CHALLENGES FACING TEACHING AND LEARNING OF INTEGRATED BUSINESS STUDIES IN DAY SECONDARY SCHOOLS IN KIRINYAGA WEST DISTRICT, KIRINYAGA COUNTY, KENYA

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E55/20327/2012

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NOVEMBER, 2014
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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This work is dedicated to my dear wife Monicah Muthoni Warui and my sons Patrick Iribe Warui and Euticus Mwangi Warui. To them I say thanks very much.
ACKNOWLEDGEMENT

I would like to thank the following people for their assistance during the writing of this research project. First and foremost I would like to thank Prof. Bunyi and Dr. Mungai for their professional guidance on how to write this research project, to them both I say thank you very much. Secondly, I thank my colleagues in the University for their support while I was writing this research project, I would also thank the library staff for the assistance accorded while writing the research project and finally I would like to thank my family for their support when I was writing the research project.
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<td>Arid and Semi Arid Lands</td>
</tr>
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<td>B.O.M</td>
<td>Board of Management</td>
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<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Heads of Department</td>
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<td>IBSC</td>
<td>Integrated Business studies Curriculum</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>K.N.E.C</td>
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<td>R.D.D</td>
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ABSTRACT

Education is an important aspect of economic development. The social, economic and political needs of the citizens in a country may be met through the curriculum, however curriculum face challenges in its implementation. The study was carried out to identify the challenges facing the implementation of integrated business studies curriculum in public day secondary schools in Kirinyaga west District, Kenya. The purpose and objectives of the study was to investigate the administrative challenges faced by headteachers, challenges faced by teachers and students in the implementation of IBSC. The study employed the Havelock’s (1969), Research Development and Diffusion Model. This is an approach where a curriculum innovation is based on research findings and recommendations. The study adopted a descriptive survey design utilizing both quantitative and qualitative techniques. Target Population comprised of 22 principals, 22 business studies teachers, 440 form three business studies students and 22 heads of department in technical subjects. The total population for the study was 506. The schools were stratified according to education zones, and then stratified random sampling using the lottery technique was used to get the 6 schools that were studied, representing 27% of the target population. The sample comprised of 6 principals, 6 H.O.Ds, 6 teachers and 30 IBSC students making a sample of 48 participants. Data was collected using interviews for headteachers and questionnaires for the H.O.Ds, teachers and students. Reliability and validity of the research instruments were determined through a pilot study. Qualitative data was analyzed using content analysis technique, while quantitive data was analyzed using descriptive statistics which include mean, median and mode and presented in frequency distribution tables and percentages. The study found out that there is inadequate teaching and learning resources such as IBSC textbooks, absence by IBSC teachers is wanting, there isn’t specific classrooms designated for IBSC, the schemes of work and lesson plans are not adequately prepared, KNEC and KICD syllabus are not in harmony, large form ones and form two IBSC classes, time allocated to teach IBSC is not adequate, abstract and wide IBSC content and difficult language in the IBSC text books. The study concluded that implementation IBSC is facing many challenges which include the following: time allocated for teaching IBSC is not enough and should be increased with one lesson to enable the completion of the syllabus on time, there is inadequate teaching/learning resources, inadequate physical facilities, schemes of work are not prepared on time and most teachers do not prepare lesson plans, KNEC and K.I.C.D syllabuses are not in harmony, large form ones and two classes, IBSC is wide and abstract. IBSC syllabus is not completed on time. IBSC should be reviewed especially the accounting part. The government should employ more IBSC teachers. The IBSC book publishers should simplify the language in textbooks for easy understanding by the students.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents what the study is about. It outlines the background to the study, statement of the problem, purpose and objectives, research questions, research assumptions, limitations and delimitations of the study, significance of the study, theoretical frame work, conceptual frame work and the operational definitions of central terms.

1.2 Background to the Study

Education is an important aspect of economic development. When citizens of a country are educated that is a key to social, economic and political stability (Ojiambo, 2009). The Kenya government has considerably invested in education which is evidenced by the free primary education and the free day secondary education (Ojiambo, 2009). The main purpose of education is to transmit wisdom and knowledge from one generation to another, this prepares young people to be members of the society, maintain it and develop it. Education also has positive influence on population, health nutrition and also increases value and efficiency for labour (Kising’u, 2012). The unemployment problems facing the country can best be addressed through equipping the young people with skills that can lead to self employment, the curriculum therefore should equip the learners with skills and more so enterprenueral skills and this therefore indicates the importance of business education in the school curriculum.
The integrated business study which was earlier referred to as Business education was introduced into public high Schools in the U.S.A by tax payer’s demand during last part of nineteenth century. Parents insisted that public schools should provide Business education, otherwise they would take their children to private business colleges. Many district school introduced Business education courses, shorthand, typewriting and book keeping. Since then Business education has been undergoing scrutiny and transformation (Popham et al, 1975).

In Nigeria Business Studies in Junior Secondary School curriculum, came about as a means of laying the foundation for national technological and economic advancement, as articulated in the National Policy on Education (Federal Ministry of Education, 1981). The designers of the Business Studies curriculum apparently considered that, in line with the current Nigerian vocational curriculum philosophy (National Board for Technical Education, 1984), the obvious way to develop a curriculum that would give a broad introduction to the field of business was to do away with the traditionally compartmentalized single subjects. Consequently, five such subjects (book-keeping, commerce, office practice, shorthand and typewriting) were brought together as units of a new subject to be called ‘Business Studies’ (Ekpenyong 2006). The curriculum aimed at giving students knowledge and skills that should enable them to adapt to changes in office technology and develop a broad understanding of business activities, the structure and functions of business institutions and their inter-relationships.
In Kenya a numbers of education commissions and education committees have been put in place to review the education system in Kenya. The commissions have seen the business studies evolve to its current status in the Kenyan education system. The commissions and committee reports include Fraser Commission 1909, Phelps-Stokes Commission of 1924, the Beecher report of 1949, and the Binns Commission of 1952. The Ominde Commission 1964, the Gacathi Report 1976, the Mackay Report 1981, Kamunge Report 1988 and Koech Commission 1999.

Fraser Report (1909) on Education recommended introduction of industrial education in schools as a means of providing skills to native labourers and artisans in large numbers for various purposes. During the colonial period, the colonial government opened a number of industrial schools in areas not effectively served by missionaries, some of the courses offered included carpentry, agriculture typing and blacksmithing (Kising’u, 2012), typing and office practice is a constituent of business studies currently. After second world war there was general believe among Kenyans that vocational education relegated natives to manual workers for colonialists and therefore academic education was gaining predominance over Industrial Education (Bagonko, 1992). The curriculum was oriented towards white-collar jobs in the new independent state, neglecting practical skills. Eventually many school leavers lacked enough skills to serve the society (Kising’u, 2012). The lack of skills called for the incorporation of practical oriented subjects into formal education, this was seen as a way of equipping learners with basic knowledge and skills for self employment (Republic of Kenya, 1976).
The introduction of secondary Business Education programme was based on the results of the 1965 manpower survey and its aim was to produce highly skilled manpower required for the growing commercial enterprises in the country (Onywoki 2011). Specifically, the project was aimed at introducing business education subjects in selected general secondary schools in Kenya, for example accounting, shorthand and typing with office practice and commerce. Because of the success of the project, there were about 120 secondary schools teaching business education in Kenya by 1980s (Oluoch, 1982).

The MacKay report of 1981 laid the foundation for the 8-4-4 system of education. The aim for this system of education was to replace the academic form of education system with an education system that could equip learners with technical skills that could make them gain self employment after school (Kising’u 2012). Implementation of the Mackay commission report led to the introduction of business education at the secondary school level. The secondary school business education comprised of Accounting, commerce, Economics and office practice. Each of these subjects was taught and examined separately at the secondary schools, it therefore meant that each of the subjects was taught by different teachers and also allocated its own time on the school time table, this therefore called for more teachers and more teaching and learning resources for effective implementation. The curriculum faced challenges due to constraints of resources which led to its reorganization.

The report on the inquiry into the education system in Kenya (Republic of Kenya, 1999) led to the reorganization of the Kenya education curriculum. Individual business subject areas were fused into a broad field called business studies. IBSC consists of concepts
from accounting, commerce, economics, office practice and entrepreneurship education (KNEC, 2007). The rationale was to reduce the overloaded 8-4-4 curriculum, reduce cost of implementation, and make the curriculum more relevant to the needs of the society.

The key issues behind the integration of the business subjects i.e. Accounting, Commerce, Economics and office practice was mainly to allow for a broader coverage of subject matter and the elimination of excessive and factual details, to save time on the school time table because instead of allocating four lessons, with IBSC it would be only one lesson. Integration was also considered to enable learners see the relationship among the subject clearly Shiundu and Omulando (1992). Through integration the number of teachers required to teach the subject also reduced and this was a relief to the side of government as it had to employ few teachers to implement the integrated curriculum.

