa, teachers in African countries such as Uganda face the same mutual challenges from the pressure to complete the syllabus because teachers have limited control regarding what to teach, when to teach a particular content and most importantly, “how to teach in the classroom”. Hence the lack of active learning classrooms.

Like South Africa and Uganda, teachers in Nigerian schools face the same problems of lack of appropriate teaching aids, lack of qualified teachers, overcrowded classrooms and lack of textbooks for teaching in primary and secondary (Gichuru, 2014:12). With these challenges in daily teaching and learning in three African countries. It is challenging to practise active learning in classrooms. According to Shehu & Tafida (2016:72), studies conducted in the United States of America, India and Canada indicate that teaching large classes affects the teaching and learning process due to teachers finding it difficult to locate individual performance of learners and engage themselves in active learning classrooms. Overcrowded classrooms tend to impact classroom management due to a lack of physical space and limited opportunities to meet individual learner needs, thus resulting in diminished opportunities to create an active learning process (Du Plessis & Letshwene; 2020:71)

2.3.1.2 Teachers reliance on traditional teaching methods

Teaching methods can be defined as a method and principles of transferring knowledge to learners to promote learning (Dorgu, 2016:77). The proper deliverance of curriculum depends entirely on the teacher's teaching methods. Teaching methods are plans that mention the approach a teacher intends to use to achieve expected outcomes and deliver subject content (Osokoye & Kazeem, 2016:2). If the choice of the teaching method is inappropriate and ineffective, learners' academic performance was deficient. Thus, teachers in South African schools often adapt or use the teacher-centred teaching method. According to Saal (2017:16), this teaching method focuses on teachers transferring knowledge to learners, and this method is aligned with the talk and chalk method of instruction.

Acquiring information and passing exams are more important than processing learned information in a classroom where teachers prefer teacher-centred teaching methods. These teaching methods view learners as the recipients of information in the classroom and cater to very little creativity in the classroom (Saal, 2017:17). Bedwell, Fiore and Salas (2014:172) argue against the disadvantages of traditional teaching methods as they outline that it must be appreciated that traditional teaching methods provide content origins to learners. Business Studies in South African secondary schools are no exception to this teaching method, with little or no room for applying knowledge. Business Studies learners receive information under this method without linking the information they have learnt with real-life situations (Briggs, 2019:4).

Teaching and learning with this style makes learning dull for learners, leading to learners' minds wondering and missing important facts during a lesson (Otukile-Mongwaketse, 2016:12). This sentiment is in line with the arguments of Saal (2017:17), discussing that in this teaching method, learners feel overloaded with subject content, do not see the relevance of what they study in the classroom and lose motivation in their subject. Hence, teachers conclude that this method helps them feel in control of the classroom and master classroom management as this style is authoritarian and anti-democratic (Saal, 2017:17).

One of the major contributing factors for teachers to resort to this method is the overcrowded classrooms that teachers are expected to manage (Saal, 2017:16). In a study conducted in the UK by Lee (2016:462), there is an increasing consensus that

traditional pedagogical approaches to learning entrepreneurship are insufficient to develop entrepreneurial interest amongst learners adequately and to deal with the complications of running and creating innovating business opportunities. The study also found that traditional approaches ignore and do not address the obscurities and uncertainties surrounding the entrepreneurial process and devalue the broader purpose and aim of learning entrepreneurship in secondary school (Higgins et al., 2013:138).

Although the use of traditional teaching approaches is still widespread, it must be noted that there is a significant shift towards experiential learning, learning 'for' rather than 'about' entrepreneurship, within which there is often a focus on the tangible and assessable outcome of what learners learn in the classroom.

2.3.1.3 Challenges of Assessment in Business Studies in Grade 10

Assessment plays a significant part in education and a severe part in teaching and learning (Tosuncuoglu, 2018:163). With the above in mind, teachers can use assessment to evaluate learners at school, give a response and plan their lessons accordingly. The Department of Basic Education defines assessment as an uninterrupted and strategic process of classifying, collecting and understanding information about learners' performance using various assessment forms (DBE, 2011:44). Suurtamm et al. (2016:2) support this assessment as a fundamental part of teaching and learning and teachers must plan for assessment in order to make an informed decision. From the above explanations, we can conclude that assessment is an essential aspect of learning and teaching that contains procedures and techniques that will assist in gathering information about learners' abilities, content understanding and assisting learners' progress to improve the course of learning and teaching.

Assessment is an essential portion of teaching and learning that functions for numerous purposes, such as helping teachers assess and monitor learners' advancement, measuring and diagnosing the adequacy of the teaching process, and announcing learner progress to all relevant stakeholders, such as the parents.

Assessment in the classroom must be formal and informal (DBE, 2011:44; Suurtamm *et al.*, 2016:14). Informal assessment is an everyday observing tool aimed at learners' progress and includes daily homework and classwork given to learners. The problem

with this type of assessment in South African schools is that teachers are now given several activities that learners must write per week, making it difficult for teachers to fully deliver subject content to learners. For example, Business Studies teachers are expected to complete about four classwork and one informal test per week and must also mark these activities. Weaver (2020:3) and Du Toit (2018:215) argue that the short duration of periods, learners' discipline in the classroom and overcrowding are some factors that still hamper the effectiveness of daily activities. Teachers find it difficult to administer the practical daily assessment in thirty minutes and a class capacity of approximately forty-five learners as they address discipline issues.

The formal assessment offers teachers a methodical mode of assessing exactly how well learners progress in a grade and a particular subject (DBE, 2011:44; Weaver, 2020; Watson & Ohtani, 2015:15). These types of assessment include control tests, examinations, projects and assignments. Watson and Ohtani (2015) dispute that exams, testing and evaluation systems utilised in schools can induce destructive recollections for learners, such as anxiety, dreading disappointment and stressing about what others may think of their capacities. Suurtamm *et al.* (2016:15) support the statement by saying most learners view assessment as a disagreeable burden that interrupts teaching and learning.

In line with these challenges, formal assessment in Business Studies is administered with standard examinations, tests and assessment tasks set at the provincial or national level. Business Studies teachers find themselves teaching their learners how to pass standard examinations rather than teaching them to understand the subject's content. Business Studies assessments are constructed on tasks that rely intensely on memorisation and recalling basic thinking skills, unlike the knowledge and skills learners may wish to use later.

2.4 POSSIBLE SOLUTIONS TO CHALLENGES ON PROFESSIONAL DEVELOPMENT IN BUSINESS STUDIES GRADE 10

2.4.1 Development of Active Learning Classrooms

Active learning makes learners more interested in learning activities as they can interact with one another and share ideas. The teacher and learners create knowledge in the classroom and play an essential role in decision-making (Emaliana, 2017:60). Active learning is mainly associated with flexible, experiential, and self-directed learning. Overcrowding in the classroom must be reduced in South African townships and rural schools to enable teachers to engage in active learning and move away from the teacher-centred method. Mukhari (2016:26) recommends that teachers consider learners' needs as they try to encourage them to participate in the learning process, and teachers assume the role of facilitators in the classroom rather than instructors. Mukhari (2016:27) further suggests that teachers training at colleges and universities must start to train teachers on creating a holistic classroom environment that promotes active learning. In order to create active learning classrooms, teachers must be able to go beyond what is required of them (Mbatha, 2016:15).

Brame (2016) explains that active learning is a simulation or game approach which has four distinctive characteristics:

- a search for meaning and understanding,
- a focus on learner responsibility,
- a concern with skills as well as knowledge and
- an approach to the curriculum which leads beyond graduation to a wider career and social setting.

Interactions of learners in team activities enrich the experiences of all learners by engaging them in sharing personal perspectives. Active learning experiences can benefit traditional and non-traditional learners with different backgrounds and cultures. Mature learners often have life experiences related to work, family and cultural changes that younger learners may never have considered. Additionally, diverse learners with differing backgrounds can add cross-national information, an essential skill for managing different employees (Cooper & Robinson, 1998).

2.4.2 Collaborative and cooperative learning as examples of active learning

Collaborative learning is a method of teaching and learning in which Learners team together to explore a significant question or to create a meaningful project (Mbatha, 2016:15). A group of learners discussing a lecture or learners from different schools working together over the Internet on a shared assignment are examples of collaborative learning. Collaborative Learning finds its roots in Vygotsky's concept of Learning called the zone of proximal development (Davidson & Major, 2014:4). Vygotsky's (1962), as discussed by Shah (2019:39) highlighted the importance of learning through communication and interaction with others rather than just through independent work this has paved the way for concept of group learning and one of its forms is known as collaborative learning. Hence, Collaborative Learning is commonly illustrated when a group of learners work together to search for understanding, meanings and solutions or to create an artefact or product of their learning.

On the other hand, as Barkley et al. (2014) explained, cooperative learning is a specific kind of collaborative learning. Cooperative learning is widely recognised as a pedagogical practice that promotes socialization and learning among preschool learners to the tertiary level and across different subject domains. In cooperative learning, learners work together in small groups on a structured activity, and they are individually accountable for their work, and the work of the group as a whole is also assessed (Barkley et al., 2014). Cooperative groups work face-to-face and learn to work as a team or in small groups; learners can share strengths and develop their weaker skills. It involves learners working together to achieve common goals or complete group tasks- goals and tasks that they would be unable to complete by themselves.

Kalchick and Oertle (2010:3) argue that teachers must collaborate with their co-workers, relevant stakeholders and those with a keen interest in the subject. The formation of teams that comprise colleagues, workplace representatives and practitioners of the subject from the public and private sectors can develop a well-rounded instruction base which allows learners to apply their current knowledge to authentic real-life experiences. Moreover, in forming such teams, it becomes easier to access valuable materials to create relevant contexts within which abstract Business Studies concepts and topics can be taught. Teachers can, therefore, use the support

of their collaborators to develop their own teaching and learning support materials using resources availed by industry partners or by using student experiences.

2.4.2.1 Varied Teaching Methods

Farashahi and Tajeddin (2018:9) explain that various teaching methods are accessible that Business Studies Grade 10 teachers can use, such as case studies, business games and simulations. The above explanation is supported by Briggs (2019:8), who says the developing nature of businesses has created more of an opportunity for experimental teaching strategies such as business games and simulations to which learners might experience the results of their decisions. Hence, the notion of the study is to use entrepreneurial games to enhance the professional development of Business Studies in Grade 10, as learning in the classroom happens with the application and implementation of knowledge and ideas. A case study is an active learning method where learners are exposed to various decision settings and business scenarios, working as teamwork and acquiring more by doing than perusing and listening (Farashahi & Tajeddin, 2018:15).

Using a case study as a teaching method helps teachers get the teaching and learning closer to the genuine business world compared to the traditional lecture method, and learning in this method takes place through critical thinking and analysis. Furthermore, the practical application of this teaching method helps teachers develop their learners' skills in a controlled and low-risk setting. Business games and simulation are teaching methods that focus on experiential learning with learners as the central active performers in the learning process (Mason-Burdon & Munro, 2017:430). This notion is supported by Ungaretti et al. (2015:180) as they clarify that business games and simulations are operational procedures that allow the teacher and learners to participate in accurate learning, and learners can incorporate what they have learned.

These active learning methods provide a suitable natural framework for learners to experience the results of their decision to solve detailed problems and be involved in decision-making.

2.4.2.1.1 Teacher-centred education versus learner-centred education

The fundamental difference between the teacher-centred and learner-centred methods in education is that the teacher passes on what they know in the traditional teacher-centred method. In the learner-centred approach, the teacher helps the learner to learn (Rajcoomar, 2013:43). From this, we can conclude that from the teacher-centred approach, the teacher is the master of their subjects as they feed information to learners, who are just passive whilst, in the learner-centred approach, learners are active and guided by the person who is competent about their subject area in order to achieve knowledge. The teacher-centred approach assumes gaps in the learner's knowledge, whilst the learner-centred approach realises the gaps in their knowledge for themselves (Rajcoomar, 2013:43).

Furthermore, Rajcoomar (2013) urges that with the teacher-centred approach, learners feel overloaded with content, lose motivation in their subject, do not see relevance in their study, cannot link the theory learnt to the real-life application and adopt a surface approach to learning instead of understanding what has been learnt, whilst learners experiencing the learner-centred approach developed more appropriate ways of studying, found relevance in what they learnt, were more able to remember and apply what they have learnt, enjoyed learning, and built up more interconnections between the things that they learnt.

