

**Exploring and understanding learning strategies used by learners to learn Business Studies: a case study of one secondary school in Botha-Bothe district, Lesotho**

By

Mphutlane Gilbert Mphuthi

200500147

A dissertation submitted to the Department of Language and Social Education in partial fulfilment of the requirements for the Master of Arts in Education degree at the National University of Lesotho

Supervisor: Dr. Bonane Motebang

---

Roma

August, 2023

## **Declaration**

I, Mphutlane Gilbert Mphuthi, declare that the work submitted on ‘Exploring and understanding learning strategies used by learners to learn Business Studies: a case of one secondary school in Botha-Bothe district, Lesotho’ is my own work and has not been submitted either as a whole or part for an award of any degree. The work or works of other people included in this study have been acknowledged.

---

MPHUTLANE GILBERT MPHUTHI

STUDENT NUMBER: 200500147

DATE: 31-August-2023

## Acknowledgments

“If I had a thousand tongues, I would praise the Lord with all of them” Peter Bohler. I thank the Lord for granting me this opportunity to pursue my education.

I would also like to express my heartfelt gratitude and appreciation to the following:

- Dr Bonane Motebang for her patience with me and the constructive feedback she gave me all the time. Without her guidance it would have been difficult to complete this study.
- My mother, ‘Malikhohliso Mphuthi and my sisters Likhohliso and Lomile Mphuthi for their unwavering support throughout this study.
- The principal of Botha-Bothe High School, Mr Thinyane Makoti for allowing me to pursue my studies.
- My colleagues who were there for me through it all while carrying out this research, in particular Lenkili Ramosebi, ‘Masekoai Matete and my Business Studies colleague Khokong Lebitsa who selflessly introduced me to teaching-learning of Business Studies. Also, my former colleague Mr Mathethebala Pitso for igniting a spark of curriculum issues in me.
- My colleagues in learning, ‘Malefu Shai, Ntsamaeeng Jafeta, ‘Malikotsi Kokonyane and Sebofe Molefe.
- My friends, in particular ‘Mamosa Mohau and Sebatana Mathaba.

## **Dedication**

This study is dedicated to me and my late father Nkejane Mphuthi who prioritised education for me in the village where it was infamous to do so.

## **Abstract**

Business Studies is one of the subjects in the Lesotho secondary curriculum, and its aims and Lesotho's educational aims seem to align. Such goals include educating for socio-economic development with opportunities for entrepreneurship to produce self and wage employment jobs as well as opportunities for further education at international levels. However, reports show unsatisfactory academic performance in Business Studies to the extent that schools are phasing it out from the list of subjects they offer, allegedly as a result of that poor performance. One report showed that learners fail Business Studies due to lack of content and inability to respond to high-order questions requiring application, analysis and evaluation in examinations. The poor performance in Business Studies brings into question the issue of learning strategies learners use to learn this subject. This study employed a mixed methods approach to explore the learning strategies used by learners to learn Business Studies. Twenty-eight Business Studies Grade 11 learners were purposively sampled to participate in the study at one secondary school in Botha-Bothe district, Lesotho. Questionnaire, interviews and focus groups were used as data collection tools for this study and content analysis was employed to analyse and interpret the data. The findings show that there are many learning strategies used by learners to learn Business Studies in different contexts. Some of these strategies could be helpful and assist learners in acquiring sufficient content of Business Studies needed for examinations while others could help learners in the development of high-order skills.

## CONTENTS

Declaration.....	ii
Acknowledgements.....	iii
Dedication.....	iv
Abstract.....	v
<b>CHAPTER 1</b> .....	<b>1</b>
<b>Orientation and Background</b> .....	<b>1</b>
1.1 Introduction.....	1
1.2 The background of the study.....	1
1.3 Statement of the problem.....	6
1.4 Purpose of the study.....	7
1.5 Objectives of the study.....	8
1.5.1 Main objective.....	8
1.5.2 Specific objectives.....	8
1.6 Main Research Question.....	8
1.6.1 Subsidiary research questions.....	8
1.7 The rationale for the study.....	8
1.8 Definitions of terms.....	9
1.9 Summary.....	10
1.10 Summary of all chapters.....	11
<b>CHAPTER 2</b> .....	<b>12</b>
<b>The conceptual framework and Review of Literature</b> .....	<b>12</b>
2.1 Introduction.....	12
2.2 The Conceptual Framework.....	12

2.3	Literature Review .....	14
2.3.1	Learning Strategies.....	14
2.3.2	Importance of using learning strategies for learners .....	15
2.3.3	How students learn .....	17
2.3.4	Students’ support system.....	21
2.4	Gaps in Literature.....	23
2.5	Summary .....	23
<b>CHAPTER 3.....</b>		<b>24</b>
<b>Research design and Methodology .....</b>		<b>24</b>
3.1	Introduction .....	24
3.2	Research design.....	24
3.3	Research paradigm .....	25
3.4	Research approach.....	25
3.5	Selection of participants .....	26
3.6	Data collection.....	27
3.7	Data analysis .....	30
3.8	Ethical considerations.....	31
3.9	Validity and Trustworthiness .....	33
<b>CHAPTER 4.....</b>		<b>35</b>
<b>Data Presentation, Analysis, Interpretation and Discussions of the Findings .....</b>		<b>35</b>
4.1	INTRODUCTION.....	35
4.2	Participants’ biography .....	35
4.3	Learning strategies used by Business Studies learners.....	36
4.4	Factors that support the students’ learning strategies while learning Business Studies.....	500

4.5	Summary .....	533
	<b>Chapter 5 .....</b>	<b>566</b>
	<b>Summary of the findings, implications, recommendations and conclusion .....</b>	<b>566</b>
5.1	Introduction .....	566
5.2	Summary of the findings .....	566
5.2.1	Behavioural learning strategies .....	566
5.2.2	Cognition learning strategies.....	588
5.2.3	Resource management learning strategies .....	59
5.3	Factors that support the students’ learning strategies while learning Business Studies.....	600
5.4	Conclusion.....	600
5.5	Recommendations.....	62
5.6	Limitations of the study.....	62
	References.....	64
	Appendices.....	70
	Appendix 1: Letter of permission to conduct a research.....	70
	Appendix 2: Consent forms signed by learners.....	71
	Appendix 3: Data collection questionnaire.....	72
	Appendix 4: Questionnaire responses transcribed in the spreadsheet.....	77
	Appendix 5: Interview and Focus group questions.....	78
	Appendix 6: Proof of language editing.....	80
	Appendix 7: Turnitin originality report.....	81



## **List of Figures and Tables**

Figure 1: Application of the framework to the study.....	14
Figure 2: The rate at which learners like Business Studies.....	36
Figure 3: Comparison between social learning and independent reading.....	43
Table 1 : Comparison between independent reading and students' voluntary discussions.....	45

## **List of abbreviations and acronyms**

CAP	-	Curriculum and Assessment Policy
COSC	-	Cambridge Overseas School Certificate
DEM	-	District Education Manager
ECOL	-	Examinations Council of Lesotho
ESP	-	Education Sector Plan
LGCSE	-	Lesotho General Certificate of Secondary Examinations
MSLQ	-	Motivated Strategies for Learning Questionnaire
NSDP	-	National Strategic Development Plan
PRS	-	Poverty Reduction Strategy
USA	-	United States of America

# **CHAPTER 1**

## **Orientation and Background**

### **1.1 Introduction**

In the process of growing up, children acquire information about many things in their surroundings in many ways. However, at some point in time, they are taken to schools as schools are regarded as the main institutions where learners can acquire knowledge that could help them with future career development. "Often school is called the primary place of learning" (Wegner, Minnaert & Strehlke, 2013, p.143). The process of learning involves learning how to learn; which is one of the key components of curriculum required for the successful acquisition of the contents of a syllabus. The cited authors go further to state that learners "learn how to learn" (Ibid., p.143) in schools. This means that learners get the knowledge of learning strategies in schools. This chapter discusses the background of the study, the problem statement, the purpose of the study and provides the objectives of the study as well as the research questions used in the study. Also, discusses rationale for the study and provides the definitions of terms as well as the summary of the chapter. It ends by providing summaries of all chapters subsequent to chapter 1, being; chapter 2, chapter 3, chapter 4 and chapter 5.

### **1.2 The background of the study**

The government of Lesotho has set goals to be achieved through the education system in published policy documents. Such documents include the National Strategic Development Plan (NSDP II) (2018/19-2022/23, p.14) which includes the goal "enhancing inclusive and sustainable economic growth and private sector-led job creation" and the Poverty Reduction Strategy (PRS) (2004/2005-2006/2007) with goals like rapid employment creation through growing a private sector and empowerment of the poor so that they learn how to generate own incomes. Moreover, there is the Education Sector Plan (ESP) (2016-2025) with goals such as providing education and training at all levels of learning while also ensuring that curriculum and materials meet the needs of Lesotho and that the standard of education is at par with international levels. Furthermore, the

Curriculum and Assessment Policy (CAP) (2009) states that learners should have enough knowledge for a functional future in different contexts and be ready to set up income-generating projects.

Based on the goals of the government of Lesotho stated above, it could therefore be concluded that in Lesotho, education has purposes namely, to educate for socio-economic development, wage, and self-employment and as stated in the education policy documents, to provide learners with opportunities for further studies (CAP, 2009; ESP, 2016-2025). CAP (2009) also states that secondary education aims at providing learners with skills and knowledge to establish their businesses so that they can respond to socio-economic challenges such as unemployment. The goals of secondary education (CAP, 2009) align with the national goals of educating for socio-economic development, wage, and self-employment and helping learners to build a foundation for further study.

As already indicated, among other subjects included in Lesotho's secondary curriculum is Business Studies. The Business Studies syllabus content is made up of six main topics being: understanding business activity, people in business, marketing, operations management, financial information and decisions as well as external influences on business activity. The aims of ECOL (Examinations Council of Lesotho) Business Studies assessment syllabus (0450) for the years 2020-2022 include enabling students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts;
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise;

- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities;
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation; and
- acquire a foundation for further study of business or other subjects. (Business Studies Syllabus, 0450, 2020-2022, p.5).

In consideration of the aims of Business Studies, it seems that it is one of the subjects that helps Lesotho to achieve some of its goals like the provision of opportunities for further studies and employment creation as indicated in CAP (2009) and PRS (2004/2005-2006/2007) respectively. The subject equips learners with knowledge and skills about business dynamics, and the environment in which businesses function. The knowledge about businesses provides a good foundation for entrepreneurship, hence could help learners to establish sustainable businesses. In addition, the Business Studies curriculum provides a foundation for further studies in business management, which in turn opens up opportunities for wage employment. These career opportunities illustrate the relevance of Business Studies in the school curriculum. However, the national goals, as stipulated in policy documents and the aims of secondary education discussed, can only be achieved if there is proper and profound comprehension of Business Studies concepts. Learners are expected to understand these concepts well in order to apply them in business situations and in higher levels of education.

However, as much as this subject seems to be in alignment with some national and educational goals, some schools are removing it from the subjects they offer, allegedly due to poor

performance. The assessment weighting of Business Studies cognitive skills development has 40% allocated for knowledge and understanding (low-level thinking) while 60% is allocated to high-level thinking in the following manner: 20% to application, 25% to analysis and 15% to evaluation, as specified in the syllabus. Sobral (2021) describes that application is when utilising a procedure in a novel situation, hence may require analytical skill in order to determine situations in which the procedure may apply and how it is to be applied. This is using content of the subject to solve real life situations presented to the learner in a theoretical way even though examples of applicability of the content in real life situations may be included in the presentation. This denotes that a learner must first be familiar with the content or factual information about the discipline or the subject-matter before applying it to the real life context.

Analysis includes breaking materials into parts through differentiating, selecting, reconstructing, organising and finding relationships between components (Sobral, 2021). Isaacs (1996) indicates that evaluation is about making judgment or critiquing. Evaluation needs one to be conversant with all other levels because one cannot judge unless they are familiar with the information and the context, otherwise they cannot analyse. Quite obviously, Business Studies weighting is greater on the high-order skills, which Sobral (2021, p.149) states "require deeper learning and a greater degree of cognitive processing." This means that a learner should engage heavily in independent learning to master the high-order skills. During workshops, teachers' discussions mostly show that they use informal lecturing to try and cover the content of the syllabus as well as demonstrations on calculations part of the syllabus. In addition, from discussions with some of the teachers during in-service workshops, I gathered that there is a feeling among teachers that the Business Studies syllabus is broad with a lot of content to cover within a short period of time. These workshops are the annual events on school calendar organised for teachers to discuss successes and challenges in the teaching-learning of Business Studies. This means that some of the concepts can only be learned when a learner employs learning strategies that facilitate independent study besides being taught by the teacher.

The questions set on the high-order skills can only be responded to well if learners have fully grasped the content of the subject with the help of elaborate thinking skills developed through independent learning. Learners lack deep knowledge of the subjects they learned in school (Phosisi, 2019) and thus are unable to respond to questions that require application, analysis and

evaluation. In Business Studies, the questions require finding solutions through application of relevant concepts to the contexts presented in case studies according to Business Studies assessment syllabus (0450) for the years 2020-2022. Thus, as a subject assessed through case studies, Business Studies requires employment and application of high level thinking skills in answering the examination questions. Phosisi (2019) also sheds light on the issue of the syllabus being too broad for the learners hence difficulty grasping all the content they need in learning and probably for use in examinations. The ECOL (2021) Business Studies examiners' report also showed that one of the reasons why learners fail Business Studies was a lack of content which resulted in their inability to respond to those challenging high-order questions. Phosisi (2019), in her study titled *Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' views*, indicated that learners do not know how to read and write properly, and the understanding is that learners do not know how to learn. This implies that they are not able to study on their own which becomes a setback in case of Business Studies because the syllabus is broad and a lot of content needs to be covered in a relatively short time. Thus, if learners are not capable of studying on their own, they may sit for examinations without having covered all the topics in the syllabus. As a result, they cannot do well academically if they do not have the skills of acquiring knowledge, especially on their own. In addition, learners who have not been provided with an opportunity to develop high-order thinking skills may face challenges when they are to deal with high-order questions requiring application, analysis and evaluation of content learned to real life situations. In the end, learners cannot pass the subject hence poor academic performance. Thus, learners need to know how to learn so that they can learn sufficient content needed and be able to respond to challenging high-order questions so that they can pass Business Studies examinations.

The unsatisfactory performance in Business Studies depicted in the preceding paragraph may be one of the reasons for removal of the subject from the list of subjects offered in some schools. This is a worrying issue if a subject that aims at training learners to become future entrepreneurs is being removed by schools from the subjects they offer. According to an updated record from the Northern Region Commercial Subjects Teachers' Association as of 18<sup>th</sup> August 2022, only 23 schools in the North of Lesotho are still offering this subject while in 2016, 41 schools were offering it. LGCSE results in Botha-Bothe district, looking at higher grades (A\*, A, B, C, D, and

E) from 2020 to 2021, show that there is a drop from 61.19% to 53.30%. Results of one school in the same district declined from 90.34% to 84.44% as captured from [www.examsCouncil.org.ls](http://www.examsCouncil.org.ls) and 87.00% to 72.20%, in particular Business Studies as per an internal analysis of results. The lack of content and inability to respond to high-order questions which result in poor academic performance in Business Studies bring into question the issue of learning strategies learners use to learn the subjects so that they can have sufficient content and necessary thinking skills needed to respond to all types of questions in the examinations.

### **1.3 Statement of the problem**

Today's education system requires learners to be able to do more learning with much more effort applied by them to deal with the content to be learned and go through study materials (Wegner et al., 2013). When students can learn on their own, they engage in research, interpret the information they come across and incorporate it in their knowledge base (ibid). Knowing how to learn helps learners to learn more content on their own, which supplements what is taught in class, hence they are able to acquire adequate subject matter knowledge for their examinations. In Business Studies, content is essential because it is the basis of contextual analysis and evaluation in high-order questions asked through case studies. Content is applied to contexts presented in the case study questions and the analytical skills help learners to analyse case scenarios to make informed judgment based on the question. Therefore, learners need to employ learning strategies that help them learn on their own and develop relevant thinking skills. Not only that, but also to cover those parts of the syllabus the teacher was not able to touch on because of the broad syllabus so that they can sit for examinations well prepared.

