

**AVAILABILITY AND USE OF COMMUNITY RESOURCES FOR  
TEACHING BUSINESS STUDIES IN SECONDARY SCHOOLS IN  
RUIRU DISTRICT KIAMBU COUNTY, KENYA**

**BY**

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**THIS THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
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## DECLARATION

I confirm that this research thesis is my original work and has been not been presented in any other university/institution for certification. The thesis has been completed by referenced work duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from any other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This work is dedicated to my husband Fred AkeyaMagare, my childrenLilian,  
Divinah, Shawn, and Kate.

## **ACKNOWLEDGEMENT**

This thesis was written with the cooperation of many individuals to whom I owe a great deal of credit and wishes to express sincere appreciation.

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## **ABBREVIATIONS ACCRONYMS**

<b>GOK:</b>	Government of Kenya.
<b>FKE:</b>	Federation of Kenyan Employers.
<b>KICD</b>	Kenya Institute of Curriculum Developers.
<b>NBFI:</b>	Non-Banking Financial Institutions
<b>NSE:</b>	Nairobi Stock Exchange

## **ABSTRACT**

Community resources when used in teaching and learning enhance understanding and retention. This study examined the availability and use of community resources in teaching Business Studies in secondary schools in Ruiru District Kiambu County Kenya. A descriptive research method was adopted. A sample of 10 principals, 10 Business Studies teachers and 100 students was drawn from a target population of 1222 respondents. Data was collected using interview schedule for Principals and questionnaires were used to collect data from teachers and students. Information was collected from twenty two secondary schools in Kiambu District. Descriptive statistics in form of percentages, frequencies, tables and ranks were used to analyse data. Major finding of this study were that community resources were not regularly used in Kenyan secondary schools due to constraints of time, finance etc. The study also revealed that the respondents were conversant with community resources in their District. From the findings teachers should try as much as possible to use community resources in teaching Business Studies. This will improve the quality of instruction in schools and ensure student active involvement in life-like learning activities.

# CHAPTER ONE

## 1.1 Introduction.

This chapter looks at the background to the problem, Statement of the problem, Purpose of the study, research objectives and questions, significance of the study, Delimitations and limitations of the study, assumptions of the study, theoretical and Conceptual framework and operational of terms of this study have been defined.

## 1.2 Background to the Study

It is generally agreed that learners learn best by observing and analysing life experiences. One of the educational reformers John Comenius who believed in universal education, was certain that the old restrictions of time and place and narrowly conceived curriculum concepts should be broken down into content, teaching and learning resources and activities, Whittich (1967).

Comenius further stated that breaking down concepts would be best done by giving students opportunities to voice their own interests, enthusiasms, and curiosities by seeking answers. This meant observing for themselves the activities of people, visiting places and manipulating things. Clearly instructional materials add element of reality by providing such concrete examples.

Instructional materials include print and non-print items that are designed to impart information to students in the educational process (Bradley, Sankar and Raju 2005). Among these items are textbooks charts community resources and many more.

The use of instructional materials in secondary schools has been widely researched and findings indicate that the benefits of using them are immense. The integration of instructional materials in classroom practice is believed to booster the quality of instruction by fostering student cantered pedagogies (Abdo and Semela 2010). Furthermore according to Mateer et al (2012), the use of relevant instructional media in the classroom is invaluable since it engages students, aids their retention of knowledge, motivates interest in the subject matter and helps to illustrate many concepts taught.

Ciffone (1998) defines community resources as people, places or things that can be found in all sectors of the community and can provide teachers with teaching materials (borrowed or donated), project ideas, guest speakers, field trips, and community service projects.

Community resources are part of instructional media which can be used in teaching. When well used community resources can enliven a class, encourage student participation and help students grasp difficult concepts. The outdoors can be effective avenue for learners to develop an understanding for basic concepts. These basic concepts extend far beyond the acquisition of simple facts by including relationship building, values formation, and increasing sensitivity and awareness of the environment surrounding the individual, (Ewert, 2006).

Dale (1969), states that full and well-rounded learning should be moved beyond our school walls and into the community. This is a laboratory which can help to bridge the gap between what we know and what we do in education. Utilizing the community and its resources expand the notion of the classroom to include the entire world of the student, (Sebolt 1972).

Olsen (1954) observed that a school cannot be realistic if it is confined to the four walls of the classroom, library or laboratory. If young people are to develop understanding, concerns and skills essential in the real improvement of human living, they must have every opportunity to learn through extensive first hand, problem solving experience. Books and visual materials are all important, but alone are not sufficient. That is why the community opens doors for experience between the school and the community. This can be achieved through the use of resource persons, field trips, community surveys, work experiences and service projects, and visits to factories, firms, social agencies and museums.

Dewey (1966) argued that it is the business of the school to set up an environment in which play and work shall be conducted with reference to facilitating desirable mental and moral growth. The problem of education is to engage pupils in the activities in such a way that manual skill and technical efficiency are gained and immediate satisfaction found in the work. Together with preparation for later usefulness those things shall be subordinated to education- that is, to intellectual results and the forming of a socialised disposition.