The learner-centred approach is perceived as more suitable than traditional forms of education for developing and acquiring generic competencies, personal attributes, job performance and career prospects in entrepreneurship education in Business Studies. Positive examples of the shift from teacher-centred education to learner-centred education may, however, be counterbalanced by a resistance to a paradigm shift to learner-centred education by a large number of learners in countries where the pace of change in teaching and learning has been relatively slow across the past few decades, and rapid change is often challenging to implement (Rajcoomar, 2013).

Learner-centred approaches in schools have been strongly criticised for breaking down structure within the lesson, and Sekwena (2014) argue that using learner-centred approaches in information-rich settings diverts our limited working memory resources from learning. Despite such critics, the learner-centred approach is seen as

the best method to give learners more practical elements of the lesson in the classroom.

2.4.2.1.2 Case Method as a learner-centred teaching method

A case is defined by Conway *et al.* (2010:19) as a group of source materials on a single subject that is taken from real experience, which the reader must analyse and make a decision. These source materials may be a short, written summary, a collection of news articles, or any other presentation of actual events. This can help learners not only to understand the theory but also to see its usefulness in their daily lives. The use of relevant newspaper cuttings can thus make the application of the concepts of entrepreneurship to real-life situations easier for learners. Bovil (2020: 1025) assert that classes can be structured so that learners learn a lot of Business Studies and refer to such a structure as a Case method. They describe the Case method as an active learning technique that uses classroom discussion of a written narrative or a case to develop the learners' analytical tools and skills.

It is important to note that cases used for teaching are not case studies used in academic research as they aim at helping the learners to learn Business Studies rather than about a particular example or event (Bovil, 2020: 1026). A further distinction between a case and case study is offered by Gustasffon (2017) who state that case studies summarize individual historical events that provide background information together with the author's analysis, synthesis and evaluation. Conversely, the case presents the background information and the substantive dilemma the reader uses to create his or her analysis, synthesis and evaluation. A case places the reader in a decision-making role.

Bovil (2020: 1026)

Like other active learning techniques, the case method allows the learners to learn by doing and be engaged with the subject matter. This can enhance the chances of mastering and retaining what they have learned. Learners also start to see the relevance and usefulness of the information they use daily. The advantages of the Case method will not be realised automatically. However, as Williamson-Lott & Baedi (2016) argue, the realisation of these advantages of the Case method depends,

amongst others, on the degree of engagement of the learners with cases, the business ideas carried by the cases, the learners' ability to work with data and to apply the Business Studies content they are learning.

It is important to note that a good quality case should entail certain elements that can make it effective in achieving the desired goals. Bovil (2020) assert that good cases are relevant, realistic, engaging, challenging and instructional. According to Chammas (2017:1), teaching with case studies has expanded extensively and shown that this methodology is a good way for learners to maintain the given knowledge and challenge themselves in multiple ways. Chammas (2017:1) further explains that teaching with cases opens up the walls of curiosity in decision-making, problem-solving, discussions and more. The case methodology is rich in detail, allowing the apprentices to learn theoretical concepts and practical concepts in different case situations.

Lundgren (2013) says that teaching with cases gives a better understanding of reality and how it is used in different situations. The learner is the main focus continuously because this method activates the learners to work outside the box and helps them develop analytical oral and written skills. Since the case studies do not have one correct solution, it encourages the apprentice to seek alternative solutions (Lundgren, 2013). According to Williamson-Lott & Baedi (2016), teaching with case studies would give a better understanding of the learners by actually doing the assignment, not only in written form, and to transfer the theory to practice for a better understanding and longer memory sustainability.

2.4.2.2 Application of creativity in the classroom

Teachers must be able to go beyond the given ATP in order to develop a classroom environment that seeks to promote active learning. Problem-based learning is one of the most effective strategies used in the classroom to create a conducive environment for active learning. Tan (2021: 27) defines problem-based learning as a strategy that leads to continuous learning and fosters self-directed learning strategies in the classroom. The challenges of teaching and learning Business Studies turn into the driving force for learning new knowledge and solving problems in Grade 10 Business Studies class. This will help learners acquire problem-solving skills and the ability to

apply these skills. The problem-based learning strategy aims to achieve one of the DBE principles outlined in the CAPS document. The assumption of active and critical learning encourages a dynamic and critical approach to learning instead of repetition and uncritical learning of given truths (DBE, 2011:4). Using entrepreneurial games in Grade 10 will help learners detect and resolve problems and make critical and creative thinking decisions.

Subsequently, assessment collects information to re-organise teaching and assist learning to achieve the desired results. It should be used to ensure that the right information is generated from learners (Fomunyam & Mnisi, 2017:459). It is imperative to accomplish a balanced assessment in the classroom to ensure that some learners do not perform below average. Tosuncuoglu (2018: 168) clarifies that all assessment forms must include the principles of authenticity, reliability and validity to help teachers make informed decisions when planning their lessons. They further explain that all kinds of assessments are meaningful in the progression of teaching and learning. Hence, assessment has a primary place in teaching and learning. The teacher must address issues affecting learners, such as anxiety, when completing assessment tasks.

Before learners complete formal assessment tasks, teachers must explain to their learners that assessment is essential in reducing anxiety and fear. Furthermore, they should organise motivational speakers for learners before they commence writing standard exams and tests, as this will help them connect knowledge with their abilities. This study has a theoretical framework that will guide it.

2.4.3 Problem-Based Learning (PBL)

As discussed in the above section, Problem-Based Learning is defined as a strategy that leads to continuous learning and fosters self-directed learning strategies in the classroom Tan (2021: 28). Zabit (2010:20) defines PBL as learning that results from the process of working towards the understanding or resolution of a problem. Overall, Business Studies teachers typically use the traditional teaching method to disseminate information to learners, but the teacher-centred method is key in the classroom. Teachers give lectures, and by the end of a study session or semester, learners' performance is assessed, mainly based on examination. Problem-based learning is

one of the most effective strategies used in the classroom to create a conducive environment for active learning. Problem-based learning is seen as one pedagogy which is having the potential to assist the learners to achieve more meaningful learning in entrepreneurship in Business Studies Grade 10 (Tan; 2021: 27). PBL can be used effectively in teaching Business Studies to enhance the acquisition and understanding and application of Business Studies concepts as it presents learners with real-life or simulated problems to which they have to find solutions after conducting the necessary research, drawing from what they have already learnt (Zabit; 2010: 20).

The PBL problems are usually structured within the context of a specific subject and presented in combination with a set of core theories or concepts. For example, in Business Studies, a problem can be presented with concepts such as business functions, entrepreneurship, creative thinking and problem-solving, business plans, business opportunities, and related factors. Tan (2021) details that in the Problem-Based learning environment, the aim of learning is not to reproduce or recall information that has been received passively from the teacher; as an alternative, the aim is to involve learners actively and creatively in both collaborative and self-study so that they can transfer skills and knowledge.

Problem-based learning is a learner-centred methodology that can be used constructively in entrepreneurship education, as it tries to find ways to fully engage learners in the learning process by challenging them with simulated or real-world entrepreneurship problems to research and solve by building on the knowledge they have already gained. Bloemhof (2012:5) summarises that Problem-based learning, which contrasts with the teacher-centred method predominantly used in the Business Studies classroom, is designed to arouse curiosity, critical thinking, engagement and self-reflection from learners for them to succeed in an Economics course.

2.4.3.1 The effectiveness of using PBL in teaching entrepreneurship in Business Studies Grade 10 classroom

Through applying the PBL methodology, learners became more motivated in the classroom, and their learning became more focused and meaningful. Learners also became more involved in learning and more creative and critical (Liu & Liu, 2021; Tan, 2021). PBL also helped learners to increase the consideration of interdisciplinary

knowledge and skills necessary in the classroom and real life. Moreover, PBL can increase individuals' cognitive competitiveness by eliminating barriers that may inhibit work processes (Liu & Liu; 2021) and encouraging learners to apply relevant and meaningful information to real-life situations.

Seibert (2021: 85) notices the following as essential characteristics of a Problem-based learning class: learners take responsibility for their learning; authentic or real-world problems are used; problem simulations are ill-structured; and learning is integrated from a wide range of subjects. This instructional strategy has the potential to foster interest in the subject develop confidence in learners and who can become autonomous lifelong learners, for it provides them with opportunities to explore the disorderliness of entrepreneurship issues and develop their proficiency in business ways of arguing. The relevance and benefit of Problem-based learning in entrepreneurship education are also noted by Seibert (2021: 85), who assert that adopting PBL in entrepreneurship teaching assists in deviating from the conventional instructional strategies to a teaching and learning environment that emphasises active and self-directed learning by learners.

In this environment, learners can formulate and follow self-defined learning objectives and decide on the learning resources they believe are suitable for solving a problem. Fidan & Tuncel (2019) further states that by engaging with a PBL task or assignment, learners can directly apply their subject knowledge to solve the problem. As a result, learners will realise that their knowledge can be used practically and is not just a theory of concepts and principles. In contrast to the objectivist approach to teaching that focuses on identifying the elements that learners must know, PBL is a constructivist approach which highlights the learning in context (Tan; 2021: 5). In this way, it is acknowledged that it is no longer enough for learners to learn concepts in entrepreneurship in isolation, they should develop and continually adapt the understanding which they have formed about the world as they collaborate with other learners to solve realistic problems presented to them.

The prototype shift in the entrepreneurship teaching and learning strategies proposed by this study also seems to adapt the contemporary perceptions into learning on which Problem-based learning hinges. In a constructivist teaching and learning environment,

learning is supposed to be a process in which learners construct or reconstruct their knowledge networks, creating meaning and building personal interpretations of the world according to individual experiences and interactions. Learners are put in a position where they can uncover the relations between concepts and activate their prior knowledge. Learners can further achieve a deep and rich understanding of the content they learn, which allows them to have an improved use of the knowledge gained. According to Liu & Liu (2021: 348) and Fidan & Tuncel (2019), self-directed learning implies that learners are active participants who plan, monitor and evaluate the learning process.

This means that learners should be able to consider different ways to approach a task, set clear goals, select strategies for achieving these goals and always be aware of what they are doing and what they need to do next by looking back and forth. Another key principle of Problem-based learning that can benefit Business Studies education is that learning should be contextual, which is the main argument raised by this study. Seibert (2021) point out that contextual learning is rooted in the understanding that the ultimate use of knowledge is determined by the context within which it was created and that the transfer of knowledge can be improved by placing learning in meaningful contexts, revisiting content for diverse purposes, and from different points of view.

Liu & Liu (2021: 347)

One other advantage of Problem-Based Learning, as noted by Liu & Liu (2021: 347) and Nazir & Zabit (2010:25), is that because PBL requires learners to communicate regularly and discuss the subject, they are compelled to talk about Business language. Through this engagement, the subject's relevance in the learners' daily lives becomes more apparent, putting them in a better position to see how various concepts and theories work in reality. Tan (2021) cautions that despite the benefits that Problem-based learning can offer, it is unlikely that a fully-fledged Problem-based learning where the entire curriculum content is organised around authentic problems were easy to implement on a large scale in a public school system, as it may require too many resources and teacher re-training.

Despite these potential challenges, Fidan & Tuncel (2019) recommend that teachers adapt their teaching to incorporate some of the principles and techniques of Problem-Based Learning.

This observation and recommendation seem to be supported by Tan (2021: 6) and Fidan & Tuncel (2019), who argue that in a high-stakes testing system of education, a direct teaching method could be purposely used during a Problem-based learning project in the form of mini-lectures. The argument is that when correctly done, the advantages of both a direct teaching method and Problem-based learning can be used to create a teaching and learning experience in which the benefits of these methods are implemented in the best possible way so that learners gain the most out of the learning experiences provided.

2.4.4 Projected gauges of success in using entrepreneurial games to enhance the teaching and learning of entrepreneurship in Business Studies Grade 10

This section discusses anticipated indicators of success in using entrepreneurial games to enhance the teaching and learning of entrepreneurship in Business Studies Grade 10, focusing on active learning and entrepreneurial games as tools for enhancing learner results.

2.4.5 Active learning

Active learning has brought about the fulfilment of knowledge through integrating entrepreneurial games into teaching and learning entrepreneurship. Brame (2016:2) researched that entrepreneurial games produced improved class participation, more significant academic achievement and improved learning skills. Therefore, entrepreneurial games afford new opportunities for learning in an increasingly connected environment, and their active use assists in enhancing the process of teaching and learning entrepreneurship (Børte et al., 2023:597).