As already indicated, there seems to be a decline in academic performance in Lesotho LGCSE results. This is substantiated by Lekhetho (2021) who states that there is still poor academic performance in Lesotho despite a shift from COSC (Cambridge Overseas School Certificate) to LGCSE (Lesotho General Certificate of Secondary Education) hence few learners qualify for admission at tertiary institutions. The problem of poor performance exists in Business Studies too. Some of the questions in the Business Studies examinations involve case studies. Case studies require students to apply concepts in a new given situation, which is impossible for a teacher to cover in a classroom. It is also impossible for a teacher to predict what case studies



might be presented in examinations, so it requires the learner to do more of independent learning and employ strategies that will assist them to get to know how to tackle the questions emanating from the case studies through practising more on their own. For learners to be able to do well in the case study questions, they need to develop application and analytical skills which are best developed through discussion groups or social learning where learners solve problems on their own with minimal teacher assistance. Learners need to engage more in independent study, analysing case studies and applying concepts learned to solve problems presented in the case studies. Due to a broad syllabus, it is hard for the teacher to fully expose learners to all content in the classroom. Hence, it takes learners effort to grasp the content taught including the one the teacher could not cover in class and practise how to respond to case study questions which present new concrete scenarios all the time.

Content is necessary in Business Studies because a learner can only apply, analyse and make evaluations of situations in contexts provided in case studies if they have sufficient content. Content is used in contexts (case studies) to show proper understanding of business concepts and dynamics. So, learners need learning strategies that can enable them to acquire the content needed so that they can respond well to the challenging high-order questions in case studies. However, as indicated in the literature review above, to the researcher's knowledge no studies have been undertaken in Lesotho to study learning strategies students employ in learning Business Studies. Therefore, this study engaged in mixed methods research to explore and understand the learning strategies used by learners to learn Business Studies.

## **1.4 Purpose of the study**

The purpose of this study is to engage in mixed methods research to explore and understand the learning strategies employed by learners to learn Business Studies in order to find out whether the strategies employed provide them with an opportunity to develop the required thinking skills in the syllabus and also lead to adequate coverage and understanding of the content outlined in the syllabus. Knowing the learning strategies used by learners will bring awareness of how learners learn Business Studies so that they could be taught in line with how they learn it. The study also explores the factors that support the students' learning strategies while learning Business Studies.

## **1.5 Objectives of the study**

This study was guided by the main objective which is supported by specific objectives as depicted in the sub-sections below.

### **1.5.1 Main objective**

The main objective of the study is to explore how learners learn Business Studies in order to find out if their learning strategies are aligned with the syllabus requirements and instructional strategies.

### **1.5.2 Specific objectives**

1. To explore learning strategies used by learners to learn Business Studies.
2. To establish the factors that support the students' learning strategies while learning Business Studies.

## **1.6 Main Research Question**

The study is guided by the following research question:

*How do learners learn Business Studies?*

### **1.6.1 Subsidiary research questions**

1. What are the learning strategies that learners use to learn Business Studies?
2. What are the factors that support the students' learning strategies while learning Business Studies?

## **1.7 The rationale for the study**

The knowledge and proper use of learning strategies can improve the academic performance of learners (Paimin et al., 2017; Hogh and Muller-Hilke, 2021; Biwer et al., 2022). Studies have been carried out globally about learners' use of learning strategies, but it seems there are few studies of this nature in Lesotho. The rationale for this study is to contribute to the body of knowledge in the academic community with its findings. It would be bringing a new and fresher perspective in the context of Lesotho and, in particular, of Business Studies. Due to the dissatisfying performance in Business Studies in Lesotho schools, it is worrying that some are

removing the subject from the list of subjects they offer as stated earlier. So, this study will hopefully raise teachers' awareness of the learning strategies that could be used by learners to enhance learning of Business Studies. In addition, the study aims to explore the best use of such learning strategies, and the factors that support the learners' learning strategies while learning Business Studies. Consequently, the new knowledge, with a fresher Lesotho perspective, could serve as a comparison between what is found in Lesotho and other studies globally. This study could also be a good basis to solidify some other demographic regions' findings and come up with recommendations which could open doors for further research in related issues. Significantly, the findings could be of use to both the Ministry of Education and Training and teachers to help them understand how learners learn Business Studies. Hopefully, with awareness of how this subject could be learned, performance and results could improve.

## **1.8 Definitions of terms**

### **1.8.1 Learning strategies**

In this study, learning strategies were viewed as all the self-employed techniques to learn Business Studies, including the use and management of available resources to learn it. (Sukarni, 2019; Simsek & Balaban, 2010).

### **1.8.2 Business Studies**

Business Studies definition for this study was derived from the definition of business activity. The business activity involves the employment of people, a combination of factors of production to produce goods and provide services in order to satisfy human needs and wants (Borrington & Stimpson, 2018). So, Business Studies was viewed as the study of all concepts in business activity, including an understanding of the environments where the business activity takes place for better decision-making as well as the laws involved.

### **1.8.3 Policy in Education**

Policy in education is planned action to make the educational practice better throughout the different levels, including setting goals to be attained using allocated resources in a period stipulated (Papanikos, 2011). This definition was adopted as it is.

#### **1.8.4 Content in Education**

This refers to the concepts, principles and theories about the subject which need to be known by the learner for better understanding of the subject (Ozden, 2010). This definition was also adopted as it is although in particular, the study referred to Business Studies content.

#### **1.8.5 Context in Education**

The place where learning takes place and practice happens (Edwards & Miller, 2007). As well, this definition was adopted and the context of one high school in Botha-Bothe was used for the study.

#### **1.8.6 Entrepreneurship**

“This is the skill and risk-taking ability of the person who brings the other resources or factors of production together to produce a good or service, for example, the owner of a business. These people are called entrepreneurs” (Borrington & Stimpson, 2018, p.3). This study viewed entrepreneurship in the same way.

### **1.9 Summary**

This chapter presented the introduction, the background of the study, the statement of the problem, the purpose and objectives of the study, and the research questions. Furthermore, the rationale for the study, as well as the definitions of terms were presented. Since there is ongoing research on learning strategies in different countries, schools and subjects, studies showed the importance of learners knowing how to learn each subject with some benefits presented. The decline of performance in Business Studies was a call for attention to explore how learners learn this subject so that such useful information can be published and shared. It is notable that Business Studies is one of the subjects aligned with Lesotho’s educational goals hence it is worrisome for schools to phase it out. Therefore, there was a need to investigate and understand how learners can best learn this subject for better performance to avoid its removal by schools.

## **1.10 Summary of all chapters**

### **1.10.1 Chapter 2: Conceptual framework and Review of literature**

Presented in this chapter is the review of literature related to the study including all essential information that informed the study. The works of other researchers who previously conducted relevant research are presented. The chapter ends with gaps in the literature and the chapter summary. The conceptual framework which this study drew from is discussed in this chapter.

### **1.10.2 Chapter 3: Research design and Methodology**

The research design, paradigm, approach, population, sample, and sampling methods used are all included in this chapter. Furthermore, how data was collected and analysed, as well as ethical considerations and issues of trustworthiness constitute this chapter.

### **1.10.3 Chapter 4: Data presentation, Analysis, Interpretation and Discussion of the Findings**

Participants' biographies, together with the findings are presented in this chapter. Patterns were analysed as they emerged and were discussed in relation to the presented literature and framework in this chapter.

### **1.10.4 Chapter 5: Summary of the findings, implications, recommendations and conclusion**

This chapter presents a summary of the findings per research question and the implications of the findings to the learning of Business Studies in reality. Furthermore, the recommendations are made based on the findings and implications stated. The chapter ends with the conclusion.

## **CHAPTER 2**

### **The conceptual framework and Review of Literature**

#### **2.1 Introduction**

Chapter 1 provided background of the study, the problem statement, and purpose of the study; study objectives and research questions. It also provided the rationale for the study, definitions of terms and summary of all chapters. This chapter presents the framework for setting up the status of the study while also providing a root for comparison of the study and other discoveries (Creswell, 2009) as cited in (George & Adu, 2018). This section presents the conceptual framework the study drew from as well as the literature on learning strategies, importance of learners using learning strategies in learning, how students learn and their support system.

#### **2.2 The Conceptual Framework**

This study drew from Mandl and Friedrich's definition of learning strategies as presented in Wegner et al. (2013). Six types of learning strategies were presented in the article, namely, cooperation, elaboration, motivational and emotional, revision, organisational and control learning strategies. However, for this study, only four were picked and one was renamed while the other three were grouped into one. The researcher introduced two other learning strategies which emanated from another study by Garcia and Pintrich (1995), behavioural and resource management learning strategies, already defined in Chapter 1.

According to Mandl and Friedrich, cooperation strategies allow learners to learn in groups, solving problems together in discussions to achieve one goal (Wegner et al., 2013). Learning becomes a social process where learners interact with one another (ibid). Where cooperation strategies are used, learners are expected to participate in discussions of assigned topics, with one vision in their minds. According to Wegner et al. (2013), when cooperation strategies are used, a teacher must ensure that they facilitate social learning, that is, help learners form manageable groups and during the discussions, and not leave them alone. Learners can remember a fair amount of concepts when cooperation strategies are used (Wegner et al., 2013). For this study,

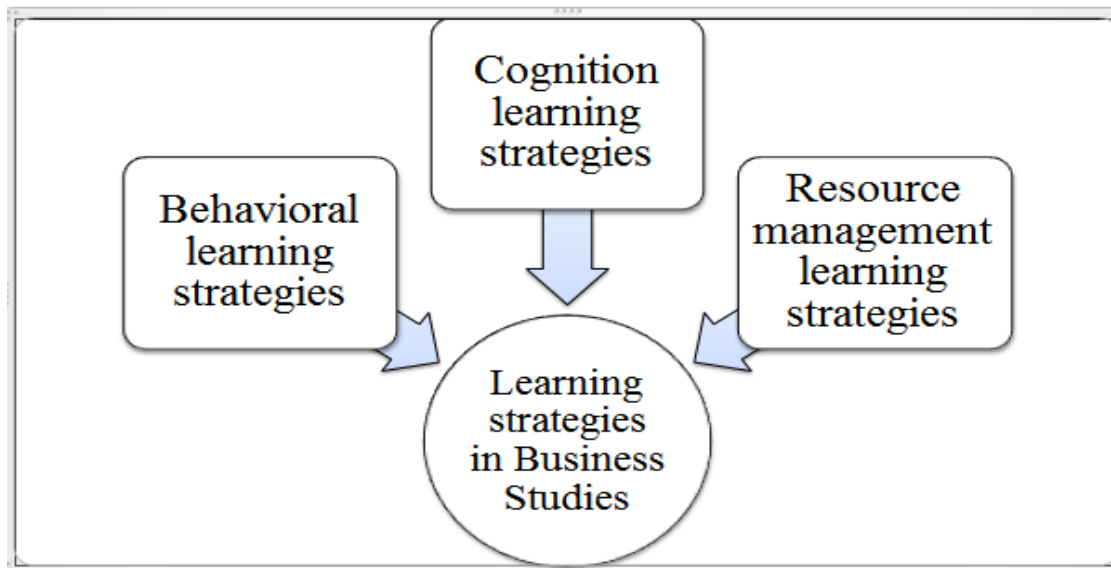
cooperation learning strategies were renamed social learning strategies. This study explored if Business Studies learners used social learning strategies to provide learners with an opportunity to help and learn from each other and also to be active in the learning process. Thus, cooperation strategies were explored under both cognition and behavioural learning strategies to learn Business Studies.

The study also explored cognition learning strategies. As explained already, cognition learning strategies are the strategies used by learners to enhance memory and accommodate the new incoming information, as well as what they did to prepare for the tests. The cognition strategies involve elaboration, revision, and organisational learning strategies from Mandl and Friedrich's definition as presented in Wegner et al., (2013). With elaboration, learners recall old knowledge and link it with newly received knowledge so that it is incorporated in memory and find further meanings of the information (Wegner et al., 2013). Learners interpret content to make sense of it. They go further to apply content to contexts and analyse the information based on different contexts. When using organisational strategies, learners classify knowledge into different categories, put together what is similar and try to understand the causes of similarities and differences (Wegner et al., 2013). Revision strategies help learners to recall information learned as they receive too much new information daily (Wegner et al., 2013). These three strategies - elaboration, organisational and revision - were all classified under cognition strategies although the study explored all cognition strategies other than only these ones.

From Garcia and Pintrich (1995), the Motivated Strategies for Learning Questionnaire (MSLQ) was adapted for this study. According to Duncan and Mckeachie (2005); Pintrich et al. (1991, 1993) as cited in Kikas and Jogi (2015), with MSLQ, there were 81 questions where learners self-reported their motivation and learning strategies. "Students rated themselves on a 7-point Likert scale, from 1 (not at all true of me) to 7 (very true of me)" (Lin, 2019, p.62). However, this study focused only on learning strategies. In MSLQ, the learning strategies were categorised into three general types of scales being; cognitive, metacognition, and resource management (Pintrich & Garcia, 1995). This study focused only on cognitive and resource management strategies. "Self-reports of strategy use can be improved when students are asked to report on concrete "behaviors" that they could engage in" (Pintrich & Garcia, 1995, p.6). So, this study also asked learners to report on the actual behaviours they engage in to learn Business Studies

which were named behavioural learning strategies. In summary, the study explored behavioural, cognition, and resource management learning strategies used by learners to learn Business Studies.

## Application of the framework to this study



*Figure 1:* Application of the framework to the study

## 2.3 Literature Review

### 2.3.1 Learning Strategies

Learning strategies are "special ways of processing information that improve comprehension, learning or retention of the information" (Sukarni, 2019, p.2). Implicitly, learning strategies are different learning techniques employed by different learners in the learning process to ensure that they accommodate new information and they can remember it, translate and interpret it into their understanding. Amir (2018) brings to attention that many different learners have their ways of learning which are also diverse. This matter is substantiated further by Simsek and Balaban (2010, p.37) indicating that "students can use a wide variety of strategies in the learning process." It is thus important to understand the many ways learners use to learn.



These learning strategies could have many classifications including, cognition, behavioural, resource management, and social strategies (Kalati, 2016; Garcia & Pintrich, 1995; Wegner et al., 2013). Cognition strategies are the ones that deal with the mental process which helps with choosing and rejecting information needed and not needed respectively, rearrangement of content, making summaries, and making own meanings out of content (Kalati, 2016). Social strategies involve interaction with others in the learning process, such as working in groups (ibid) while behavioural strategies, according to Garcia and Pintrich (1995), are actual behaviours learners engage in when learning, such as reading and making notes or even taking notes while listening to the teacher in class. Resource management strategies involve regulating resources available for a learner to learn and using them effectively for better learning, such as the use of mobile phones for searching for information (Garcia & Pintrich, 1995).

### **2.3.2 Importance of using learning strategies for learners**

A fair amount of literature shows that it is important for learners to know and apply learning strategies in their academic progress because of the benefits therein. Substantiating this is the study by Paimin, Hodgraft, Prpic and Alias (2017) in Australia which indicates that the proper use of learning strategies leads to students attaining better academic results. This means that learners improve their learning through employment of appropriate learning strategies. The same findings are shared by Hogh and Muller-Hilke (2021) in Germany, who found that a good selection of strategies to learn influences academic success. Even the academic performance of students who are seen as poor performers improves significantly if proper learning strategies are introduced to them and are used properly (Biwer, Bruin & Parsky, 2022). Seemingly, learners should not only be introduced to strategies to learn but also to their appropriate use for better results.

Another benefit is that the employment of learning strategies builds the self-esteem of a learner in the process of learning. Learners tend to interact with the learning materials without any fear but with the determination to learn. In their study, Paimin et al. (2017, p.162) found that learners "developed greater confidence in dealing with engineering topics." Similar findings were observed in the study by Shi (2017) in China that when proper learning strategies are used by

learners, they become more motivated to learn with greater confidence, probably because of the positive results arising from employing appropriate learning strategies.

One other benefit of proper use of learning strategies is that learners seem to spend more time learning which in turn could improve their best understanding of the concepts. Concretising this issue is Renzulli (2015) in the USA who avers that after learners had been introduced to the use of learning strategies, they engaged more with the content than before with an increase from 8 to 19.4 hours per week. A Malaysian study also found that learners do not only learn in the classroom but even outside in their own time hence more time interacting with learning materials (Sani & Ismail, 2021). In the Netherlands, the study by Rovers, Stalmeijer, Marrienboer, Savelberg and De Bruin (2018) further adds that learners become actively engaged with learning material continuously if they know what strategies to use in learning and how to use them.

Appropriate use of learning strategies also assists learners with persistence and autonomy in the learning process which makes the content learned to be remembered for a long time by the learner. A South African study by Kritzinger, Lemmens and Potgieter (2018), which was carried out on Biology first year learners regarding the impact of interventions on learning strategies, found out that what is learned through proper use of learning strategies could be retained in memory for a longer period. Besides, learners do not give up even when dealing with difficult content (Renzulli, 2015) and learners seem not to have many problems learning alone because they know how to learn (Shi, 2017).