According to Shiundu and Omulando (1992), integration of subjects emphasizes the relationship between various curriculum areas in an attempt to interrelate content or learning experiences in order to enable students perceive a unity of knowledge. Anuda (2000) asserts that by integrating the aspects of these disciplines, overlaps and costs have greatly been reduced. Business studies aims to provide the learner with opportunities to acquire basic business knowledge, skills and positive attitude for development of self and nation, being a dynamic subject it takes into account the need to address contemporary issues, trends in business and current economic issues in society (K.I.E, 2007). The content in the Business Studies syllabus incorporates the acquisition of both academic and practical skills that may help the students to become self employed after completing form four.
Accounting, Commerce, Economics, Entrepreneurship and office practice are distinct subjects of study and have intrinsic values for the learners and teachers. Therefore, the distinctiveness of each discipline of study has to be preserved (Onywoki 2011). Integration of these subjects thus waters down the distinct nature of each. With the move toward integration, the number of teaching hours was affected. The drastic reduction in the number of lessons for the new syllabus and directive that Accounting, Commerce, Economics, Entrepreneurship education and office practice be taught as one subject had certain implications in the teaching and learning of the integrated curriculum, to begin with when IBSC was introduced due to inadequate planning, most schools found that they could not introduce the new curriculum as they lacked basic resources including teachers qualified to teach this integrated curriculum (Kilemi 2002), some of the content was also abstract, teaching and learning resources were also inadequate.

Due to the abstract nature of the content it was reviewed in 2007 (K.I.E, 2007). The revision was prompted by the findings of curriculum monitoring in 2004 and 2005, the syllabus was found to be overloaded and the content from the constituent disciplines had not been well integrated (K.I.E, 2007), this was posing challenges to the teachers in the implementation process. Despite the importance of this subject, less efforts has been made to ensure success in its delivery to student in secondary schools and consequently use it in real life after school for self employment. The curriculum also suffers setbacks for being an elective subject whereby students prefer doing other subjects. This study aimed at identifying the challenges facing the implementation of integrated business studies curriculum in Kirinyaga west district with a view of making recommendations on how to overcome those challenges.
1.3 Statement of the Problem

IBSC is an important subject as far as national development is concerned, through business knowledge and skills learners can start own businesses after schooling given the unemployment challenges facing the country. However since the introduction of Business education in 1981 by the Mackay commission with component subjects of Accounting, Commerce, Economics and Office Practice in secondary schools, which were taught and examined seperately, the curriculum faced challenges in its implementation due to the large number of human resources required in its implementation, being a new curriculum there was also inadequate teaching and learning resources, as a result a lot of challenges were experienced in its implementation and therefore it was not effectively implemented, this led to its review by the Koech education commission, with a view to eliminating excessive factual details, thus making the subject manageable by integrating the component subjects which became the Integrated Business Studies Curriculum (Republic of Kenya, 1999). As a new curriculum retraining of teachers should have taken place, and adequate IBSC teaching and learning resources provided, to enable them implement the curriculum effectively, unfortunately this was not done and teachers started implementing the IBSC curriculum without any training, research has shown that teachers encounter problems in implementing a new curriculum innovation. Hawes (1972), says that one of the main reasons for the failure of so many curriculum innovations is that teachers have been unable to implement the new syllabuses and materials either by reason of their insufficient basic education, or because their training had not fitted them for the new approaches and because no significant retraining had taken place. Since the teachers were not retrained to teach the IBSC and the resources provided may not have been sufficient,
the curriculum has been facing challenges in its implementation, the study was therefore carried out to indentify the challenges facing the implementation of IBSC in public day secondary schools in Kirinyaga west district, Kirinyaga County Kenya.

1.4 Purpose of the Study

The purpose of the study was to assess the challenges facing the implementation of IBSC in public day secondary schools in Kirinyaga West District Kirinyaga county Kenya.

1.5 Objectives of the Study

The specific objectives of the study were:

i) To indentify the administrative challenges faced by headteachers in the implementation of integrated business studies curriculum.

ii) To indentify challenges faced by teachers during implementation of integrated business studies curriculum.

iii) To indentify challenges faced by students in the implementation of integrated business studies Curriculum.

1.6 Research Questions

The study was guided by the following research questions:

i) What are the administrative challenges faced by headteachers in the implementation of integrated business studies?

ii) What are the challenges faced by teachers in the implementation of integrated business studies?

iii) What are the challenges faced by students in the implementation of integrated business studies?
1.7 **Research Assumptions**

The following assumptions were made for the study:

i) All respondents would respond to the questions asked genuinely, truthfully and honestly.

ii) Implementation of integrated business studies curriculum was experiencing challenges in all public day secondary schools in Kirinyaga West district in Kirinyaga County.

iii) All the headteachers, teachers and students in public day secondary schools in Kirinyaga West district were experiencing challenges in implementing IBSC.

1.8 **Limitations of the Study**

The following were the limitations of the study.

The study was limited by inadequate funds and time. The study was also limited by uncooperative respondents in the field and long distances between schools.

1.9 **Delimitations of the Study**

The study delimited itself to public day secondary schools in Kirinyaga West District of Kirinyaga County. The study further delimited itself to the challenges facing implementation of IBSC in public day secondary schools in Kirinyaga West district Kirinyaga County.
1.10 Significance of the Study

i) The findings of the study will provide the K.I.C.D, quality assurance officers and the field officers with the challenges facing implementation of integrated business studies and solutions suggested in the study, the solutions will help them to improve performance in the subject.

ii) The study will serve as an additional literature to scholars studying about business studies and form a base to further studies on the subject.

iii) The study will provide valuable information to teacher training institutions on what to include in teacher education curriculum for integrated business studies teachers.

1.11 Theoretical Frame Work

The study adopted the Havelock’s (1969) Research Development and Diffusion (center periphery curriculum) model. This is an approach where a curriculum innovation is based on research findings and recommendations. The approach is ideal when a large scale innovation is being undertaken. Many times it may be a recommendation made by an education commission. In the case of business education curriculum the recommendation was made by the Mackay commission report of 1981 and in the case of IBSC the recommendation was made by Koech education commission report of 1999. This approach is characterized by a development agency at the center which may be the National curriculum development center. In Kenya for example we have the Kenya institute of curriculum development (K.I.C.D) formerly known as K.I.E (Kenya institute of education) as the center where curriculum is developed. The center produce package
solutions for users at the periphery (schools), hence the approach is also known as center periphery or top down approach. The approach involves the following:

i) Basic research carried out by a central team which plans and develops the innovation.

ii) Field trials that involve the testing of the materials and equipment.

iii) Production of modified materials (improving).

iv) Dissemination or diffusion of materials through well planned strategies e.g. courses, seminars, conferences etc.

v) Implementation of the innovation.

This approach is based on carefully selected research and therefore the information is expected to be accurate and systematic. It also involves experts at the center and their expertise can be used for the benefit of the entire education system.

A diagrammatical illustration of the model.

**Figure 1.1: Research Development and Diffusion Model**

IBSC is an innovation whereby the component subjects are fused i.e. Accounting, Commerce, Economics, Office practice and Enterprenuership. This was done at the K.I.C.D (center). The K.I.C.D also designs and produces new teaching and learning materials. Once this is done the new curriculum is disseminated or diffused to the schools (periphery) for it to be implemented. As the fusion of the subjects is being done problems may arise in scope, sequence, balance and even integration itself. This may pose challenges during implementation of the curriculum.

The key reason why Havelock’s, (1969), R.D.D. model is significant to this study is the fact that IBSC as an innovation was a recommendation by Koech education commission report of 1999, it was developed at K.I.C.D (center) and was then diffused to all secondary schools (periphery) in the country, the study aimed at identifying challenges facing its implementation.
1.12 Conceptual Frame Work

Figure 1.2 Conceptual Frame Work

Source: Researcher’s Own Model
From the above diagram it is clear that IBSC is a combination of five subjects i.e. Accounting, commerce, Economics, office practice and Entrepreneurship. The independent variables are the teacher training, teaching and learning resources and the teaching strategies. The dependent variables are the implementation of the IBSC and the student performance. Jerome Brunner (1960) focuses the teaching of subjects in a related manner rather than teaching isolated concepts and facts. This may be interpreted to mean integrating the related concepts as in the case of IBSC. Despite the fact that the business studies curriculum is integrated, from the diagram it can be seen that the teacher training has not been integrated and the teacher training institutions i.e. universities and colleges train teachers of business studies on individual subjects mainly Economics, Accounting, Commerce and Entrepreneurship. The textbooks used to teach business studies are also integrated and the teacher is left to choose the strategies he/she will use in teaching the subject in the classroom. The training of teachers in individual business subjects and the use of integrated materials in teaching the subject pose challenges to the effective implementation of the business studies curriculum, thus affecting student performance. Therefore the independent variables i.e. teacher training, teaching and learning resources and teaching strategies influences the dependant variables i.e. implementation of the innovation and student performance.
### 1.13 Operational Definitions of Central Terms

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<tr>
<td>Business studies</td>
<td>Refers to business course learnt at secondary school level.</td>
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<tr>
<td>Challenges</td>
<td>Refers to obstacles experienced when implementing business studies curriculum.</td>
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<tr>
<td>Curriculum Innovation</td>
<td>Refers to a new curriculum.</td>
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<tr>
<td>Implementation</td>
<td>Refers to putting a new curriculum into use i.e. classroom teaching of the curriculum.</td>
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<tr>
<td>Integrated Curriculum</td>
<td>Refers to subject made by merging two or more subjects to come up with one subject.</td>
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<tr>
<td>Learner Centered Strategy</td>
<td>Refers to the learners actively participating in the learning process.</td>
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<tr>
<td>Principal</td>
<td>Refers to a secondary school headteacher.</td>
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<tr>
<td>Teacher Centered Strategy</td>
<td>Refers to the teacher doing most of the teaching in the classroom.</td>
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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of literature related to the study. The chapter reviews literature on the following areas: administrative challenges faced by headteachers, challenges faced by teachers and challenges faced by students in the implementation of IBSC.

