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Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy

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Abstract

The purpose of the study was to explore the Challenges and Strategies Teachers as leaders in promoting Business Studies for Entrepreneurship in Gert Sibande District of Mpumalanga Province. The study used a qualitative Case Study methodological approach to generate data. Ten (10) teachers from different schools, gender, age and experience were interviewed telephonically using a semi-structured interview. The interviews were on the role of Business Studies teachers in promoting Business Studies for entrepreneurship in secondary schools. All the teachers that were interviewed had been teaching Business Studies for more than three years in secondary schools of Mpumalanga Province. The research revealed that although Business Studies is one of the taught subjects in rural schools, it remains theoretical as the subject lacks the development of practical skills. The interviewed teachers in this study suggested that entrepreneurship can be taught effectively and productively if the challenges, such as the lack of entrepreneurship training; limited mentorship; absence of sponsorship; lack of support from colleagues and the school community; lack of resources such as extra textbooks, Study Guides; and the lack of necessary equipment for entrepreneurial activities are addressed. The findings imply that, to be able to promote the teaching of Business Studies, there is a need for creating and sustaining an entrepreneurship culture, which includes the involvement of all stakeholders to encourage and motivate learners interested in Business Studies in rural secondary schools.

Keywords: Business Studies Entrepreneur, Entrepreneurship, Promote, Teacher's role

Introduction

Teaching entrepreneurship is a significant intervention provided by a teacher as a leader in an individual learner's life by conveying crucial skills of recognising new and dimensional opportunities to create and build a business (Kanonuhwa, Rungani & Chimucheka, 2018). Entrepreneurship provides a tie between theory and skills that learners require to manage businesses successfully. According to Asogwa and Dim (2016), as well as Kucel, Róbert, Buil and Masferrer (2016), entrepreneurship skills gained from Business Studies are considered a

mechanism for reducing unemployment and crucial economic growth. It means that teaching entrepreneurship skills in secondary schools is noteworthy to the learners and society as it leads to economic growth and job creation.

Ranchhod and Daniels (2020) report that unemployment is a severe South Africa crisis. According to the Labour Force Survey, there is a 0.5% rise in the quantity of jobless youth in the first quarter of 2019 compared to 27.6% recorded in the fourth quarter of 2018. Additionally, the Business Day web edition article published on 14 May 2019, stated that President Cyril Ramaphosa's responsibility is to eliminate the exceptional unemployment rate (Mkentane, 2019). However, it cannot be the responsibility of one person to create job opportunities. Knowledge and skills for employment and creating self-employment should be taught during schooling years to prepare for employment after schooling (McDonald, 2017). Promoting the scope of teaching Business Studies in practice in secondary schools can be one of the strategies that can alleviate the challenge of unemployment (Bux & van Vuuren, 2019).

Furthermore, promoting entrepreneurship in rural secondary schools may encourage learners to establish new ventures, which leads to job opportunities and enlarges the economy's growth of the country. Besides, early scholars describe entrepreneurship from the viewpoint of an entrepreneur's tasks, including an inventor, imitator, innovator, or more suitably as a calculated risk-taker (Hongdiyanto, 2018). Recent literature state that, in order to strengthen the entrepreneurship, Business Studies should be adjusted to allow learners to practise entrepreneurship activities and tracing system is recommended in order to follow learner's entrepreneurship progress within and outside the school (Klofsten, Jones-Evans & Pereira, 2021).

Business Studies was formally announced in South African secondary schools in 2005 as a non-compulsory subject for Grades 10 to 12 and a component of commercial subject (North, 2002).

However, there are issues experienced by Business Studies teachers in rural schools when teaching entrepreneurial knowledge and skills. More specifically, the issues include lack of resources, multi-grade teaching, underqualified teachers, lack of parental care in learner's education, government funding and lack of motivation (du Plessis & Mestry, 2019). These issues pose challenges in teaching of the subject. Despite the challenges identified in the voluntary literature subject offered in Grades 10, 11 and 12, Business Studies may not offer learners the required knowledge and skills to be self-employed. Stats SA previously reported that the active population is the most affected by unemployment (Peters, Jandrić & Means, 2019). The unemployment rate includes graduates in the school leaving age group, the unemployment rate elevated with 0.5% in the fourth quarter of 2018 compared to the first quarter of 2019. Furthermore, the statistics suggest that the increase in the youth's unemployment rate creates an opportunity to reconsider entrepreneurship knowledge and skills among the youth.