Since research proves that proper knowledge and use of learning strategies have some benefits, it is thus valuable to know which learning strategies are available to learn each subject well so that learners can be introduced to such for better learning of such a subject. These benefits include better academic performance, improved confidence to learn, more time spent on learning materials, as well as persistence and autonomy in learning. It is the value of learning strategies in education that triggered the researcher's interest in strategies that Business Studies students in Lesotho employ in learning the subject. Business Studies is one of the subjects offered in Lesotho's secondary education curriculum. As one of the subjects that poses challenges to learners, it would be wise that Business Studies educators know the learning strategies which learners employ to study the subject. The study may shed light on some of the factors that

support students' learning strategies while learning Business Studies. Before discussing the details of the Business Studies curriculum, the context within which the curriculum is offered in Lesotho is presented.

### **2.3.3 How students learn**

Learning is not only about the acquisition of information but it goes further to the ability of learners to be able to remember what is learned, make different contextual meanings of what is learned, and use what is learned to build a foundation for more knowledge gain. As indicated in the background of the study, literature shows that there are many ways in which learners learn. Research has been carried out for years on how learners learn. This section focuses particularly on how learners learn.

Among others, learners learn by revisiting the content learned to read it again for further understanding and to be sure that it is accommodated into the knowledge they already possess. Rereading is supported by the study by Biwer et al. (2022) who investigated, among others, self-regulated use of effective learning strategies in the short and long-term by the health science students. These researchers implemented a study smart programme which consisted of three training sessions for first year students in one college in the School of Pharmacy. The study smart cohort consisted of 110 sampled students while the control cohort consisted of 158 enrolled students. The researchers found that after introducing learners to training sessions, rereading and highlighting strategies were some of the learning strategies used by the learners to learn but these strategies were less used by the learners. The same findings were observable in the study by Renzulli (2015) which was conducted on '*using learning strategies to improve the academic performance of university students on academic probation.*' The study was a comparative case study methodology where out of 116 undergraduate students enrolled in a university programme, 19 volunteered to participate in the study. From the 19 volunteers, 9 were randomly selected to participate in an interview. The study found that 4 out of 9 respondents claimed to be using the rereading strategy as their main mode of learning. Students used rereading strategy to revisit content in notes and textbooks (ibid). According to Renzulli (2015), rereading strategy was used by less than 50% of the respondents, which could therefore be concluded as not being extensively used.

Rereading is asserted in a study by Rovers et al. (2018) as well. In their study to investigate how first and second year students used learning strategies at one university, Rovers et al. (2018) carried out a mixed methods research. They used purposive sampling to identify 42 medical programme students to respond to the learning strategies questionnaire. A Likert scale of 1 to 5 was used for learners to report how often they used learning strategies and also responded to yes or no questions. Four focus groups were also formed to respond to how they used the learning strategies. These researchers found rereading strategy to be one of the strategies students used to learn and they highlighted some sections of what they read. Students use different learning strategies depending on the situation they are in, for example, rereading for multiple choice tests (Rovers et al., 2018).

Some learners make a synopsis of what they have learned. This could be helpful as too much content is shortened so that it is easier to deal with. Making summaries is backed by the study conducted by Amir (2018) who investigated language learning strategies used by junior high school EFL learners. The study focused on 34 eighth grade students who were beginners in learning English in one public school in Indonesia. A questionnaire was used to collect data. Frequency means and standard deviations were used to identify most and less used learning strategies. The researcher found that making ongoing summaries of the reading was a moderately used learning strategy despite scoring the lowest mean of all the learning strategies assessed by the study. The study by Kurniawati and Erliana (2016) found that only 25% of unsuccessful learners used the "making summaries" strategy while 50% of successful learners used it. In relation to these researchers' finding, it could be said that "making summaries" was used more by successful than unsuccessful learners. Kurniawati and Erliana asserted that their findings about making summaries after they researched the learning strategies were applied by both successful and unsuccessful learners in senior high school in language learning. The study was a mixed methods research and the learners were divided into two groups, successful (high score) and unsuccessful (low score) learners. There were 391 participants for the study. Among others, questionnaire and interview were used to collect the data before reaching the findings stated already. It is thus observable that although making summaries of what was learned is one of the used strategies to learn, it was not used by every learner.

The other strategy used by learners to acquire knowledge is by listening when the teacher teaches and take notes when they need to. Renzulli's (2015) findings concretise this preceding statement averring that during class when a professor is making a presentation, learners listen and write some notes during the presentation. Writing some notes is indeed one common practice by the audience on almost many platforms where there are presentations and it is no surprise that learners employ it as a learning strategy too. The study by Amir (2018) revealed that the listening strategy was moderately used strategy by learners which was mostly accompanied by learners asking speakers or presenters to repeat what they had not understood or what was said the first time. So, the most used listening strategies were listening and asking a speaker to repeat as well as listening to understand. This shows that listening goes beyond just listening.

In addition to the above, repeat and memorisation are some of the strategies used by learners. Learners repeat the content to themselves, such as the technical terms of the subject that they are learning to enhance memory. Kurniawati and Erliana (2016) found that the repeat strategy was used 100% by both successful and unsuccessful learners. Kritzinger et al. (2018) found memorisation as one of the used strategies but without stating the degree to which it was used. Kritzinger et al. investigated learning strategies among first year Biology students in one university in South Africa where 1084 conveniently sampled students were the participants in the study. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to collect the data about the learning strategies the students used in Biology. Inductive analytical approach was employed to investigate patterns of relationships between the variables. The researchers found that memorisation is one of the productive and appropriate strategies used by students who were most likely to pass. Learners use memorisation strategy mostly for preparing for tests, especially multiple-choice and open questions because they require one to retain information, though not for a long period of time (Rovers et al., 2018). This means that the type of assessment used for a subject could also influence how learners prepare for the assessment.

Other learners acquire knowledge by discussing with others the content to be learned. They form group discussions or directly consult individuals on the concepts they have not understood. In support of learners learning by discussing with others is the study by Paimin et al. (2017) which was conducted in two universities about learning strategies used by engineering students to achieve success in studying. One university where the study took place is in Malaysia while the

other is in Australia. Sixteen final year engineering students volunteered to participate in the study; 8 from each university. Interviews were held to collect data from the participants. Qualitative research design was used for the study. The researchers found that engineering students preferred to use social learning strategy by working with others to tackle content and problems in the course. The students showed that social learning strategy helped them with the provision of instant answers while also broadening their knowledge; as a result, they attained better performance. The same was found in the study by Kritzinger et al. (2018) that learners collaborated with others to do their assignments and to explain concepts to each other and one another. Concretising this issue further, Kurniawati and Erliana (2016) aver that learners use peer learning strategy by showing that 12.5% of successful and 12.5% of unsuccessful learners used this strategy. It is however evident, given the findings by Kurniawati and Erliana, that as much as this strategy was used, it was not used by the majority of learners.

Elaboration and organisation strategies involve other strategies used by learners to learn. Wegner et al. (2013, p.141) state that with organisation, "important information is identified or depicted visually, details are combined and clustered." The former is explained as follows: "Elaboration goes beyond the given content and extends it with additional information coming from the student" (Simsek & Balaban, 2010, p.37). Learners organise content, revisit and rearrange it in different ways and patterns while those who use elaboration access other sources of information to check for meanings and make comparisons to make sense of the information provided in class. Renzulli (2015) found that some learners rewrote their notes and this helped them to remember many facts from the knowledge acquired. Organisation was reported in the findings of Simsek and Balaban (2010). The study investigated the learning strategies of successful and unsuccessful university students by assessing the most commonly used strategies in learning by undergraduate students in one university in Turkey. The students were selected based on their departments and average points. They were all senior year students. The top five ranking students in each department were labeled successful learners while the bottom five in the rank in each department were labeled unsuccessful learners. Sixty-five-point items were administered among five categories of learning strategies being rehearsal, elaboration, organisation, metacognition and motivation. Statistical analysis using SPSS was performed. The research found that the organisation strategies were less used by both successful and unsuccessful learners based on the

frequencies of strategies assessed. Irrespective of this, students used organisation as one of the learning strategies.

### **2.3.4 Students' support system**

For the best outcome in a child's learning, Loughram (2008) asserts that the incorporation of parent and teacher is important. Parents make a positive contribution by helping learners with assignments and as such, those learners show better academic performance (Durisic & Bunijevac, 2017). According to Zainuddin, Halim and Zainuddin (2017), parents should be involved in their children's learning by guiding them; motivating them and providing for their learning needs while teachers should give learners individual attention and guide them as well. This section of literature, therefore, reviews more sources on how parents and teachers can be involved to get the best out of the child while they learn.

Teacher and parental support have an impact on learning. Learners who receive support from an instructor enjoy learning and schooling according to the study by Firdaus (2019). Firdaus carried out a qualitative study to research the factors affecting students' motivation to learn in school in three different high schools; two private and one public. Nine participants were engaged to inform the study, three from each school. Interviews were conducted to collect the data and recordings from the interviews were transcribed. The researcher found that, among others, learners feel good around teachers who encourage them to learn because they interact without problems; as a result, learners enjoy learning. Also, according to Munasinghe, Sutha & Perera (2019), parents who support their children in the learning process motivate such children to love schooling and their academic responsibilities. Munasinghe et al. conducted a qualitative research to study the factors influencing the self-directed learning in management on undergraduates in Sri Lankan universities. From five national universities, 30 management students were conveniently sampled to participate in the study. Semi-structured interviews were employed for data collection for the study and thematic analysis was used to analyse interview transcripts. The researchers found that learners who have the support of family, such as parents explaining concepts to them and making a variety of books available in the learning process, are more determined to learn and do their academic work.

Similar findings were revealed in the study by Yiga et al. (2019). They investigated a profile of factors influencing academic motivation among Grade 6 and 7 learners at a state school in Bloemfontein, South Africa. The population of the study consisted of Grade 6 and 7 learners and overall, 115 learners participated in the study. Questionnaires were distributed to the learners to complete and the data was analysed by the Department of Biostatistics at the University of the Free State. The researchers found that learners learn better when they have people who help them with assignments and listen to them about daily school-related issues which inspire them to work hard.

A conducive learning environment in schools makes learners learn better. In a study conducted in Nigeria by Reamen (2015) on motivational factors that enhance students' learning or achievements, it was found that environmental factors and facilities influence motivation to learn. The study was a survey research which implemented purposive sampling technique to select a sample of 150 year 2 students to participate in the study. A questionnaire was used to collect the data and it was analysed using mean and standard deviation. The study found that safety and silence in a classroom, with adequate amount of light, makes teaching-learning a success.

Research indicates that positive feedback inspires learners to be more dedicated to their academic duties. Johnson (2017) discusses the role of the teacher in students' motivation to learn based on the findings of other researchers. Based on the findings of Bain (2004) and Ferlazzo (2015), Johnson (2017) affirms that learners become spirited to learn when they are provided with positive feedback as that builds some confidence. The implication here is that positive comments on learners' work make them feel the need to improve. Again, based on the findings of Theobald (2006) and Ferlazzo, 2015) regarding the motivation of learners to learn, Johnson (2017) shows that both regular and positive feedback to learners builds confidence in them which is good for mastery of concepts. Similar findings that regular feedback motivates learners are observable in the study by Perdesen and Heggholmen (2022). They conducted a qualitative study with six students from different project groups at a higher education institution. They investigated factors that promote motivation and learning among project management students, and found that regular feedback increased inspiration and willingness for students to do their academic work.



Therefore, as proven by literature, schools, teachers and parents also play vital roles in supporting learners to learn. Learners can try to use their different learning strategies but without the support of their schools, teachers and parents, these learning strategies cannot be fully utilised which is why schools, teachers and parents should also be aware of their roles in helping learners to learn better.

## **2.4 Gaps in Literature**

It would appear that considerable research has been carried out on learning strategies and what could be done to help learners learn better in schools. Most of the studies presented in this chapter provided insights into what students can do to learn for better academic performance. The researcher has no knowledge of any study carried out in Lesotho that investigated learning strategies employed by learners to learn Business Studies. Hence, this study aims to fill the gap by providing such valuable information in the context of Lesotho. Other studies reviewed provided information about learning strategies used by learners to learn different subjects but did not address the issue of the most seemingly appropriate strategy preferred by learners in different contexts. This study reports on that missing aspect from other studies, in terms of context, such as in the classroom, after school hours and when alone at home. Majority of the studies reviewed seem to have focused more on the learning strategies used by students to learn at tertiary level, such as colleges and universities. The researcher came across very few studies of the same nature which focus on secondary learning. Therefore, this study could provide additional findings on learning strategies with particular focus on secondary schools.

## **2.5 Summary**

In this chapter, the literature on studies previously conducted which relate to how learners learn was reviewed and analysed for further understanding. Studies on students' support systems that assist them while they use learning strategies were also reviewed. Also, the conceptual framework was explained. The gaps in the literature reviewed were identified and indicated.

## **CHAPTER 3**

### **Research design and Methodology**

#### **3.1 Introduction**

The previous chapter focused on the conceptual framework this study drew from and reviewed the relevant literature that informed the study. The researcher further identified the gaps in literature. In this chapter, the detailed methods and procedures in how the study was carried out are laid out. “Methodology refers to the study and critical analysis of data production techniques” (Rehman & Alharthi, 2016, p.52). This chapter presents the research design, research paradigm, research approach, selection of participants, data collection methods, data analysis, ethical considerations and well as the validity and trustworthiness of the study.

#### **3.2 Research design**

This research is a case study that took place at a high school in Botha-Bothe, in particular with, only Business Studies students as participants. According to Gustafsson (2017) as cited in Heale and Twycross (2018, p.7), “a case study can be defined as an intensive study about a person, a group of people or a unit.” In this study, the case is defined by a group of people namely; Grade 11 Business Studies learners of a high school in Botha-Bothe. The case study was employed to conduct this research because the researcher’s focus was on one high school only and the researcher wanted to establish a thorough understanding of learning strategies used by learners to learn Business Studies in that particular school. Fleming and Zegwaard (2018, p.206) indicated that “case study research may focus on one case and provide an in-depth examination and interpretation to understand that particular case”. A case study permits a deeper comprehension of a phenomenon being researched (Heale & Twycross, 2018). The case study allowed the researcher to understand the learning strategies learners used to learn Business Studies and obtain intensive knowledge of the different learning strategies learners employed to learn the subject. According to Takahashi and Araujo (2020) case studies allow the researcher to use many data collection tools. So, the researcher used three data collection techniques which is possible

with case studies to generate data about learning strategies used by learners to learn Business Studies in the high school where the research was conducted.

### **3.3 Research paradigm**

A paradigm is a system of beliefs about the view of knowledge and ways of finding it (Rehman and Alharthi, 2016). Paradigmatically, this study was guided by interpretivism. Interpretivism underlines that the reality is created through speaking with subjects in their contexts to understand and interpret their views about the world around them. (Rehman & Arhathi, 2016; Kivunja & Kuyini, 2017). That is, the research generates the reality through interacting with the subjects in their own contexts and interprets what subjects say. According to Kivunja and Kuyini (2017, p.33) in interpretivism “emphasis is placed on understanding the individual and their interpretation of the world around them”. Thus, the views of the subjects are considered rather than the viewpoint of the researcher. This study was ontologically based on the belief that there is no single reality but there are multiple realities, which is supported by Patton (2002, p.134) as cited in Rehman and Alharthi (2016, p.52) that reality exists as "...socially constructed multiple realities." That is to say, knowledge is subjective. Epistemologically, this study explored the acquisition of knowledge about the learning strategies employed by learners to learn Business Studies by interacting with them through interviews, among others, in their context, which was the classroom. Knowledge is found by interacting with subjects, that is, learners, and interpreting responses in their contexts in which learning takes place (Rehman & Alharthi, 2016). Data in this study was interpreted in relation to the learners' contexts and the different ways in which they provided feedback about the learning strategies they used to learn Business Studies. The researcher found interpretivism ideal for the study because they wanted to explore and understand the learning strategies used by learners to learn Business Studies from their viewpoint in their own learning contexts and interpret what they said through interacting with them.

### **3.4 Research approach**

This research employed mixed methods to study the strategies learners employ in learning Business Studies. Ary, Jacobs and Sorensen (2010, p.559) indicate that “mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon.” In a qualitative research method,

the researcher puts the responses of participants in codes based on similar phrases or words to derive themes and then explain the data looking into the frequency of responses and patterns (Cohen, Manion and Morrison, 2018). Similar phrases or words from the interview and focus groups responses of Grade 11 learners about the learning strategies they use to learn Business Studies were compared and contrasted in order to arrive at categories from which themes were derived. Similar responses from learners were also explained. Quantitative research method involves the numerical analysis of data using software, such as counting of similar responses or codes with the help of functions such as “count” and “countify” (Cohen et al., 2018).

