

Improvisation and the Use of Community Resources in Business Studies Teaching

Burman Musa Sithole¹ and Mutendwahothe Walter Lumadi²

*¹Department of Languages & Social Sciences Education, University of Botswana, Botswana
E-mail: sitholeb@mopipi.ub.bw*

*²Department of Curriculum & Instructional Studies, University of South Africa
E-mail: Lumadmw@unisa.ac.za*

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ABSTRACT This study investigates the extent to which Business Studies teachers in Botswana's secondary schools improvise instructional materials by using resources from the community. Data were gathered by means of structured interviews, class observations, the analysis of teachers' teaching plans and related documents. The findings revealed that Business Studies teachers mostly rely on instructional materials supplied by the school and do not put locally available business community resources, which are abundant and can be sourced with minimum expenditure of money and energy, to maximum use. The study concluded by recommending that teachers should be more resourceful and attempt to incorporate improvisation into their schemes of work and lesson plans to foster creativity and financial independence from the school.