South Africa's entrepreneurial ability lags behind Ghana, India and China (Town, 2015). The Global Entrepreneurship Monitor (GEM) indicated that South Africa entrepreneurial activities lag behind other developing countries to promote small businesses' growth and sustainability (Kew, 2017). It means learners in secondary schools, particularly in rural areas, should be exposed to entrepreneurship and taught practical skills that will equip them with necessary knowledge and skills to compete with international entrepreneurial expectations and jobs. The researcher in this study assumes that, when inexperienced persons are guided on how to start up and operate businesses from an elementary level, they are likely to be responsible enough to start their businesses and run them successfully. Furthermore, the person may also be able to absorb other job seekers and reduce unemployment by creating employment.

In South Africa, the government has effectively supported different kinds of youth entrepreneurship programmes such as the Imbewu Fund and Khula Enterprise Finance Ltd (Kew, 2017). However, the employment rates amongst the youth remain high despite the entrepreneurship programmes introduced by the government. The former president Jacob Zuma established the National Youth Development Agency (NYDA) on 16 June 2009, and the objective of the programme was to empower young people through entrepreneurship. However, it appears that the implementers are struggling to fulfil the mandate to progress entrepreneurial activity amongst the youth in order to reduce the unemployment rate.

According to Isaacs, Visser, Friedrich and Brijlal (2007); and Apriana, Kristiawan and Wardiah (2019), some learners are interested in starting businesses after completing their studies while others fear risk-taking associated with self-employment. Despite the different attitude of the youth towards starting a business, literature indicates that younger entrepreneurs struggle with inadequate economic resources, working capital and a lack of motivation (Lindvert, Patel & Wincent, 2017). Furthermore, in developing countries such as South Africa, there is little access to financial resources, especially in poor rural communities where few opportunities exist to provide financial assistance to young entrepreneurs. The low socioeconomic abilities and lack of financing opportunities in rural areas are some of the factors that may limit entrepreneurial activities (Bellavitis, Filatotchev, Kamuriwo & Vanacker, 2017).

Globally, the teaching of Business Studies in secondary schools plays a crucial part in the learners' choice of entrepreneurship as a career after schooling as entrepreneurship rewards (Ramadani, Dana, Gërguri-Rashiti & Ratten, 2017). In Zimbabwe, learners are not taught entrepreneurship, but policymakers implement practical subjects related to Business Studies (Nani, 2016). In Canada, the non-profit associations such as the Dobson Foundation and Fraser Institute are

included in entrepreneurship programmes in secondary schools. The Foundation hosts yearly competitions to celebrate entrepreneurship activities in secondary schools, which empowers learners' dynamic cooperation as they compete to win. Additionally, learners are motivated to take entrepreneurship as a career path.

In the last decade, the Chinese government focused on the benefits provided by entrepreneurship, such as job creation and economic growth (Dou, Zhu, Zhang & Wang, 2019). Furthermore, the Chinese government views Business Studies as a mechanism to reduce negative socioeconomic issues such as unemployment (Mahendra, Djatmika & Hermawan, 2017). Chinese education specialists also view Business Studies as a vital component to include into the secondary school curriculum, and that Business Studies is included in the curriculum to address the growing challenge of youth unemployment for a growing population.

In Ghana and Nigeria, Business Studies is used to develop secondary school learners with personal qualities, characteristics, attitudes and skills needed in running successful businesses. Entrepreneurship is perceived as a compulsory subject that permits learners to memorise how to create and run a business outside the traditional classroom, and learners attain high school credits while being engaged in entrepreneurial activities (Nyadu-Addo & Mensah, 2018).