2.2 Concept of the Study

IBSC since its introduction in secondary schools in 2002 has had several challenges like any other new curriculum, due to the hasty nature in which it was introduced, there were no adequate resources for its implementation both human and physical facilities, this led to some schools not introducing the curriculum. These challenges led to its revision in the year 2007 after the 2004, 2005 monitoring report, this was done to try and overcome the challenges that were facing its implementation. This study was therefore conducted to explore the challenges facing implementation of the subject in public day secondary schools in Kirinyaga west district.

2.3 Administrative Challenges Faced by Headteachers in the Implementation of IBSC

Administrative challenges refers to the challenges experienced by the people in administrative positions. Raju (1973) says that the administrative role of a principal entails controlling, directing and coordinating all activities concerning education in any
institution. Hellinger and Heck (1995) asserts that to a large extent the headteacher plays a pivotal role in the school, through his/her managerial skills, the head teacher sets the pace and direction towards the achievement of institutional goals. Headteachers experience administrative challenges as they carry out their duties towards the attainment of institutional goals and objectives. Headteachers therefore can be said to be the pillars of secondary schools as they do most of the administrative duties, from being the financial controllers to being the pillars of discipline of the students, even if the deputies are charged with the role of discipline in the schools, the back stops with the headteachers and therefore they have the final say in determining the way forward as far as discipline of students is concerned. Olembo et al (1992), says that headteachers face challenges resulting from factors such as inadequate physical facilities in the school, poor communication patterns in the school, inadequate time to perform his/her tasks and political constraints in the form of government policies e.g. implementation of the 8-4-4 system of education, which posed a lot of challenges in its implementation due to lack of adequate physical and material resources.

A school without adequate physical facilities is like a football team without a field, the question you will ask yourself is, where will they play the ball from?, therefore if a school does not have enough class rooms, laboratories and a well equipped library it is a headache to the principals, they keep on pestering the B.O.Ms to look for money to construct extra classrooms and even laboratories, Principals from small schools like day schools are the most affected by this challenge, they even go looking for donors to fund the construction of such facilities. Without enough physical facilities it’s very challenging to implement the curriculum effectively.
Nzuki (2004), in his research on the administrative problems faced by headteachers of Malindi district, found that headteachers experience challenges in the financial management, curriculum implementation and instruction, personnel management, provision and maintenance of physical facilities and even in school community relations. It’s emerging clearly that the challenges faced by most headteachers are similar in most parts of the country and particularly inadequate financial resources, this affects all the other areas because building of classes and buying teaching and learning resources depends on the finances available, with insufficient finances the headteachers are therefore like handicapped when it comes to effective implementation of the curriculum. Mutembei (2012) reiterates that headteachers experience challenges in financial management, mainly lack of enough funds which hinders effective curriculum implementation as they are unable to buy enough resource materials. She also notes that the curriculum change that is done time to time ignore both the human and physical resources, lack of adequate textbooks, revision books and science equipments for experiments pose a great challenge to headteachers.

It’s clear in the minds of many stakeholders in education that the back stops with the headteachers, therefore when results come out especially for the K.C.S.E exams the parents, the sponsors and even the ministry of education demand for good results without putting into consideration the resources available in the schools, the principals are therefore left to explain to the B.O.M, the parents and even to the Ministry of Education why the school posted poor results.
Lack of adequate qualified guidance and counseling personnel in the schools, student environmental differences and changing life values that are demanding new approaches are causes of challenges in student management by headteachers. Challenges on community relations are due to interference from the community as communities want people from their locality to head the schools. Inadequate physical facilities, equipment and apparatus pose challenges to physical resource management.

Nkanata (2013) is in agreement with Nzuki (2004) and Mutembei (2012) on headteachers administrative challenges, because he noted similar challenges in his research in Igoji on administrative challenges that headteachers faced and had influence on students performance, they were students indiscipline, management of school finances, inadequate teaching/learning materials and physical facilities in the schools. These challenges undermined the effectiveness of school administration in ensuring there is smooth teaching and learning process in schools, which eventually translated to poor academic performance among students.

From the foregoing discussion it’s evident that the headteachers cannot effectively implement the curriculum, with the challenges they face, it’s like baking a cake without mixing ingredients in the required proportions eventually the baker may not get a good quality cake. Waweru (2004) in a research she carried out in Kamwangi division of Thika on challenges facing primary school headteachers, the research found out that headteachers were overworked, lacked in-service training and that professional qualification and experience was not considered during appointment and placement of the headteachers, which posed challenge in their administrative duties.
Some headteachers do not delegate duties to their deputies or even to the teachers, this is because they lack trust and feel insecure particularly if the deputy or some teachers are in higher job groups, or have attained high academic qualifications than the principal, such principals tend to do most of the work in the school themselves and therefore are overworked. There is no in-service carried out before appointment of headteachers and therefore inexperienced people may end up being principals, because some even find their way to such positions through dubious means. Owuor (2010) identified administrative challenges related to curriculum implementation in schools, she noted the inability to fully implement the curriculum due to its bloated nature, inadequate staff to carry out the implementation, lack of instructional materials and overcrowding in the classrooms. As Owuor (2010) argues it’s true that some subjects are quite bulky in term of content and there being shortage of teachers in such subjects then completing such syllabuses is quite challenging. Given that the government doesn’t employ teachers on demand the headteachers are left to persuade the B.O.M to employ teachers in such areas, again due to the shortage of teachers especially in the primary schools classes are combined making them so big for effective Implementation of the curriculum.

The free day secondary education was also a challenge due to increased transition from primary to the secondary schools, as this was done without prior planning for example constructing more classrooms and laboratories and employing more teachers. From the reviewed literature it can be seen that headteachers experience challenges in almost all the administrative areas. The study sought to indentify the administrative challenges experienced by the headteachers in the implementation of IBSC.
2.4 Challenges Faced by Teachers in Implementing IBSC

The teacher is a very important person in the implementation of any curriculum innovation, because teachers are the people who implement the curriculum innovation in the classroom. According to Goodland (1983) the teacher is the most important variable in school effectiveness. The teachers therefore need to be adequately prepared for the implementation and success of any curriculum innovation. If the teachers therefore do not embrace a curriculum innovation the innovation is likely to fail or it will not be properly implemented. Kisirikoi et al (2008) asserts that teachers need to be prepared or oriented to enable them interpret the curriculum accurately and implement it effectively. This can be done by reeducating the teachers through seminars, workshops and conferences. Mostly this does not happen and when it happens it’s only a few teachers who attend i.e. those who are sponsored by the schools to attend. Schools that do not afford to pay the charges then do not send their teachers in such seminars and therefore are left out.

Despite the fact, that teachers play a very vital role in the implementation of curriculum innovations, because they adopt the innovations as they come and start implementing them. They face challenges as noted by Waweru (2004), in her research on administrative challenges facing headteachers, he identified various challenges that face the teachers as they implement the curriculum which include: understaffing which is worsened by over enrollment in the classes especially with the declaration of free primary education, some senior teachers also undermine the school administration, some teachers being involved in drug abuse and also some teachers lack work morale and motivation.
Most schools in Kenya today have a shortage of teachers, but to add on this the government introduced the free day secondary and also the life skills curriculum in the secondary schools, this was done without employing more teachers or even training teachers to teach the new curriculum, in itself the free secondary and the life skills curriculum was an added burden to the secondary school teachers and this may have a negative effect on the teachers morale and consequently curriculum implementation process.