In the case of questionnaires, similar responses from learners were classified then counted to compute calculations of percentages of each response using spreadsheet application. This study used the mixed methods research approach because the researcher wanted to interpret the results in words and then quantify similar responses to be able to calculate the percentage of each code (similar phrases or words) reported before deriving a theme. These calculations in percentages helped the researcher to talk about the extent to which each strategy was reportedly used by learners in any given case. The mixed research approach was used because according to Fleming (2018), this approach provides strength to the general findings in the research.

## **3.5 Selection of participants**

### **3.5.1 Population**

“A population is defined as all members of any well-defined class of people, events or objects,” (Ary et al., 2010, p.148). The population for this study were the Business Studies learners at a high school in Botha-Bothe.

### **3.5.2 Sample**

"A sample is a portion of the population" (Ary et al., 2010, p.148). Purposive sampling was used to select participants for this study. Purposive sampling, where only six selected Business Studies students in Grade 11 participated in the study, was used for semi-structured interviews. In this type of sampling, a sample is selected based on particular characteristics (Cohen et al., 2018). Since Business Studies is an elective subject at this high school, a sample of interviewees comprised learners from all classes who chose to learn it. Therefore, the responses were not from

only one class. The sample was made up of learners of different age groups and gender. Also, the last test score of a learner was considered so that the sample consisted of good, average and below-average performers in the subject to explore what learning strategies they used to learn Business Studies. Purposive sampling was used in this study because the researcher wanted to include both males and females coming from all the three classes so as to be able to generate data from good, average and below-average performers. According to Stratton (2021) purposive sampling allows the researcher to select the participants. So, this sampling technique was used because the researcher wanted to nominate participants from all three classes, through their permission. Then, convenience sampling where all Grade 11 Business Studies students responded to questionnaires was also used. According to Stratton (2021), convenience sampling chooses participants who are accessible and available around the place where the research is happening. Convenience sampling was also employed because according to Stratton (2021) time is not wasted to obtain participants to the study. As an elective, this subject was chosen by 28 out of 133 learners from all three Grade 11 classes at the participating school in 2022. This group of 28 learners comprised nine learners from Grade 11A (Good performers), twelve learners from Grade 11B (Average performers), and seven learners from Grade 11C (Below average performers). The participants comprised seven males and twenty-one females altogether, two of who were aged below sixteen, sixteen were aged sixteen, and ten were aged above sixteen. Grade 11 Business Studies learners were chosen as the participants for this study because unlike Grade 10s and 9s, they have covered much content of the subject and have learned the subject for many years compared to other lower Grades; therefore, the researcher believed that they will generate richer data. Besides, they have been exposed to numerous case study questions of Business Studies and they could provide more on how they learn Business Studies due to that extensive exposure.

### **3.6 Data collection**

Three data collection methods were used to collect the data for this research; being questionnaire, semi-structured interviews and focus groups interviews. Each method is discussed below.

### **3.6.1 Data collection methods**

#### **3.6.1.1 Questionnaire**

According to Rathi and Ronald (2022, p.7697) the questionnaire “is a bunch of questions used to collect information or data from the people in relation to the given problem”. Questionnaires can be distributed to the participants through means such as email or hand delivered (ibid). Questionnaires were distributed to all Grade 11 Business Studies learners to fill in. The questions focused on the learning strategies they employed to learn Business Studies. This study adopted the model of Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich and Garcia.

A 17-item questionnaire was administered to all participants in their learning classroom. With the first seven items, learners reported their biography, and then four items were on behavioural strategies, two on cognition strategies and four on resource management strategies. Under behavioural strategies, they reported their behaviours during a Business Studies lesson when the lesson was in progress and the teacher was teaching, during the lesson in the absence of a teacher, after school at study time on the day they had a Business Studies lesson, and behaviours at home in their learning of and engagement with Business Studies. Under cognition strategies, they reported on how they ensured that what has been learned is assimilated and becomes part of their knowledge as well as on how they made sure that they remember content before sitting for tests. Under resource management strategies, they reported on how they used time, the internet, and other resources available to them to learn Business Studies as well as if social learning is important to them. All the questions were the multiple choice questions and learners responded by circling the answers.

Questionnaire was used for this study because much data can be collected from many different people easily, quickly, with less effort and cost hence resource saving (Taherdoost, 2021; Rathi & Ronald, 2022). Cohen et al. (2018) support that questionnaires are easy and quick to fill; which implies that they render a faster way to collect data.

#### **3.6.1.2 Interviews**

Semi-structured interviews were employed in this study to collect data too. Gill, Stewart, Treasure and Chadwick (2008, p.291) state that “semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or

interviewee to diverge in order to pursue an idea or response in more detail”. For the interviews, six purposely selected learners responded to questions through the guidance of the researcher. The number for the interviews comprised two learners from each of the three Business Studies Grade 11 classes who were selected by the researcher. The interviews were face-to-face and took place in one spare classroom requested by the researcher from the school’s Administration.

The researcher wanted to generate data from the views of learners from all classes and only six learners were selected because questionnaire and focus groups interviews were also employed so selecting a big number for individual interviews would make data analysis a difficult and time consuming process given that there was no much time to carry out the study. There were three questions under behavioural learning strategies, four under cognition learning strategies and three under resource management learning strategies. In the case of interviews, learners were also asked to report on the factors that support their learning strategies while learning Business Studies and they were asked three questions in that regard. Each interview took between twenty and thirty minutes approximately. Through the participants’ permission, all responses were recorded using a smartphone of the researcher. Verbal data can be recorded as audio or video if the permission is granted by the participant (Rehman & Alharthi, 2016). The researcher requested to record the data because they wanted to listen to the responses taking their time for better transcription of data before analysis.

Semi-structured interviews were used because they permit expansion of data given by participants especially the one unanticipated (Gill et al., 2008) and they allow the researcher to probe deeper in to the phenomenon in question until they get the information needed. So, semi-structured interviews allowed the researcher to ask learners about learning strategies they used to learn Business Studies while also asking learners to elaborate further on what they really do while using the particular strategy and if it helps them to learn the subject as they wish. Semi-structured interviews allow a researcher to probe deeper into issues relating to the research topic and provide non-verbal communication (Cohen et al., 2018) such as emotions.

### **3.6.1.3 Focus groups interviews**

The other method of data collection used for this research is focus groups interviews. “Focus groups are an extended way of the interview method, a more specific in-depth group interview

with discussion” (Gundumogula, 2020, p.299). In this study, all Grade 11 Business Studies learners were engaged in the focus groups interviews. The researcher decided to form three groups emanating from all the three classes doing Business Studies, such that, all good performers are in their own group and so are average and below-average performers. The same spare classroom used for individual interviews was used to conduct the focus groups interviews and they well conducted after school hours with the permission of the learners. The group of good performers comprised nine learners; average performers comprised twelve learners while below-average performers comprised seven learners. Although Taherdoost (2021) indicated that each group can be made up of around six to twelve participants, the researcher did not follow any criteria for making up the groups. Each focus group interview took between twenty and twenty-five minutes. Just like individual interviews, the researcher requested permission from learners to record them while discussing the question posed.

The same questions asked in individual interviews were asked in the focus groups because the researcher wanted to get more from what individual interviews have already given. The researcher explained what each question was looking for and left the smart phone in the midst of the learners to record because the researcher wanted participants to feel free while discussing. According to Gundumogula (2020) the researcher must facilitate the discussions; which is why the researcher explained questions first before they could be discussed. The focus groups interviews were conducted to give an opportunity to learners who could not be part of individual interviews to share their views on the questions discussed, especially those who could find it difficult to discuss issues one on one.

### **3.7 Data analysis**

Content analysis was used to analyse and interpret the data. In content analysis, data collected is categorised into units for analysis including statistical analysis, and relationships between units are established as well as emerging themes (Cohen et al., 2018). Data from questionnaires was quantified by putting similar responses together and analysed into how many responded in a similar way. Percentage computations of similar quantified responses were carried out and these percentages helped to see the extent to which each strategy was used by learners. The responses



to the questionnaire (MSLQ) were presented in a spreadsheet (see Appendix 4) before the analysis, interpretation and reporting of the results.

Content analysis, according to Graneheim and Lundman (2004) as cited in Graneheim, Lindgren and Lundman (2017), is the method utilised to analyse qualitative data and puts attention on subjects, contexts and their underlined variations. That is to say, responses from Grade 11 Business Studies learners were generated from them in their learning contexts, including a classroom among others. Data from focus groups and interviews was recorded using a smartphone before being transcribed to the computer. The researcher listened to the recordings to transcribe the data to the computer. The researcher got an idea of the steps in content analysis from an article of Zhang and Wildemuth (2005) and adopted some of them to carry the analysis of data from interviews. Some of those steps adopted are; data preparation, defining data units of analysis, developing categories and coding and drawing conclusions from coded data. While preparing data for analysis, the researcher browsed through the data to be familiar with as they made reference to research objectives. The researcher underlined all the important data that seemed to be in alignment with objectives of the research. The researcher rewrote and shorted longer texts without changing the meaning of such data. The researcher further identified phrases, words and sentences that frequently appeared in the responses. Then, the researcher classified similar phrases, words and sentences in different categories, that is, coding. Lastly, the researcher generated themes from the coded data based on the opinions of the participants.

## **3.8 Ethical considerations**

It is recommended that in scientific research, participants should not be put in unjust positions during the research and should have a choice on whether they allow or disallow the researcher to carry out the research (Ary et al., 2010).

### **3.8.1 Permission**

For this study, permission was requested from all concerned parties, being the participating school Administration, the Ministry of Education and Training (through the school Administration), learners and teachers. The letter requesting permission to carry out the research was sent to the participating school administration which also wrote to Botha-Bothe District Education Manager (DEM) requesting permission to undertake the research on behalf of the

researcher. All parties concerned were made fully aware of the purpose of the research. The school also issued the letter of permission to the researcher to collect the data from within its premises with the Business Studies learners after the Botha-Bothe DEM had granted the permission. The permission letter is attached as appendix 1.

### **3.8.2 Informed consent**

Fleming and Zegwaard (2018) state that participants must be fully aware of what study is about, what is expected from them, the purpose of data collection; and, the likely consequences of participating in the study. Also, learners should be made aware of their rights, including the right to access data collected from them and withdraw from participating if they do not feel comfortable to participate in the study any more. Appendix 2 is the sample of the consent form participants signed to participate in this study, which includes the details stated by Fleming and Zegwaard (2018).

### **3.8.3 Anonymity**

According to Fleming and Zegwaard (2018, p.211) “participants anonymity means the participant’s identity are unknown to the researcher”. The learners were made fully aware that they would remain anonymous as the information was only needed for the purposes of the research and nothing else. In this study, learners were asked not to write their names on the questionnaires as a way of protecting their identity while responding to questions relating to learning strategies they use to learn Business Studies. The questions did not include statements that could make them reveal their identities as indicated by Fleming and Zegwaard (2018).

### **3.8.4 Confidentiality**

Fleming and Zegwaard (2018, p.211) indicate that “participant’s confidentiality means the participant’s identity are known to the researcher but the data was de-identified and the identity is kept confidential”. The researcher knew the participants in the semi-structured interviews but kept their identity confidential. In chapter 4, the researcher did not mention the names of participants while citing a few excerpts to support their argument while presenting findings about the learning strategies learners used to learn Business Studies.

### **3.9 Validity and Trustworthiness**

Leung (2015, p.325) explains validity in qualitative research as “appropriateness of tools, processes, and data”. The employed methodology should help in providing answers to the research questions in the context in which the research is undertaken (ibid). The questionnaire used in this study allowed the researcher to generate data about the learning strategies learners used to learn Business Studies through the questions asked and in the context of the learners. The questionnaire helped the researcher to generate data from the viewpoint of the subjects in their learning context, that is, the questionnaire supported the generation of data in the ontological and epistemological beliefs of the researcher as laid out under research paradigm section already discussed. According to Stahl and King (2020), trustworthiness highlights that when a reader analyses a research report, there must be some sense of confidence in the findings a researcher is asserting. Four general criteria can be utilised for trustworthiness in qualitative research being: credibility, transferability, dependability and confirmability (Lincoln and Cuba, 1985) as cited in (Stahl & King, 2020). This study employed all of these features to ensure trustworthiness.

#### **3.9.1 Credibility**

Stahl and King (2020) indicate that credibility refers to relationships between asserted findings. This study used methodological triangulation where questionnaires, interviews, and focus groups were used to collect data about learners' learning strategies to learn Business Studies. In triangulation, many procedures are used to identify similar patterns (Stahl & King, 2020). As well, member checks were employed for data collected using interviews. Stahl and king (2020) state that member checks involve providing participants with pre-published duplicates of data to confirm data accuracy. As a result, all students involved in the research interviews were provided with some soft copies of the draft of data collected from them to check if it was what they provided regarding the learning strategies they employed to learn Business Studies. Learners confirmed that the transcripts from the audio records were the data provided by them, so no adjustments were made by the researcher from the initial transcriptions.

#### **3.9.2 Dependability**

This criterion of trustworthiness relies on using another researcher to read and react to data collected, themes developed, and how they are interpreted (Stahl & King, 2020). In this study,

my supervisor and colleagues with whom we had enrolled for the master's degree read and reacted to interpretations of data collected as well as the themes developed about learners' learning strategies to learn Business Studies.

### **3.9.3 Transferability**

The findings of this study could be applicable to Grade 11 Business Studies learners within the same context as that of this study. “Patterns and descriptions from one context may be applicable to another” (Stahl & King, 2020. P.27). Research findings shall be published to help future researchers to compare their results with those from this study during data analysis, especially for similar contexts.

### **3.9.4 Confirmability**

Percentages were calculated using a spreadsheet programme with data collected about learning strategies from questionnaires after quantifying it. Patterns generated from the spreadsheet were checked against developed themes from the learners' interviews and focus group discussions to avoid biases.

## **3.10 Summary**

Case study research design was used to conduct this research at a high school in the Botha-Bothe district with the permission of the school administration and the learners. The researcher's belief about reality and the nature of knowledge was that knowledge is subjective, and each learner from the 2022 Grade 11 group who did Business Studies contributed to this research. Learners gave responses to questions from their own setting (the classroom). The Business Studies learners were the population for this study while only the Grade 11 learners who had elected this subject participated in the study. Questionnaires, interviews and focus groups were used as data collection tools for the purpose of ensuring credibility of results. Mixed methods research approach was used to explain codes and patterns in words while also quantifying similar responses. Content analysis was used for data analysis and spreadsheet application was used for making charts and calculations. My supervisor also had an input and reacted to the interpretations of the data collected.

## **CHAPTER 4**

### **Data Presentation, Analysis, Interpretation and Discussions of the Findings**

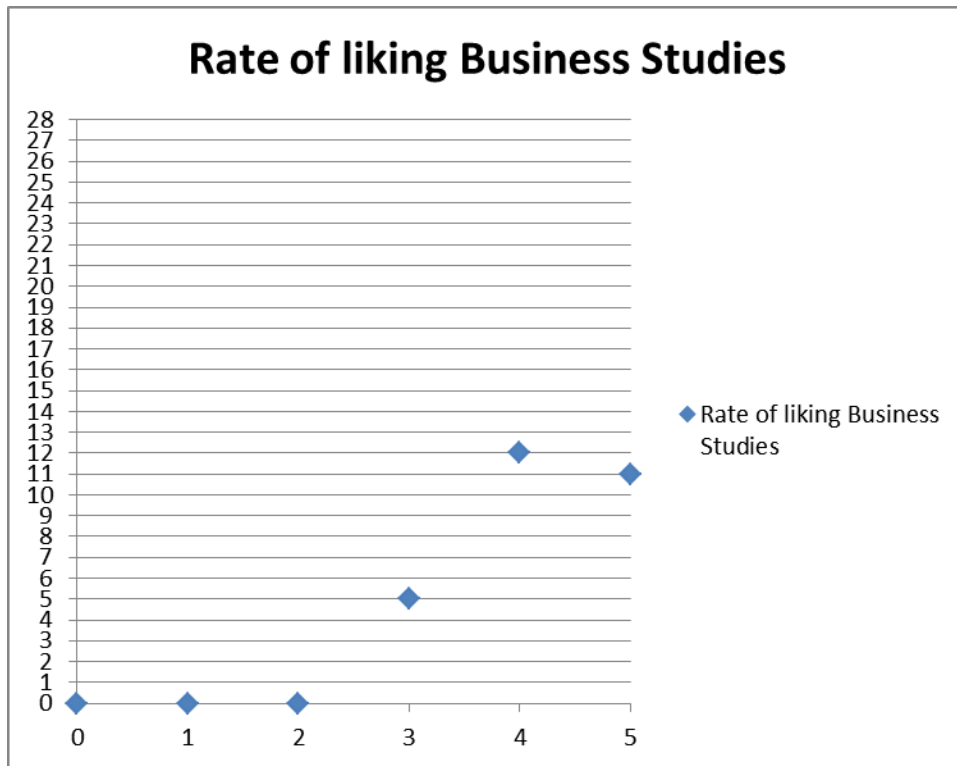
#### **4.1 INTRODUCTION**

The previous chapter laid out the research design and methodology used to carry out this research. This chapter is about presentation, analysis and interpretation of data collected as well as the discussions of the findings. The purpose of this study was to explore the learning strategies employed by learners in learning Business Studies, as well as the factors that support their learning strategies while learning Business Studies. The mixed methods approach was used to carry out the study.