Creating a classroom environment that engages in active learning will generate opportunities for learners to build new knowledge through entrepreneurial game tools in interactive accounting lessons by accessing the Internet collaboratively through shared brainpower to generate richer and refined ideas. In addition, teachers have

been able to apply active learning as an approach to support learning through integrating entrepreneurial games tools by creating problem-solving activities in Grade 10 Business Studies, thus developing transversal skills, interaction among learners and improvement of results. As discussed, teachers can also create opportunities for learners to access their prior knowledge in accounting through the use of PBL, whereby learners are engaged in learning that leads them to sustained knowledge. Thus, PBL creates an active learning environment that embraces entrepreneurial games and collaborative learning. Furthermore, PBL promotes activating prior knowledge, collaborative learning, reflection and providing timely feedback.

2.4.6 Entrepreneurial Games Tools Enhance Learner Results

Collaborative learning is suggested to be the most effective means of facilitating teaching and learning through entrepreneurial games tools (Stoltenkamp; 2012:50). Therefore, social constructivism is a teaching paradigm that can be used to propagate collaborative learning as it engages the social and community experience of learners through entrepreneurial games tools to support a learner-centred environment to achieve learning goals and knowledge construction. Thus, the learning of entrepreneurship in Business Studies Grade 10 will be active, contextual and social as learners were engaged in the use of entrepreneurial games tools as a resource to analyse, synthesise and evaluate the information at hand to create meaningful and personalised knowledge.

In a study conducted by Brame (2016:2), it was found that the effective use of entrepreneurial games and collaborative learning helped improve learners' performance and academic achievement. Entrepreneurial games are thus a driver and enabler of a learner-centred approach, as they were enhance class participation, transversal skills, interaction among learners and improved performance in Business Studies Grade 10. Games can provide the meaningful learning experience for learners to have a more practical knowledge other than just memorising the subject content in Business Studies.

The effective implementation of this strategy (Entrepreneurial Games) could be limited the teachers ability to instill discipline in their classroom because learners turn to lose focus when traditional teaching methods are not used in the classroom, factors such as overcrowding in public schools and lack of resources (Majola; 2020: 103).

Furthermore, educators needs to be aware of the costs associated with developing and implementing each game.

2.5 CONCLUSION

This chapter discussed literature centred on the challenges, solutions and evidence of the framework's success in Grade 10 teachers' understanding of entrepreneurial games to teach Business Studies. Furthermore, it continued to explain social constructivism as a theoretical framework guiding the study, its principles, and the reason for selecting it to consider Grade 10 teachers' understanding of entrepreneurial games to teach Business Studies. The next chapter will discuss the research design and methodology of considering Grade 10 teachers' understanding of entrepreneurial games to teach Business Studies.

CHAPTER 3

THE USE OF ENTREPRENEURIAL GAMES AS A PEDAGOGICAL APPLICATION IN TEACHING ENTREPRENEURSHIP IN GRADE 10 BUSINESS STUDIES

3.1 INTRODUCTION

This chapter discusses the research methodology and design. The present study seeks to use entrepreneurial games as a pedagogical application in teaching entrepreneurship in Grade 10 Business Studies. The study has employed qualitative research as the most appropriate research approach. This will assist the researcher in obtaining a natural means for collecting data that will provide in-depth insight into the phenomenon under investigation. This section presents the research paradigm, research approach, study design, research site, participants' selection, an instrument for data collection, an instrument for credibility, triangulation and trustworthiness, data collection procedures, and data analysis.

3.2 RESEARCH PARADIGM

The transformative paradigm was selected because it is subjective to various viewpoints with a mutual subject of liberating and transmuting societies (Mertens, 2007:12). According to Chilisa and Kawulich (2012:5), the transformative paradigm aims to abolish mythologies and authorise individuals to modify civilisation drastically. This paradigm is fundamentally shaped by "social, political, cultural, economic, race, ethnic, gender and disability values" (Chilisa & Kawulich, 2012:5). The theoretical expectations of the transformative paradigm can be instrumental in questioning why the current curriculum on entrepreneurship does not help restructure societal realities. Hence, the study focuses on using entrepreneurial games as a pedagogical application in teaching entrepreneurship in Business Studies grade 10 class.

The epistemological assumptions pointed to the nature of awareness and the connection between the academic and those whose involvement the researcher pursues to recognise (Mertens et al., 2008:98). There should be a communication relationship between the researcher and the contestants in describing the problem (Ginsburg & Mertens, 2009:329). Three fundamental values motivate supervisory morals in research: reverence, generosity, and fairness; they are essential in the transformative paradigm. The fundamental belief of the transformative paradigm

provides a way to address matters of communal fairness (Mertens, 2007:212). The research in this paradigm will identify societal variations and prejudices and endeavour to challenge the status quo. The development of the transformative paradigm came from individuals in society who were marginalised in history, which was a way to bring their voice to research (Mertens, 2010:9).

It outlines that actuality is socially created and concludes with mindfulness that other persons conquer superior societal power. They vary from the positivists/post-positivists because social reality is constantly changing (Chilisa & Kawulich, 2012:12). One of the outcomes of this paradigm is aligned with societal empowerment. The main goal of the transformative paradigm is to devour examination studies that contribute to supportable changes and developments in the community (Mertens, 2007:218). This paradigm is selected because it is subjective to various viewpoints with a mutual subject of liberating and transmuting societies (Mertens, 2009:12).

Entrepreneurial games will make a pedagogical shift in how content is transferred from the teacher to learners in the classroom. In the study, the researcher will use the transformative paradigm to directly engage in working inclusively with the teachers in a rural context in the eastern Free State Province of South Africa, who are faced with factors associated with pedagogical challenges and the underutilisation of available resources. Therefore, the transformative paradigm will allow the researcher to engage the participants' local and indigenous knowledge and experience using entrepreneurial games as a pedagogical approach to teaching entrepreneurship in Grade 10 Business Studies.

3.2.1 Ontology

Ontology refers to the understanding of the existence of social, economic and political realities, and it affects how a researcher views the world and what they consider to be 'real' (Aliyu et al., 2014:81; Bisman, 2010:5). The differences in views are determined by values and life experiences, which are often influenced by access to privileges or factors such as sexual identity, religion, race, income level, political party, disability, language and immigration or refugee status (Mertens & Wilson, 2012:172). Human beings are not restricted to living within a specific environment; their being and significant surroundings are not exhausted by their immediate circumstances; instead,

they can recognise, grasp and extend possibilities contained in every being (Hannola et al., 2018:4730). To achieve the objective mentioned in exploring the optimal conditions for the successful use of entrepreneurial games in teaching entrepreneurship in a dignified human stance.

Furthermore, in the context of the study, as participants become aware of the system of domination, they will learn to detect it in action and resist it (Bollier, 2020: 348; Lundstrom & Oygard, 2014:19). Knowledge is manufactured to empower human beings, use social and physical surroundings; business studies is no different, as it seeks to mediate the relationship between people, their environment and their needs (Chua, 1986:603; Hannola et al., 2018:4730). The comprehension of the manufactured knowledge depends on the interpretation of changing experiences, and such interpretation does not exist in isolation but depends on several factors, such as societal norms, demands, language, geographical location, ethnicity and race (Bollier, 2020: 348).

As such, it is evident that the fundamental element of business studies cannot be achieved through a scientific approach; instead, its significance can be achieved through comprehending its influence on individuals, organisations and society. Therefore, in using the transformative paradigm, the researcher was aware of social values and privileges in determining the reality that held the potential for increased social justice and transformation (cf. Mertens, 2007:216).

3.2.2 Epistemology

Epistemology is a branch of philosophy that is concerned with the theory of knowledge and the use of knowledge to know the world around us, how human beings tend to understand the world around them and communicate knowledge about it as perceived (Abubakar et al., 2016:32). Epistemological assumptions decide what is to count as acceptable truth by specifying the criteria and process of assessing claims of truth (Chilisa, 2019); Wolk et al., 2013:43). Positivists perceive knowledge as something that can be acquired and argue that the social world can be studied by applying principles and using procedures as used in natural science; thus positivists believe that researchers can maintain their independence while providing an objective view of the world being investigated (Abubakar et al., 2016:32). Hempel's study in 1950 (cited

in Chua, 1986:607) found that for an argument to be considered scientific it must have these three factors: it must incorporate one or more general principles or laws; there must be some prior condition, which is usually an observation statement; and there must be a statement describing whatever is being explained. A significant attribute of a transformative paradigm is its rejection of positivism as the only arbiter and generator of knowledge, increasingly due to its inability to self-reflection, which leads it to reduce epistemology to an inaccurately mechanical methodology (Chilisa; 2019).

Chilisa (2019) continues to argue that self-reflection is an inherent requirement of accepting the importance of the community's ability to create knowledge, as oppressive power relations are hidden. Through self-reflection, individuals are freed from past limitations such as ideology and disciplinary boundaries; thus, the transformative paradigm is emancipatory. The transformative paradigm perceives knowledge as something that has to be experienced and maintains that the principles and procedures used in the natural sciences cannot and should not be used to study the social world (Abubakar et al., 2016:32; Burrell & Morgan, 1979:5).

Instead, the social world can only be understood from the point of view of the individuals directly involved in the activities to be studied. Therefore, it recognises that all thinking comes from society and is influenced by the geographical area where humans live. Thus, neutrality is a constraint, as it erroneously assigns remarkable significance to a scientific idea because all thinking is produced by human beings living within a specific social environment. The epistemological assumption of the transformative paradigm, according to Mertens (2007:218), leads to a cyclical model of research that includes the establishment of partnerships between researchers and community members.

Furthermore, it includes recognising power differences and building trust; therefore, the researcher understands that knowledge is socially constructed and that the knowledge that seeks to benefit the community should be constructed through agreement.

3.2.3 Axiology

Axiology relates to the nature of ethics (Mertens, 2007:215; Tomar, 2014:51). Three basic principles underlie a transformative paradigm: justice, beneficence and respect. Mertens (2007:216) mentions that respect is examined in cultural norms of interaction within communities and across communities, beneficence as the promotion of human rights and an increase in social justice, and justice as an explicit connection between the process and outcomes of research and the furtherance of a social justice agenda. Using the axiological aspects of a transformative paradigm, the researcher sought to integrate entrepreneurial games as a strategy that benefitted the teachers and learners as a pedagogy that enhances the teaching and learning of entrepreneurship in Business Studies Grade 10.

3.3 RESEARCH APPROACH

This study practices qualitative research in preference to research focus and includes a person's thoughts and methods without controlling them (Hammarberg et al., 2016:498). A qualitative research design has been deemed necessary for this study because challenges prevailing in the Thabo Mofutsanyana education district have been clearly defined, and possible resolutions to the prevailing challenges were recognised. However, the efficiency of applying an involvement programme remains undefined. Maree (2016:53) and Saunders et al. (2012:26) define qualitative research design as a method that is based on data presented in the form of words rather than on numerical data.

Qualitative research design can be seen as a means to attain understanding through participants' eyes. The study designs in qualitative research are mostly centred around selecting people from whom the information necessary for the study is discovered and gathered (Kumar, 2011:103). Saunders *et al.* (2012:26) argue that qualitative research design is generally related to explanatory thinking, where researchers must understand and make sense of information. At the same time, Letshwene (2014:66) says that qualitative research focuses more on understanding social sensations from participants' perspectives. Goldkuhl (2012:22) agrees with Saunders *et al.* and Letshwene that qualitative research poses questions to participants that require an in-depth explanation that might help the academic comprehend and make sense of information. Denzin and Lincoln (2011:3) argue that qualitative research is an action

that pursues to position an academic in an ordinary setting to attempt to make sense of or construe the everyday life of dissimilar personalities or groups of people. The qualitative research will allow the researcher to gain insight into using entrepreneurial games as a pedagogical application to teach entrepreneurship in Grade 10 Business Studies. It will assist the researcher in determining any complications that might occur within the current entrepreneurship improvement.

Qualitative research is a method that studies the natural social life. It is a technique used to understand unevenly about social reality (Saldana, 2011:12). Preferably, qualitative research answers query about denotation, understanding and perception from the position of the public concerned to generate new understanding to advance lives. It focuses on the use of approaches and practices of witnessing, recording, analysing and understanding features and denotation of human occurrences in the study (Hammarberg *et al.*, 2016:499). Consequently, this research chose to use a qualitative research approach because it formed a space whereby the participants could share their rich and detailed information for the purpose and benefit of sustainable transformation (McDonald, 2012:34).

Both qualitative and transformative paradigms are various professional development methods in and outside the classroom and aim to transform societal realities (Mertens, 2015:8). Both qualitative and transformative paradigms will help the researcher obtain research data and find ways to change pedagogical methods in the classroom. Learners find it hard to practise what they have learnt. Moreover, teachers still rely on textbooks, notes and chalkboards as their teaching tools for Business Studies, making the subject less attractive. In this study, the research site serves as a natural setting to make sense of the teaching and learning of entrepreneurship in Business Studies using entrepreneurial games as collaborative learning.