Brown, Lewis and Harclerod (1969) called for more planned contacts with adults of the community since such elderly people open new worlds of experience for learners. They give an example of Michigan state university which organised a community resource workshop. It involved more than fifty teachers in a cooperative effort with twelve local industries and chamber of commerce in learning about the socioeconomic environment in which they worked. An outgrowth of the workshop was a booklet describing full details of potential field trip sites in the area. Participants contacted more than a thousand community leaders (citizens with special

talents and skills). Thus many community contacts were made and community resources explored that were of interest for future use.

Thompson (1981) argues that the community should be a laboratory for study in order that the content of the curriculum might be more relevant to the lives learners led and would continue to lead in their community. Some of the earliest community schools in Africa recognised the need for their teaching staff to be augmented by local people possessing skills in craft and farming and also traditional history and custom which the teachers, often draw from distant communities might well possess. Also present was the idea that children should learn that not all knowledge which was of value was to be found in textbooks but might also be learned from a storehouse of community experience.

Julius Nyerere's policy 'education for self-reliance' called for inclusion of practical activity and productive work into the educational curriculum, not as a punishment but as an integral part of learning. Linkages between the school and the community were made by inviting local intellectuals, elders and others to share their knowledge and experience with the students, (Mbilinyi, 2003).

One of the first advocates for outdoor education we know today was L. B. Sharp in Ewert(2006) felt that which ought and can be best be taught inside the classrooms should there be taught, and that which can be best learned through experience dealing directly with native materials and life situations outside the school should there be learned.

The nature of business studies offers unique opportunities for resources within the school community around the environment to be used to enrich students learning. It is a subject that is concerned with the immediate and the larger environment.

Community institutions, people and businesses are rich reservoir of instructional materials for business studies teachers. The use of community resources in teaching can make students appreciate the local and international relevance of what they learn in school while affording them the opportunity to apply business studies theory and context. This is supported by Chew (2008) who in her study on the development of localised instructional materials in Hong Kong, came to conclusion that teaching and learning in business studies could be enhanced to a great extent by using instructional resources based on local contexts, because such resources would be more authentic and more relevant to student's needs.

Business studies is an applied or vocational subject tailored towards enhancing the learner's capacity and ability for employment in the different sectors of the economy, both formal and informal. Business studies also aims at equipping the students with entrepreneurial skills that can consequently encourage and lead to the realisation of self-employment (GOK Kenya, 2004). Many of these skills can be achieved by use of community resources.

Every town, whether rural or urban, has places and opportunities that exist for the benefit of the community learning. Britain has identified Libraries, parks, hospitals, town halls that offer potential for exciting learning. Use of Community resources enables the learners to develop skills in creative thinking, independent enquiry, team work and effective participation, (Ellis 2009). There are Places in Kenya that offer opportunities for community teaching which include museums, railway stations, and factories and so on.

Business studies subject prepares future entrepreneurs who play a big role in development of the economy. Ouma (2011) observed that Business Studies is an

important subject to be taught only in secondary schools colleges and universities alone. Kenya ought to reverse this trend and start teaching right from primary schools. We need to teach Business Studies right from primary school. By using community resources, schools shall achieve the goals they have set for themselves.

Wanza (2008) in her a study on implementation of the Business Studies curriculum in public secondary schools in Machakos District, Machakos County, Kenya found that teaching and learning resources were inadequate for effective implementation of Business Studies curriculum.

Business Studies is an elective to be selected from a cluster that includes Agriculture, Computer Studies and Home Science. With the use of community resources learners will be motivated and may have a positive attitude towards the subject. When students have interest, they tend to learn the subject materials better. Heightened student interest in class can lead to more students opting for the subject.

### **1.3. Statement of the Problem**

In spite of the wide recognition of what can be achieved when using community resources/experiences, research shows that they have not become an integral part of instruction as one would have hoped. Teachers use only textbooks to provide instruction and rarely use teaching resources.

Azeb (1975) in her study on use of community resources in elementary schools in Ethiopia showed that most teachers assigned text books to the class as the main source from which they obtained their instructional materials. Also a study conducted on teaching Business Studies in Botswana secondary schools, Sithole (2010) discovered that out of the total teachers sampled, (68%) had never used local people as guest



speakers or resource persons. In a similar study, Mitiale (2011), observed that social studies teachers in Botswana make insufficient use of instructional materials

The similar finding was observed by Mwangi, (2001) in his study on selection and utilization of instructional resources by teachers of English in Muranga District. He found out that most teachers did not recognise the potential of community based resources such as guest speakers and study tours and that Majority of teachers depended on textbooks as the main source of information. Some teachers unquestionably accept the orderly, systematic curriculum plan handed to them by higher authority, in their classroom teaching.

A lot of research has been done on community resources and their effect on teaching and learning. Their potential to motivate and engage students may be limited. However, little has been done to find out the extent community resources have been used in teaching and learning.

#### **1.4 Purpose of the Study**

The purpose of the study was to establish availability, use of community resources and challenges faced by teachers when using community resources in teaching Business Studies in Secondary schools in Ruiru District in Kiambu County.

#### **1.5. Research Objectives**

The following research objectives guided this study.