The study explored the learning strategies learners use to learn Business Studies as one of the subjects in the Lesotho school curriculum. The intention was for learners to report on their learning behaviours, cognition strategies applied for learning content, and resource management strategies to learn Business Studies. Different variables derived from participants' biographies were used to analyse the data and interpret patterns as reported in the questionnaire. Learners were reporting on the actual behaviours they engage in when learning Business Studies, how they assimilate new information and incorporate it in their information base, and what learning resources were available to them to learn this subject and how they used them. They further reported on the factors that impact on the effective learning of Business Studies.

#### **4.2 Participants' biography**

All twenty-eight learners reported liking Business Studies. Ten learners said they would do Business-related courses at tertiary, seventeen said maybe while one said no. From the six interviewees, the two girls were from 11A (good performers), one boy and one girl from 11B (average performers) while the two boys were from 11C (below average performers). The scattered chart below adds more to the participants' biography.



**Figure 2:** The rate at which learners like Business Studies

The rating of liking Business Studies was scaled from zero to five. The scattered chart above shows that there are no learners who reported liking Business Studies at the rate of zero, one nor two out of five. Five learners reported liking Business Studies at the rate of three out of five while twelve and eleven learners reported liking it at the rate of four and five, respectively.

### **4.3 Learning strategies used by Business Studies learners**

#### **4.3.1 Paying attention to the teacher and writing notes**

The findings show that during the Business Studies lesson when a teacher teaches, learners listen carefully for understanding while also noting down some points of interest. While a study by Amir (2018) on *Language learning strategies used by junior high school EFL learners* found that the listening strategy was moderately used by the learners to learn, in this study the listening strategy was the most used strategy by Business Studies learners during the Business Studies lesson when the teacher is teaching. The results were interpreted in relation to the students'

performance, that is, according to good performers (11A), average performers (11B), and below-average performers (11C).

From the good performers, one out of nine reported sitting still to listen carefully for understanding while eight out of nine reported sitting still to listen carefully and note down points of interest. This shows that 88.9% of good performers do not only listen carefully but they also write down points which are important to them and which they heard from listening. Similar findings were reported in the study *Using learning strategies to improve the academic performance of university students on academic probation* by Renzulli (2015) that when a professor is making a presentation, learners listen and write down some notes. From the average performers, six out of twelve reported listening and writing notes which is 50% of the responses from that class, and from below-average performers, four out of seven - which makes 57.1% - reported listening and writing notes. Overall, the "listening and writing notes" strategy dominates in Business Studies and constitutes 64.3% of all responses during the class when the teacher is teaching, with good performers showing more of such behaviour than the other groups.

The above findings were supported by learners' shared experiences from the interviews. The majority of the participants claimed that when the teacher teaches, they listen and write what they have heard the teacher say to take their notes for future reference. The following excerpts from the transcripts exemplify this:

Participant 1: *"I listen and write down some points from what a teacher says and what I think I understand."*

Participant 2: *"I listen and write down some important points."*

Participant 5: *"I listen to the teacher and write down in summary what the teacher says."*

Participant 6: *"I listen and write down points including examples made during the lesson."*

However, one participant deviated from the rest stating that they listen in class and ask questions for clarifications where they do not understand. One of the learners showed that in a topic such as 'costs of production,' they listened carefully when different costs were mentioned and explained by a teacher. They also wrote those costs down, being fixed and variable because it is

only by knowing and understanding classes of costs that they can calculate the cost of production. They further showed that they copied examples with figures which the teacher demonstrated for future reference.

From the responses, five out of six learners have one thing in common which is "I listen and write". Notably, listening and writing notes is the behaviour shown by the majority of the learners disregarding the gender and the class. The behaviour was reported during focus groups. The majority of the learners reported listening and writing their notes in Business Studies lessons when the teacher is teaching. It is thus safe to say that listening and writing notes was the most common strategy to learn Business Studies during the class when the lesson is in progress and the teacher is actively teaching. The researcher found out, during random checks, that the majority of the learners recorded their notes at the back section of their notebooks.

#### **4.3.2 Students' voluntary discussions**

In the absence of a teacher during the Business Studies lesson, the findings show that learners join discussion groups with their classmates. Twenty-four learners (85.7%) claimed to join discussion groups. According to these results, most learners prefer learning Business Studies in the community of others, which in this study this is referred to as social learning. Learning in the community of others is in line with the Paimin et al. (2017) findings from their study *Learning strategies as an enabler of study success*, which articulates that engineering students preferred working with others to tackle content and problems in that course. Also, Kritzienger et al. (2018) in their study, *Learning strategies for first-year biology*, asserted the same findings as Paimin et al. (2017) that learners collaborate to explain concepts to one another. Learners can remember a fair amount of concepts when social learning strategies are used to learn as Wegner et al. (2013) demonstrate in their study titled *The importance of learning strategies and how the project "Kolumbus-Kids" promotes them successfully*.

The findings show that seven out of nine (77.8%) good performers, eleven out of twelve (91.7%) average performers and six out of seven (85.7%) below-average performers reported social learning where they collaborated with others. Irrespective of class, the majority of the learners preferred learning in the community of others with average performers dominating. Contradictory to the findings of Kurniawati and Erliana (2016) who reported that only 12.5% of



successful learners and 12.5% of unsuccessful learners used social learning strategy to learn in their study *Language learning strategies applied by senior high school students*, this study found that 77.8% of good performers and 85.7% of below-average performers preferred social learning strategy to learn. Therefore, social learning was the most used strategy by learners to learn Business Studies when the teacher is not in class during the Business Studies lesson.

Learners also claimed to be using social learning strategy to learn Business Studies after school hours during study time on the days they had the Business Studies lesson. The findings show that majority of the participants went to their classmates after school hours during study time to ask them a few questions about the concepts of Business Studies they did not understand. The participants claimed as follows:

Participant 1: *"I do question papers and respond to them, after that I ask my classmates to check on what I have written and ask them how best I could have responded. I responded to questions that needed analysis and asked my classmates to check if I have analysed well in line with the needs of the question. They showed me that I should not only discuss advantages but also disadvantages to the Business in question to obtain maximum marks."*

Participant 3: *"I consult my peers on concepts I did not understand."*

Participant 5: *"I consult classmates who do well academically. I ask them to elaborate on Business Studies concepts for me. I consulted one lady in 11A (good performer) to differentiate for me the concepts of price elastic demand and price inelastic demand. She told me that a price elastic demand is affected by small changes in prices while price inelastic demand is not affected by changes in prices, that is, demand remains almost the same even when prices change."*

Participant 6: *"I consult classmates about Business Studies."*

Although social learning behaviour is shown more by average and below-average performers during study time on Business Studies lesson days, the behaviour was also expressed by good performers. The preceding finding correlates with the literature of Kurniawati and Erliana (2016) who found the same peer consultation behaviour in both successful and unsuccessful learners. Arguably, even Business Studies learners prefer to learn in collaboration with peers. Learners

claimed that they explained notes that they did not understand to one another in their different groups.

This study further found that social learning was not only the behaviour shown by learners during the Business Studies lesson in the absence of the teacher and during study times but was also identified as a cognition strategy for some learners. Learners used social learning strategy to understand Business Studies concepts and retain content in their memories as demonstrated by these participants:

Participant 3: *“Where I did not understand the concepts I ask my classmates to explain to me,”*

Participant 5: *“I and other Business Studies classmates explain content to one another where we did not understand.”*

Average performers recorded high usage of social learning strategy for content assimilation. One of the learners claimed that it is easier to consult their classmates because they are mostly together.

Participant 2: *“I like consulting my classmates after school hours because they are more accessible as we are with them. Not only that but I consult in any language that makes me comfortable. I realised that I hardly forget what my classmates explained to me.”*

It could also be said that based on the evidence provided, average and below-average performers value social learning to understand Business Studies concepts more than good performers.

Overall, for cognition, the majority of the learners seemed to use social learning strategy. The findings show that to understand concepts of Business Studies, social learning is used by learners, although not by many. This finding is in line with what Kurniawati and Erliana (2016) found that peer learning was used by 12.5% of successful learners and a similar percentage of unsuccessful ones reported the same. Below-average performers have reported the use of social learning strategy on many occasions which indicates that it is preferable for such learners. Irrespective of this, the study found that social learning is popular among average learners in the learning of Business Studies. The findings further show that 14.3% of learners claimed to join

group discussions for explanation of concepts to prepare for tests. Therefore, social learning was moreover found to be a used strategy for keeping content in the long-term memory while preparing for Business Studies tests. Even in the case of preparation for tests, social learning seemed to be less used by learners although the preference of the strategy was shown more by below-average performers. Therefore, for content assimilation and tests preparation, social learning was a less used strategy.

Learners also reported on the usefulness of group discussions in their own opinions in the learning of Business Studies. The majority of the learners at 92.9% reported social learning as helpful in the learning of Business Studies despite some claiming it to be partially helpful, while others said it was very helpful.

### **4.3.3 Independent reading**

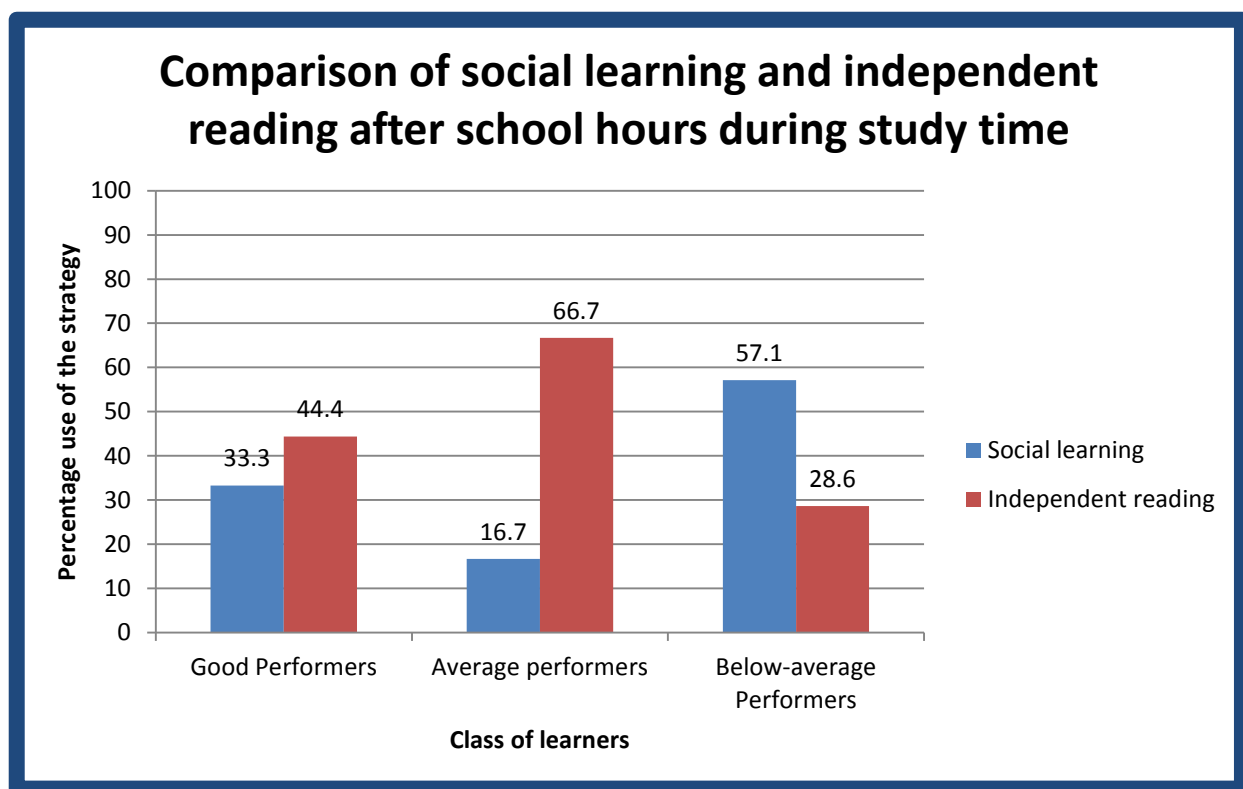
Another learning strategy mentioned by learners at study time after school hours, on Business Studies lesson days was revisiting content and doing their own reading. Fourteen learners stated that they revisited content and read on their own at study time, which makes it 50% use of the strategy. This strategy of revisiting content and reading was moderately used by Business Studies learners after school at study time, which correlates (although not precisely) with the findings of Renzulli (2015) who stated that four out of nine (44.4%) learners reported on reading which could still be said to be moderate. However, Biwer et al. (2022) reported that the reading strategy was less used by Health students. This shows that one strategy mostly or moderately used to learn one subject could be less used when it comes to another subject. From the transcripts, the following excerpts emerged:

Participant 1: *"After school hours I go to the computer laboratory alone and read the content of Business Studies from the websites suggested by the teacher. I also find a quiet place to read on my own the content I already have in my notes."*

Participant 2: *"After school hours at study time, I remain at school to read my Business Studies notes and circle important sections for easier future reference. I revisit sub-topics under marketing because it is the longest chapter in Business Studies."*

Participant 4: *"After school hours I read. I like revisiting concepts relating to employees at the workplace, their conduct, ethics, and welfare as well as issues about trade unions."*

Focusing on revisiting content and reading it again, 44.4% of good performers, 66.7% of average performers, and 28.6% of below-average performers used the strategy after school hours at study time to learn Business Studies. The findings of this report show that the independent reading strategy was used predominantly by average performers, moderately by good performers, and less by below-average performers to learn. In comparison to social learning after school hours at study time, 33.3% of good performers, 16.7% of average performers and 57.1% of below-average performers used social learning strategy. The pattern indicates that good performers preferred their own reading after school hours at study time over social learning. Average performers also preferred their own reading over social learning while below-average performers preferred social learning over their own reading. Hence, good and average performers preferred independent reading after school hours at study time over social learning while below-average performers preferred social learning over independent reading. The chart below shows the comparison between social learning and independent reading after school hours during study time.



**Figure 3:** Comparison between social learning and independent reading after school hours during study time

Notably, 72.7% of learners who reported revisiting the content of Business Studies to read after school hours at study time were those who reported liking this subject at the rate of 5 over 5. This shows that those who like Business Studies very much mostly preferred independent reading after school hours at study time on Business Studies lesson days. Further findings revealed that independent reading is not the only behaviour shown by learners after school hours at study time. Learners also engage in independent reading as a cognition strategy to keep Business Studies content in long-term memory. Learners indicated that they do independent reading frequently to keep Business Studies content in their memories. That is, based on the findings of this study, for better understanding of the content and ensuring that it is kept in long-term memory, independent reading is done regularly. Learners elaborated on frequent independent reading as follows:

Participant 1: *"I normally read and do questions at the end of the Business Studies textbook to see if I can recall the content needed to answer those questions. If I am not able to recall the content, I go back to my notes to read again until I can recall it."*

Participant 3: *"I read many times until I am able to remember tricky concepts of Business Studies like pricing strategies."*

Participant 4: *"I read alone and volunteer to explain Business Studies concepts read to my classmates, and if I forget content when trying to explain, I go and read again."*

Participant 5: *"I read until I remember the summaries I made during the Business Studies lesson when the teacher taught."*

Participant 6: *"I read a lot."*

Almost all interviewees stated that they do frequent independent reading to enhance memory. Frequent independent reading was notable from discussions of all focus groups which, as learners explained, was intended to retain the knowledge. Consequently, this study affirms that based on the findings, learners read their notes or Business Studies concepts many times to ensure that what is learned becomes part of knowledge. Some learners reported that they highlight or underline the important parts of the content when reading which aligns with the findings of the study by Rovers et al. (2018). This study noted that some participants stated that when they read they use different textbooks including *Cambridge IGCSE Business Studies* by Karren Borrington and Peter Simpson and *Complete Business Studies for Cambridge IGCSE and O Level* by Brian Titley because - as learners elaborated - if a concept is not clear in one textbook, it may be clearer in another. Thus, learning Business Studies becomes easier for learners with the use of more than one textbook. This study also found that towards the scheduled tests, learners read a lot more than during other times. The following excerpts illustrate this:

Participant 1: *"Just before we write tests, I use my notes and textbooks to read a lot."*

Participant 2: *"For tests, I read alone for more hours."*

Comparing independent reading in class in the absence of the teacher to after school hours during study time and at home, this study found that much reading is done at school during study time, then moderately at home and less in class in the teacher's absence. This shows that one strategy can be used at different rates depending on the context. Independent reading was dominated by average performers at 45.5% at home and at study time while at school. This shows that average performers read Business Studies more than other groups.