Ideally, qualitative research is used to answer questions about meaning, experience and perspective from the standpoint of the community concerned to create new knowledge to improve lives (Hammarberg *et al.*, 2016:499). Therefore, the researcher will use the qualitative research approach because it creates a space where the participants can share their rich and detailed information for sustainable transformation in rural areas.

3.4 DESIGN OF THE STUDY

Karlsson's (2016:3) case study design is studying a phenomenon within a particular context and improving a deep understanding of its relation to the context. Furthermore, a case study can be defined as a fundamental idea whereby one case is studied to advance an in-depth understanding of that case (Maree, 2016:82). Nonetheless, there are numerous types of cases. Karlsson (2016:5) and de Vos *et al.* (2011:321) differentiate between three types of case studies: exploratory, descriptive and explanatory. An exploratory case study is utilised when the intention is to understand how an occurrence occurs. A descriptive case study illustrates and describes a phenomenon within the settings in which it happened and an explanatory case study seeks to enlighten causal links between the case and its settings in real-life circumstances.

This study used an exploratory case study that will allow a far-reaching review of an unclear or new phenomenon while it retains the complete and meaningful characteristics of real-life events. The interventions that have been evaluated are unclear (Maree, 2016:83). Harrison *et al.* (2017:8) explain an exploratory case study as a study of the case, for example, a specific group or department which provides insight into a particular issue to build a theory or redraw generalisations. Moreover, an exploratory case study focuses on an in-depth understanding of an issue or theme by realising individual or group perceptions and how they perceive the world they live (Karlsson, 2016:6). This is a perfect method for discovering the experience and approach of Business Studies Grade 10 teachers in the Thabo Mofutsanyana district regarding the use of entrepreneurial games.

The underlying goal of using an exploratory case study was to conduct an in-depth analysis of the identified issue (Karlsson, 2016:6); therefore, the research was conducted within a natural setting to understand the issue from the participants' perspective. This study was conducted in-depth interviews to understand the perceptions of Grade 10 Business Studies teachers and how they perceive or understand the environment where they work. Karlsson (2016:7) has explained that an exploratory case study relies on in-depth interviews. This study chose to use an exploratory case study because it will help to obtain rich data-gathering opportunities and gain new insight into the research questions regarding formulating ideas for future research on

similar cases. In this study, qualitative research is discussed as an approach. The study's design is an exploratory case study, and it will permit the researcher to gain familiarity with unknown areas by collecting data from spoken and written words.

This is appropriate for the study because it will help identify the possible challenges in incorporating the entrepreneurial games in teaching entrepreneurship in a Grade 10 class and also help determine the effectiveness of using entrepreneurial games in the classroom. However, the optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship in Grade 10 classes remain uncertain.

3.5 STUDY SITE

The explanation of a research site is vital because it provides data regarding the history of the community, the economic climate and the culture, which influence the way the community thinks and lives (Motsoeneng, 2020:45). Thabo Mofutsanyana district is located in the Eastern part of the Free State Province of South Africa and borders Lesotho and the provinces of KwaZulu-Natal and Mpumalanga. It includes six local municipalities: Dihlabeng, Maluti-A-Phofung, Mantsopa, Nketoana, Phumelela and Setsoto. Nonetheless, the teachers selected to conduct this research are located in Maluti-A-Phofung local municipality in Phuthaditjhaba in Qwa-Qwa. Community members live in poverty due to low education levels and often need assistance with employment, proper infrastructure and insufficient access to the markets.

Based on the relative wealth of the surrounding community, the schools are categorised as quintile 1 and 2 because they do not pay school fees as the Free State Education Department funds them. In the study, a lasting impression was made by learners taking advantage of growth opportunities and adopting skills and values to survive in the real world.

3.6 RESEARCH PARTICIPANTS' SELECTION

Purposive sampling was used to choose participants in this study. Members of a sample group are selected to represent a phenomenon, group or location (Maree, 2016:85). This type of sampling is deemed necessary for the study because participants contain most characteristics that function for the study and represent the population that serves the purpose of the study.

Data was collected from 5 Business Studies teachers in the Thabo Mofutsanyana education district of the Free State province. All the teachers nominated for the study must have a four-year Bachelor of Education in Further Education and Training - B.Ed (FET) degree with Business Studies as one of the majors. Alternatively, teachers must have a PGCE certificate and Business Studies as a major. Teachers must have either a B.Ed (FET) or PGCE certificate. These teachers must currently teach the subject in the FET Phase with at least three years of experience teaching the subject. All teachers must be teaching in the rural areas of Thabo Mofutsanyana Education District.

Purposive sampling is significant in this study because the sample is wholly founded on the researcher's conclusion. The sample composes the essentials that comprise the population's features that serve the training's persistence (de Vos *et al.*, 2011: 392).

3.7 INSTRUMENTS FOR DATA COLLECTION

The selection of data-generating techniques must be related to the study's purpose and the design's structure (Maluleke, 2015:62). Data was generated using one qualitative technique- namely, individual semi-structured interviews. According to de Vos *et al.* (2011:350), semi-structured interviews help the researcher collect a detailed picture of participants' beliefs about a particular topic. Maluleke (2015:63) explains that semi-structured interviews are administered verbally, individually or in groups, using an interview schedule consisting of a prepared list of questions that were asked to all the participants. This qualitative data collection method has allowed the researcher to ask additional questions that may arise during the interview session.

This qualitative data-generation method also helped the researcher understand the participants' views and perceptions on the use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in Business Studies Grade 10. Semi-structured interviews helped this study understand the challenges experienced by Grade 10 Business Studies teachers daily teaching the subject. Although an interview schedule was prepared to guide the questions, the participants were allowed to elaborate and provide further information on the teaching and learning of Grade 10

Business Studies. The interview process permitted the researcher to interact with the participants to acquire significant knowledge to enhance the teaching and learning of accounting using web-based collaborative learning.

3.8 INSTRUMENT CREDIBILITY, TRIANGULATION AND TRUSTWORTHINESS (IF QUALITATIVE)

The purpose of any tool in research is to acquire credible and trustworthy data so that the researcher can read the situation precisely, reach conclusions and suggest possible solutions. Moreover, using adequate and appropriate procedures, the researcher will report correct and reliable findings (Letshwene, 2014:61).

3.8.1 Credibility

Credibility can be explained as a complete thoughtful of both customary and modern viewpoints that are important for enlightening the composition of qualitative researchers and readers (Creswell & Poth, 2018:254). Additionally, credibility inspects whether the study accurately measures its intended measure. A qualitative research study uses researchers to determine credibility by asking various questions to seek answers in researching others. This research used the research questions, literature review, data generation techniques and data analysis whereby the participants made valid arguments and recommendations. The researcher used a tape recorder to record conversations with participants while allowing them to express themselves entirely regarding their challenges in teaching and learning Grade 10 Business Studies.

3.8.2 Trustworthiness

In these interviews, both English and Sesotho were used to communicate, allowing participants to participate in the discussions easily. The researcher consulted the participants to approve word-for-word accuracy and representation. At an advanced stage, when the data was construed, the contestants were consulted again to allow the validation and verification of the interpretations provided. The Sesotho verbatim transcriptions will be translated into English.

3.8.3 Data Collection Procedures

Semi-structured interviews were conducted using telephones and internet-based methods such as Skype. Skype is an internet-based technology that provides the parallel or co-current capability of sight, hearing the participant at the end of the line, and permitting interviews to take place face-to-face (Lacono et al., 2016:1; Krouwel et al., 2019:2). Lacono *et al.* (2016:10) explain that Skype is a valuable method as it makes researchers feel more at ease. Furthermore, Lacono *et al.* outline that we will see facial expressions with Skype video calls. An alternative level of communication that is crucial to note in a Skype video strategy is exchanging records (such as photographs) in real-time and sorting through the courier benefit associated with the same Skype interface. With this in mind, Skype is a more suitable method to collect data in this study because the researcher can still see the participants in person. Telephones can be used to access populations that may be difficult to reach in person, so to conduct face-to-face interviews (Block & Erskine, 2012:430).

Using telephone interviews to collect data may allow the researcher to interview individuals who may not be available due to unforeseen circumstances such as illnesses (Block & Erskine, 2012:430; Vogl, 2013:5). The use of the telephone to collect data provides the same duration and number of words as in face-to-face interviews. The use of telephone interviews has the following advantages. Firstly, it provides a superior level of secrecy and discretion than face-to-face meetings (Farooq & de Villiers, 2017:6; Vogl, 2013:5). Both scholars agree that telephone interviews provide researchers access to different resources without travelling. The researcher agrees with both scholars as telephone interviews are cost-effective and time-effective. Farooq & de Villiers (2017:8) argue that using telephone interviews increases the willingness of participants to share personal information than if they were within the prospect of the interviewer.

3.8.4 Data Analysis Procedures

Letshwene (2014:14) argues that data interpretation provides meaning to the raw data and does not involve just reporting data but provides the reader with practical insights that were not obvious initially. During the interviews, the researcher must try to remain as neutral as possible to avoid polluting data with his ideas, perceptions and previous

knowledge of the subject, and the analysed data must be returned to all participants in order to verify their authenticity and make it a true reflection of what they said. According to Krouwel *et al.* (2019:9), using video call interviews has the following advantages: firstly, they permit significant savings of time and cost because travel costs are minimal. Secondly, video call interviews may be reasonable and realistic when research is impossible because of uncommon diseases and some dangerous situations.

Data analysis is an intermediary step in qualitative research because data are classified and interpreted through linguistic or visual material to make meaning about implicit and explicit structures (Mezmir, 2020:21). For this study, a thematic analysis was used to analyse the data. According to Nichols (2016:34), thematic analysis is utilised to recognise, examine and report designs inside information. It includes looking over an information set –through a vast extent of writing in interviews - to discover rehashed designs. One of the significant advantages of thematic analysis is that it has a flexible approach that can be used across a wide range of research questions and epistemologies.

This study used two types of analyses: the formal analysis, which focuses on the structure of participants' stories and the functional analysis, which focuses on what is being told. Descriptive information will be organised into groups and themes through coding to reduce information and simplify the findings' interpretations. With the use of services such as Skype, interview questions and answers will start immediately after the first question is asked and conclude when the last question is answered. The interviewer will inform the participants when the recording has started, paused or stopped. All contestants will be presented with the prospect of listening to a copy of the video/audio recording of the interview (Krouwel *et al.*, 2019: 6). The transcriptions of the interviews will be analysed, and similar topics will be grouped into themes.

3.9 ETHICAL CONSIDERATIONS

McDonald (2012:45) outlines ethical principles that researchers must consider when conducting qualitative research. Initially, all relevant authorities must be consulted, and the principles guiding the study should be accepted before the commencement of the research. The Ethics Board of the Faculty of Education granted ethical clearance for

the study; the clearance certificate for this study is number **UFS-HSD2022/0335/22**. Moreover, all of the participants must contribute to the development of the research, and any participants wishing to discontinue or stop their engagement in the study must be respected concerning their decision. The researcher invited the participants to participate in the study voluntarily and told them that they were under no obligation to participate in the study, and they were informed that they could withdraw from the study at any time should they wish to do so. Consent forms for the participants detailing the purpose and nature of the study were made available to the participants in a language they could understand. Thus, they could familiarise themselves with the form's contents and ask questions if necessary. The researcher used pseudonyms for each participant in the data analysis to ensure that there would be no association with the teachers who participated in the study. All of the participants were above the age of 18.

Furthermore, the study's development must remain visible and open throughout the research process to allow the participants to share ideas and suggestions. The relationship between the participants and the researcher was built using rapport building, whereby an unstructured, anti-authoritative and non-hierarchical environment conducive to sharing ideas and experiences was created (cf. Kendall et al., 2014:306). The nature of the study necessitated continual interaction among the participants through scheduled interviews, discussions and workshops. Thus, the participants were involved throughout the study towards creating knowledge to improve the situation. Lastly, it is the researcher's responsibility to maintain the confidentiality of all participants throughout the research process. Data were generated through interviews and observations and stored according to the Data Protection Act; the participants' identities were kept confidential throughout the research process. Per the Data Protection Act, the participants were promised their conversations would be kept safe and the transcripts destroyed after five years.

The following principles were considered in applying ethics during the duration of this study:

3.9.1 Gaining Entry

The letter applying for permission to perform research were sent to the Free State Department of Education- Thabo Mofutsanyana District. Permission was also be requested from the University of the Free State ethics committee to conduct this study. The gatekeeper's letters were emailed to the principals for permission to interview their teachers.