Olembo et al (1992), identified challenges facing teachers as; lack of achievement due to low profile teaching, unfavorable working conditions e.g. poor houses, adverse effects of the job on one’s life e.g. married couple may be separated by placement in different schools, Inadequate salary increases leading to prolonged strikes, limited promotional opportunities and poor human relations with core workers.

Intrinsic motivation is lacking in most teachers, as Olembo et al (1992) observes, that most teachers yearn for extrinsic motivation e.g. good salaries or even financial rewards when they perform well, absence of such rewards and salary increases reduces teachers performance which affects the effective implementation of the curriculum. Rudd and Wiseman (1962) in their investigation of the source of dissatisfaction among a large group of teachers five years after they completed training found that poor human relations among the school staff was a source of complaint among the teachers, thus the way teachers relate in the schools also pose challenges especially if the relationship is not good. This may make the teacher stressed most of the time he/she is in the school and may have a negative effect on the teacher’s performance.
Increased enrollment, increases the number of classes to be taught by the teachers, this leads to increased work load for the teachers Owuor (2010), with the increased work load teachers are stressed to meet marking and other instructional deadlines and lack of motivation among other challenges. As pointed out earlier the government comes up with policies without prior planning e.g. the free day secondary and the introduction of the life skills curriculum this directly increases the teachers workload because the government does not employ more teachers to take the additional workload it therefore stresses the teachers and therefore a challenge.

According to a study carried out by Magoma, (1999) on teacher related factors affecting implementation of integrated English course in secondary schools in Kisii District. The researcher found out that teachers lacked regular in-service courses on the integrated subject. This was reiterated by Okwara et al (2009) in the study towards a model of integrated English language curriculum for secondary schools in Kenya. According to the two studies it’s evident that in-service training is necessary for proper implementation of any integrated curriculum.

The in-service training for teachers that is carried out is very limited or very minimal, which is evidenced by the fact that some of the seminars lasted for just a day Okwara et al, (2009). Given that in-service courses are an important element for the effective implementation of integrated curriculum, then such courses should be given more time so that teachers can have a thorough understanding of what is expected of them in the new integrated curriculum, the researcher is of the opinion that such courses should be continues for effective implementation of the curriculum i.e. every term teachers should attend those courses.
Lack of in-service training for teacher’s means that they are not updated on the current trends in their subjects, teachers may even teach areas that are already done away with, this may pose challenges to teachers as they teach learners who may be having the current information which the teacher does not have. Luvanga, (2003) in his study, noted that teachers have a negative attitude towards the integrated C.R.E curriculum, inadequate textbooks for the subject and that many students enroll for the subject as challenges facing teachers in the subject. Integrated curriculum is a combination of various subjects, therefore if a teacher is trained to teaching one of the subjects among others he/she may not be comfortable teaching the integrated curriculum, and this therefore calls for in servicing the teachers, also integrated textbooks should be availed for effective implementation of the integrated curriculum. Lack of the in-service courses for teachers then means that the challenges will always be there.

Induction is a phase in teacher education which in most cases is ignored resulting to challenges of newly recruited teachers in schools as noted by Tickle (1987), says that many times new teachers have been left to struggle in professional isolation, often with classes that other teachers do not want. Most schools new teachers are not inducted and they are left to learn the school environment on their own, this is not right as they learn the hard way, older teachers in the school also pass on duties to them which they do not want to perform themselves e.g. the poor performing classes and some co-curriculum duties. Such new teachers by the time they realize what to do on such areas will have experienced a lot of challenges.
A study conducted by Mbito (2013) on challenges facing the teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu district revealed that teachers lacked adequate teaching resources, few schools that in-service their teachers and many teachers were overworked. The in-service courses for teachers is crucial as also noted by Magoma (1999) and Okwara (2009) but its missing in most schools, this therefore is evidence that teachers face challenges especially when implementing the integrated curriculum, also the lack of adequate teaching and learning resources is a hindrance to proper implementation of the curriculum, therefore Mbito (2013) is in agreement with Owuor (2010) that teachers are overloaded especially with the introduction of the free education by the government. The study was therefore carried out to find out the challenges faced by teachers in the implementation of the IBSC in public day secondary schools.

2.5 Challenges Faced by Students in the Implementation of IBSC

Students are the consumers of the curriculum and therefore if there is no proper preparation for the delivery of the curriculum they will suffer certain setbacks during the implementation of the curriculum innovation. Waweru (2004) says that lack of support from parents is a challenge to the learners, general lack of interest in education or school by the pupils, indiscipline and truancy. The parental support is very important for a learner this is because the parent provides the basic necessities for the child e.g. food and clothing, if a child is hungry he/she may not understand anything in the class, again if the child is wearing tattered uniform this will impact negatively on the students esteem, this may affect the performance of the student negatively, the student may even hate school
because other students may be pointing at him/her for wearing such clothes, therefore for effective implementation of the curriculum the parents should give their children the necessary support.

Students suffer from inadequate learning resources as libraries lack relevant textbooks and students have negative attitude towards certain subjects Mbito (2013). Lack of motivation from teachers lead to students performing poorly in such subjects. The issue of inadequate resources also affects the performance of the learners negatively, because when the teachers give assignment to students which are to be done within a given period of time, the assignments may not be completed without the necessary textbooks and therefore this poses as a challenge to the curriculum implementation.

Physical and social environment may also be a challenge to students, this is according to a research done by Khamala (2011) on challenges and coping mechanism of students from arid and semi arid lands admitted to national secondary schools in Nairobi, she sighted the following as the challenges: new physical and social environment, physical environment was a challenge due to the climatic difference of the two regions i.e. ASAL areas and Nairobi. Social challenge as this was the first time student from ASAL areas were coming into contact with students from other parts of the country (Khamala 2011).

The physical and the social challenges impacted negatively on the student’s performance. It is therefore important to take students out for educational tours and other forums which will make them interact with other students, as this will familiarize them with new
physical and social environments. The research also found out that the student also had financial challenges as most of the students from ASAL areas were from low income households. Academic challenge was the other type of challenge the student encountered, because they were admitted with slightly lower marks than their colleagues from other parts of the country. Students from the ASAL had poor language development in English and Kiswahili which caused difficulties for social interaction with students from other parts of the country and this negatively affected their performance.

The teacher pupil ratio is a challenge to the students because big classes do not allow for individualized attention to the pupils, instead it leads to overcrowding in the classrooms which make learning uncomfortable Owuor (2010). The big teacher pupil ratio came about with the free education which led to very many students enrolling in the primary and secondary schools, the government did not employ more teachers to meet the increased enrollment of the students, or even construct more classrooms, the students were therefore congested in the available classes and this increased the pupil teacher ratio greatly and has been posing as a challenge towards providing quality education in Kenyan public schools. Nkantana (2013) is of the opinion that the major challenges among student are failure to do assignments, stealing and sneaking from schools, drug abuse and truancy which has led to students failure in examinations thus negatively influencing school academic performance and therefore a challenge in effective implementation of the curriculum.
The issue of drug abuse is rampant in the secondary schools, and when students engage in taking drugs, this influences the behavior of the student e.g. the student may start sneaking from the school, this may lead to the student missing lessons and therefore negatively affect the student’s performance. Mutembei (2012) in her research on challenges facing headteachers in managing day secondary schools got responses as follows, 76% of the respondents agreed that lack of school fees was a major challenge to the students, 57% drug and substance abuse and 52% cited peer pressure as the main challenges to the students. The study was carried out to identify the challenges faced by the students in the implementation of IBSC.

2.6 Summary of Literature Review

This chapter reviewed literature on challenges facing implementation of IBSC with emphasis on administrative challenges experienced by headteachers, challenges faced by teachers and students in the implementation of IBSC. Reviewed literature has shown the various challenges faced by headteachers in their administrative duties in the following areas: financial management, curriculum implementation and instruction, personnel management and school community relations. Reviewed literature on challenges faced by teachers indicates that there is inadequate teaching resource for the teachers and that there’s very minimal in-service training for the teachers in most of the schools. Literature has revealed that students experience challenges such as lack of support from parents, negative attitude towards certain subjects, new environments also pose challenges to the students and even lack of school fees. Prior studies on IBSC focused more on implementation of the subject, and therefore have not adequately addressed the underlying challenges in the implementation of the integrated business studies curriculum. This study therefore sought to establish the challenges facing the implementation of IBSC.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the procedure that was used to carry out the study. It focuses on research design, locale, target population, sampling and sample size, research instruments, piloting of the questionnaire, data collection and analysis.

3.2 Research Design

The research design for the study was descriptive survey. A survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2009). Descriptive survey research design allow researcher to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Large populations that cannot be studied through direct observation, can best be studied through descriptive survey (Borg & Gall, 1989). The research design was found suitable for the study because the design can easily be used to collect data from headteachers, teachers and students without influencing them and in a relatively short period of time.