- i. To find out the different types of community resources in use when teaching Business Studies in secondary schools.
- ii. To ascertain how often community resources are used by Business Studies teachers while teaching.

- iii. To identify factors that inhibits the use of community resources in teaching Business Studies at the secondary school level in Ruiru District, Kiambu County.
- iv. To propose intervention measures towards improving use of community resources in teaching Business Studies in secondary schools.

### **1.6 Research Questions**

The study was guided by the following research questions:

- i. What community resources are in use in teaching Business Studies in secondary schools in Ruiru, Kiambu County?
- ii. How often do you use community resources in teaching Business Studies in secondary schools?
- iii. What factors inhibit the use of community resources in teaching Business Studies in secondary schools?
- iv. What intervention measures should be taken towards improving the use of community resources in teaching Business Studies?

### **1.7 Significance of the Study**

The findings of this study are useful in the following ways.

First the study should be valuable to secondary school Curriculum developers and planners like Kenya Institute of Curriculum Developers. They will find the information generated by the study relevant to their short term and long term educational planning. K.I.C.D. is entrusted with responsibility of implementing the curriculum.

Second the findings are expected to provide useful suggestions to other education stakeholders like the Ministry of Education in its quest to provide the necessary resources to implement the curriculum.

And third the findings may further be beneficial to teacher training institutions to continue to create awareness on the importance of community resources for teaching especially in light of lack of finances to obtain expensive resources.

### **1.8 Delimitations of the study**

The following were the delimitations of the study;

1. The study was conducted in Ruiru District in Kiambu County, Kenya. The district was selected because it is located in both urban and rural setting which is an advantage as it provides opportunities to sample a variety of community resources.
2. The study focused on both public and private schools. The study involved Business Studies teachers, Principals of selected schools and Form three students.

### **1.9 Limitations of the Study**

The following were limitations of the study:

The study limited itself to one District. For a more conclusive result rural and urban districts should have been studied. However it is not possible due to financial and time required for the study.

### **1.10 Assumptions of the Study**

In the study, the following assumptions were made:

1. Community resources enhance learner's performance in Business Studies because they increase student motivation.
2. Business Studies teachers are conversant with resources found in their local community that can be used to enhance their lessons.
3. Most Business Studies teachers are aware of the benefits of using community resources for learning.

### **1.11 Theoretical Framework**

This study is based on constructivism theory of learning. Constructivism draws on the developmental work of Piaget, Dewey among others. For Dewey knowledge emerges only from situations in which learners have to draw them out of meaningful experiences, (Dewey 1966).

Dewey suggested that people learn through authentic experience and reflection. He believed that learning is propelled by cognitive dissonance rather than reinforcement (White, 2009). Dewey also believed teaching using lecture, reinforcement or other externally imposed methods lead to less personally and socially meaningful learning. He felt real –world, practical problems lead to more experiential and lasting learning. In his theory of contemporary experiential education, he believed that learning through direct experience was the strongest form of learning, with an outcome that also builds a sense of community with the learner, (Ewert 2006).

Students cannot learn by means of rote memorisation they can only learn by "direct living" where concrete activities are combined with theory. The obvious implication

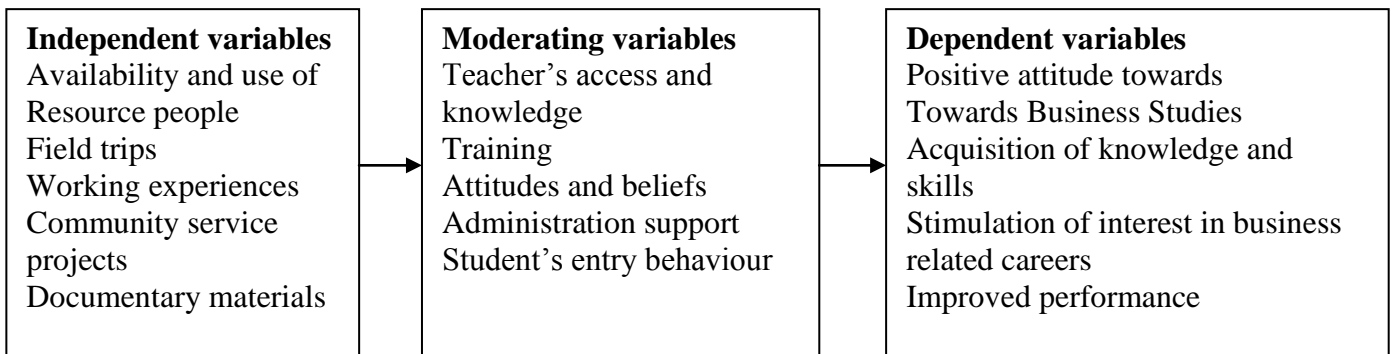
of Dewey's theory is that students must be engaged in meaningful activities that induce them to apply the concepts they are trying to learn.

A productive constructivist learning consists of learner-centred active instruction. In such learning, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, etc. By using community resources, learners are exposed to study experiences that they have already discussed in the classroom. Community resources bring out realism and they apply the new knowledge and skill to previous learning. This helps create a restructuring of thought, (White 2009).