South Africa being a developing country like Ghana and Nigeria, can learn entrepreneurial lessons from other countries where Business Studies has proven to enable the youth to be self-employed (Solesvik *et al.*, 2014). Business Studies in secondary school is essential to youth, as it provides young people with the opportunity to identify business opportunities and enhance learners to consider self-employment verses seeking to be employed (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020). Moreover, the South African government cannot create job

opportunities for overpopulated youth, which foregrounds the need to explore opportunities like Business Studies (Du Toit et al., 2018).

Entrepreneurship practice at rural secondary schools limits the entrepreneurship abilities and capabilities of learners. There are issues experienced in rural secondary schools when teaching Business Studies, issues such as lack of resources, multi-grade teaching, underqualified teachers, lack of parental care in learners' education, government funding and lack of motivation (du Plessis & Mestry, 2019). These issues pose challenges in teaching entrepreneurship as a subject.

Furthermore, the Curriculum and Policy Assessment Statement (CAPS) for the Business Studies subject in Grades 10 and 12 do not focus on the practice aspect of enabling the successful teaching of entrepreneurial subjects. From the researcher's experience as a secondary school Business Studies teacher, up to date textbooks do not focus sufficiently on creating an entrepreneur mind set in learners and instilling enterprising attitudes and habits to ensure that they appreciate entrepreneurship's merits. Such motivation and development of interest in entrepreneurship may be achieved through effective leadership in the subject. The researcher in this study assumes that having a business mindset and practice can make the learners choose to enter into business as a bold career choice rather than out of the necessity to earn a living. As a result, the study explores what teachers in Mpumalanga Province do as leaders to improve teaching Business Studies to create interest in the subject and motivate learners.

Secondly, unemployment is a crucial issue affecting South African youth up-to-date (Mlambo & Adetiba, 2019). It seems that the formal employment sector fails to create sufficient employment for the growing youth. No jobs are available for the economically active population in South Africa, especially for school leavers who need to start earning a living (Matandare, 2018). More

specifically, the rate of unemployment also affects people in cities and graduates. Therefore, it is through developing entrepreneurial skills that could motivate school leavers to seek self-employment. The goal of Business Studies in rural secondary schools should encourage creative thinking and innovation, which may be achieved through teachers' influence as a leader.

Some learners are taught commercial streams such as Business Studies at secondary schooling to equip learners with entrepreneurial skills and knowledge. However, the rate of young individuals enrolled in secondary schooling has increased compared to the last two decades, leading to a high population of unemployed people enhancing there are no job opportunities. Therefore, there is an urgent need to prepare job opportunities at the high school level to redress youths' high unemployment rate. Curriculum Policy Assessment Statement (CAPS) for the Business Studies subject in Grades 10 and 12 focuses more on entrepreneurial qualities and critical success factors for entrepreneurship and less on the leadership aspect of enabling the successful teaching of entrepreneurial subjects. From the researcher's experiences as a high school Business Studies teacher, up-to-date textbooks do not focus sufficiently on creating an enterprising mindset in young learners and instilling enterprising attitudes and habits that could ensure that learners appreciate the merits of entrepreneurship. Such motivation and development of the interest in entrepreneurship may be achieved through effective leadership in the subject. The researcher in this study assumes that having a business mindset can make the learners choose to enter into business as a bold career choice rather than out of the necessity to earn a living.

Thirdly, there is a gap between entrepreneurship practice and entrepreneurship theory taught at schools. Schools should be linked with entrepreneurial practice to align learned skills to create job opportunities. There is also lack of knowledge about leadership that enables successful entrepreneurship teaching. From my observation, teachers should be trained and motivated to

enhance entrepreneurial spirit and culture in secondary schools. Attitudes, values and entrepreneurship culture should be established in South African Education. Such knowledge is still lacking in the literature on Business Studies.

Another issue is that despite the Importance of entrepreneurship skills, South Africa lacks young entrepreneurs who can serve as role models. All the relevant stakeholders, including national, provincial and local government; the private sector; unions; teachers; and learners should be involved through sound leadership to improve Business Studies. There is a need for solid Business Studies and rigorous motivation for learners to consider entrepreneurship.