**Table 1:** Comparison between independent reading and students' voluntary discussions

<b>Categories</b>	<b>Independent reading</b>	<b>Students' voluntary discussions</b>
In class (Teacher absent)	10.7%	85.7%
At school (study hours)	50.0%	32.1%
At home	39.3%	3.6%

#### **4.3.4 Internet assisted learning**

Other findings show that as a strategy for learning Business Studies, some learners went to the computer laboratory to access the internet during study time after school hours. Learners articulated that they access the internet to increase the amount of content on Business Studies concepts learned and also to do some online quizzes. Some excerpts from the transcripts presented below illustrate this:

Participant 1: *“After school hours, I go to the computer laboratory to access the internet and research Business Studies concepts dealt with that day in class. Specifically, in the computer laboratory I look for more content from suggested websites such as [www.igcse.com](http://www.igcse.com) and if I find it I add it to my notes.”*

Participant 2: *“I also go to the computer laboratory to access online content on Business Studies concepts and practise responding to the questions from online quizzes which provide instant responses.”*

Participant 4: *“I use internet social media to consult former learners about Business Studies concepts I find difficult to understand such as pressure groups.”*

Regardless of how each of the learners uses the internet at study time as they stated, what the findings reveal is that another learning behaviour is accessing the internet. Amongst the three learners who indicated that they access the internet at study time to learn are two good performers. However, it becomes difficult to assert that most good performers use the internet to learn Business Studies because of the size of the sample for this research. The focus groups findings still showed that learners use the internet to learn Business Studies.

More findings show that learners do not only access the internet at school during study time but some also access it at home to learn. This study found that at-home learners used the internet to watch online videos as concepts are explained with demonstrations where possible. Learners claimed that watching Business Studies videos is one way of enhancing memory. Others showed that they listened to online video tutorials and read summarised notes of Business Studies from teacher-suggested websites. It is 53.6% of the learners who reported using the internet at home to learn Business Studies. The findings show moderate use of the internet at home. The study found that the internet is used more by good performers at home at 66.7%, then moderately by average performers at 50%, and less by below-average performers at 42.9% to learn Business Studies. Nevertheless, the findings show that the internet is used by most learners in all classes to learn Business Studies besides using it differently.

#### **4.3.5 Content reconstruction**

Additional findings show that learners made their own summaries of the notes they have to ensure that new information is assimilated. Making summaries strategy was reported at 32.1%. This strategy is supported by Amir (2018) who revealed that learners moderately made ongoing summaries of what they had learned although the strategy scored the lowest mean of all



strategies they assessed. From the current study, the findings show that 55.6% of good performers, 25% of average performers and 14.3% of below-average performers made their own summaries in Business Studies. The findings show that more good performers made their own summaries while learning Business Studies than below-average performers. This pattern of findings concretises the findings of Kurniawati and Erliana (2016) who affirmed that only 25% of unsuccessful learners applied the “making summaries” strategy while 50% of successful learners applied it to learn. The findings indicate that as much as “content reconstruction” is one of the used strategies to learn Business Studies, among others, it is used more by good performers than average and below-average performers.

The learning strategy of “making summaries” was also mentioned in one focus group. The following excerpt from focus group 1 illustrates the point: *“Some of us summarise what we have read with our notes closed. These summaries make reading easier and summarised notes are easier to recall.”* This study found that making summaries was a moderately used strategy by Business Studies learners to learn and this finding correlates with the findings of Amir (2018) while the study by Simsek and Balaban (2018) on *Learning strategies of successful and unsuccessful university students* found that the same strategy was less used by learners to learn.

#### **4.3.6 Concepts reprise**

The findings show again that learners repeat read and heard Business Studies content to others as a way of enhancing their memories. They elaborated that they repeat content until they are certain that they remember it and it is in their minds. Learners were not specific about which parts of the content they repeat but indicated that they repeat what they need to remember. Shown below are the extracts from transcripts from some of the learners:

Participant 1: *“I and other peers used to say what the teacher said in class and everyone said what they thought they heard.”*

Participant 2: *“I explained Business Studies concepts to others, the more I repeated the same things when explaining the more I understood.”*

Participant 3: *“I like being questioned about Business Studies so that I can say what I have read to others.”*

Participant 4: *“I ask my classmates to ask me questions relating to Business Studies so that I can explain to them what I have read in trying to respond to their questions.”*

The findings show that there is a reasonably high use of the strategy to learn Business Studies. However, Kurniawati and Erliana (2016) reported a higher use of repeat strategy at 100% by both successful and unsuccessful learners. Thus, Business Studies learners too use the repeat strategy to keep new and old information in their memories. In one focus group, learners claimed that they repeat mostly technical terms of Business Studies while explaining content to others.

#### **4.3.7 Teacher-aided learning**

A few learners claimed to consult the teacher at study time after school hours for further explanation of concepts they did not understand. It was 14.3% of learners who stated that they consult the teacher although some specified that they did not consult the teacher all the time. It can thus be concluded from the findings that a few learners consult the Business Studies teacher to seek further explanations of concepts learned. Besides consulting the teacher at study time, some of those few learners indicated that they sometimes consult the teacher only when the writing of tests approached. Therefore, this study found that learners are very reluctant to consult their Business Studies teacher to seek clarification of content not well understood at study time or before the tests. Nevertheless, the findings show that other learners learn Business Studies by consulting the teacher for further elaboration of concepts.

#### **4.3.8 Textbook referral learning**

Learners also reported on the sources of content available to them to learn Business Studies and the focus of this study in this case was to explore which source of content is the most preferred by learners. The report shows that 35.7% of the learners preferred using a textbook as their primary source of Business Studies content. Learners mentioned two textbooks being: *Cambridge IGCSE Business Studies* by Karren Borrington and Peter Simpson and *Complete Business Studies for Cambridge IGCSE and O Level* by Brian Titley. Learners still mentioned other sources such as the Internet but showed more preference for textbooks. Thus, learners use different sources of content to learn Business Studies, what differs is only the degree of usage

and preference per student. Also, the preference for a textbook was observable in all classes. That is, regardless of the class, learners still prefer the use of the textbook to learn Business Studies.

The extracts from transcripts substantiating textbook preference demonstrate this:

Participant 1: *"A textbook is available for me to use. I read the content both in my notes and in a textbook. After reading, I do the questions at the end of the topic. I read to see if I could recall the content needed by the questions."*

Participant 3: *"I use a textbook to read and get more content."*

Participant 4: *"For me I prefer to learn Business Studies by reading a textbook."*

Participant 5: *"I mostly use a textbook for learning Business Studies, especially for the well-drawn diagrams."*

Participant 6: *"I use a textbook to confirm what I heard from the teacher in class during Business Studies instruction."*

Therefore, this study concludes that a textbook is the most preferred resource to learn Business Studies as exemplified by the findings shared above.

#### **4.3.9 Time management**

This study found that the majority of the learners learn Business Studies for an hour daily. Actually, it is 75% of learners from all classes who claimed to study Business Studies for an hour daily. At least 65% of learners from each class reported hourly learning of Business Studies daily. A few learners indicated that they learn Business Studies for two hours or more daily, 75% of whom rated liking the subject at the scale of 5 over 5. Thus, this shows that learners tend to spend more time on the subject if they like it.

#### **4.3.10 Summary of the findings on learning strategies**

One of the objectives of this study was to explore the learning strategies learners use to learn Business Studies. The findings show that learners employ a variety of learning strategies to learn Business Studies. The difference in strategies employed varied between good, average and

below-average performing learners as well as the context in which learning took place. This study further revealed that each learner has their own learning strategies which they use differently depending on their learning needs. Learning strategies revealed in this study include behavioural, cognition and resource management strategies. The examples of findings under behavioural learning strategies include learners paying attention to the teacher and writing notes, and learners' voluntary discussions while cognition learning strategies include independent reading, teacher-aided learning, content reconstruction and concepts reprise. Moreover, resource management learning strategies include internet-assisted learning, textbook referral learning and time management.

#### **4.4 Factors that support the students' learning strategies while learning Business Studies**

Learners also reported on the factors that support their learning strategies while learning Business Studies. Interviews and focus group were used to collect the data for this part of the study. From the responses, data was analysed and themes identified.

##### **4.4.1 Affable teacher**

Learners indicated that it is easier to learn Business Studies in the presence of the approachable teacher who is always available to help them each time they consult about the subject concepts. They further stated that if the teacher is enthusiastic and shows some love for the subject they teach, as learners that also makes them want to learn the subject using all learning strategies available to them. One focus group also mentioned that it is easier to learn Business Studies when the teacher is sociable and available. These findings are in line with those of Firdaus (2019) who states that if learners feel good around a teacher, they interact with ease and as a result, learners become excited to learn. Below are some of the responses from the transcripts:

Participant 1: *"It feels good to learn Business Studies when a teacher is friendly because we are able to ask questions in any language we are comfortable with. As well, the presence of teachers after school at study time makes it easy for us to consult them any time we need help."*

Participant 2: *“Friendly teachers make us feel comfortable to consult them about Business Studies any time we need help. Also, teachers who invest more energy while teaching their subject make us love the subject and invest more energy too while we learn”.*

The above findings show the importance of a teacher who makes learners comfortable to learn. This ultimately influences learners to like and value the subject.

#### **4.4.2 Outside classroom lessons**

Field trips and commercial fairs were mentioned by learners as some of the factors that impact positively on the learning of Business Studies. They articulated that field trips are good for learners because learners have some direct interaction with what happens in real businesses so that they learn not only by hearing but also by seeing how things happen and are done. The findings show that field trips allow learners to see things such as flow production happening in factories as well as how employees interact with customers in service businesses. Learners showed that engaging in commercial fairs in clusters, regions and nationally helps them to be more engaged with the Business Studies content to prepare for fairs. These findings were emphasised by one focus group as follows:

Focus Group 1: *“We must be taken for field trips because we see how things are done in reality in different businesses. We should also hold or be out for commercial fairs to compete with other schools which offer Business Studies as it happens sometimes. Commercial fairs help us to do a lot of reading and research because we have to prepare to win at fairs while also making the subject interesting.”*

What emerged from this focus group demonstrates the value of not just confining learners to the classroom but also exposing them to the outside world of business to shape their thinking around how real business operates. This, in the long-term, has potential to influence learners’ future thinking around the different business options and employment opportunities that may be available to them.

#### 4.4.3 Parental involvement

Learners stated that being given enough time to read at home helps them get more engaged with Business Studies content. They said allowance of reading space and time shows the support from parents, which motivates learners to engage more with their learning activities in order to be successful in their academic activities. The motivation arising from parental support is affirmed by one study that learners are more determined to learn if they have the support of their parents or families (Munasinghe et al., 2019). The findings also show that access to internet facilitated by parents makes learning smooth because learners are able to research concepts of interest relating to Business Studies. All focus groups emphasised the importance of internet, which is paid for by parents, in the learning of Business Studies for them. However, other learners showed that parents do not buy the data for them all the time but they understood that internet is important for learners' researches. The following excerpts show how the interviewees talked about parents' involvement in their learning:

Participant 1: *“Learning Business Studies becomes smoother when parents give us time to do school work without interrupting us during learning. We are also able to access the internet to research when parents buy data for us although on some days they do not buy the data for us claiming not to have money.”*

Participant 2: *“We are able to focus on our school work and assignments when parents provide more reading time and space for us at home. Parents should buy data for us or buy routers for the internet to be there to assist us in our research.”*

Participant 5: *“It is easier to get some explanations of concepts about Business Studies when parents have bought us the data to connect to the internet but normally my parents buy it once a week for me and if it gets finished they do not top it up.”*

Participant 6: *“We are able to research difficult concepts on the internet when we have data which we only have when parents have given us money to buy.”*

Parental involvement, as the data above shows, goes a long way in assisting learners pursue learning even outside the classroom walls. While some parents may not always make data readily available for their children, the little contribution they make can have a positive influence in their children's learning.

#### **4.4.4 Multiple textbooks**

Learners also stated that many reference textbooks are helpful. Participant 5: *“Schools should give us more textbooks of Business Studies because they complement one another very well and help us have more content. For example, in this school we have two different textbooks although another one is a softcopy which we access in the computer laboratory or from our smartphones.”* Learners indicated that when they have more textbooks, if a concept is not clear in one textbook, it may be clearer in another. They further stated that many textbooks provide them with ample examples where different Business Studies concepts are explained. Thus, having access to many textbooks makes learning easier for learners.

Many factors support the students’ learning strategies while learning Business Studies. These factors include: affable teacher, outside classroom lessons, parental involvement as well as multiple textbooks. All these factors make the learning environment to be conducive to learners according to the findings of this research. Additionally, Yiga et al. (2019) asserts that learners feel at ease if they learn in a positive environment.

### **4.5 Summary**

This chapter presented the findings and interpretation of the results based on the subsidiary research questions which complemented the main research question. The findings show that there are many strategies to learn Business Studies in different contexts and times as discussed already. These different learning strategies include content reconstruction, internet-assisted learning, and teacher-aided learning as well as concepts reprise, independent reading and students’ voluntary discussions. These strategies could be valuable in the learning of Business Studies. Content reconstruction could be beneficial because the findings show that this strategy makes reading easier for learners as content is summarised into smaller units. This strategy could also help in the development of analytical skills as the learner rewrites what they have read or learned in brief because complex concepts are broken down into smaller readable units. Textbook referral learning could help learners to have sources of content accessible and available in the absence of a teacher and as such, learners could be able to read ahead if they are provided with the Business Studies syllabus. As a result, reading ahead could help learners to cover content that a teacher may not be able to cover because of the broad syllabus. Therefore, learners

could approach examinations with sufficient content which is useful for application to the case studies given in tests. Multiple textbooks could be beneficial to provide learners with a richer base of content because they are written by different authors and provide complementary content.

Students' voluntary discussions could be important in the development of their application and analytical skills because learners solve problems on their own with reference to the case studies provided to them. As a result, learners could approach examinations with improved analytical skills which could improve their performance on analysis requiring questions. This strategy could also be beneficial for preparing for tests. Not only students' voluntary discussions could expose them to different situations in given case studies, but also the use of internet-assisted learning strategy. Learners are able to see different situations such as flow production where reality happens in businesses through videos on the internet hence learning by seeing. Demonstrations on internet videos and content available on the internet websites about Business Studies could help learners to learn ahead of the teacher's class instruction if they know the syllabus. As such, learners could cover parts of the syllabus that the teacher may not be able to cover.

Paying attention to the teacher and writing notes strategy could help learners to learn through the guidance of a teacher because teachers mostly follow the syllabus. Therefore, learners would know what to read in textbooks as per the syllabus requirements or what to focus on when researching on the internet. Concepts reprise strategy helps learners to enhance memories. This could help them to remember a fair amount of content before writing tests and have a good basis for application, analysis and evaluation to case studies provided in tests.

Parental involvement in learning through buying internet connecting devices for learners and data to connect to the internet could help learners to learn Business Studies. Availability of such devices and internet could help learners to do independent reading from websites on the internet so that they can cover more content not covered in class. Besides, learners could listen to online presentations of different topics, hence learning continuing even in the absence of a teacher. Outside classroom lessons via commercial fairs make the subject interesting as learners claimed hence this could increase their liking of the subject. This study found that learners who like the subject enormously tend to spend more time learning such a subject. Therefore, with more time



spent learning Business Studies, sufficient content can be covered by learners which is needed for tests.

## **Chapter 5**

### **Summary of the findings, implications, recommendations and conclusion**

#### **5.1 Introduction**

This study explored the learning strategies used by learners to learn Business Studies as well as the factors that support their learning strategies while learning Business Studies. The researcher explored the learning strategies through the lens of the conceptual framework consisting of behavioural, cognitive and resource management learning strategies. The previous section was about data presentation, analysis, interpretation and discussions of the findings. In this section, the summary of the findings and their implications, the recommendations of the study and conclusion are presented.

