PRINT: ISSN 0970-9274 ONLINE: ISSN 2456-6608
JOURNAL OF HUMAN ECOLOGY
International Interdisciplinary Journal of Man-Environment Relationship

PRINT: ISSN 0970-9274 ONLINE: ISSN 2456-6608
J Hum Ecol, 53(1): 39-48 (2016)
DOI: 10.31901/24566608.2016/53.01.05

Rural as Potential, not Pathology: A Case of Rural Accounting Teachers' Practices in South Africa

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KEYWORDS Conceptualisation. Communal Feedback. Contextual Constraints. Pedagogical Strategies. Rural Context

ABSTRACT This paper notes the relationship between the changing conceptions and focus of Accounting as a discipline and its influence on the revised South African school curriculum. The paper focuses on how the curricular changes influence rural teachers' understandings of their daily practices as Accounting teachers, especially with regard to assessment and the selected pedagogy of their classrooms. The paper adopted a qualitative, interpretive inquiry using interviews, lesson observations and document analysis to respond to the key research question. Three Further Education and Training Accounting teachers were purposively selected in one rural school. The findings indicate that the unique discipline of Accounting and the contextual constraints determine how teaching and assessment happen in Accounting. These constraints place restrictions on the quality of interaction and feedback that teachers can offer their Accounting learners. Despite these complexities in teaching Accounting in a rural school, teachers devised pedagogical adaptations to sustain their practices.