Generally, there are not enough entrepreneurs in South Africa who have the orientation and skills to create new businesses, some because of lack of funding (Tengeh & Nkem, 2017). Considering South Africa's high unemployment rates, retrenchment and downsizing of businesses, practical entrepreneurship can work towards economic growth and development. The literature gap is the lack of leadership knowledge in encouraging and promoting Business Studies that could yield the desired results and gap in required resources. The key to increasing the pool of entrepreneurs is through Business Studies and practice at schools. However, little is known about teachers' approaches to teaching theory as leaders at rural secondary schools. Despite all the benefits of Business Studies, teachers require proper entrepreneurship training and guidelines on applying different methodology on transferring technical skills of entrepreneurship. In light of these findings, this study intends to explore teacher leadership's role in promoting the scope of teaching Business Studies in South African rural secondary schools.

Purpose of the study

1. Challenges that teachers face in promoting the teaching of Business Studies?
2. Strategies teachers as leaders use to promote the methodology of teaching entrepreneurship?

Methodology

The study adopted qualitative approach, which seeks to find opinions and attitudes of participants rather than any scientifically measurable data. The researcher in this study adopted Case Study as a Research Design. The study was conducted in Gert Sibande District of the Mpumalanga Province. This study used Purposive Sampling to select ten participants who have the potential to provide knowledge that is relevant to the study. Purposive Sampling employs specific criteria to select the participants to be involved in the study. One (1) teacher was selected from each of the ten schools totalling to ten (10) participants. These participants were Business Studies teachers with a minimum of three years' experience in teaching the subject. The selected teachers were those teach a minimum of ten learners during the period of the study because it is observed by the researcher that there are secondary school in rural areas where a teacher teach less than ten learners in a class, particularly for Business Studies as a subject. The study used semi-structured interview to collect data. Data were analysed using a Thematic Analysis.

Results and Discussion

Challenges Experienced by Teachers in Promoting the Teaching of Business Studies

This theme reports on the challenges experienced by Business Studies teachers in promoting the teaching of Business Studies. The theme also demonstrates the support required by teachers to overcome the identified challenges.

During the interviews, it was noticeable that almost all teachers require support from different organisations, including staff, community members and School Management Teams to be able to promote the Business Studies at their schools. Teachers' assumption was that their challenges could be resolved if they had sources to effectively teach Business Studies. The different types of resources needed by Business Studies teachers to change what they are currently doing included finances to buy necessary resources to venture into business practices at school such as necessary garden tools. One of the teachers articulated the following:

Lack of resources is also a challenge to learners as they lack basic study material such as textbooks and Study Guides (Teacher I). This finding implies that even the most basic resources like textbooks to use in the teaching of Business Studies are lacking in some rural schools. This not only inhibits that teaching of the subject but could also demotivate the teacher as well as the learners such that they have a negative attitude towards the subject. Moreover, the lack of textbooks leads to an inability for learners to write homework and perform well in the subject. It also limits the ability of the teacher to come up with ideas of promoting the teaching of the subject. Another finding was the lack of support from the different stakeholders such as the Head of Department, School Management Teams, teachers and community members. Interviewed teachers demonstrate how they lack support. The said the following: *Learners also lack support from the community where the community is not buying Spinach from learners (Teacher I).*

According to Teacher I, learners and Business Studies teachers lack support from community members. For example, when the community members do not support the programmes like School Garden established by schools through buying spinach from the project. Moreover, Teacher III added that the Department of Education does not support Business Studies in rural schools. As a result, Teacher III anticipated the following: *The Department of Education created an environment where they focus on science and related streams. In whatever platform it may be, the Department of Education often talks about teaching Maths and Physical Science, whereby saying little about Economics, Accounting and business, which does not encourage learners to pursue these subjects* (Teacher III).

This finding reveals that the subject entrepreneurship does not get the recognition it deserves from stakeholders like the Department of Education. The lack of emphasis on the need and importance of the subject seem to discourage the teachers and it may also have a ripple effect on the learners as well. There is also the community that the teachers perceive as unsupportive in promoting Business Studies. Teacher H said: *My challenge is that learners are demotivated by their backgrounds, the community, the environment they are in. Also, learners think they will lack support from the community and financial support and that is what demotivate them* (Teacher VII).