Business studies being a vocational subject should relate theory to practice. It is the teacher's role to provide the relevant real world experiences and facilitate the whole process of learning.

## 1.12 Conceptual framework

Conceptual framework shows the relationships between variables in the study graphically or diagrammatically.



**Source owner**

The conceptual framework above explains the use of community resources and their Effect in learning. The framework explains when learners use community resources. Such as use of field trips there is an expected increased motivation, acquisition of knowledge and skills and stimulation of interest for natural resource related careers. Provided the activity is well taught and well-articulated.

The independent variables are: community resources such as resource people, field trips etc. moderating variable teachers' workload and nature of teaching tasks, teachers attitudes and beliefs, access and knowledge on community resources, school culture and leadership support in community resource integration. Dependent variables positive attitude towards Business Studies, acquisition of knowledge and skills stimulation of interests in business related careers and improved performance.

### **1.13 Operational Definition of Terms.**

**Availability of resource:** The resource is present suitable or ready for use.

**Business studies:** A subject taught in secondary schools on how businesses work, especially the financial and management aspects. This will enable the learner to acquire the necessary skills and abilities required in business operations.

**Community resources:** These are resources found outside the schools which are used to facilitate the teaching learning processes. They include people, places, activities etc.

**Learning:** The act or process of acquiring knowledge or skill.

**Vocational:** Relating to, providing or undergoing training in a special skill to be pursued in a trade.

**Resource person:** An individual with specialized knowledge or skill that may be used by teachers and learners to enhance learning. Such specialist may be brought into the class or the learners may go out to reach them.



**Field trips:** An excursion by staff and students to a place away from their normal environment to study at first hand something of interest or relevance to a course.

**Working experiences:** A period of work that is designed to encourage reflection on the experience and to identify the learning that comes from working

**Community service projects:** Work without payment that a student does to help their local community.

**Documentary materials:** Relates to documents presenting factual material with little or no fictional additions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter is organised under the following headings: Meaning of community resources, importance of community resources in making learning experiences more relevant, methods, procedures and activities that can be applied in using community resources, extent to which community resources have been utilised, related studies and summery of review of literature.

#### **2.2. Meaning of Community Resources**

Whittich (1967) defines community resources as various learning situations through which pupils come into first hand contact with people, places and all things around them. It includes visiting organisations, institutions and neighbourhoods or regions of the community, interviewing public officials and community leaders.

The issue of use of community resources is dynamic and diverse given any country's economic context. RuiruKiambu County has broad resources. They can be categorised into three:

- Business units of the economy.
- Resource personnel.
- Social –economic activities.

The business units of the economy are made up of a number of players that include financial service providers (commercial banks and NBFI), insurance companies, entrepreneurial enterprises, manufacturing sector and the NSE.

The resource personnel in the community context comprises of leaders and management teams of sectors of the economy in the region, for example business experts and consultants and analysts. Guest speakers can be anyone from environmental professionals to student's family members to other community members.

Social-economic activities engaged in the context of community resources are business trips, seminars and exhibitions , students visits to business oriented firms and agencies as well as engagement of public speeches, talks, forums in teaching and learning of business studies. These activities are essential in equipping the students with skills and knowledge in learning , observing and practising business procedures (banking, insurance, bookkeeping, international trade, entrepreneurship and business etiquette) and programmes in the economy as well as enhancing research abilities and it's consequent undertaking in business studies oriented programmes.

### **2.3. Importance of Community Resources**

Olsen (1965), explained that community experiences, first- hand learning through immediate sensory contacts with the environment is a basic psychological learning approach. Through these contacts the pupil uses the community as a learning laboratory. He explores it, studies and improves it.

A Roman satirist observed;

"I tell you we don't educate our children in school; we stultify them and send them out into the world half-baked. And why? Because we keep them utterly ignorant of real life. The common experience is something they never see or hear. All they know is pirates trooping up the beaches in chains, tyrants scribbling edicts, oracles condemning three virgins to be slaughtered to stop some plague. Action or language, it's all the same; great sticky honey –balls of phrases, every sentence looking as though it has been plopped and rolled in poppy seed and sesame, (Ishumi 1974, p.25). Students need to experience what they learn in class in the community.

Wittich (1973, p.233) summarised the works of Comenius, Pestalozzi, Herbert and Froebel as follows:

"The most effective way to help students to become informed about their social and natural environment is to provide for them learning experiences which are real or lifelike and which are available to them for first hand scrutiny, questioning and cognition".

Ciffone (1988) also observed that community resources can provide the motivation some students need to see the connection between classroom and the real world. Involving students in the community gives them exposure to a stimulating learning environment and to different people and perspectives; provides students a greater sense of purpose.

Relatively new, too, is awareness throughout the society that we are all in some measure responsible for the care and preservation of our environment, in towns and cities just as much as in countryside. There is also an attitude of mind which needs to be fostered as increasing numbers of children and young people are encouraged to move out of the school environment into the world beyond. In particular, students need to be aware that some areas of town and country are sensitive to over-use, that some habitats are rare and precious, and that much of the world needs to be conserved and be damaged as much by overuse by those who care for it as by the more obviously destructive attitudes of developers, the thoughtlessly careless, or those whose behaviour is clearly anti-social, (Maureen 1972).