3.9.2 Participants Rights

The researcher must ensure that participants have the opportunity to pre-read the consent forms and ask if the interview could be recorded before the start of the interview. Participants are also informed that they can pull back at any time from the research and must be allowed to decide on the location, day and time of their interview (Lacono *et al.*, 2016: 25). No interviews must occur without participants signing the consent forms (Masumbe, 2018: 26). Participants have the right to pull out from the study if they are no lengthier interested in participating in this study. The researcher is not projected to direct participants concerning his or her agenda during this study (Matoetoe, 2017: 63).

3.9.3 Informed Consent

Written informed consent is essential in research when data is to be collected. Attaining informed consent suggests that all conceivable and satisfactory data on the objective of the research, the anticipated term of participants' inclusion in the study, possible advantages and disadvantages of participating in the study, as well as the dangers that participants may be exposed to when participating in the study, must be discussed with all participants (de Vos *et al.*, 2011: 117). Throughout the study, no one was ever be pressured to participate because participation will always be voluntary. All participants in the study are lawfully and expressively proficient in giving permission, and it will be explained that they are at liberty to pull out at any time from the study.

3.9.4 Confidentiality

In the consent forms, it was clearly stated that the confidentiality of the participants will be ensured by using pseudonyms to make sure that anonymity is the priority. The researcher must treat all participants with respect and due consideration during this study. The researcher is aware that material will be used only for the tenacity of research, and the names of the participants will not be attached to the information given. Kumar (2011: 221) urges the researcher to ensure that information collected during the study and its sources cannot be recognised. It is also important that researchers be careful not to neglect or not protect the confidentiality and anonymity of the information collected from respondents.

3.9.5 Protection from Harm

Kumar (2011:221) explains that research projects may not cause discomfort, anxiety, harassment, or dehumanising procedures. Furthermore, de Vos *et al.* (2011:115) discuss that the elementary ethical rule in research is that no damage may be brought to participants, either physical or emotional. The researcher must protect participants from harm while trying to understand Grade 10 teachers' understanding of entrepreneurial games to teach Business Studies. Respondents will be informed thoroughly before data collection can begin about the possible impact of the study.

3.9.6 Achieving Anonymity

Everyone has the right to privacy and can decide when and to whom their attitudes and identities will be revealed (de Vos *et al.*, 2011:119). All participants are assured, as far as possible, of anonymity and confidentiality when participating in the study. Anonymity was achieved as the true identities of participants was not be used anywhere in the study; code names will be given to all participants during the duration of the study. Participants will be assured that their recorded discussions will be kept safe, and the transcript will be destroyed after five years. Maluleke (2015:16) stresses that it is essential to ensure that participants' right to privacy is always protected with the promise of confidentiality.

3.9.7 Maintaining Professionalism

Researchers are honourably compelled to ensure that they are authentic and competent to undertake the proposed investigation, and the researcher must ensure that the entire research project runs ethically (de Vos *et al.*, 2011: 115). The research must remain as professional and unbiased as possible during the study. The researcher must also acknowledge all sources of information used in this research project, and the similarity report was generated at the end of this project to avoid direct copying of information during the study duration.

3.10 CONCLUSION

Chapter 3 discussed the research paradigm, approach, design, and data generation procedures applied. It also gave attention to the sampling and selection of the participants, the data analysis, ethical considerations and quality criteria. The next chapter will present the data analysis, using thematic analysis, and discuss the findings on using entrepreneurial games as a pedagogical application in teaching entrepreneurship in Grade 10 Business Studies.

CHAPTER 4

ANALYSIS OF DATA, PRESENTATION AND DISCUSSION OF FINDING

4.1 INTRODUCTION

This chapter will present, analyse and discuss the data generated from semi-structured interviews with four Grade 10 Business Studies teachers from the Thabo Mofutsanyana district who participated in the study. The focus of data generation was placed on recording the constructed realities as narrated by participants.

Chapter 3 discussed the research methodology used in the study, explaining the paradigm, approach, design, sampling method, ethical considerations and data-generating techniques. Thematic analysis was also discussed as an instrument to analyse the data, allowing the identification and organisation of qualitative data whereby patterns of shared meaning and experience were revealed across the data set. The findings of the study emanated from the data analysis as presented and discussed in this chapter to answer the following questions:

Critical research question

How can entrepreneurial games be incorporated in a grade 10 Business studies class as a pedagogical approach to teaching the topic of entrepreneurship?

Sub-research questions

- What are the possible challenges in incorporating the entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- What are the optimal conditions for successfully using entrepreneurial games in teaching entrepreneurship in a grade 10 class?
- Is there evidence of best practices relating to using entrepreneurial games in teaching entrepreneurship?

4.2 THE NEED FOR ENTREPRENEURIAL GAMES

Active learning makes learners more interested in learning activities as they can interact with one another and share ideas. The notion of the study is to use entrepreneurial games to enhance the professional development of Business Studies in Grade 10, as learning pedagogy in the classroom happens with the application and implementation of knowledge and ideas. The following theme emerged during the research participants' focus group discussions on the need to incorporate Entrepreneurial games in teaching the topic of Entrepreneurship in Business Studies.

4.2.1 Theme 1: need for entrepreneurial games

Mr Madevu echoed this about incorporating entrepreneurial games in teaching the topic of entrepreneurship and the need for introducing these games:

Everything that is practically executed, learners learn it better and they can relate better to it other than the theory they are just told. Learners seemed to enjoy this game and it made them understand the topic better.

This statement by the participant aligns with the theoretical framework used in the study (Social Constructivism). Sekwena (2019) notes that according to Social Constructivism theory, children are shown how to perform certain tasks; they organise the new information received in their existing mental schemas to learn how to perform them independently eventually.

In addition, Miss Qalabotjha also said:

As a method of teaching, it's good that we introduce these games at school because learners learn better when they do than when they have to hear what you are saying and maybe study the topic, when they do it in practice and have fun in the process will make it easy for them to remember the topic

Ms Ditsebe and Mr Dieta also agreed with other participants when they said:

Ms. Ditsebe

In my own opinion, entrepreneurial games can increase learner interest in this topic because learners learn better when they do things practically. Since the chapter does not have enough information, learners will source other relevant information from using these games

Mr. Dieta

I think it would be of assistance to learners, I agree that when learners do something practically, they turn to understand it more because not all learners understand things theoretically.

All participants indicated that introducing these games is important because learners learn better when they do more than when teachers lecture them. Using entrepreneurial games to support the teaching and learning of entrepreneurship is an initiative that needs to be taken on by the teachers in order to make learning exciting and meaningful for the learners. The responses show that teachers understand the importance of using these games in their grade 10 Business Studies classrooms and that learners learn better when they do rather than when they sit passively in the classroom listening to their teacher. What they do, they cannot forget! This effort by the teachers creates an opportunity for the learners to acquire meaningful entrepreneurship knowledge and skills and apply them effectively in their lives. The responses by the participants further displayed an opportunity for the learners to engage with the content thoroughly and were willing to use these games to support the learners. Moreover, integrating entrepreneurial games in Business Studies lessons improves the opportunity for the learners to participate in the lesson by asking questions that may provide clarity to the content.

In practical activities, learners' input is not just invited but also necessary. Interactive sessions, experiments, and interactive exercises are essential features of practical education that ensure learners' involvement, making them learn and understand more. Furthermore, learning is the fundamental purpose of education, so to improve the learning level, more importance should be given to practical education rather than theory (Motsoeneng, 2020). Due to the ever-increasing rate of unemployment and growing rates of poverty, there is a growing level of economic decline; as such, entrepreneurship has a considerable role to play in fighting unemployment and developing small businesses in order to help decrease the high rate of unemployment in rural areas.

Entrepreneurship must be taught very well to learners in school. While imparting practical knowledge to learners, most activities involve team projects or programs where learners must work in a group or as a team (Agbenyegah, 2013). For instance, it improves a student's ability to interact with his/her fellow learners and encourages teamwork. For another, it also makes the learning process more fun as learners can grasp more while learning it in a group. They tend to have fun in each other's company, and the whole teaching process becomes less tedious and more fun, and one learns more while having fun.

4.3 CONDITIONS CONDUCIVE TO USING ENREPRENEURIAL GAMES IN TEACHING THE TOPIC OF ENTREPRENEURSHIP IN BUSINESS STUDIES

4.3.1 Theme 1: need for teacher development

Over the years, education in schools has been used as a medium to foster creativity and transformation by driving the learners from the known into the unknown (Jaffer *et al.*, 2007:1). So, teaching and learning through strategies such as entrepreneurial games have brought about new and exciting possibilities within the classroom that seeks to contribute towards the learners' ability to solve problems in laying a solid foundation of knowledge. However, more demands have been placed on teachers, as more time is required to prepare for the lesson, which adds to the existing workload (Manqele, 2012:22). Concerning teacher training on these games,

Ms Ditsebe commented as follows:

Teachers must be well trained on the games in order to ensure effective implementation of teaching learners those games. Workshops should be held for teachers to be updated on any new information regarding the games if they are upgraded.

In addition, Miss Qalabotjha mentioned:

Teachers must also be trained by either the management or the Subject Advisors who can also capacitate them on how to develop and chose appropriate games and implement them successfully in the class and we also need to maintain learner discipline during these games because it will be wasting time if learners are not disciplined.

From the responses above, it is clear that teachers must be trained before implementing these games in their classrooms. It is crucial for teachers to continuously

engage themselves in self-development programs and those organised by the department on behalf of teachers. In social constructivist classrooms, collaborative learning is a peer interaction process mediated and structured by the teacher Sekwena (2019:50) and Chilisa and Kawulich (2012:10). So, teachers must be trained. Discussion can be prompted by the presentation of specific concepts, problems or scenarios and is guided through effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material. According to Mutton (2020: 439), continuous teacher development and the use of games as a pedagogical approach have the following benefits for teachers in the classroom:

1) *Professional growth*

When teachers attend training programs, it gives them the opportunity for continuous professional development - to learn new ways, methods, strategies, skills and tools. When teachers get upskilled, they feel confident, happy and motivated to achieve more extraordinary things with their learners. Confident and happy teachers mean confident and happy learners!

2) *Better Learner Management*

As a teacher, it is important to know, understand and analyse each learner effectively. Only then can they know how to teach their learners (which methods to use when teaching- in this case, games). Teacher training programs help teachers better understand and, therefore, better manage their learners.

3) *Equips them with modern pedagogy strategies*

Through a holistic teacher training program, teachers, especially those who have been teaching for many years and are therefore not likely to be aware of updated practices and methodologies, learn new methods and techniques they can implement in the classroom to educate their learners better. Not all traditional teaching methods are ineffective. Teachers will be equipped with information on entrepreneurial games and how they choose effective and appropriate games.

4) Build better relationships with parents

In every school, one of the important predictors of happiness and success is the relationships teachers have with parents. Teachers need to cultivate and maintain positive relationships with the parents of the learners. A teacher is the one who converses with parents the most during parent-teacher meetings. Better relationships with parents = better satisfaction quotient for the school. Participants encoded the following:

Mr Madevu: These games will require financial injection from parents so that learners can buy the products they are going to sell.

Ms Ditsebe: Parents needs to be involved for any financial short-comings learners may have and pay for any fees needed at school to effect these program or games

Mr Dieta: Learners must also convey this message to parents so that they can support the initiative done by teachers so that parents may not have a one-sided mentality to say learners must only do certain stream neglecting entrepreneurship, the benefits of it and why it will benefit us as a community and as a country. Parents must also support the fundraising of these games if teachers say learners must bring certain things to be able to participate in these games.

5) Impacts thousands of learners indirectly

A teacher training program is not just for teachers but also learners. A single teacher who is up-skilled can go on to impact thousands of learners. Teachers have a significant role in nation-building because learners are the citizens of tomorrow. Imagine, then, the impact that up-skilled teachers can create. Teachers can engage in strategies that allow learners to attempt to solve problems through engaging in critical thinking, collaboration and creativity to support a much deeper understanding of the subject. However, existing challenges, such as limited time, inadequate games and pressure to prepare learners for the final year examinations, have derailed any efforts of teachers preparing and facilitating lessons with the aid of entrepreneurial games (Jantjies et al., 2016:8). Using different teaching methods in the classroom will be very demanding for teachers because high levels of discipline are required from both teachers and learners. SMT of the school and other teachers in the school play an important role during the implementation of these games. It cannot just be a matter that lies with grade 10 Business Studies.