The collaboration between Business Studies stakeholders at schools seems to be essential from the above finding. In order to promote the perception of Business Studies, it seems that all the stakeholders must have a buy-in in the importance of the subject. The community as well as the Department of Education could play a major role in enabling the transformation of the perception and teaching of Business Studies. According to Teacher VII, learners fear to practice Business Studies because they feel that community members might not support them. It might also be discouraging for the learners be innovative and creative in the absence of support from their

background setting. There is also limitation within the schools such as school policies that do not allow business to be conducted in school premises. Teacher X stated as follows: *My challenge is that learners want to practice entrepreneurship as they want to participate in Entrepreneurship Day, so my challenge is that at school they are not allowing us* (Teacher X).

The above finding shows how rigid school rules could hinder creativity and innovation in Business Studies by not availing opportunity to practice and develop entrepreneurial skills. This means that the transformation of the subject must involve the cooperation of the whole schools as well as support from other role players. Teachers need to be supported to teach and practice Business Studies for the learners to gain practical experience in operating businesses at an early age.

Teachers in this study also identified language barrier in teaching the subject. Some of the teachers struggle to communicate with learners with the official language, which is English since they cannot read and understand independently. Therefore, teachers have to translate the subject content to the learners' home language, which is time-consuming since they are not experts in some of the languages. Teachers' responses are as follows:

Most learners do not understand the concepts, I think they need to do entrepreneurship practically. Sometimes I go to class with pictures so that I can demonstrate for the learners to understand the concepts better (Teacher VI), *...learners in rural areas are unable to communicate in English and understanding is a challenge....* (Teacher VII).

Teacher VI and Teacher VII revealed that learners in rural secondary schools could not understand and communicate with language of teaching or medium of instruction, which is English. As such, learners do not understand entrepreneurship concepts because they do not understand the primary English language. Besides, secondary school learners are expected to understand and communicate using English as a language of teaching and learning. This challenge can be address by having

extra language classes to build up the language skills for understanding the subject. This further suggest that the promotion of the teaching of Business Studies should be a holistic approach that focuses on all the inhibitors or barriers to promoting the teaching of the subject. Equally, du Plessis and Mestry (2019) state that public schools in rural areas are categorised as providing low quality of education due to the several challenges they experience that relates to teaching and learning. As such, teachers require support.

In this study, Teacher VIII stated that Business Studies teachers lack funding to practice Business Studies. This finding is not limited to this study, Business Studies at schools is a major challenge for developing countries as there is a shortage of funding (Nwambam, Nnennaya & Nwankpu, 2018). As a result, there are no funds that are allocated to schools for entrepreneurship practice. As such, learners and teachers often do not have money to buy necessary tools that are needed to practice Business Studies at schools. To promote Business Studies, leadership should be fully committed to entrepreneurship programmes by devising ways of funding entrepreneurship activities (Allahar & Sookram, 2018).

Similar to Teacher I's concern, there is lack of adequate resources in rural secondary schools and this affects the quality of learners' learning experience making it difficult for the learners acquire practical skills (Çiftçi & Cin, 2018). In addition to what is said by Teacher I, rural secondary schools lack essential teaching and learning resources such as books, computers, access to the internet, the necessary infrastructure for sanitation and classrooms, which limits effective teaching and the ability of learners to show their best potential and talents in Business Studies as well as other subjects (du Plessis & Mestry, 2019).

Business Studies teachers lack support from community members as experienced by some of the teachers interviewed in this study. Most of the learners' parents in rural public schools do not take

part in school-related activities such as attending meetings regarding their children's performance in the different subjects (Matshe, 2014). Although educational legislation promotes parental involvement as a mechanism for improving learners' outcomes in South African schools (Epstein, 2018) many parent are still not involved in school activities as expected. Parents with low levels of education and inflexibility in their working hours lack confidence and time and this prevents them to participate in school activities respectively (Yulianti, Denessen & Droop, 2019). As such, the lack of parental support may limit the ability of learners to practise entrepreneurship, which leads to ineffective Business Studies as learners and teachers may lack moral as well as material support from parents. This finding suggests that promoting the teaching of Business Studies should include parental support in promoting the subject.