Akrofi (1981) explains that making the community to be a classroom becomes more and more important when we consider the role of the school as an agent of social change. From this point of view education is intervention. The sole aim is to encourage learners to develop into a good citizen of his community. The traditional function of the school is to help the parents to transmit their culture, beliefs, and values to the children. Conditions have so changed educational needs that they not only have to train children to be like their parents but also to fit into current patterns of life.

Learning will become more powerful and deeper if students can see continuity from classroom to outdoor experiences, from academic to non-academic domains. It is through this continuity and alignment that helps students to connect and apply their learning across disciplines in and out of the classroom. This conscious effort to help students transfer their knowledge and thinking skills to non-academic contexts is a good way to facilitate transfer learning, (Heng 2007).

Dewey (1965) defines education as a reconstruction or reorganisation of experience which adds to the meaning of experience. The increment of meaning corresponds to the increased perception of the connections and continuities of the activities in which we are engaged.

Teachers always face the task of pulling together the diverse understanding their students bring into the classroom. The use of community resources provides a shared memory for the class. The event becomes part of the common knowledge of the class and can be referred in subsequent lessons. What is learned is, thus, reinforced and extended in later discussions as the teacher refers to field observations.

Education process should be everywhere a reflection of life experiences of society and service to the same system. Freire (1970) observed that a teacher talks about reality as if it is motionless, static, compartmentalized, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to "fill" the students with the contents of his narration- contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow alienated and alienating verbosity.

Rousseau in Olsen (1954) observed that if you wish to teach a child geography and you provide him with globes, spheres and maps. What elaborate preparations! What is the use of all these symbols; why not begin by showing him the real thing so that he may at least know what you are talking about. Attitude development results from the students contact with his social environment. This cannot be achieved if school and community are separate environments.

Holtschlag (2001) stated that in order for students to make the transfer of classroom lessons to real world applications, we need to be open to all the possibilities our community offers. We do not need a big city in which to teach because the resources are all around us; parents businesses, zoos, museums, nature centres, parks etc. We are as rich in our community resources as in our imaginations and we have the opportunity to partner with the community to create meaningful relevant lessons. Secondary school business teachers and students should make personal contacts and become a part of the community through active participation in its activities.

A business teacher's major goal is to help individuals and families live more effectively. He is thus obliged to be aware of all community forces and their

influence. He must be familiar with the information about the community background, attitudes, practices and resources. A keen understanding of these aspects of community living that impose upon individuals and their families will increase her ability to put over the subject matter in such a manner that it should take.

#### **2.4. Methods, procedures, and activities that can be applied in using community resources**

Wittich et al (1973) identifies major methods used to utilize community resources for educational purposes as walking trips, field study, visits by resource persons, special learning trips and community surveys.

Community survey activities include fact-finding interviews with business, governmental, or community leaders in their normal work settings. They enable accurate determination and understanding of factors inherent in community structure and processes. Business Studies students will benefit from the opportunity to ask professional questions about taxation, law, transportation, communication, job opportunities, etc. To gain the most from a community survey, the students must discuss what they have read. Formulate well-thought out key questions and with the teacher, list the names of authorities who feel could best answer the questions.

Olsen defines community surveys as accurate determination through organised study, of social or physical data, particularly with reference to its spatial patterning and casual relationships.

Grasha (1996) describes resource persons as people in the community with diversified interest, talents, occupations and accomplishments. Visits by resource persons are valuable means of bringing demonstrations and specialised information into the

classroom. Guest speakers can provide novelty needed to capture student's attention. Their elaborations on issues often provide a different context for the content of the class. Resource persons help students to acquire and retain information.

Taiwo, (2007), states that resource persons fascinate students as they get excited to see professionals like bankers, experts in international trade etc. they motivate students and some aspire to be like them. They also provide current and authentic information which will not be available in textbooks. No community either small or isolated is without resource people who can contribute to making classroom experiences more realistic and vital.

Olsen (1954) observed that resource persons contribute to solution of the problems, they help to enrich and broaden meanings, to awaken and build worthwhile interests, to acquaint students with varied aspects of their social and physical environment and develop deep sensitivity to people, their ways of living, accomplishments and problems.

Resource persons can be of any age and come from all the sectors of the community. Careful planning and approaches are needed to secure resource people. First of all, the important step is determining how a particular person's area of competence fits into the program of the class. It is essential to know what contributions the visit of the resource person can make to the enrichment of the students understanding, development and modification of attitudes. Guest speakers from the community can provide new information and experiences to students and link the school to outside world.

Field trips provide an opportunity for real experiencing through which to gain valid understanding. They provide an experience not available in the classroom.



Theoretical concepts can be matched with real life examples. They connect the students with the real life experience. Students find themselves face to face with real life situations that have previously only talked about in the classroom. They enable students to get concrete evidence necessary to build concepts, (Dale 1959).

Wittich (1973), states that field trips arouse and create interest. Few learners fail to be motivated as they contemplate and examine things, processes and ideas. They create a background of experience which will give meaning to reading and simple research done later in the formal study situations of the school classroom and library.