Mr Madevu echoed that:

Use these games requires a very strong discipline from both educators and learners to minimise noise levels during these games. Teachers need to have the support of the principal and the entire SMT to implement and use these games. For these games to be less disruptive, they must be implemented outside the classroom so they do not disrupt other classes.

Teachers need to explain the importance of these games so that learners can understand why we need to use these games in teaching and learning entrepreneurship. When learners understand the importance, maximum levels of discipline can be achieved during the implementation of these games. Discipline impacts learning by creating a stress-free environment for apportioning time to various activities. It improves planning through observing and maintaining a daily routine, moulds learner character and enhances their motivation, enables the setting of good examples, and positively contributes to better performance and understanding (Clark, 2010).

Teachers need to explain the importance of these games so that learners can understand why we need to use these games in teaching and learning entrepreneurship. When learners understand the importance, maximum levels of discipline can be achieved during the implementation of these games. Discipline impacts learning by creating a stress-free environment for apportioning time to various activities. It improves planning through observing and maintaining a daily routine, moulds learner character and enhances their motivation, enables the setting of good examples, and positively contributes to better performance and understanding (Clark, 2010).

4.4 POSSIBLE CHALLENGES IN INTRODUCING ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP IN BUSINESS STUDIES

All participants indicated that full-scale support may be needed from parents for the implementation of some of these games to be successful. Some of these games may require financial assistance from parents so that learners can participate successfully in these games.

4.4.1 Theme 1: support needed from both SGB and parents

Commenting on the need for parental support in implementing these games in the classroom, participants had this to say:

Miss. Qalabotjha: We cannot have sales day without money, so where finances are involved, we will need the contributions from parents as well as the SGB and the fundraising committee to assist us.

There is a need for collaboration between teachers and parents for learners to be motivated to participate in this strategy. Lack of cooperation between relevant stakeholders may lead to the unavailability of necessary resources to implement this strategy. Ntekane (2018:3), parental involvement refers to a situation where parents are directly involved in their children's education. They involve themselves and are involved by the school and teachers in their children's learning process, and they fulfil their duties as parents in making sure that the learner is assisted in the learning process as much as they possibly can. Pontz (2019) states that learners with involved parents have better attendance, complete more homework, and achieve more in their school work. Parents can participate at school by helping with functions and activities or communicating with teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and discussing educational values and attitudes. A school-family partnership does more than enhance academic achievement. When parents and teachers work together, learners report higher levels of motivation and self-esteem (Pontz, 2019).

Learners also develop key social and emotional learning skills, such as self-awareness, relationship-building, and responsible decision-making. Learners develop these skills when programs are coordinated across settings, including home and school. When families and educators work together, they reinforce the kind of behaviours and skills learners need to become successful adults. The reality is that not all schools have the same resources. However, the good news is that parental involvement makes a real difference in schools everywhere. We hope for a nation in which all young people have schools with the resources needed to educate and

prepare youth. Whether one's school has all it needs or deserves more, involved parents make a difference.

4.4.2 Theme 2: resistance from SMT and other teachers

Concerning the issue of resistance from both teachers and learners, participants had this to say:

Mr. Madevu

SMT will be required to be open to new ways of doing things/ new ways of teaching as people are used to the traditional teaching method.

Furthermore, Mr. Madevu narrated:

Teachers will need extra-classes to implement these games. Some principals may not support the initiative as they may be from the previous education dispensation or are used to traditional teaching method.

Miss Qalabotjha

We might also come across the resistance from other teachers because with time available everyone wishes to complete the curriculum and do revision to make sure that everything is orderly before learners can be to write examinations.

Using different teaching methods in the classroom will be very demanding for teachers because high levels of discipline are required from both teachers and learners. SMT of the school and other teachers in the school play an important role during the implementation of these games. It cannot just be a matter that lies with grade 10 Business Studies. Hence, in their effort to prepare learners for tests and examinations, teachers continue to rely on traditional teaching pedagogies to teach the topic of entrepreneurship in Business Studies Grade 10. Teachers will need much-needed support and training from the SMT and the department with training on which entrepreneurial games to select and use in their classrooms.

4.4.3 Theme 3: Time allocated

Content and pedagogical knowledge are central to a teaching and learning environment; hence, creating a classroom setting that gives all learners the best learning opportunities is crucial. Teachers struggle to create an active learning classroom where learners engage in learning by building new knowledge and understanding (Ndebele and Maphosa, 2013:258). The findings from the interviews with the participants indicated that the teachers failed to create a classroom environment that engaged a learner-centred approach. This failure was characterised by challenges such as pressure to complete the Grade 10 Business Studies curriculum and time allocated per topic in the ATP.

Commenting on the challenge of time as a possible challenge in using entrepreneurial games to teach entrepreneurship, Mr Madevu narrated:

Not enough time to teach and implement this strategy. Only one week is allocated to teach this chapter of entrepreneurship in grade 10, and this does not leave room for grade 10 teachers to implement this strategy as they need to complete the curriculum as stipulated in the ATP.

Ms Ditsebe echoed this by saying:

As we don't know how much time we will need to ensure that this strategy is implemented effectively - at the moment, the topic of entrepreneurship is only allocated one or two weeks in the ATP.

Subsequently, Mr. Dieta said:

Time: as we don't know how much time we will need to ensure that this strategy is implemented effectively.

Teachers are restricted by the time allocated in the ATP, whereby teachers are required to complete a specific amount of content within the given timeframe, resulting in them being unable to provide an inclusive learning environment for learners and use other strategies to teach learners. This forces teachers to resort to traditional teaching methods to complete the ATP as required.

In this regard, Mr Madevu further commented that for the strategy to be effective, Grade 10 teachers need to:

These games can be implemented outside the notion time, so extra support is going to be needed from everyone in the school. Teachers need extra classes to implement this strategy as some principals may not support this initiative as they are from previous education dispensation or prefer their teachers to use traditional teaching methods in their classrooms.

The responses reflect that the teachers are hesitant to use the active learning approach in the classroom environment because they fear that they might not be able to complete the curriculum on time, and instead, resort to the teacher-centred methods with which they are comfortable in order to cover the subject content (Tharayil *et al.* 2018:2; Strayer *et al.* 2019:64). This shows that in teaching specific topic such as entrepreneurship in Business Studies grade 10, the teachers remain using a passive learning approach and assuming the role of control and influence, whereby all knowledge necessary to learn accounting would be transmitted to the learners. The DBE (2011:3), through CAPS, prescribes and emphasises that learners' exploration, participation and the development of skills in analysis, synthesis and evaluation are placed at the centre of teaching and learning. However, teachers fail to guide the learning process through which learners actively build or construct their understanding by applying complex problem-solving skills, critical thinking and cognitive flexibility (Goss & Sonnemann, 2017:5).

Furthermore, the participants expressed that those teachers are caught up between completing the subject content set out for the year, while at the same time, the DBE requires them to engage in learner-centred methods to help assist the learners in collaborative learning. Engaging the teacher-centred approach places the learners in a passive role where they listen, memorise and regurgitate the content taught without any understanding (Zain *et al.*, 2012:320). This, therefore, hinders the efforts of the DBE to create an active learning approach that allows learners to express their gained knowledge in Business Studies grade 10.

The participants' responses point out that teachers exercise control in terms of choosing how learning has to take place within the classroom, thus oppressing and

marginalising any contribution the learners have (Darling-Hammond et al., 2019:3). The narrations mentioned supporting the findings of Ndebele and Maphosa (2013:258) that active learning is seen as a hindrance by teachers. They tend to resort to teacher-centred methods of teaching in order to cover the subject content.

Using teacher-centred methods results in the teacher assuming a role of dominance, thus disallowing learners to express their gained knowledge in the topics of entrepreneurship in Business Studies grade 10. Sekwena (2014:83) states that this teaching mode often results in the learners losing interest in the class as the teaching centres around the teacher. Teachers are mainly concerned with covering the curriculum, and in the quest to complete it, they employ teaching methods and approaches that jeopardise learners' freedom. Thus, it is not easy to use any other teaching method. The learners' capability to engage and participate in their learning is violated as teachers assume the role of authority, thereby diminishing the opportunity to create an active learning environment.

The following narrations were captured and recorded in an interview with participants:

Mr. Dieta: To limit this challenge of time, the department may have to increase time allocated to teaching this topic and give me time to apply strategies that can help learners to understand this topic better.

Miss Qalabotjha: we need to look for games that are not going to deviate from the DBE policy guideline because that what we teach is what learners are going to get assessed on...

Mr. Madevu: to limit this, there must be good communication with different stakeholder in the school. Stakeholders must be informed as early as term 1 that during the teaching of this topic in term 3, there will be some practical games that must be used to teach this topic.

Drawing from the responses by the participants, using entrepreneurial games to support the teaching and learning of entrepreneurship is an initiative that needs to be taken on by the teachers in order to make learning exciting and meaningful for the learners. The responses show that teachers understand the importance of using these games in their Grade 10 Business Studies classrooms and that learners learn better

when they do rather than when they sit passively in the classroom listening to their teacher. What they do, they cannot forget! This effort by the teachers creates an opportunity for the learners to acquire meaningful entrepreneurship knowledge and skills and apply them effectively in their lives.

The responses by the participants further displayed an opportunity for the learners to engage with the content thoroughly and were willing to use these games to support the learners. Moreover, integrating entrepreneurial games in Business Studies lessons improves the opportunity for the learners to participate in the lesson by asking questions that may provide clarity to the content. However, adequate support and motivation from the school management team and other relevant stakeholders need to be given to the teachers in order for them to consistently practise a culture of using game-supported learning.

4.5 EVIDENCE OF THE SUCCESS OF ENTREPRENEURIAL GAMES IN TEACHING BUSINESS STUDIES

Preparing and planning for a lesson, especially using strategies such as entrepreneurial games, are crucial elements for a teacher as these permit thorough research to be conducted in terms of using these games appropriately in order to benefit the learners to retain the knowledge of accounting (Saal, 2017:17). The teacher can engage in strategies that allow learners to attempt to solve problems through engaging in critical thinking, collaboration and creativity to support a much deeper understanding of the subject. However, existing challenges, such as limited time, classroom overcrowding and pressure to prepare learners for the final year examinations, have derailed teachers' efforts to prepare and facilitate lessons with entrepreneurial games (Jantjies et al., 2016:8).

4.5.1 Theme 1: type of Entrepreneurial games

The following narration was captured from Mr. Dieta regarding the type of games that can be used in a Grade 10 class:

One being something that used to happen, and I don't know why it stopped, something like market day. It is something that we can use as a game were learners come up with their own ideas, they brainstorm, they make business plan on what they are going to sell, what will their expenditure be and do everything related to entrepreneurship (from

business plan, budget costs, decision marking) and I feel like this can be done once a year during the same week when this topic is taught. That could help a lot.

Furthermore, Ms Qalabotjha gave the following response:

Examples of such were cross words and they were faced out because if we used them for class activities they were regarded as inappropriate activities because they were not examinable. We can use the card game in class, for example give them a scenario-based problem and let them apply entrepreneurial skills to solve the problems and bring about improvement in the business. Other game that can be used is having sales day at school/ entrepreneurship day where learners must develop products or render service OR market day is one of the games that we can use and maybe divide them into teams and the winning team will get a reward that way learners will play around to ensure that their idea is a successful idea. They sell their idea to their fellow learners and maybe on sales day they market and run around to ensure that their products are bought in numbers and that way they make enough sales, that way they also learn on challenges and the best way in which the entrepreneurs are going on to ensure that businesses are up and running and they are successful.

Mr Madevu had a different game that can be used as part of the strategy, and his narration is as follows:

I once attended a workshop, and we were given this fake money was supposed to be used to encourage learners to practice entrepreneurship as they had to buy some things with that money. Learners were divided into groups and have products that they are selling, other groups would become buyers. Profit will be calculated daily to see which groups made profit. These types of games are very beneficial because they allow learners to fully comprehend and grasp concepts that they are learning. Learners must be encouraged to sell some products at school. Everything that is practically executed.

Pietrzak (2021) explains that having an entrepreneurship day at school will help to teach learners important life skills, such as Collaborating and working with a team, speaking in public and preparing an effective presentation (digitally and in-person), collecting, analysing, and using data. Moreover, learners will always learn to work with different clients (or pitch new ones), build their brand, or develop a new project or product. Not to mention that entrepreneurs improve the lives of individuals and communities and the overall economy. Entrepreneurs have been instrumental in spurring social change and improving the way people live and work (Agbenyegah,

2013). They help raise the standard of living for everyone by creating jobs and making products safer, less expensive, and more functional. The major benefits for learners to participate in the entrepreneurship day are, according to Meintjes et al. (2015:2), firstly, rewards for taking on the risks that entailed in transforming an idea into a business include the earnings their investment generates, as well as the ability to set their schedule.