#### **5.2 Summary of the findings**

##### **5.2.1 Behavioural learning strategies**

Starting with behavioral learning strategies, this study established that during the Business Studies lesson when the teacher teaches, learners listen and write notes. This behaviour was shown by most learners irrespective of class. Besides being shown mostly by good performers, it was also found to be the dominating behaviour irrespective of the gender of the learners. It is thus important for a Business Studies teacher to be audible in the classroom for them to be heard well if learners listen during the instruction and speak in a moderate pace to allow learners to write what they wish to write. The teacher should also ensure silence in the classroom during instruction.

Furthermore, during the Business Studies lesson in the absence of the teacher in the classroom, the findings of this study showed that the majority of learners join group discussions to study Business Studies. They, for example, explain concepts to one another, show one another how to respond to questions and repeat in their own words what they heard the teacher say in class during instruction. In short, the learners showed some social learning behaviour. In this case, the

social learning behaviour was shown by all groups of learners; good, average and below-average performers. This finding then implies that a Business Studies teacher should prepare the work that allows discussions amongst the learners in the days they will be absent from class because learners prefer to tackle the content of this subject in teams. The teacher must also help learners to form groups which are neither too small nor too big for discussions to be effective. On Business Studies lesson days at study time, social learning behaviour was still shown by the learners but in this case, it was not dominated by all groups of learners, but by those who were average and below-average.

Furthermore, still on study time, particularly the days on which the students had some lessons in Business Studies, the findings show that majority of the learners emphasised independent reading behaviour. Learners looked for their comfortable reading spaces and read Business Studies. The results of this study show that average learners engaged more in independent reading than good and below-average performers. Majority of the learners who showed independent reading behaviour were learners who claimed to like Business Studies significantly. Therefore, learners who like the subject the most tend to do plenty of independent reading of that subject at study time.

Moreover, this research found that at home, learners negotiate reading space and time for independent reading. Among the learners who showed independent reading behaviour at home are the average performers compared to the other groups of learners. Thus, average performers prefer plenty of reading both at school at study time, and at home. Besides, the researcher found that other learners access the internet in the school computer laboratory to watch online Business Studies videos at study time. Learners also accessed internet at home. The use of internet at home was shown more by good performers than other groups. As a result, parents should support their children's learning by giving them space to read and provide internet connection for their devices.

During study time, good and average performers preferred independent reading over social learning while below-average performers preferred more of social learning than independent reading. Thus, it could be appropriate for schools to make study rooms available for learners who want to read alone or discuss in groups at study time to learn Business Studies. It is worth noting

that a teacher-aided learning behaviour during study time was shown though by very few of the good performers.

## **5.2.2 Cognition learning strategies**

This study found that one of the things learners do to understand the content of Business Studies is by making summaries of the content they have gathered. Content reconstruction was the Good performers seemed to be the predominant users of content reconstruction strategy for understanding of concepts, compared to the average and below-average performers. The implication of this finding is that learners should be taught how to make summaries of the content they gathered in the class or from other sources such as a textbook or the internet. In short, content reconstruction strategy was a moderately used strategy by Business Studies learners to understand the content. Social learning, already classified as one of behavioural learning strategies, is another learning strategy used by learners to understand Business Studies concepts, based on the findings of this study. In this case (cognition), no good performers used social learning strategy while few average and below-average performers used it. Therefore, based on evidence, a few average and below-average performers used social learning strategy to comprehend Business Studies concepts. Just like for understanding the content of Business Studies, social learning was found to be used more by average and below average performers for preparing for the tests.

One other learning strategy used by learners to study Business Studies concepts is independent reading, classified as behavioural learning strategy as well. According to the results of this study, most Business Studies learners used the independent reading strategy to understand the subject concepts.

This study revealed that Business Studies learners highlighted or underlined important sections of the content during reading so that the next time they read they can easily identify those sections. Hence, learners should be given enough time and space to read Business Studies as much as they wish for better understanding of the concepts. Notably, average performers did more independent reading to prepare for Business Studies tests than the other groups. Again, this study found that learners who like Business Studies very much read it more to prepare for tests. Hence, learners should be given some free time with no teaching during the period preceding the

tests so that they have enough time to study. Schools should introduce what is known as a revision week prior to the tests to allow more independent reading to happen. Nonetheless, learners seemed to use more than one strategy to understand the concepts of Business Studies in preparation for tests.

Concepts reprise was found to be amongst the learning strategies Business Studies learners used to remember the concepts of the subject. Majority of Business Studies learners used concepts reprise strategy even though the learners were in different categories in terms of performance. A very small number of learners talked about teacher-aided learning for elaboration of concepts. Teacher-aided learning for elaboration of concepts before writing a test was still found to be used by Business Studies learners but at a very low rate. Similarly, internet-assisted learning was still reported by a very small number of learners. Nevertheless, this study found that learners use many different learning strategies to study the concepts of Business Studies.

### **5.2.3 Resource management learning strategies**

The study explored an ideal length of time learners learn Business Studies daily; their time management strategy. The majority of them learn Business Studies for just one hour a day. All three groups of good, average and below-average learners showed that they learn Business Studies for an hour daily. However, a few other learners claimed to learn Business Studies for two hours or more daily. Most of these few learners were those who claimed to like Business Studies significantly. Thus, learners who like a subject greatly tend to spend more time learning such a subject.

Sources of content are available for learners to learn subjects. This study found that a textbook is the most preferred source of content for learning Business Studies. It is thus advisable for schools to ensure that learners have textbooks to learn Business Studies as it is the most preferred source of content for this subject. Learners still showed that despite preferring to use a textbook for Business Studies content, there are other useful sources of content for this subject such as a teacher and Cambridge websites on the internet. Thus, learners use different sources of content to learn Business Studies. The other finding showed that learners use the internet to watch online video tutorials and read summarised notes on websites containing Business Studies content. On

the usefulness of group discussions to learn Business Studies, the research found that learners view group discussions as helpful in the learning of Business Studies.

### **5.3 Factors that support the students' learning strategies while learning Business Studies**

This study also explored the factors that support the students' learning strategies while learning Business Studies. Firstly, it was found that an affable teacher makes learning better for learners. Learners showed that they easily consult a friendly and available Business Studies teacher; as a result they have better understanding of the concepts after the teacher has explained to them. Secondly, this study found that outside classroom lessons help in effective learning of Business Studies. Learners showed that field trips help them see how things happen in reality in different businesses while commercial fairs help them to read the content more in preparation for the competitions. They further showed that commercial fairs make the subject interesting to learn.

Thirdly, the researcher found that learners learn better when there is parental support at home. Besides, learners showed that enough time enables them to read and do assignments while the internet helps them to research Business Studies concepts they did not understand during instruction. As such, parents should offload home duties from learners to afford them reading and assignments time. They should also help their children to acquire devices which can connect to the internet, and pay for internet connection for the children.

Lastly, this study found that learners prefer to have more than one textbook to learn Business Studies. It can be recalled that a textbook was found to be the most preferred source of content for learning Business Studies. Learners indicated that if they have more than one textbook, when a concept is not clearly explained in one, it can be better explained in another. Therefore, schools should attempt to make different Business Studies textbooks available for learners to learn the subject better. Instead of buying many similar Business Studies textbooks, schools should buy a variety of affordable packages so that learners can exchange between themselves while learning.

### **5.4 Conclusion**

The purpose of this study was to explore the learning strategies used by learners to learn Business Studies, as well as the factors that support students' learning strategies while learning

Business Studies. This is a case study of one school in Botha-Bothe district, Lesotho. A sample of 28 learners who elected to do Business Studies participated in this study. The study was carried out in 2022 when the 28 learners were in Grade 11 (final year of secondary education). A questionnaire, interviews and focus groups were used to collect the data and the study engaged the mixed methods research approach. The data collected was presented, analysed, interpreted and discussed in line with the literature and framework presented.

This study found that there are many learning strategies used by learners to learn Business Studies and they use different strategies at different times to learn this subject. These different learning strategies include paying attention to the teacher and writing notes, students' voluntary discussions (social learning), concepts reprise, and content reconstruction. Furthermore, Business Studies learners use many sources of content to learn this subject such as a textbook, internet and a teacher although they prefer a textbook more. As discussed in Chapter 4, some learning strategies could help learners with coverage of sufficient content needed for tests. Such strategies include independent reading, textbook referral learning and internet assisted learning. Other strategies such as content reconstruction and concepts reprise could help learners to remember a fair amount of content needed for examinations, which could help learners with the basis for application and analysis. Learners' voluntary discussions could help in the development of application and analytical skills because learners solve problems presented to them in case studies on their own.

On the factors that support students' learning strategies while learning Business Studies, this study found that parental involvement, outside classroom lessons, multiple textbooks, as well as an affable teacher impact positively on the learning of this subject. Parents facilitate the use of learning strategies used by learners to learn Business Studies because assisting their children to have access to the internet helps them to engage in independent reading on Business Studies websites and to access videos relating to the subject. An affable teacher helps in explaining concepts to learners thereby facilitating better understanding of concepts before examinations. Outside classroom lessons through commercial fairs help learners to read considerably while preparing to compete in the fairs which helps them to acquire more content. That is to say, outside classroom lessons facilitate the best use of independent learning strategy.

## **5.5 Recommendations**

Based on the findings of this study, the following recommendations are made:

- It is suggested that schools should have study rooms for independent reading and social learning to happen. Teachers could help learners to form discussion groups and also ensure the groups are of the right size for effective learning to occur.
- Schools which do not have computer laboratories could build one or two if they can afford and provide internet connection to facilitate research. Schools could buy routers and create internet hotspots accessible to learners if they cannot afford to build the computer laboratories.
- Schools could also buy a variety of Business Studies textbooks and place them in their libraries if they have such a facility so that learners can have better access to ample textbook sources of information.
- Parents could be encouraged by schools to buy internet connecting devices and data for learners so that they can access the internet even when they are at home.
- Moreover, schools could arrange a few field trips and commercial fairs for learners to break the monotony of learners routinely learning only from the four walls of the classroom.
- As part of future research, it is suggested that the effectiveness of these outlined strategies to learn Business Studies be explored further.

## **5.6 Limitations of the study**

This study is considered to have been carried out successfully though there were some constraints. Firstly, the sample size for the study was not as big hence the study may not be as representative as one may have wished. Only one school was targeted in Botha-Bothe district and as such, the data that could be found in other schools was unavailable. Secondly, although all the questionnaires were returned, not all the questions were answered in certain questionnaires and that made data compilation and cleaning hectic. Furthermore, during



interviews, one participant looked uncomfortable in providing data as requested despite the purpose of why the data was needed having been thoroughly explained. This could suggest that some valuable information was missed. Therefore, from such a participant, not much data was provided. Lastly, the study relied on learners reporting on the strategies they use to learn Business Studies and the researcher could not prove if the learners actually used such strategies. The extent to which these strategies help learners in learning Business Studies have not been proven in this study as well.

Despite these limitations, it is hoped that the study has been able to achieve what it set out to achieve, and hopefully it has contributed useful information and literature on the teaching of Business Studies within the Lesotho context. Further studies and academic engagement on related issues could further broaden the scope of all relevant stakeholders in the field of Business Studies.

## REFERENCES

- Amir, M. (2018). Language learning strategies used by Junior High school EFL learners. *LLT Journal: A Journal on Language and Language Teaching*, 21(1), 94-103.
- Ary, D., Jacobs. L. C., & Sorensen, C. (2010). *Introduction to Research in Education (8th ed)*. California: Wadsworth.
- Assessment Syllabus, Examinations Council of Lesotho. (2020-2022). *Business Studies (0450) Syllabus*. Maseru, Lesotho: Author.
- Biwer, F., de Bruin, A., & Persky, A. (2022). Study smart—impact of a learning strategy training on students’ study behavior and academic performance. *Advances in Health Sciences Education*, 1-21.
- Borrington, K. & Stimpson, P. (2018). *Business Studies Cambridge IGCSE and O Level (5<sup>th</sup> Ed)*. Hodder Education. London.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (8th ed.)*. London: Routledge. <https://doi.org/10.4324/9781315456539>.
- Durusic, M. & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, 7(3). 137-153.
- ECOL, Business Studies (0450). (2021). Markers Report. Maseru, Lesotho: Author
- Edwards, R. & Miller, K. (2007). Putting the context into learning. *Pedagogy, Culture and Society*. 15(3). 263-274. DOI:<https://doi.org/10.1080/14681360701601887>
- Firdaus, A. (2019). Factors Affecting Students’ Motivation to Learn in School: A Qualitative Study of School Management. *Journal of Scientific & Engineering Research*, 10(12), 206-211.
- Fleming, J., & Zegwaard, K. E. (2018). Methodologies, Methods and Ethical Considerations for Conducting Research in Work-Integrated Learning. *International Journal of Work-Integrated Learning*, Special Issue, 19, 205-213.

- García, T. & Pintrich, P. R. (1995). *Assessing Students' Motivation and Learning Strategies: The Motivated Strategies for Learning Questionnaire*. San Francisco, CA.
- George, A. & Adu, E. (2018). Motivation and attitude of grade nine learners towards mathematics in King Williams Town Education District, South Africa. *Ghana Journal of Development Studies*, 15, 135-150. DOI:10.4314/gjds.v15i1.7.
- Gill, P., Stewart, K., Treasure, E. & Chadwick, B. Methods of data collection in qualitative research: interviews and focus groups. *Br Dent J* 204, 291–295 (2008). <https://doi.org/10.1038/bdj.2008.192>.
- Graneheim, U., Lindgren, B. & Lundman, B. (2017). Methodological challenges in qualitative content analysis: A discussion paper. *Nurse Education Today*. 56. DOI:10.1016/j.nedt.2017.06.002.
- Gundumogula, M. (2020). Importance of Focus Groups in Qualitative Research. *The International Journal of Humanities & Social Studies*, 8(11). <https://doi.org/10.24940/theijhss/2020/v8/i11/HS2011-082>.
- Heale, R. & Twycross, A. (2018). What is a case study? *Evidence Based Nursing*, 21, 7-8. DOI:10.1136/eb-2017-102845.
- Hogh, A., & Müller-Hilke, B. (2021). Learning strategies and their correlation with academic success in biology and physiology examinations during the preclinical years of medical school. *PloS one*, 16(1), e0245851.
- Isaacs, G. (1996). *Bloom's Taxonomy of educational objectives*. Teaching and Educational Department Institute. The University of Queensland, Australia.
- Johnson, D. (2017). The Role of Teachers in Motivating Students To Learn. *BU Journal of Graduate Studies in Education*, 9(1), 46-49.
- Kalati, E. A. (2016). Learning strategies in second language acquisition. *Research & Reviews: Journal of Educational Studies*, 2(4), 4-8.
- Kikas, E., & Jogi, A. (2015). Assessment of learning strategies: self-report questionnaire or learning task. *European Journal of Psychology of Education*, 31(4), 1-15.

- Kritzinger, A., Lemmens, J. C., & Potgieter, M. (2018). Learning strategies for first-year biology: Toward moving the “Murky Middle”. *CBE—Life Sciences Education*, 17(3), ar42.
- Kurniawati, D., & Erliana, S. (2016). Language learning strategies applied by senior high school students. *Proceedings of International Conference: Role of International Languages towards Global Education System*. IAIN Palangka Raya, Central Kalimantan, Indonesia.
- Kuyini, A. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6 (5):26-29.
- Lekhetho, M. (2021). Exploring factors influencing the performance of high-achieving secondary schools in Lesotho. *Issues in Educational Research*, 31(3), 871-890.
- Leung, L. (2015) Validity, Reliability, and Generalizability in Qualitative Research. *Journal of Family Medicine and Primary Care*, 4, 324-327.
- Lin, X. (2019). Self-regulated learning strategies of adult learners regarding non-native status, gender, and study majors. *Journal of Global Education and Research*, 3(1), 58-70. <https://www.doi.org/10.5038/257-509X.3.1.1018>.
- Loughran, S. B. (2008). The Importance of Teacher/Parent Partnerships: Preparing Pre-Service And In-Service Teachers. *Journal of College Teaching & Learning*, 5(8). 35-38.
- Ministry of Development Planning, Kingdom of Lesotho. (2018/19-2022/23). *National Strategic Development Plan (NSDP II): Employment & Inclusive Growth*. Maseru, Lesotho Government: Author.
- Ministry of Education and Training, Kingdom of Lesotho. (2009). *Curriculum and Assessment Policy: Education for individual and social development*. Maseru, Lesotho: Author.
- Ministry of Education and Training, Kingdom of Lesotho. (2016). *Education Sector Plan*. Maseru, Lesotho: Author.
- Ministry of Finance and Development Planning, Kingdom of Lesotho. (2012). *Poverty Reduction Strategy*. Maseru, Lesotho: Author.