3.3 Locale of the Study

The study was conducted in Kirinyaga West district of Kirinyaga county. The County has five districts namely: Kirinyaga west district, Kirinyaga central district, Kirinyaga east district, Mwea east and Mwea west districts. The economic activity of the people is agriculture with mainly horticulture and also growing of rice in some parts. Kirinyaga
west district was identified for the study because most of the schools in the district are
day schools and likely to face challenges in implementation of IBSC. Financial
constraints and inadequate time could not allow the research be conducted in the whole
county and no other research had been conducted in this district, thus necessitating the
need for this study in this district.

3.4 Target Population for the Study

Target population is defined as all the members of a real or hypothetical set of people,
events or objects to which a researcher wishes to generalize the results of the research
study (Borg & Gall, 1989). The target population for this study consisted of all the 22
public day secondary schools in the district. The population therefore comprised of 22
principals, 22 business studies teachers, 440 form three business studies students and 22
heads of department in technical subjects. The total population for the study was 506.

3.5 Sampling Technique and Sample Size

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about
the entire set (Orodho 2009). Schools were stratified according to education zones and
then simple random sampling using the lottery technique was used to get the 6 schools
that were used for the study; this means three schools per educational zone representing
27% of the target population of the schools. In case of the schools with more than one
business studies teacher, simple random sampling using the lottery technique was used to
select one teacher for the study.
Table 3.1: Population and Sample Size

<table>
<thead>
<tr>
<th></th>
<th>Population (N)</th>
<th>Sample (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>22</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Heads of department</td>
<td>22</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Teachers</td>
<td>22</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Students</td>
<td>440</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>506</strong></td>
<td><strong>48</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

SOURCES: AUTHOR

3.6 Research Instruments

The main tools for data collection in this study were questionnaires and interview guides.

3.6.1 Questionnaires

According to (Orodho 2009) a questionnaire is an instrument used to gather data, which allow measurement for or against a particular view point. Questionnaires were used to collect data in this study because they have the ability to collect a large amount of information in a reasonably quick space of time as noted by (Orodho 2009). They collected information from the heads of department, teachers and students.

3.6.2 Questionnaire for the Heads of Department

The questionnaire was used to gather information from the heads of department in technical subject where business studies is grouped. The heads of department were expected to provide information on challenges in the following areas; Challenges pertaining to availability of K.I.C.D and KNEC syllabuses for Business studies
curriculum, challenges regarding Preparation of schemes of work and lesson plans by business studies teachers, challenges regarding teacher cooperation, challenges regarding setting and marking of business studies exams, challenges regarding availability of business studies textbooks and challenges regarding updating of record of work covered by business studies teachers. The H.O.D also suggested ways of solving the challenges.

3.6.3 Questionnaire for the Business Studies Teachers

The questionnaire for the business studies teachers sought information from the following areas; Challenges faced during IBSC planning, challenges pertaining to time allocated on the timetable for teaching business studies, challenges pertaining to Management of Business studies class, challenges experienced when instructing the business studies students, challenges experienced in evaluating the business studies students and challenges experienced in Keeping of Business studies records. The teachers also suggested solutions to the challenges.

3.6.4 Questionnaire for Form Three Students

The questionnaire for the students sought to identify challenges the students experience on the following areas; challenges on Business studies content, challenges on Class attendance by teachers, challenges of Curriculum delivery by the teacher, challenges on Personal studies in business studies, challenges pertaining to completion of the IBSC syllabus and challenges pertaining to Supplementary books for business studies. The students also suggested ways of solving the problems.
3.6.5 **Interview Schedules**

Interviews were used to collect information from the principals. The interview schedule contained information on challenges in administration of IBSC, management of IBSC teachers and students’ personnel and challenges in management of physical facilities used in teaching business studies and suggested solutions to those challenges.

3.7 **Piloting of the Questionnaire**

Before the actual data collection piloting of the instruments was done in one school which was excluded from the main study. Piloting involves pre-testing the questionnaire in order to ensure validity and reliability of the instruments (Mugenda and Mugenda, 1999).

Validity is the degree to which a test measures what it purports to be measuring (Orodho 2009). Validity of the questionnaire was determined using the content validity. Content validity is a systematic examination of the measuring instruments to determine whether it covers all the areas of the study (Orodho 2009). Curriculum experts who included the supervisors studied the instrument and ascertained its validity.

Reliability of the questionnaires was tested using test-retest method. The instruments was administered twice i.e. after a period of two weeks. According to Nkpa (1997), a reliable instrument yields the same results for the same individuals regardless of when it is administered and who the scorer is. Spearman rank order correlation was employed to compute the correlation coefficient. The formula is indicated as.
\[ r_s = 1 - \frac{6 \sum d^2}{N(N^2 - 1)} \]

\( r_s \) - Spearman’s coefficient of correlation.

d - Difference between ranks of the two tests.

N - Number of observation.

The researcher obtained a correlation coefficient of 0.75 for the H.O.Ds questionnaire, 0.77 for the teachers’ questionnaire and 0.79 for the students’ questionnaire. According to (Orodho 2009) a correlation coefficient of about 0.75 should be considered high enough to judge the reliability of the instrument. The researcher therefore considered the instruments to be reliable for the study.

3.8 Data Collection Procedure

Research permit was obtained from the National Commission for Science Technology and Innovation. The researcher then got permission from the County Director of Education Kirinyaga County, who sent the researcher with a letter to D.E.O Kirinyaga west district, to also seek permit from that office, then the researcher with the copies of the permit introduced himself to the headteachers of the specific schools that were visited during the actual study. Headteachers accepted the researcher to collect data from their schools and they also introduced the researcher to the business studies teachers who further introduced the researcher to the students. The researcher delivered the questionnaires and interviewed the headteachers in person; this helped the researcher to interact with the respondents. The Principals were interviewed face to face by the researcher using the interview schedule as the researcher took notes of their responses.
The H.O.Ds, the teachers and the students were given the questionnaires to complete on their own. For the students the researcher gave instructions on how they should fill the questionnaires after being introduced to the students by their business studies teacher. Once they were through with filling of the questionnaires they were collected by the researcher.

3.9 Data Analysis

According to Orodho (2009), data analysis is the process of systematically searching and arranging interview scripts, filed notes, data and other materials obtained from the field with the aim of increasing your own understanding of them and enabling you to present them to others.

After collection of data the interview schedules, the questionnaire for the H.O.Ds, the questionnaire for the teachers and the questionnaires for the students were organized in such a way that they could give answers to the research questions. Qualitative data was analyzed using content analysis where the researcher categorized the responses thematically, the responses with similar themes were categorized together, by putting them in those categories the researcher came up with similar trends from which inferences and conclusions were made. Quantitative data was examined by checking the raw data in search for errors and omissions. The data was then coded by assigning letters to answers to make it possible to put the responses into a number of categories, by doing this the data was reduced to similar categories which gave meaningful relationships because the classes were on the basis of common responses. The quantitative data was then
Tabulated logically. Tabulation helped in organizing the raw data and putting the data in meaningful form and particularly in statistical tables for further analysis, then the data was arranged orderly into rows and columns. By doing this, the researcher was able to obtain descriptive statistics like mean, median and mode, which were used to process the data and from which inferences and conclusions were made. The data was then presented using frequency distribution tables and percentages. The data analysis was done using a computer which had the programme for statistical package for social sciences (SPSS).
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, presentation and discussions as per the objectives of the study. This study sought to establish the challenges facing implementation of integrated business studies curriculum in day secondary schools in Kirinyaga West District using the following research questions:

i) What are the administrative challenges facing headteachers in the implementation of integrated business studies curriculum?

ii) What are the challenges facing teachers in the implementation of integrated business studies curriculum?

iii) What are the challenges facing students in the implementation of integrated business studies curriculum?

4.2 Bio Data of Study Respondents

The study collected data using interviews and questionnaires from the headteachers, H.O.Ds, teachers and students, whose bio data is shown in the table below.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>male</th>
<th>female</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>5</td>
<td>1</td>
<td>B.ED</td>
</tr>
<tr>
<td>H.O.Ds</td>
<td>3</td>
<td>3</td>
<td>4 B.ED, 2 Diploma</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>2</td>
<td>5 B.ED, 1 PGDE</td>
</tr>
<tr>
<td>Students</td>
<td>15</td>
<td>15</td>
<td>Form three</td>
</tr>
</tbody>
</table>
4.3 Administrative Challenges Facing Headteachers in the Implementation of IBSC

The researcher required the headteachers to identify the administrative challenges facing them in the implementation of Integrated Business Studies Curriculum. Six headteachers from day secondary schools in Kirinyaga West District were interviewed. The researcher analyzed the responses thematically by putting similar or related responses together from which inferences and conclusions were made.