Strategies Teachers Use to Promote the Methodology of Teaching Business Studies

This theme presents the different strategies used to promote the teaching of Business Studies by focusing on the types of approaches used by teachers when teaching Business Studies. The approaches vary from one teacher to another. While some teachers use Group Discussion approach, others use the Presentation Approach. Moreover, every teacher in this study stated a reason for using their respective teaching strategy and their unique approach to teaching the subject.

This theme demonstrates approaches used by teachers to teach Business Studies. One of the approaches to teaching Business Studies was identified as Group Discussion. Teacher II, Teacher III and Teacher X used Group Discussion to facilitate classroom learning. Their response from the teachers unfolded as follows: *I usually apply the self-cantered or Group Discussion because it does not need a one-man's view, rather people that are open-minded to come up with their*

understanding in the presentation of the topic that will be taught for that day or that time (Teacher II).

I use Group Discussion, the reason is that in Business Studies or businesses, people need to share their experience with others to gain more experience and knowledge on how people become more creative (Teacher III).

I use Group Discussion, where learners mention characteristics, qualities and challenges for entrepreneurship. Because learners can discuss with their friends as a group which assist those who are shy as they can share their ideas in common. Then, the group leader presents ideas from other members of a group (Teacher X).

According to the findings in this study, Teacher II refers to the Group Discussion approach because it allows learners to be creative and open-minded as they share their views concerning the subjects matter. This is transformation from the traditional teacher centred teaching approach. It seems that Group Discussion prepares learners to debate and present their views, which helps them to think deeply about the subject. With Teacher III, Group Discussion allows learners to share their experience with their peers, enabling them to be more creative and innovative. Similarly, Teacher X conveyed that Group Discussion is the best as it allows shy learners to share their ideas and thoughts with their peers.

Another approach used was not necessarily group work but it involved presentation and learner participation. The teachers described the approach as follows: *I use the Participative Approach because learners get involved in the lesson (Teacher VI). I prefer learner teacher approach and presentation where learners come and present for others. As I give learners an opportunity to present, they spend time on a chapter to understand and others can ask questions (Teacher VII). I*

use presentations using the notes to the learners, while I am presenting, I give examples, such as mentioning business people like Bill Gate (Teacher IX).

There are similarities between Group Discussion, Presentation Approach and Participative Approach because all these approaches allow learners to play a role by sharing ideas and thoughts with peers and class as a whole. This is stated by Teacher VII when saying that presentation gives learners an opportunity to spend time on a chapter since they are aware that they will be expected to present.

The teachers also talked about Situational Approach that allows the teachers to use any approach. The teachers choose the approach to take depending on the situation. Accordingly, Teacher I and Teacher IV commented as follows: *I use different approaches depending on the type of learners I am having; I can use the discussion approach or I can use the assessment approach. They help learners to assess and to implement what is been taught (Teacher I). I follow the guidelines because learners will be examined based on guideline and the situation at hand (Teacher IV).*

The Situational Approach is flexible and seems to be adaptable based on what works best for the situation. The approach used may also depend of the subject content and the type of learners being taught. Using this approach suggest that the teacher must be familiar with the different approach and be competent enough to decide on the approach that has maximum impact of teaching and learning that needs to take place.

In addition to the teaching methods used by the teachers in this study, Barba-Sánchez, and Atienza-Sahuquillo (2018) emphasize that Action-Oriented Approach is the current teaching method for Business Studies where practical methods are involved in doing aspects of teaching the subject such as solving problems and bringing new ideas into action. Moreover, Olokundun et al., (2018) state that non-practical teaching method seems less effective in teaching Business Studies. From

this literature, the Group Method used by some of the teachers in this study may be regarded as less effective in teaching Business Studies if it lacks practical a component. Lin et al., (2017) present role-playing as another teaching method used in the classroom to teach Business Studies. The findings in the current study show that most of the teachers rely on Group Method to teach entrepreneurship knowledge and skills.

