

Pedagogical Content Knowledge Challenges of Accounting Teachers

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ABSTRACT The purpose of the study was to explore the pedagogical content knowledge challenges faced by teachers in teaching Accounting as an integrated subject in Grade nine (9), in the senior phase schools in South Africa. Participants were a purposive sample of 12 EMS teachers (female = 58, 3%, Black = 95%, age range 26 to 43 years old). Data was collected using *semi-structured individual interviews* and *questionnaires* from the participants. The results showed that some of the teachers are not qualified to teach Accounting and concentrate on Economics and Business Studies only, and time allocated to teachers to teach Accounting is insufficient. Learners lack prior knowledge in the subject from the previous grade and the results showed that the Accounting part is not covered in a lot of the books. The study recommended that qualified teachers be appointed to teach the three subjects and Accounting must be separated from the other subjects.