The findings on challenges regarding curriculum and instruction were identified as follows: inadequate time allocated for teaching IBSC was the major challenge as all the six (100%) headteachers interviewed indicated time is not enough for teaching the subject as the current three lessons in form one and two and four lessons in form three and four are not enough since most of the IBSC teachers do not complete the syllabus on time and this affects the performance of the subject negatively. One of the headteacher responded as follows “time is not enough especially in form two classes due to length of the subject and therefore more time should be created to enable the teachers to complete the syllabus as scheduled”. Another headteacher said that “This subject requires more time to enable the teachers complete the syllabus on time and have time for revision”. Inadequate teaching aids was mentioned by five headteachers (83%) a respondent said that “the school is an upcoming day school and there is shortage of funds to buy a lot of teaching aids for IBSC”. Teaching aids are very important when teaching because they help the students to understand the content properly, but as was found out most day schools do not have teaching aids for business studies, the teachers are left to use textbooks only for
teaching, this greatly affects the performance of the subject. Inadequate IBSC textbooks is the other challenge noted by the headteachers, it was identified by four (67%) of the headteachers interviewed, One of the headteachers said that “textbooks is a challenge as the number of students taking the subject keeps on increasing and some of the textbooks get lost in previous years”.

IBSC being a selective subject is like it is neglected, the schools do not buy many textbooks as compared to other subjects, therefore shortage of books is experienced and as the headteachers reported the books may be lost by the students in previous years. Mutembei (2012) notes that headteachers experience challenges in financial management, mainly lack of enough funds which hinders effective curriculum implementation as they are unable to buy enough resource materials to be used in implementing the curriculum. The day schools have a challenge as far as funds are concerned and therefore the little funds that are available may not be enough to buy enough textbooks for the students. One of the headteachers said that “the schools have financial problems because even most of the parents who take their students in the day secondary schools are low income earners, therefore even paying the little fees they are required to pay is a challenge”

The findings regarding challenges on the shortage of IBSC staff was that teachers are not enough as noted by four (67%) of the headteachers interviewed, a headteacher said that “there being no T.S.C teacher in the school the challenge is finances to pay for the B.O.M teacher” another headteacher said that “the school has one IBSC teacher employed by the B.O.M” and also a third headteacher said that the “IBSC subject was understaffed”. From
the responses of these headteachers the inference is that the subject is understaffed, and when an elective subject is understaffed in this manner the school may opt to do away with it and offer the optional subject with a teacher, its therefore critical and the government should employ more IBSC teachers to salvage the curriculum. Waweru (2004), in her research on administrative challenges facing headteachers, identify various challenges that face the teachers as they implement the curriculum which include: understaffing which is worsened by over enrollment in the classes especially with the declaration of free education policy by the government. When the free day secondary education programme was introduced the enrolment into form one was very high, the government did not employ more teachers to take the increased workload as more students meant more workload and therefore many schools remained understaffed, this becomes a challenge to the headteachers as they have to look for teachers to employ to bridge the gap, this therefore calls for them to cough more in terms of paying salaries which is a challenge to them.

Meeting deadlines is also a challenge in the implementation of IBSC as noted by four of the headteachers (67%). Most IBSC teachers do not meet deadlines particularly in submitting schemes of work, records of work and mark lists as noted by most of the headteachers, a headteacher said that “teachers take time to submit professional documents particularly the scheme of work”. Another headteacher said that “the IBSC teachers do not submit the professional documents until they are reminded to do so”. This therefore is a challenge as it interferes with the proper planning and administration of the curriculum because if most of the deadlines are not met, then the entire programme may
be affected. According to Owuor (2010) increased enrollment increase the number of classes to be taught by the teachers, this leads to increased work load for the teachers, with the increased work load teachers are stressed to meet marking and other instructional deadlines and lack of motivation among other challenges. As observed by Owuor increased workload may be contributing to teachers not meeting deadlines and therefore unless the shortage of teachers is addressed then, this may remain as a challenge for some time to the headteachers.

Regarding challenges that involve physical facilities four of the headteachers (67%) indicated that there are no specific classrooms meant for IBSC and therefore as cited by one of the headteachers said that “classrooms are a challenge due to few physical facilities to the extent of making a make shift class to cater for block lessons and due to lack of enough desks and chairs IBSC students keep on moving with chairs from one class to the other hence time wasting”. This is mostly experienced in day schools which are upcoming whereby there are no enough classrooms and there is no a laboratory that can be used to teach the blocked lessons, such lessons are taught in any available room or even outside. Olembo et al (1992) observes that headteachers face challenges resulting from factors such as inadequate physical facilities in the school, poor communication patterns in the school, inadequate time to perform his/her tasks. Inadequate physical facilities therefore have been a challenge in the implementation of IBSC especially in day secondary schools which do not have enough physical facilities because they are not well established.
Teacher absenteeism is common both from the school and from attending the lessons as indicated by (17%) of the findings, as per absence of teachers a respondent was of the opinion that “IBSC teachers are only absent from school with permission while others lacked the commitment to teach the subject”. IBSC may be absent but when they come to school they cover the work that was missed, this may not interfere with implementation of the curriculum, but for those teachers who lack the commitment to teach it may be a lee way to escape from attending the lessons, this therefore will mean that the lost lessons will not be covered and thus interferes with the proper implementation of the curriculum, it thus becomes a challenge for the headteachers to follow those teachers to ensure that they cover their missed lessons.

The respondents suggested the following solutions to the administrative challenges facing IBSC in day secondary schools on curriculum and instruction, the headteachers suggested that the number of lessons be increased as the time allocated for teaching IBSC is not enough. that there should be more funding to enhance buying of more textbooks and teaching aids and for building extra classrooms for teaching IBSC, Regarding teacher personnel employment of more IBSC teachers as most schools had only one business studies teacher and in most schools the IBSC teacher are employed by B.O.M and that teachers should practice professionalism in their work.
4.4 **Challenges Facing Teachers in the Implementation of IBSC**

The data on the challenges facing teachers in the implementation of IBSC was collected using questionnaires. The findings on challenges facing teachers are as indicated in the table below.

**Table 4.2: Table showing the challenges facing IBSC teachers**

<table>
<thead>
<tr>
<th>Challenges facing teachers in the implementation of IBSC</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allocated for teaching IBSC is not enough</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Inadequate teaching and learning resources</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Preparing Schemes of work and lesson plans is tedious and time consuming</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Big class sizes with over fifty students</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>There is no K.I.C.D and KNEC syllabus</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Class assignments for IBSC not completed or done on the stipulated time</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Poor IBSC class discipline</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>

Challenges’ regarding time allocated for teaching IBSC was identified as the major challenge as all the teachers (100%) indicated that time for teaching IBSC is not enough, this is also in line with what the headteachers said. One of the respondents noted that “time is not adequate since the subject is detailed and requires a lot of explanation and thus more time should be added for teaching the subject”. Currently the IBSC has been allocated three lessons in form one and form two classes while in form three and four it has been allocated four lessons. Teachers felt that this time is not enough and it’s therefore very hard to complete the syllabus within the stipulated time and thus this time should be increased to enable teachers complete the syllabus as scheduled.
Regarding teaching and learning resources, 67% of the respondents were of the opinion that IBSC teaching /learning resources are inadequate thus posing a challenge in the implementation of the subject this includes both the textbooks and the teaching aids for IBSC, this concurs with what the headteachers said as they also identified inadequate teaching and learning resources as a challenge in the implementation of IBSC. Mbito (2013) on challenges facing the teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District revealed that teachers lacked adequate teaching resources, few schools that in-service their teachers and many teachers were overworked. When the teaching and learning resources are inadequate this may interfere with proper implementation of the curriculum and its therefore a challenge to the teachers.

IBSC planning entails the preparation of schemes of work and lesson planning, Kisirikoi et al (2008) asserts that teachers need to be prepared or oriented to enable them interpret the curriculum accurately, and implement it effectively, 50% of the respondents indicated that preparing schemes of work is tedious and time consuming, teachers also indicated that they do not prepare lesson plans as most of what should appear in the lesson plans is what is in the teachers notes. One of the respondents gave the following response “time for preparation is inadequate due to high workload and for the lesson plans it’s difficult to prepare them every lesson”.
Regarding the management of IBSC class, 50% of the respondents indicated that the IBSC class is big with over fifty students and therefore there is a lot of distraction that comes from the students when the teacher is teaching especially in form one and two and therefore a challenge because it interferes with proper curriculum delivery. According to Owuor (2010) big classes do not allow for individualized attention to the pupils, it leads to overcrowding in the classrooms which make learning uncomfortable. A respondent noted that “form one and two classes for IBSC are big while form three and four the class is small and manageable”. This is because IBSC is a selective subject and therefore at form three and form four the subject is done by few students compared to form one and two.

Another 33% of the respondents indicated that they do not have the KNEC syllabus and also the KNEC and K.I.C.D syllabuses are not in harmony, such that KNEC examines some items which are not in the K.I.C.D syllabus thus a challenge. The issue of the syllabus is very important when it comes to the implementation of the curriculum, therefore the schools that do not have these syllabuses experience real challenge, because the teachers may even teach, the content that is outdated or that should not be taught, its therefore the duty of the principals to buy those syllabuses for the teachers for effective implementation of the curriculum.