Conclusion

In conclusion, this study also found that teachers require support from stakeholders, such as the School Governing Body, colleagues, parents and community members, to support entrepreneurship programs, support funding and moral support. The transformation of the teaching of Business Studies involves the need for schools to involve all stakeholders, such as government, businesses, learners, parents, teachers and community members, in successfully implementing Business Studies programmes, and also that Business Studies teachers should be well trained to teach entrepreneurship effectively by means on including the development of practical in their teaching approach. This may lead to creating future self-employment ventures needed by the youth in the country.

Recommendations

The study has identified a significant gap in understanding the role of teachers in teaching Business Studies in rural secondary schools. Business Studies teachers are playing multiple roles in teacher Business Studies. It became evident that there is a need for Business Studies teachers to be trained and workshopped about their roles at schools in order to promote the culture of Business Studies. Additionally, there is a need for more qualified personnel to teach Business Studies and where

possible, lifelong learning should be encouraged by the Department of Education among Business Studies teachers since Business Studies teachers have no specific roles to play when teaching Business Studies. Teacher's creativity and innovation is needed to teach Business Studies effectively. The researcher recommends that the SMTs should create opportunities and support teachers with teaching and learning materials so that they can teach learners practical entrepreneurial skills. More research need to be conducted to explore the role of teachers in teaching Business Studies to adopt a new culture of teaching Business Studies.

Building a culture of Business Studies is no one-person show. As such, all education stakeholders should promote the culture of Business Studies in rural secondary schools. Stakeholders, including teachers, learners, parents, caregivers, principals, church leaders and business owners, should all work together in promoting an entrepreneurial interest in the teachers and learners. Moreover, both private and public companies should support the development of Business Studies by providing financial support, emotional support and physical support through visiting schools to give motivational speeches and offer entrepreneurial practice skills to both learners and teachers. Additionally, parents should also be invited to attend entrepreneurship programmes at schools so as to highlight the role of parents and communities in supporting Business Studies. South African entrepreneurship programmes such as the National Youth Development Agency (NYDA) should also support Business Studies in schools by visiting schools to motivate and promote the culture of entrepreneurship to both teachers and learners.

In South Africa, there are policies that govern teaching and learning. Therefore, the researcher recommends that policymakers should include Business Studies in the school curriculum. Business Studies should be a compulsory subject for all learners because the subject equips all learners with

the necessary skills to solve problems. Additionally, the Business Studies curriculum should include practical aspects within the curriculum that enables learners to gain entrepreneurial experience and have the ability to practise entrepreneurship after school to create job opportunities rather than seeking to be employed. The School Governing Bodies (SGBs) and School Management Teams (SMTs) should draft school- based policy that allows learners to trade within the school with the guidance and mentorship of the Business Studies teachers. Entrepreneurship Day programs and other entrepreneurial activities and functions may provide opportunities to create interest and strengthen entrepreneurial culture in the school.

Norms and standards policy should allocate a certain percentage of funds to Business Studies at schools like the norms and standards can fund sport, art and culture. Such funds can be made available to practise entrepreneurship skills through developing and managing projects at school. Moreover, Learners might be given research and projects that enable them to be creative and innovative as well as be motivated to follow a career in entrepreneurship. Furthermore, districts and circuits should promote entrepreneurship spirit by establishing entrepreneurship programs, competitions, and career exhibitions. Teachers should also be prepared to train learners. The Department of Education should develop a partnership with local businesses and local organisations within the district to facilitate opportunities for developing entrepreneur skills. As such, learners and teachers may be able to link theory to the practice of Business Studies in the real world.

The researcher recommends that Business Studies teachers use Action-Oriented Methods when teaching Business Studies because Business Studies enables learners and teachers to turn theory into practice. Regardless of the variety of teaching methods available, teachers should emphasise

using the Action-Orientated Approach when teaching Business Studies as Business Studies enables learners to practise what is taught in school in the real world. After schooling, learners might have a greater chance to succeed in entrepreneurial activities because of practices learned at schools' level.

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