Leader, (2003), states that field trips add value to the educational experience provided by schools. They provide an experience not available in the classroom. They give the teacher an opportunity to confront students with different learning challenges, which include enhancing investigative skills, problem solving and participating in extended periods of concentrative study. Many teachers see trips as an important motivating factor, perhaps a way of overcoming barriers with pupils who show signs of disaffection.

Field trips allow students to meet and work with experts who are not normally available in the school time. If students are exposed to outside visits, learners are expected to exercise responsibility and self-control, the qualities of perseverance, initiative and self-discipline (school publications, 1975).

Bagulia (2005), observed that field trips tend to be more meaningful and permit easier transfer of learning. They review and drill ideas learnt in visiting factories. The idea of learning a plant and products manufactured can be better fixed in student's minds. The learners can have a positive impact on long term memory due to memorable nature of the field work setting.

Field trips not only enhance students understanding of the subject but also facilitate good communication and relation between the students and teachers. Leader (2003) states that relationships between teachers and students can flourish and subsequently there are huge dividends back in school.

Walking trips involve visiting nearby community workers, food stores plant and so on. Walking trips provide invaluable study experiences within the immediate vicinity of the school. Walking trips make it possible for pupils themselves to watch important things happen. Students are given opportunities to leave the school grounds alone or in groups to investigate and report what they have found.

Special learning trips include those organised around facilities maintained for the purpose of the school district itself. They include museums, government agencies etc.

Community resources involve working experiences. Olsen (1954) describes work experience as a sustained intellect activity of body and mind carried on for the purposes which are primarily pre vocational in nature. It is a practical activity in the production or distribution of goods or services exercised in a normal way in business, industrial, professional, and industrial fields. The aim of work experience is to help young people to acquire vocational orientation, the specific skills and interests and sustained self-discipline essential to their individual success in some vocational career. In this process the community becomes a partner with the school.

Community service projects can enhance learning. These are co-operative group activities organised and carried out by students as specific contributions to civic welfare. Rickinson (2004) states that community projects have the capacity to link with most curriculum areas. Two specific examples of benefits stemming from this are positive gains and skills and improved understanding of design and technology

related issues. (Olsen 1954) also observed that a youngster who serves his fellows as a safety patrol man or as an assistant in the library, office or laboratory gain a feeling of personal significance, a sense of belonging, a new maturity and finer loyalty to his school community.

Community resources also include documentary materials. They are available in every community. They not only make learning more interesting and functional but also bridge the gap between the school and community. Documentary materials can be secured from standard publishers, government officials' civic organisations and business organisations, (Olsen 1954).

## **2. 5. Extent to which Community Resources have been used in other Countries**

History of use of community resources lies in variety of academic traditions such as of educational reformer John Amos Comenius (1592-1870) who believed that children learn best through the use of their senses, and where better to experience this holistic learning than outdoors. Likewise, Philosopher Jean Jacques Rousseau (1712-1778) and educational reformer Johann Heinrich Pestalozzi 1746-1827 both believed in the efficacy of direct experience, (Ewert 2006).

Brown (1969) observed that San Diego city schools curriculum services division compiled a list of authoritative and motivating resource persons, who have indicated a willingness to participate via telephone in classroom instruction. Names, addresses, and telephone numbers are given for more than 200 individuals, along with their special fields of competence and interest, and grade level suitability. Amplified telephone calls are placed from the classroom. Students prepare questions in advance

and resource person answers are heard by all in the room. Categories of specialists include communication, manufacturing, marketing, transportation and utilities.

Upper grade social science teacher took a class to a civic centre and wrote "very stimulating tour when studying the United States government, reparation of the tour very necessary to increase interest and make for more intelligent questions. The tour of the building is very interesting and the importance of the functions of the various offices takes on some realism that is not found in the books. The follow up discussions and written reports for essay type grading showed this to have been very, very worthwhile, (Brown 1973)."

Reddi (2004) made a case study in the use of teleconferencing in distance education in India. Teleconferencing makes it possible to connect resource persons at one end and the learners/ participants gathered at disposal centres, and engage them in dialogue, discussions and doing activities with effective learning outcomes. They use resource persons to provide information in their area of expertise.

In Guinea, for instance it is intended that every school no matter what its level or type of education it provides will be a centre of education revolutionary which will take place in the life of the local community. Students interact with the community resources. Consequently for each stage of education there is a concrete form of corresponding centre of education revolutionary activity which dovetails into the life of the village, the ward, region and the nation, (Thompson 1981).

In Somali the national literacy campaign inaugurated in Somalia in 1973 followed the successful adoption of the Roman alphabet for writing of Somali and its immediate introduction as the medium of instruction in schools. A two year campaign utilising all the educated Somalis as instructors was estimated to have made 400,000 people

literate and was followed by a one year campaign in which literacy was associated with teaching about health and livestock management. For this second phase all schools were closed for one year to free teachers and pupils to participate more in the exercise. In the process teachers and pupils were able to practice what they had learned in the classroom.