However, entrepreneurs also gain the satisfaction of seeing their idea transformed into a thriving enterprise and knowing their skills and leadership helped make it happen. Secondly, learners will learn that businesses help to foster innovation, promote economic development, and create jobs. A successful company is likely to expand, which generates taxes, jobs, and other benefits for the area. Thriving businesses tend to attract other ventures in the same or related fields, and they often invest in community projects and support local charities.

Participants also narrated that Monopoly can be used as one of the entrepreneurial games to be used in the classroom:

Mr. Dieta: Another game that can be used is monopoly, although it's a board game. It will learners to have critical thinking skills with regard to entrepreneurship as required by the CAPS document from all Business Studies learners. It helps create learners who are able to think outside the box.

Ms Qalabotjha also indicated that as part of the strategy, we need to invite some local entrepreneurs to school and help motivate learners with real-life issues regarding entrepreneurship.

The narration by Miss Qalabotjha is as follows:

We may also invite local entrepreneurs that will keep them on a that particular day so they will be able to relate to their real-life situations of what other entrepreneurs in their town are doing and how they are manoeuvring around the challenges that they face. Such knowledge gained on a particular day can be applied in learning and assessment.

One of the best ways to teach learners about finance, money and life skills is by playing Monopoly, as the game contains many money and life lessons (Matt, 2021). This game also teaches learners how to strategise, plan, do maths, buy and sell, and the best

part of it is how to control winning and losing circumstances and their emotions. Some characteristics of successful entrepreneurs taught in Business Studies grade 10 can be practised while playing this game, such as patience, risk-taking, and self-discipline. From the narrations above, it is apparent that practical learning is needed to teach the topic of entrepreneurship in grade Business Studies for learners to understand this topic better and motivate learners to pursue careers in entrepreneurship.

4.5.2 Theme 2: evidence of games used

On the question of any positive impact on the use of the strategy, participants narrated their experiences as follows:

Ms Qalabotjha: Unfortunately, I cannot say it had positive impact. Maybe if we introduce these games, then in future I can say it will have a positive impact provided that really we do not come across challenges that everyone buy into the idea because learners will also be problem solvers as they will be enjoying the topic itself.

Mr. Madevu: Unfortunately, it is difficult to measure the success of the strategy being implemented, because we never see most learners becoming entrepreneurs. Very few become entrepreneurs. But in terms of assessment, learners are performing very well in this topic.

Mr. Dieta: I have never heard anyone who said they have used this strategy of entrepreneurial game in the classroom. The department once tried to come up the strategy of Youth Enterprise Society (YES), as it is more similar to the strategy of entrepreneurial games, but it failed to facilitated the progress of youth entrepreneurship and we don't know what is happening to the strategy at the moment.

From the participants' responses above, it is obvious that entrepreneurial games are never used as a pedagogical approach in entrepreneurship in business Studies grade 10 despite teachers knowing and understanding the benefits of these games in their teaching and learners' learning. Teachers understand the importance of creating learner-centred classrooms but are restricted by factors such as time allocated to this topic (one week). The Department of Basic Education once introduced the program YES in secondary school to facilitate youth entrepreneurship, but the program failed to meet its intended objectives, and currently, no one understands or knows what happened to that program.

4.6 CONCLUSION

This chapter presented, analysed and discussed the data generated from semi-structured interviews with Grade 10 Business Studies teachers from the Thabo Mofutsanyana district who participated in the study. In the final chapter, the researcher will summarise the findings, recommendations and suggestions for further research, and reflections.

CHAPTER 5

SYNTHESIS OF FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

5.1. INTRODUCTION

This chapter will remind the reader of the problem statement formulated in the study, the aim of the study, the research question that the study wanted to answer, and the five objectives the study pursued. The key findings from the data generated through reviewing related literature and the empirical study will be presented. The chapter will further make recommendations to facilitate the use of entrepreneurial games as a pedagogical approach in teaching entrepreneurship in Business Studies Grade 10.

To make it easy to follow this chapter, the findings and recommendations made under each of the five objectives the study pursued will be reported. The study aims to incorporate entrepreneurial games as a pedagogical approach in teaching entrepreneurship in Business Studies Grade 10 class as this approach seems to have the potential to enhance the understanding of the topic and use these concepts in the real world. This aim is in response to the observation that the teaching of entrepreneurship is more teacher-centred and classroom-confined, which seems to limit opportunities for learners to put to practice or apply the theories and concepts they learn in the subject.

5.2 NEED FOR ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP

5.2.1 Findings: Entrepreneurial games enhance the teaching and learning of Entrepreneurship

The study found that entrepreneurial games can be used to support the teaching and learning of entrepreneurship as an initiative that needs to be taken on by the teachers to make learning exciting and meaningful for the learners. According to Marta & Jose (2021:31), teaching using games in the classroom has the following advantages for both teachers and learners:

- Higher engagement among students
- Unique ways to reach every kind of learner.

- Opportunities to practice critical thinking while promoting social-emotional learning.
- Learning a variety of important skills
- Developing connections with the content and forming positive memories of learning

One participant indicated that learners learn better when they do other than just be taught and listening, whilst the other participant agreed that learners will never forget what they learn practically in the classroom. One participant indicated that using these games in the classroom can increase learners' interest in the topic. The responses show that teachers understand the importance of using these games in their grade 10 Business Studies classrooms and that learners learn better when they do rather than when they sit passively in the classroom listening to their teacher. The study also found that using entrepreneurial games in the classroom will foster the creation of active learning classrooms and teachers using learner-centred teaching methods.

Vygotsky (1962), as discussed by Shah (2019: 39), highlighted the importance of learning through communication and interaction with others rather than just through independent work; this has paved the way for the concept of group learning, and one of its forms is known as collaborative learning. These games were found to help learners interact with one another and share ideas and information in the classroom. When using these games in the classroom, both the teacher and learners will create knowledge, and learners play an essential role in decision-making. The responses by the participants, as discussed in section 4.2.1, display an opportunity for the learners to engage with the content thoroughly and be willing to use these games to support their learning. Moreover, integrating entrepreneurial games in Business Studies lessons improves the opportunity for the learners to participate in the lesson by asking questions that may provide clarity to the content.

5.2.2 Recommendations

A critical recommendation is for teachers to create a classroom environment that engages in active learning to stimulate learner interest in this topic. Consequently, a teacher using active learning as a teaching strategy should enable learners to build knowledge through critically discussing, reading and writing. Using dialogue,

discussion and group work that is set using real-world contexts is crucial towards fostering whole-class understanding. Therefore, the classroom culture concerning the teacher's role should be changed by allowing the learners to be engaged in the process of learning, which includes brainstorming ideas with peers, moving around the classroom to gather resources and using entrepreneurial games to access information. Learning in the classroom must not only be theoretical, as learners lose interest in what they are learning, but teachers need to teach the topic more practically.

The essential value of using entrepreneurial games in entrepreneurship education is to develop constant understanding among the business studies learners about innovative skills, motivational abilities, and meaningful tasks and to increase motivation amongst learners. Entrepreneurial games can help learners to enhance their ability to express their thoughts, feelings and emotions. It is recommended that games be used in the classroom as they will assist learners with an opportunity to ask questions and be inquisitive about their learning and motivate learners to be more interested in this topic of entrepreneurship.

5.3 TYPES OF ENTREPRENEURIAL GAMES SUITABLE FOR TEACHING ENTREPRENEURSHIP

During the discussions with the participants in the study, the following types of games were identified as some of the games that can be used in the classroom.

5.3.1 Findings: Entrepreneurship Day

It was noted during the discussions with one participant that he is worried about why this initiative had been stopped in our schools. Learners used to show much interest in this game. This game allows learners to develop a business idea and brainstorm ideas with their peers on what they need to have successful businesses. During the implementation of this game, learners are allowed to sell products of their choice whilst applying their minds to solving problems that may hinder them from making a profit from selling their products.

5.3.2 Findings: Monopoly

The study found that these games can increase learner's critical thinking skills as required by the CAPS document in Business Studies. Monopoly can help learners strategise, plan, negotiate with others, deal with winning or losing circumstances and control their emotions (Endeavor, 2012). This game can develop learners' key decision-making skills while still having fun in the classroom and will help teach learners about basic money management skills essential in entrepreneurship. Furthermore, this game can improve pronunciation, vocabulary, grammar and language skills in general, and lastly, the game teaches learners about investment and making sound financial decisions.

5.3.3 Findings: Problem-Based Games

One participant indicated that he once attended a workshop where they were given real-life problems affecting entrepreneurs and businesses with fake money to solve these problems, and the winning team would be given prize money as a prize. Learners need to actively use this fake money to buy and sell products at school while teaching this topic. For us to be able to apply this game in the classroom, learners are divided into groups, and they are given challenges faced by entrepreneurs. They need to follow this sequence when playing this game:

- The need to examine the problem
- Explore what they already know about the given problem
- Learners need to acquire the necessary tools and information to solve the problem
- Each group need to report their findings to the whole class as to how they solved the problem and how such problem can be prevented in future.

Nilson (2010) further articulates that teachers need to give learners ground rules of playing this game and how they will be assessed upon the conclusion of this game. Learners may be required to assume different roles in playing this game (the role being entrepreneurs, government officials, customers) so that they can understand what is needed from them while playing game and after playing.

5.3.4 Recommendation

The study recommends that teachers use monopoly in the classroom as it is key in consolidating the content taught in the classroom practically and playfully contributing to the formation of future entrepreneurs and arousing learner interest in the topic. The second recommendation is that schools develop a program to have entrepreneurship day at school and invite successful local entrepreneurs to be part of the program to motivate learners to share their stories on how they made it in this field of entrepreneurship. Subsequently, schools can invite structures such as the National Youth Development Agency (NYDA) to schools and discuss issues around entrepreneurship with learners (how to register a business, obtain funding and ensure that a business remains sustainable and profitable).

Case studies, Problem-Based Learning (PBL), and board games must be used in the classroom to help learners with problem-solving skills and foster creativity amongst learners in the classroom. With these types of games, learners can improve their social skills as they will work with others to solve given scenarios and build their knowledge. These games will foster the creation of active learning classrooms and promote learner-centred teaching methods. These games can reinforce learning in the classroom and foster collaboration with fellow learners.

5.4 CONDITIONS CONDUCIVE TO THE INCORPORATION OF ENTREPRENEURIAL GAMES IN TEACHING ENTREPRENEURSHIP

5.4.1 Findings: Need for teacher development

It was noted during the discussions with participants that teachers still use traditional teacher-centred methods to teach the topic of entrepreneurship. It was further discussed that sometimes teachers feel that using games in their lessons may create ill-disciplined learners as they may not know how to control the class during the lesson. The study also found that properly implementing this strategy will require high levels of discipline from teachers and learners in the classroom. The study has noted through discussions that in order for teachers to create active learning classrooms, teachers must be able to go beyond what is required of them by organising extra classes and that teachers must also engage themselves in personal development by being lifelong learners and improve on their knowledge to use these strategies.

When teachers are not adequately trained, they cannot implement learner-centered teaching methods and use entrepreneurial games to teach entrepreneurship in Business Studies.

5.4.2 Recommendations

One major recommendation is that the Department of Basic Education must conduct teacher development workshops and train teachers on how to use varied teaching methods in the classroom. Subject Advisors, SMTs can be used to train teachers on implementing these strategies in the classroom. Teachers must not rely on teacher-centred teaching methods; learners are just passive receivers of information when this topic is taught. As discussed in Chapter 2, Rajcoomar (2013) urges that when the teacher-centred approach is used in the classroom, learners feel overloaded with content, lose motivation in their subject, do not see relevance in their study, cannot link the theory learnt to the actual life application and adopted a surface approach to learning instead of understanding what has been learnt, whilst learners experiencing the learner-centred approach developed more appropriate ways of studying, found relevance in what they learnt, were more able to remember and apply what they have learnt, enjoyed learning, and built up more interconnections between the things that they learnt.

The study, through literature, also recommends that tertiary institutions train student teachers on learner-centred methodologies and encourage students to apply these methods in their daily teaching when they get employed. When teachers attend training programs, it gives them the opportunity for continuous professional development - to learn new ways, methods, strategies, skills and tools. When teachers get up-skilled, they feel confident, happy and motivated to achieve greater things with their learners. Confident and happy teachers mean confident and happy learners! One participant mentioned that workshops need to be created for teachers to ensure the effective implementation of this strategy.