- Munasinghe, D. S., Sutha, J. & Perera, K. J. T. (2019). A Study of Factors Influences on Self-Directed Learning of Undergraduates (With Special Reference to Sri Lankan Universities). *Journal of Management and Tourism Research*, 2(2), 55-70.
- Nordahl-Pedersen, H., & Heggholmen, K. (2022). What promotes motivation and learning in project management students? *Procedia Computer Science*, 196, 791-799. DOI:10.1016/j.procs.2021.12.077.
- Northern Region Commercial Subjects Teachers' Association (2022). Mid-Year meeting record as at 18th August 2022.
- Ozden, M. (2008). The Effect of Content Knowledge on Pedagogical Content Knowledge: The Case of Teaching Phases of Matters. *Educational Sciences: Theory and Practice*. 8. 634-645.
- Paimin, A. N., Hadgraft, R. G., Prpic, J. K., & Alias, M. (2017). Learning strategies as an enabler of study success. *Pertanika Journal of Social Sciences and Humanities*, 25, 157-166.
- Papanikos, G. T. (ed.). (2010). *Education policy*. Athens: Athens Institute for Education and Research. ATINER. Greece.
- Phosisi, I. J. (2019). *Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' views*. University of KwaZulu-Natal, College of Humanities, School of Social Sciences. Howard College Campus. South-Africa.
- Rathi, J. T., & Ronald, B. (2022). Questionnaire as a Tool of Data Collection in Empirical Research. *Journal of Positive School Psychology*, 2022(5), 7697–7699.
- Reamen, J. I. D. (2015). Motivational Factors that Enhance Students Learning / Achievements. *Journal of Teaching and Education*, 4(2).323-331.
- Rehman, A. A. and Alharthi, K. (2016). An Introduction to Research Paradigms. *International Journal of Educational Investigations*, 3(8), 51-59.
- Renzulli, S. J. (2015). Using learning strategies to improve the academic performance of university students on academic probation. *The Journal of the National Academic Advising Association*, 35(1), 29-41.

- Rovers, S. F., Stalmeijer, R. E., van Merriënboer, J. J., Savelberg, H. H., & De Bruin, A. B. (2018). How and why do students use learning strategies? A mixed methods study on learning strategies and desirable difficulties with effective strategy users. *Frontiers in Psychology*, 9, 2501.
- Sani, S. and Ismail, H. (2021) Assessing the Use of Learning Strategies among Young Malaysian English as Second Language Learners. *Creative Education*, 12, 2124-2145. doi: 10.4236/ce.2021.129163.
- Shi, H. (2017). Learning strategies and classification in education. *Institute for Learning Styles Journal*, 1(1), 24-36.
- Simsek, A., & Balaban, J. (2010). Learning Strategies of Successful and Unsuccessful University Students. *Contemporary Educational Technology*, 1, 36-45 <https://doi.org/10.30935/cedtech/5960> <https://files.eric.ed.gov/fulltext/ED542214.pdf>.
- Sobral, S. (2021). Project Based Learning with Peer Assessment in an Introductory Programming Course. *International Journal of Information and Education Technology*, 11, 337-341. DOI:10.18178/ijiet.2021.11.7.1532.
- Stahl, A. N. & King, R. J. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of Developmental Education*, 44(1), 26-28.
- Stratton, J. S. (2021). Population Research: Convenience Sampling Strategies. *Prehospital and Disaster Medicine*, 36 (4).DOI: <https://doi.org/10.1017/S1049023X21000649>.
- Sukarni, S. (2019). Language learning strategy used by senior high school students and its influence on their achievement. *CLLiENT (Culture, Literature, Linguistics, and English Teaching)*, 1(01), 1-15.
- Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects, *International Journal of Academic Research in Management*, 10(1): 10-38 <https://elvedit.com/journals/IJARM/wp-content/uploads>.

Takahashi, Adriana & Araujo, Luis. (2020). Case study research: opening up research opportunities. *RAUSP Management Journal*. 55 (1), 100-111.

Wegner, C., Minnaert, L., & Strehlke, F. (2013). The Importance of Learning Strategies and How the Project "Kolumbus-Kids" Promotes Them Successfully. *European Journal of Science and Mathematics Education*, 1(3), 137-143.

[www.examsCouncil.org.ls](http://www.examsCouncil.org.ls)

Yiga, S., Khoarai, L., Khosana, T., Lesupi, R., Mduli, J., Shadwell, T., Botes, J., & Joubert, G. (2019). Profile of factors influencing academic motivation among grade 6 and 7 learners at a state school. *South African Journal of Childhood Education*, 9, 1-7. DOI10.4102/sajce.v9i1.623.

Zainuddin, F., Halim, H. & Zainuddin, R. (2017). Role of Teacher and Parents in Solving Students Learning Difficulties. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 127. 285-286.

Zhang, Y. & Wildemuth, B, M. (2005). Qualitative Analysis of Content. *Human Brain Mapping*, 30 (7):2197-2206.

# APPENDICES

## Appendix 1

### Letter of permission to conduct a research

**BOTHA-BOTHE HIGH SCHOOL**  
*Reg. No. 221.001*

P.O. BOX 6, BOTHA-BOTHE 400  
LESOTHO  
PHONE : +26622460216      FAX : +26622460216  
EMAIL : [bothabotheds@gmail.com](mailto:bothabotheds@gmail.com)



The Head of Department  
Faculty of Education  
NUL  
P. O. Roma 180

Dear Sir/ Madam

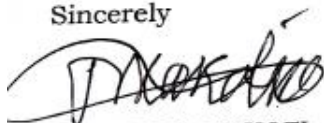
I hereby confirm that Mr Mphuthi Mphutlane is a teacher at this school who is undergoing a part time study in pursuance of a Master of Arts in Education (MA. ed).

Through permission of the District Education Manager the school has allowed Mr Mphuthi to carry out collection of data from Grade 11 Business Studies students' class of 2022.

He is very enthusiastic and applying a great effort for this study, we hope he will do well and obtain his second degree.

We Hope for your usual cooperation in matters of this nature.

Sincerely

  
**THINYANE MAKOTI**  
PRINCIPAL





## Appendix 2

### Consent Form signed by Learners

# **BOTHA-BOTHE HIGH SCHOOL**

*Reg. No. 221.001*

P.O. BOX 6, BOTHA-BOTHE 400

LESOTHO

PHONE : +26622460216

FAX : +26622460216

EMAIL : [bothaboths@gmail.com](mailto:bothaboths@gmail.com)



Tuesday, November 08, 2022

With this letter, I request you to help me to collect data for my study by participating in responding to questions. The questions will be in a structured questionnaire and there shall also be interview and focus group questions. I have decided to use your 2022 Business Studies grade 11 class for this process. This is in quest to pursue my Master of Arts in Education (MA. Ed). I promise that all data collected shall be kept confidential to be used only for the purposes of this study and nothing else and I will keep my participants anonymous. It is also important to note that you are not obliged to participate in this process if you do not feel comfortable doing so but I request your voluntary participation based on your freewill. I thank you.

---

I.....have read and understood the request of the researcher and I am willing/not willing to participate in helping the researcher with data collection.

Signature

---

2022 Business Studies Grade 11 learner

## **Appendix 3**

### **Data collection questionnaire**

Please note that all data collected shall be kept confidential and will be used only for the purposes of the study and nothing else and participants shall be kept anonymous.

### **Participants' biography**

1. From which Grade 11 class are you?
  - a) 11A
  - b) 11B
  - c) 11C
2. What is your gender?
  - a) Male
  - b) Female
3. What is your age?
  - a) <16
  - b) 16
  - c) >16
4. Since Business Studies is an elective at your school, who chose it for you?
  - a) Myself
  - b) Parents encouraged
  - c) Friends encouraged
  - d) Teacher encouraged
  - e) Other electives were full

5. Do you like Business Studies?
- a) Yes
  - b) No
6. On the scale of 5 how much do you like it? (*if your answer is no above then the option is a here*)
- a) 0
  - b) 1
  - c) 2
  - d) 3
  - e) 4
  - f) 5
7. Are you going to continue to learn Business Studies at tertiary level?
- a) Yes
  - b) Maybe
  - c) No

### **Behavioral strategies questions**

8. During Business Studies lessons when the teacher teaches, I...
- a) Sit still and listen carefully for understanding
  - b) Sit still and listen carefully to write down points of interest
  - c) Listen and copy only what the teacher writes on the board
  - d) Sit, just listen and do nothing

9. During Business Studies lessons in the absence of a teacher, I...
  - a) Read Business Studies notes and refer to textbooks for more content
  - b) Discuss notes with peers to learn more
  - c) Talk about other things other than Business Studies
  - d) Keep quiet and do nothing
  
10. In Business Studies lesson days, after school while still at school at study time, I...
  - a) Revisit and read content learned on Business Studies on my own
  - b) Consult the teacher about concepts of that day; ask for assignments to make voluntary submissions
  - c) Consult peers about concepts learned on Business Studies that day
  - d) Leave school campus immediately
  
11. At home, to improve my Business Studies learning, I...
  - a) Negotiate for reading space and time
  - b) Use internet to add to content learned at school
  - c) Engage in group discussions (any of physical and online)
  - d) Do nothing

## **Cognition strategies; content grasp and examinations preparation questions**

12. To understand the Business Studies content, I...

- a) Rely on group discussions with peers for elaboration of concepts
- b) Do my own reading without any consultation of a teacher or peers
- c) Listen to teacher only during instruction and write points needed
- d) Make own summaries of topics covered
- e) Consult a teacher after lesson for elaboration of concepts not understood

13. To prepare for a Business Studies examination, I...

- a) Memorize content
- b) Engage in group discussions with peers
- c) Consult a teacher and ask questions for explanations
- d) Read content for understanding on my own
- e) Use previous questions to drill my reading for test

## **Resource Management questions**

14. How long on average do you focus on Business Studies daily?

- a) Less than an hour
- b) 1 hour
- c) 2 hours and more

15. How do you use an internet to learn Business Studies?

- a) I listen to online video tutorials
- b) I read summarised notes from websites encouraged by a teacher and download free materials
- c) I join online discussions forums
- d) I don't use the internet

16. Which source of Business Studies content do you prefer and probably use often?

- a) Textbook
- b) Teacher
- c) Internet
- d) All of the above

17. How helpful are group discussions with peers for you in the learning of Business Studies?

- a) Very helpful
- b) Partly helpful
- c) Not helpful

# Appendix 4

## Questionnaire responses transcribed in the spreadsheet

DATA TRANSCRIPTION MLSQ.xls [Compatibility Mode] - Microsoft Excel (Product Activation Failed)

File Home Insert Page Layout Formulas Data Review View

Calibri 11 A A Wrap Text General

B I U Font \$ % .00 Number Conditional Formatting as Table Styles Cell Styles Insert Delete Format Cells AutoSum Fill Clear Sort & Find & Filter Select

Clipboard Font Alignment Number Styles Cells Editing

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	<b>MLSQ</b>																													
2	ITEMS	RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
3	1	CLASS	11A	11A	11A	11A	11A	11A	11A	11A	11B	11B	11B	11B	11B	11B	11B	11B	11B	11B	11B	11B	11B	11C	11C	11C	11C	11C	11C	11C
4	2	GENDER	F	F	F	F	F	F	F	F	M	F	F	F	M	F	M	M	M	F	F	F	F	F	M	M	F	F	F	F
5	3	AGE	16	16	<16	16	16	16	>16	>16	16	16	16	>16	>16	<16	>16	>16	16	16	16	16	16	>16	>16	16	>16	16	>16	16
6	4	WHO CHOSE FOR YOU	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	E	A	A	A	A
7	5	LIKE BS	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
8	6	RATE LIKING OF BS	5	5	5	4	4	4	5	5	5	5	4	5	4	4	3	4	4	3	3	5	3	4	4	4	3	4	5	5
9	7	BS AT TERTIARY	YES	YES	YES	MAYBE	MAYBE	MAYBE	YES	MAYBE	YES	MAYBE	MAYBE	YES	YES	YES	MAYBE	YES	MAYBE	MAYBE	MAYBE	MAYBE	MAYBE	MAYBE	YES	MAYBE	NO	MAYBE	MAYBE	MAYBE
10	<b>BEHAVIORIAL</b>																													
11	8	DURING CLASS TEACHER TEACHES	B	B	A	B	B	B	B	B	A	B	B	A	B	B	A	A	A	B	A	B	A	B	D	B	B	B	B	A
12	9	DURING CLASS TEACHER ABSENT	A	B	B	C	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	A
13	10	AFTER SCHOOL	C	C	A	C	B	A	D	A	A	A	D	A	A	A	C	C	C	A	A	A	A	D	C	D	C	C	A	A
14	11	AT HOME	A	B	B	B	B	B	B	A	C	A	B	B	B	A	A	B	B	A	A	A	B	B	A	D	A	B	B	A
15	<b>COGNITION</b>																													
16	12	UNDERSTAND CONTENT	D	D	E	E	D	C	D	D	C	B	D	A	A	D	A	E	B	A	A	B	D	A	D	C	C	A	E	C
17	13	PREPARE FOR EXAMS	D	E	C	D	C	E	E	E	A	D	B	B	D	D	D	E	E	E	E	D	E	D	D	E	B	B	D	A
18	<b>RESOURCE MANAGEMENT</b>																													
19	14	HOURS A DAY	B	C	C	B	B	B	B	B	A	B	C	B	B	B	B	C	B	B	B	B	A	B	B	B	A	B	B	B
20	15	HOW DO YOU USE INTERNET	B	D	A	B	B	B	A	D	A	D	A	B	A	B	B	B	B	B	B	B	A	B	B	D	C	A	A	D
21	16	WHICH SOURCE OF CONTENT	D	B	D	D	B	A	B	A	B	C	D	A	D	A	D	A	A	C	A	D	D	A	B	A	C	C	D	A
22	17	GROUP DISCUSSION	B	A	A	C	A	A	B	A	A	B	B	A	A	B	B	B	B	B	A	A	A	A	B	A	A	A	A	C

## **Appendix 5**

### **Interviews and Focus Group Questions**

Please note that all data collected shall be kept confidential to be used only for the purposes of the study and nothing else and participants shall be kept anonymous.

#### **SECTION 1**

##### **BEHAVIOURAL STRATEGIES QUESTIONS**

- a) Is there anything you do during class to learn Business Studies?
- b) Is there anything you do outside class to learn Business Studies?
- c) What activities do you do?

##### **CONGNITION STRATEGIES QUESTIONS**

- a) Do you ever make efforts to ensure that you remember (or will be able to remember) what you learned?
- b) How do you ensure that what you have learned becomes part of your knowledge?
- c) Do you prepare for tests/examinations?
- d) How do you prepare?

##### **RESOURCE MANAGEMENT QUESTIONS**

- a) Which resources are available to you to learn Business Studies?
- b) How do you use each of these resources?
- c) Which resource or resources are most useful to you?

#### **SECTION 2**

- a) Do you think there are things that make learners to be comfortable to learn Business Studies?



- b) What are those things that make learners to be comfortable to learn Business Studies?
- c) How do they help learners in the learning of Business Studies?

## Appendix 6

### Proof of language editing

# THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340601  
+266 52213632  
+266 52213639  
Fax : +266 22340000  
Website: <http://www.nul.ls>



P.O. Roma 180  
Lesotho  
Southern Africa

### FACULTY OF EDUCATION

30<sup>th</sup> August 2023

The Supervisor  
Department of Language and Social Education  
Faculty of Education  
NUL

Dear Supervisor

**Re: proof of language editing**

This letter proves that I read and edited Mphutlane Gilbert Mphuthi's dissertation titled: *Exploring and understanding learning strategies used by learners to learn Business Studies: a case of one secondary school in Botha-Bothe district, Lesotho.*

Sincerely,



Mahao Mahao (PhD)  
Department of Language and Social Education  
Faculty of Education, National University of Lesotho

# Appendix 7

## Turnitin originality report

File | C:/Users/MPHUTHIGM/Downloads/Turnitin\_Originality\_Report\_2152803059.html

### Turnitin Originality Report

Processed on: 28-Aug-2023 5:06 PM SAST  
ID: 2152803059  
Word Count: 22890  
Submitted: 1

Dissertation By Mphutlane Mphuthi

Similarity by Source	
Similarity Index	
6%	
Internet Sources:	6%
Publications:	1%
Student Papers:	2%