The work of Tai Solarin at Mayflower school at Ikenne, Nigeria is a case in point. Dissatisfied with the secondary grammar school in which they were working, Solarin and his wife set about building a school of their own in which there would be a greater freedom of thought and belief, less rigid discipline, and strong emphasis on manual and practical activities. Gradually they built up a largely self sufficient school community in which building and maintenance and food production were undertaken by the pupils, and which was both co-educational and residential. (Thompson 1981)

Thomson (1981) observed that in Ethiopia it is intended that eventually the schools will become self-reliant and self-sufficient. In agricultural areas the plan is for each school to have at least ten hectares of land whilst in urban areas schools will be attached to garages, industries or other productive units.

He further observed that in Ethiopia the Zemecha campaign for development through co-operation was launched in 1974. It deployed 60,000 secondary and university students together with their teachers to teach rural people the principles of Ethiopian revolution and to assist them in local development activities, land reform and formation of farmers associations. This programme was to last for five years at least in order to reach as many as seven million people. One of the purposes of such campaigns is to re-educate those participating as instructors.

Natangali School in Tanzania in the early 1930 perhaps took this idea furthest in its deliberate attempt to contribute in the school the modern forms of knowledge of the outside world with the traditional knowledge of local tribes which was conveyed to the other young people outside the school. The school appointed four Watambili elders (with long experience in traditional education), one from each of the main local tribes to come into residence in the school and continue their teaching as part of the normal curriculum. (Thompson 1981)

The Kwamsisi community school in Tanzania was developed by Korogwe College of national education working with teachers and members of the community. The primary school wing has pioneered the reform of primary school curriculum along community- centred lines including a study in the four areas of functional literacy and numeracy, citizenship and political education, self-help and cultural activities, and community studies. These studies were linked to community projects in the village. (Thompson, 1981)

The Phelps-Stokes commissions, representing the government and missionary bodies and including notably James Aggrey, the most distinguished African educationist of his day suggested ways in which these principles might be implemented. The teaching of school subjects should be linked to the study of the local community and curriculum should include health, the use of the environment in agriculture and industry.

The reason for the trend taken by many countries is the belief that local members of the community are in a better position to guide the integration of the school with the community. Equally important is the growing need to tap community resources to finance educational development.

## **2.6. Related studies on Community Resources**

Research was conducted by the national foundation for educational research in England on a review of outdoor learning in primary school pupils, secondary school students and undergraduate learners. In their findings, opportunities for outdoor learning by school students had decreased substantially in the recent years. There is evidence that fieldwork is restricted to science. Provision of outdoor learning is affected by a wide range of barriers and opportunities. These barriers include, fear and concern about the health and safety of the students. Teachers did not want to take responsibilities of accidents happening to the students while they are out of the classroom. He further found out that teachers lack confidence when teaching out of the classrooms. They may not be able to control the behaviours of students, some students may be distracted. He further observed that shortage of time, resources and support were contributing factors. His final observation was wider changes within and beyond the education sector was a contributing factor, (Rickinson 2004).

Taiwo (2007) conducted a study on the influence of teachers' variables on the use of community resources for social instructions in Ilorin metropolitan environment. From the findings of her study, she made the following observations. Majority of social studies teachers made little or no use of community resources in enhancing their teaching. The teachers identified factors such as lack of experience with community oriented pedagogy, inadequate time to integrate community resources, administrators non-support, lack of funds, inadequacy of pre-service training, low teacher morale, the school timetable and distance of needed resources to the schools as inhibiting factors against the effective use of community resources.

Bola (2006) made an investigation into the use of resource persons for quality control of science instruction in Kware state secondary schools in Nigeria. Her findings revealed that female teachers are less inclined to attend workshops and conferences where resource persons are known to present papers. This is because sometimes workshops and conferences in which resource persons feature may be outside their station. Thus travelling outside the station may not attract female science teachers.

Bola's study also revealed that science teachers in government schools are more aware of the existence of resource persons than those in community and schools under the management board. The trend is a result of the location of most government schools in townships and more importantly the ministry often supports its science teachers to attend workshops and conferences where resource persons present papers concerning improving the quality of science instruction and the education policy, held in universities whenever the need arises. Thus it is not surprising that science teachers from government schools know that resource persons are available.

Bola's study also revealed that science teachers with higher academic qualification are more inclined to invite resource persons to secondary schools. They perceive resource persons as partners in progress and seek their expertise for improvement of science instruction in secondary schools. Also science teachers with a degree and teaching qualification in addition realise the shortage of qualified teachers in Nigerian secondary schools and may be overloaded in terms of periods per week and class size. Therefore they would require some assistance from resource persons from the faculties of education of the universities.

Thompson (1981) argues that teachers continue to be doubtful about the instruction provided by members of the community who may well be themselves "uneducated" as



well as unskilled in the art of teaching. Learners remain unwilling to give the due respect to such instructors and the local instructors who have often found their work uncongenial have tended to be unreliable and fall away.

He further observed that teachers of social studies area who wish to take their classes out of school to visit a museum or post office, for instance, may not find it easy to persuade their colleagues to allocate sufficient block of time on the timetable for the purpose or to give up their own claims on the school bus or lorry.

Olsen (1954) stated that teachers face administrative problems among them are scheduling, transportation, expenses and liability.