Curriculum delivery depends entirely on the teaching method used in a class by the teacher. Teachers must be trained to use games in their teaching of entrepreneurship to stimulate learner interest in the topic. Learners must not just be passive receivers of information in the classroom.

5.4.3 Findings: Support from SGB and parents

From the discussions with participants, it became clear that parents play an important role in successfully implementing entrepreneurial games. Some games may require learners to contribute money when used in the classroom. As learners do not have, parents will assist in this regard. The study found that some may also financially require support from the SGB as the school must buy some of the resources. When money is raised through these games, it must be deposited into the school bank account and managed by the SGB. In addition, the SGB can also assist the school in inviting entrepreneurs from the local community to motivate and share essential skills with learners and parents. Parents and SGB members who are entrepreneurs can also assist with providing learners an opportunity to be modelled into entrepreneurship at a very early age. Parents also play an important role by assisting learners in their planning phase with a business proposal on what they will sell and determining prices for their products. Parents help learners with follow-ups on their proposal to make it a reality in future.

5.4.4 Recommendation

The study recommends that functional relationships must be established between different stakeholders within the school environment (teachers, parents, SGB, and the community in general) for the successful use of these games in the classroom. Furthermore, it is recommended that we plan to use these games well in advance before they can be implemented and used in term three so that both parents and the school can prepare themselves financially for these games. A discussion with one of the participants was that if these games are to be used outside the time, parents must be informed of the day in which games will be used and when they will finish with the games. Furthermore, the study also noted that it is important for teachers to form relationships with the parents of learners they are teaching.

This would help with better school attendance by learners, learners achieve more, and it also helps to maintain high standards of discipline that will be needed during the use of these games.

5.5 POSSIBLE CHALLENGES IN THE USE OF ENTREPRENEURIAL GAMES FOR TEACHING ENTREPRENEURSHIP

5.5.1 Findings: Resistance from SMT and other teachers

The data collected showed that most school principals are more concerned with teachers completing the syllabus as stipulated in the ATP. Whether learners understand what is taught or not, one participant said that most principals are from old teaching dispensation, prefer teacher-centred methodologies, and will reject using the games. The study also found that some other teachers will need learners to complete the year syllabus so that they may still have time to revise with learners. Other teachers are usually concerned about noise levels around the school when these games are implemented. Again, using entrepreneurial games in the classroom may be very demanding and require high discipline from teachers and learners; hence, other teachers may reject this strategy.

5.5.2 Recommendation

The study recommends that school principals and their SMTs be taken for a training workshop to understand the benefits of using entrepreneurial games in teaching entrepreneurship in Business Studies. The benefits of using learner-centred teaching methods, as discussed in section 2.3.2.2, must be explained to the school principal and SMT so that they understand it is not about completing the ATP but learners understanding the content and being able to apply it outside the classroom. The study also recommends that there must be good communication between Business Studies teachers and the school SMTs regarding the use of entrepreneurial games in teaching entrepreneurship in Business Studies Grade 10.

5.5.3 Findings: Time constraints

From the data gathered, it is clear that there is not enough time to implement the strategy in the classroom. All participants in Chapter 4, section 4.4.3 have agreed that not enough time is allocated for this topic in grade 10. It is clear from the discussions with participants that the topic of entrepreneurship is not allocated enough time in the ATP. This topic, as discussed in section 2.3.1.1, is only taught for only one week in term 3. Subsequently, different schools do not have the same duration for a period. Some schools have 30/45 minute periods. This allocated time is not enough to teach

learners to be motivated and interested in entrepreneurship. In addition, it was noted that given time allocated to this topic. Teachers are then rushing through the topic for them to finish the allocated time in the ATP and do not teach learners to understand the topic better to apply what they have learned in the real world. It has also been noted that teachers will resort to their traditional teacher-centred teaching method to finish the content within the time stipulated in the ATP.

5.5.4 Recommendations

It is recommended that Business Studies teachers apply for a non-teaching day from the district office to implement these strategies, as there is not enough time in the ATP. All teachers and learners are expected to be at school on this day. In the five days allocated for this topic, teachers have at least two days for learners to prepare their business proposals and one day to have their product plans and on the last day of the week, we then need to implement the strategy. Teachers can also make it easy on themselves by choosing games that may be used during their periods as allocated in the timetable and other types of games to be used on extra hours. Despite the challenge of time at hand, teachers need to outline the behaviour needed from all learners during the use of these games as a way to manage and save time.

Furthermore, one of the principles of the CAPS curriculum is to promote active and critical learning: encouraging an active and critical approach to learning rather than rote and uncritical learning of given truths (DBE; 2011: 5). In some instances, teachers will be required to have to put in an extra hour or extra two hours to assist learners with the implementation of these games as time allocated may not be enough. This study in Chapter 2 (section 2.3.2.3) also recommends that teachers must be able to do more than they require. They need to organise extra classes for them to ensure that learners understand the content that is taught.

One participant discussed that this strategy will need to be implemented outside the notion time for it to be successful and make sure that learners are motivated enough for this topic of entrepreneurship.

5.6 EVIDENCE OF SUCCESS OF THE USE OF ENTREPRENEURIAL GAMES IN TEACHING

5.6.1 Finding: YES! initiative

One participant mentioned the YES strategy. This strategy was introduced in schools for grade 10 Business Studies learners. Learners were taught all aspects of entrepreneurship (funding, registration), and the initiative even had programs where schools would challenge one another with entrepreneurship. Learners were motivated to participate in this initiative even though the Department of Basic Education stopped it. One participant indicated that as they were given fake money and real-life entrepreneurial problems to use in the classroom, learners seemed interested in this strategy and participated eagerly.

These games help learners develop leadership skills, and with the use of these games, learners will be able to identify problems and develop the necessary skills to solve them and lead through collaboration with others (Grecu & Denes, 2017:3). Games such as Monopoly help learners to tap and have a room for creativity and collaboration with others. Furthermore, they help prepare learners for an uncertain future that they may have to face. With the implementation of Entrepreneur Day, learners will learn about the product development cycle and be able to bridge the gap between prescribed content and what entrepreneurs face every day.

Subsequently, Grecu & Denes (2017:3) state that these games can teach learners about developing business plans and proposals, integrate economics and accounting in their businesses, and enrich their business minds. Arioseno et al. (2023:150) explain that these games can increase learners' interest in entrepreneurship and give them the necessary competencies to take risks in becoming entrepreneurs.

5.6.2 Recommendations

For entrepreneurial games to be implemented successfully in the classroom, teachers must be adequately trained in effective classroom management to maintain high levels of discipline while using these games and to choose relevant games in their classrooms or schools. Schools must be able to assist with procuring some of the resources that teachers will need to implement this strategy. There must be a collaboration between the school and all relevant stakeholders within the school

context (parents, entrepreneurs) to assist with some information and other resources. Both educators and learners must be motivated and understand that it is very beneficial to use these games. Games can arouse learners' interest in a subject and provide the context for learners to engage in the practical side of learning a topic.

5.7 CONCLUSION

The researcher presented the study findings in this chapter according to the primary and secondary questions. Moreover, the study summary, recommendations, further research and reflections were thoroughly discussed.

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APPENDICES
APPENDIX A – APPLICATION FOR TITLE REGISTRATION



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20 October 2021

APPLICATION FOR TITLE REGISTRATION


Applicant: Letebele, SB
Student Number: 2017215381
Discipline: Curriculum Studies
Study Code: Masters (EDCI8900)


Dear Mr Letebele

Your registered title is as follows: "THE USE OF ENTREPRENEURIAL GAMES AS A PEDAGOGICAL APPROACH IN TEACHING ENTREPRENEURSHIP IN GRADE 10 BUSINESS STUDIE"

All of the best with your studies.

Yours sincerely,


Prof Patrick Mafora
Chair: CTR committee


Ms CS Duvnhage
Secretary: CTR committee

APPENDIX B – ETHICAL CLEARANCE



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

11-Nov-2022

Dear Mr Simon Letebele

Application Approved

Research Project Title:

THE USE OF ENTREPRENUERIAL GAMES AS A PEDAGOGICAL APPLICATION IN TEACHING ENTREPRENUERSHIP IN GRADE 10 BUSINESS STUDIES

Ethical Clearance number:

UFS-HSD2022/0335/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Adri
Du
Plessis

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APPENDIX C – PARTICIPANT CONSENT FORM

CONSENT BY A TEACHER AS A PARTICIPANT

Date: May 2022

The use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 business studies

Researcher:

S.B Letebele

2017215381

078 280 8663

Study Leader:

Dr. Sekwena G.L

082 736 1146

Faculty and Department:

Faculty of Education

University of the Free State

BLOEMFONTEIN

9300

I am currently doing research with the University of the Free State on the use of entrepreneurial games as a pedagogical application in teaching entrepreneurship in grade 10 business studies. Given your experience and knowledge in business studies, I would like to extend an invitation for you to participate in this research study.

The aim of the study is to incorporate the use of entrepreneurial game as a pedagogical approach in teaching the topic of entrepreneurship in Business Studies Grade 10 class. Learning entrepreneurship is essential as it is fundamentally aligned with the Curriculum Assessment Policy Statement (CAPS) which requires to be transformed through the inclusion of active learning strategies through interacting in active and critical learning. The use of entrepreneurship games creates a learning environment that necessitates promoting creativity, higher order thinking skills and problem-solving in the act of learning through

continuous engagement with educators, parents and other relevant stakeholders to encourage collaborative learning.

Data will be generated through these sessions and stored as per the Data Protection Act, whereby further details will be provided. All sessions will be recorded on a tape recorder, camera and video camera subject to your approval. Data will be analysed using Critical Discourse Analysis (CDA) to get in-depth understanding of meanings from the perspective of participants. All participants are expected to participate in these sessions to share their experience and knowledge.

Furthermore, be reminded that if at any point during the study you wish to stop your participation; you may do so. Confidentiality, anonymity and legal issues about this research will be discussed with you, as it is important that you fully understand the purpose of this study.

Real names will not be used in my publications or reports on the study.

Yours sincerely
S.B LETEBELE

Please fill in and return the page below. Keep the letter above for future reference.

PLEASE RETURN

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (full names), confirm that the person asking my consent to take part in this research has told me about the nature, procedure and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient time to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into the research report, journal publications and/or conference proceedings.

I agree to the recording of the insert specific data collection method.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

APPENDIX D – INTERVIEW SCHEDULE

THE USE OF ENTREPRENUERIAL GAMES AS A PEDAGOGICAL APPLICATION IN TEACHING ENTREPRENUERSHIP IN GRADE 10 BUSINESS STUDIES

INTERVIEW QUESTIONS

1. May you please provide me with some background information.
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Qualifications
2. In your opinion, what could be the reason Entrepreneurship seem to be a bit difficult topic for learners to follow?
3. Entrepreneurial games have been touted as one possible method to enhance learners understanding of this topic. Do you agree and if so, how would the introduction of entrepreneurial games assist learners to better understand this topic?
4. Which games could be used as part of the strategy?
5. What will be required from different stake holders (i.e. teachers, learners, parents, the school itself and others that you can think of) to successfully implement this strategy.
6. What do you think could be the possible challenges in implementing this strategy? How would you try to limit the impact of these challenges?
7. Is there any evidence on the positive impact of the use of this strategy?

APPENDIX E – TURN-IT-IN REPORT

17 OCTOBER_2023.docx

ORIGINALITY REPORT

15% SIMILARITY INDEX	14% INTERNET SOURCES	2% PUBLICATIONS	6% STUDENT PAPERS
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APPENDIX F – EDITORS CERTIFICATE



Editors Certificate

This certifies that the proposal titled:

**THE USE OF ENTREPRENEURIAL GAMES AS A PEDAGOGICAL APPLICATION
IN TEACHING ENTREPRENEURSHIP IN GRADE 10 BUSINESS STUDIES**

Commissioned to us by:

S.B. LETEBELE
STUDENT NUMBER
2017215381

Has been edited for the following:

- English language: grammar, punctuation, vocabulary enhancement, sentence structure, phrasing and spelling, syntax, paraphrasing and summarising
- Coherence and Structure
- Proofreading
- Technical Editing – referencing, alignment, table of contents, formatting and paragraphing

Mrs Deshnee Chetty-Sherief

Editor and Transcriptionist

Mi-PA (Pty) Ltd

Date: 10/11/2023

Disclaimer: The author is free to accept or reject our changes in the document after our editing. However, it is to be noted, and we do not bear responsibility for revisions made to the document after our edit on <10/11/2023> All editing after date of edit is chargeable at full rate.

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