Regarding instructing the IBSC students 17% of the findings indicated that assignments given to students are not done within the stipulated period and therefore a challenge to the implementation of IBSC. Nkantana (2013) established that the major challenges
among student as failure to do assignments, which has led to students’ failure in examinations thus negatively influencing school academic performance. Regarding class discipline only 17% indicated that discipline was a challenge in the implementation of IBSC. Discipline comes before success therefore if the students are well disciplined implementation of the curriculum will be very successful, but if the students are in disciplined this may affect the implementation of the curriculum.

IBSC teachers suggested the following as the solutions to the challenges: the school should provide K.I.C.D and KNEC syllabuses for teachers to be able to scheme properly. More teachers be employed by T.S.C to reduce the size of the classes to manageable level.

4.4.1 Analysis and discussion of data for the H.O.Ds

In Kirinyaga West District almost all the day secondary schools are single streamed schools, i.e. they have single classrooms from form one to form four, therefore the schools have only one business studies teachers, as a result most of the subject teachers are also the H.O.Ds for the IBSC and therefore they completed the questionnaire for the H.O.Ds. The questionnaire for the H.O.Ds required them to give answers regarding the challenges experienced in the implementation of integrated business studies curriculum.
Table 4.3: Showing data analysis for H.O.Ds

<table>
<thead>
<tr>
<th>Challenges faced in the implementation of IBSC</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schemes work and lesson plans not availed on time</td>
<td>5</td>
<td>83</td>
</tr>
<tr>
<td>Records of work are not updated timely</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Setting of exams and marking deadlines not met</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Inadequate textbooks for IBSC</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>K.I.E and KNEC are not available</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Poor cooperation among IBSC teachers</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>

H.O.Ds in secondary schools are responsible for organizing the department, by ensuring that the teaching and learning materials are available, curriculum planning is done as required by preparing the professional documents like the schemes of work and lessons plans, also the recording of the work covered by the subject teachers so that in case of handing over by a teacher there is smooth transition. The H.O.Ds therefore report and requisite any item required in the department directly from the Principals.

The H.O.Ds indentified the challenges experienced in the implementation of IBSC as indicated in the table. Five H.O.Ds representing (83%) of the findings indicate that the schemes of work and lesson plans are not availed on time and thus a challenge, the schemes of work may also not be professionally prepared e.g. the teachers merge lessons while writing the schemes of work instead of scheming per lesson, because the IBSC does not have double lessons. Some teachers do not prepare new schemes at all and instead they recycle old schemes of previous years, this is a challenge because the old schemes may not capture the new changes that may have occurred because knowledge is dynamic.
Four H.O.Ds representing (67%) of the findings indicate that IBSC teachers do not update records of work timely, instead they wait until such a time when the records are required for checking that’s when they hurriedly rush to update them, which may not be consistent with what was taught during that particular lesson, merging of lessons as the teachers complete the records of work is common, which they do to make their work lesser, this is not acceptable unless the subject has a double lesson, this is therefore a challenge. The setting of exams and submitting marks after marking the exams is also a challenge as most teachers do not meet those deadlines, this was indicated by three H.O.Ds representing (50%) of the findings. Evaluation is part of implementation process which is done to find out whether the objectives have been met. It’s a core duty to teachers set and mark the exams and submit the marks as scheduled, therefore if they do not meet deadlines it becomes a challenge in the implementation process, because it will definitely affect the school programme.

The issue of textbooks is a challenge as indicated by the headteachers and teachers, H.O.Ds also agrees with them, this is because two (33%) of H.O.Ds indicated that, the IBSC textbooks are inadequate. Textbooks are basic when it comes to the implementation of the curriculum and therefore if they are insufficient or inadequate then this poses challenges in the implementation process, because giving assignments to students without textbooks is a challenge. The K.I.E and KNEC syllabuses are not available in some schools as also indicated by teachers, the H.O.Ds agrees as 17% of the findings indicate that the syllabuses are not available. A teacher teaching without the syllabus is a great challenge because he/she may end up teaching the wrong content, its therefore important
for the H.O.Ds through the headteachers to make syllabuses available for proper curriculum implementation.

Cooperation among teachers is good as it enhances team work, only 17% of the H.O.Ds felt that the IBSC teachers do not cooperate with the programmes of the department. When there is no cooperation among teachers then it means that they will not adhere to many of the programmes, therefore the department may achieve less or even may fail to meet the target set. It is therefore important for teachers to cooperate and work as a team for effective implementation of the curriculum, failure to cooperate then it means it will be very challenging to implement the curriculum effectively.

The H.O.Ds suggested the following as the solutions to the challenges experienced in the department: review of the IBSC syllabus, T.S.C to employ more teachers and that the schemes of work should be made for the whole year not termly.

4.5 Challenges Facing Students in the Learning of IBSC

The data on challenges facing the IBSC students was collected using questionnaires, the students were asked to give the challenges they face in the learning of IBSC. The findings regarding the challenges facing students were as indicated in the table below.
Table 4.4: Table showing challenges faced by IBSC student

<table>
<thead>
<tr>
<th>Challenges facing IBSC students</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The IBSC is abstract and not easily understood</td>
<td>20</td>
<td>67</td>
</tr>
<tr>
<td>The IBSC is broad to be covered within the time allocated</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Graphs on the textbooks not clear</td>
<td>16</td>
<td>53</td>
</tr>
<tr>
<td>Teachers being absent or late for IBSC lessons</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>Poor curriculum delivery by the teachers</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Students not doing personal studies in IBSC</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Inadequate supplementary books for IBSC</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>IBSC syllabus is not completed on time</td>
<td>8</td>
<td>27</td>
</tr>
</tbody>
</table>

The challenges facing students in the learning of IBSC were categorized as curriculum related challenges, teacher related challenges, student related and resources related challenges.

From the table above, the curriculum related challenges are the abstractness of the IBSC content, the broad IBSC syllabus and the graphs drawn on the IBSC textbooks which are not clear to the students. Teacher related challenges are teachers being absent or late for IBSC classes and poor curriculum delivery by the teachers. The student related challenges are the students not being able to do personal studies and inadequate supplementary resources. These challenges are discussed below in details.
Regarding the curriculum related challenges the findings were that 67% indicated that the IBSC is abstract to the students, especially the accounting part of the syllabus, 60% indicated that the content is wide particularly in form two and form three classes thus not covered within the time allocated and 53% indicated that the graphs drawn on the textbooks are not clear and therefore it’s a challenge in the implementation of IBSC. Owuor (2010) notes the inability to fully implement the curriculum is due to its bloated nature. A respondent indicated that “some topics are too broad with difficult terms to be easily understood and also drawings are confusing”, this poses as a challenge to the IBSC students.

The teacher related challenges in the implementation of IBSC are absence of IBSC teachers for lessons which is common as indicated by 47% of the findings where the IBSC teachers are said to be absent from classes. A respondent noted that “sometimes a teacher can miss a lesson and the next time he/she attends the lesson he/she teaches very fast to cover the work of the previous lesson, such that some students may not understand.”

The other teacher related challenge facing the students is poor curriculum delivery by the teachers, 37% of the findings indicate that students do not understand the content properly because some topics are hard and the teachers do not simplify those topics to the level of the student for easy understanding. Most of the students in the day school have a problem with the English language because they come from the rural areas, therefore they
may not properly understand the English spoken by the teacher this makes the understanding of the content difficult and it’s therefore a challenge to them.

The student related challenge is the failure of the IBSC student to do personal studies in the subject whether at school or back at home. Findings indicate that 33% do not study on their own due to distraction from other students like noise making, inadequate text books and lack of parental supports like failure to buy paraffin for lighting at home. According to Waweru (2004) lack of support from parents is a challenge to the learners, general lack of interest in education or school by the pupils, indiscipline and truancy. Personal studies boost the performance of a student in a subject therefore, the parents should give their children the necessary support, by providing the basics like food, clothes and also provide for paraffin that is used for lighting to enable the student study at home especially if there is no electricity, if the parents do not play their roles properly then it becomes very challenging for the students in their process of learning.

The resources related challenge is the inadequate supplementary books as indicated by 27% of the findings. Supplementary books are those books that can supplement the course books, the school may buy such books or the parents, but due to financial constraints the school or the parent may not afford to buy, the student is therefore left to borrow from the students who have such textbooks, who can either lend the textbook or not, this therefore becomes a challenge to accessing such a supplementary book.
According to 27% of the findings teachers do not complete the syllabus on time, or the teachers may be too fast to complete the syllabus to an extent that the students do not understand the content properly. When the syllabus is not completed on time then it means that the student performance in the subject will be affected when it comes to the summative evaluation, and since evaluation is part of curriculum implementation, then the teachers not completing the syllabus on time is a challenge to the students.

Students suggested the following measures to solve the challenges faced in the implementation of IBSC. Employment of more teachers to avoid absence from class as most school had only one IBSC teacher. More teaching/learning resources should be employed for proper learning. Teachers to advice students on the supplementary books to buy for personal studies, revision of the syllabus particularly the accounting part which is abstract to the learners, avoiding skipping of some topics by the teachers, the book publishers to simplify the language used in the textbooks for easy understanding, the teachers to slow down the speed of delivering the content in the class, teachers to emphasize hard topics for easy understanding and cooperation between the students and the teachers.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations. The chapter is guided by the following specific research questions. What are the administrative challenges faced by headteachers in the implementation of integrated business studies curriculum? What are the challenges faced by teachers? and what are the challenges faced by students? in the implementation of IBSC. The data was collected from principals, H.O.Ds, teachers and students of six day secondary schools from Kirinyaga West District.

5.2 Summary of Findings

The study sought to establish the challenges facing Integrated Business Studies Curriculum in day secondary schools in Kirinyaga West District of Kirinyaga County, specifically on administrative challenges facing headteachers in the implementation of IBSC, challenges facing teachers in the implementation of IBSC and challenges facing students in the learning of IBSC.

Regarding the administrative challenges faced by the headteachers in the implementation of IBSC, the following are the findings: On curriculum and instruction; the study found out that the time allocated for teaching IBSC is not enough i.e. three lessons in form one and two and four lessons in form three and four, there is inadequate teaching aids that can be used in teaching IBSC, textbooks for IBSC are inadequate. There is a shortage of
IBSC teachers in the District and most of those teaching are employed by B.O.M. On physical facilities, there isn’t specific classrooms designated for IBSC and therefore students keep shifting from one class to the other with seats, this wastes time and thus it’s a challenge in the implementation of the subject. IBSC teacher do not meet deadlines in submitting the professional documents and even mark lists and absence of IBSC teachers is also a challenge in the implementation of IBSC.

Regarding challenges faced by teachers in the implementation of IBSC, the following are the findings: On curriculum and instruction; the findings are that the time allocated for teaching IBSC is not enough, teaching and learning resources for IBSC are inadequate, schemes of work and lesson plans are said to be tedious and time consuming. Big class sizes in form one and form two are also challenging when implementing the IBSC. KNEC and KICD syllabus are not available in some school and also are not in harmony as a result the KNEC examines some items which are not in the K.I.C.D syllabus. On the issue of the class assignments; they are not properly done due to inadequate resources and there is also poor IBSC class discipline.

H.O.Ds who are also in most cases teachers teaching IBSC indicated the following as challenges facing the implementation of IBSC: the IBSC teachers not preparing schemes of work and lesson plans on time and as required, the IBSC teachers do not update records of work on time and wait until the time of checking, teachers do not meet setting of exams and marking deadlines, the department also suffers from inadequate textbooks, the K.I.E and KNEC syllabuses are also not available and also poor cooperation from some IBSC teachers within the department.
Regarding challenges faced by the students in the implementation of IBSC, the following are the findings: Abstractness of the IBSC content is the main challenge to the students, wide IBSC content; the graphs used in the textbooks are also difficult for the students to interpret easily thus posing as a challenge in the learning of IBSC. Lateness by teachers and absence for lessons is also a challenge, and while covering the work teachers are too fast such that students do not understand. Some students do not understand the curriculum properly due to poor presentation of the curriculum by IBSC teachers. Personal studies is also a challenge due to lack of adequate textbooks, hard topics and inadequate supplementary materials for the students and IBSC syllabus is not completed on time.

5.3 Conclusions of the Study

Integrated Business Studies Curriculum is suffering in its implementation due to inadequate time allocated for teaching the subject, insufficient teaching/learning resources, absence of teachers and inadequate physical facilities in day secondary schools in Kirinyaga West District. The curriculum is also suffering setback in its implementation in that schemes of work are not prepared on time and most teachers do not prepare lesson plans, disharmony of KNEC and KICD syllabuses which are also missing in some schools, large form ones and two classes. Students do not do class assignments as required by their teachers. IBSC is wide and abstract. Lack of proper understanding of the content by the learners is a challenge to the learners, students do not carry out personal studies well due to inadequate textbooks and supplementary books and the IBSC syllabus is not completed on time to allow students to have enough time for revision.
5.4 Recommendations of the Study

This study recommends that:

- Time allocated for teaching IBSC should be increased with one lesson to enable the completion of the syllabus on time because it’s broad.
- IBSC should be allocated more funds at the school level to enable the purchase of more textbooks and teaching aids.
- The government should employ more IBSC teachers in Kirinyaga West District and also the entire country.
- IBSC should be reviewed because it is wide and abstract to the learners especially the accounting part.
- The IBSC book publishers should simplify the graphs used in the textbooks for easy understanding by the students.
- Teacher cooperation should be embraced to enhance team work for effective implementation of IBSC.
- IBSC teachers should advice the students the supplementary books that they should buy.
- IBSC teachers to avoid skipping topics to assist students in learning those topics.
- The IBSC teachers should be taken for in service courses to improve on curriculum delivery and update them on emerging issues.

5.5 Suggestions for Further Research

This study recommends further research be done on the impact of IBSC on establishment and existence of small scale businesses in Kirinyaga West District or in any other part of the country.
REFERENCES


APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE BUSINESS STUDIES H.O.Ds

Name of the school…………………………Qualification for the H.O.D ……..Zone……

1. What challenges do you experience in the implementation of Business studies curriculum with regard to.

   i) Availability of K.I.E and KNEC syllabuses for Business studies curriculum.
   
   ii) Preparation of schemes of work and lesson plans by business studies teachers.
   
   iii) Business studies teacher cooperation
   
   iv) Setting and marking of business studies exams
   
   v) Availability of business studies textbooks
   
   vi) Updating of record of work covered by business studies teachers.

2. What solutions do you suggest as head of department for challenges experienced?
APPENDIX II

QUESTIONNAIRE FOR BUSINESS STUDIES TEACHERS

Name of the school……………………Qualification the teacher…………….Zone……..

1. List the challenges you face when implementing integrated business studies curriculum in regard to:

   a) Business studies planning i.e. preparing schemes of work and lesson plans.

   b) Time allocated on the timetable for teaching business studies. Indicate whether it’s adequate or inadequate

   c) Management of Business studies class in regard to:

      i) Size of the business studies class

      ii) Availability of teaching/learning resources for business studies

   d) When instructing the business studies students in regard to:

      i) Class assignments

      ii) Class discipline

      iii) Teacher student relationship

   e) When evaluating the business studies students.

   f) Keeping of Business studies records.

2. Suggest solutions to the challenges you experience in the implementation of integrated business studies curriculum.
APPENDIX III

QUESTIONNAIRE FOR FORM III STUDENTS

Name of the school…………………………………...Zone……………………

1. List the challenges you experience in the implementation of business studies curriculum with regard to;
   a) Business studies content
   b) Class attendance by teachers
   c) Curriculum delivery by the teacher
   d) Personal studies in business studies
   e) Supplementary books for business studies
   f) Completion of business studies curriculum syllabus

2. What solutions would you suggest for the challenges you face?
APPENDIX IV

INTERVIEW SCHEDULE FOR THE PRINCIPALS

Name of school……………………Qualification for the principal……….Zone………

1. What challenges do you have with regard to administering?
   i) Integrated Business studies curriculum regarding.
      a) Business studies text books.
      b) Business studies teaching aids.
      c) Time allocated to teaching business studies curriculum.
      d) Selection of the subject by student.
   ii) Business studies teachers.
      a) absence from school
      b) Meeting deadlines for submitting schemes of work, records of work and mark
         lists.
      c) Failure to attend business lessons.
      d) The number of business studies teachers.
   iii) Business studies student’s discipline
   iv) Physical facilities
      a) Availability of business studies classrooms.
      b) The state of business studies classrooms.

2. What solutions can you suggest for the administrative challenges you face in the
   administration of business studies curriculum?
APPENDIX V

THE RESEARCH TIMELINE

September 2012-December 2013

- Successfully completed coursework
- Allocation of supervisors by department

January 2014-Oct2014

- Writing the proposal
- Presenting the proposal to the supervisors
- Letter of permission to conduct research
- Collection of data
- Analysis of data
- Preparing a draft
- Preparation of final draft
- Submit the project for examination
## APPENDIX VI

### RESEARCH BUDGET ESTIMATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, lunch and transport</td>
<td>30,000</td>
</tr>
<tr>
<td>Research assistant</td>
<td>20,000</td>
</tr>
<tr>
<td>Typing, printing and binding services</td>
<td>10,000</td>
</tr>
<tr>
<td>Stationeries</td>
<td>5,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>85,000</strong></td>
</tr>
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</table>