Azeb (1975) felt that teachers encounter many problems in using community resources. Many educational systems practice strict schedules that are not flexible enough to allow planning for an extended visit. This rigidity has left teachers with no time to use community resources. He further observed that financial problems are very dominant because no funds are allocated for this purpose. Azeb found out that many teachers had negative attitudes towards the use of community resources because this gives them extra responsibilities. He noted that parents feel that the use of these resources in a particular area tend to base education on the needs of the particular community and this means students will be trained for life within the community only. The findings pointed out that head teachers fear that students will perform poorly in examinations if they are offered experiences outside materials assigned by the ministry of education.

Awino (1987) conducted a study on resources used for teaching Social Studies in Nairobi primary schools and her observations were that planning educational trips for students has been hindered by a number of factors such as lack of time for good

preparation or opportunity for a trip itself. Also the biggest task seems to be getting students and teachers to establish good attitudes towards such endeavour.

She further observed that use of resource person is not without problems. Resource people are not taken seriously by students and this makes them unwilling to turn up when invited again. Others are suspicious that they were not invited in good faith. Very superior resource people are too busy with their occupations that they are not reliable. There are also some resource persons who need payment which is normally not forthcoming. Finally duration of lessons is also too short to allow adequate use of such people.

Digolo (1986) conducted a study on use of community resources in primary schools. He made the following findings, that use of resources is affected by lack of articulation of need for utilisation of resources in the educational objectives and policies at the national curricular and instructional levels. Teachers and administrators felt that the classes were too large in terms of enrolment. Large classes in terms of enrolment negatively affected the incorporation of community resources and community oriented activities since teachers were influenced to design lesson delivery systems and strategies that suited overcrowding conditions of their classes.

Another constraint observed was lack of guidelines for acquisition and utilisation of community resources. It was found out that some schools used the official school syllabi as guideline for selection and utilisation of resources even though such documents were not sufficiently oriented to the communities surrounding the school.

Achoki (2004) conducted an inquiry into the use of resources in teaching of secondary schools biology in North Kisii District, Kenya. In his findings textbooks, charts and specimens were instructional resources used by most teachers. Even though resources

found in the local environment were used in the teaching of biology, it was limited mainly to plant and animal materials. Resource persons, field trips, factories/industries, forests just to mention a few played a limited role in teaching and learning of the subject. He observed that lack of finance and support from administration accounted for the inadequacy of most instructional materials.

Wanza (2008) conducted a study on implementation of the Business Studies curriculum in public secondary schools in Machakos central division. In her findings, 75% of the respondents indicated that the resources were available even though they were inadequate. Community resources are inexpensive materials which can be found within the schools. The study will come out with measures that will encourage teachers to make use of community resources while teaching.

## **2.7. Summary of Review of Related Literature**

The above studies show that a lot of research has been done on use of community resources and their importance in teaching and learning. Despite the tremendous amount of information available there is still much that needs to be understood. This is supported by the fact that research in developed countries has considered the factors that will encourage use of community resources.

Several studies have been made in Africa on use of community resources in other subjects but none has been made on business studies. Business studies are referred to as a 'living subject' because the ideas, concepts and activities in the business world are part and parcel of our daily existence. They are therefore practical to the student's life and society as a whole, (Nyam 2005). K.I.C.D. has advocated that teachers utilise locally available materials which are cost effective. Community resources provide a

rich environment in teaching Business Studies. It is therefore necessary to find out to what extent community resources are used by teachers of Business Studies.

It has also been noted from the review that there are several challenges when using community resources. The study addresses the gap in knowledge by seeking to find out if teachers and students use community resources, and the challenges they face if any.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Introduction**

This chapter outlines the procedure that was used to collect the required data. It details the research design, study location of the study, target population, the sample size and sampling procedure, research instruments, research instrument used and their preparation, data collection analysis, procedures and ethical considerations that were taken into account.

#### **3.2. Research Design**

The study was a descriptive study. According to Lokesh (1984), descriptive research studies are designed to obtain precise information concerning the current status of the phenomena and whenever possible to draw valid conclusion from the facts discussed. This design assists a researcher to identify, observe, describe and analyse existing phenomenon on the basis of prevailing circumstances. The design was adopted because the variables involved in the study cannot be manipulated.

##### **3.2.1 Study Variables**

Independent variables include use of community resources, such as resource people field trips, work experiences, community service projects etc.

Moderating variables include teacher's workload and nature of teaching tasks and school culture and leadership resource support in teachers community resource

integration. Dependent variables include positive attitude towards Business Studies, acquisition of knowledge and skills, stimulation of interest in business related careers and improved performance.

### **3.2.2. Location of the study**

The study was conducted in Ruiru District of Kiambu County Kenya. Ruiru district is approximately 30km from Nairobi the capital city of Kenya. The district was selected because it is located in both urban and rural setting which is an advantage as it provides opportunity to sample a variety of community resources.

### **3.3 Target Population.**

The target population in this study comprised all secondary school principals, teachers and students of 22 secondary schools Ruiru District. The estimated population was 22 principals, 200teachers and1000 students.

### **3.4. Sampling techniques and sample size**

#### **3.4.1. Sampling techniques**

The study involved Business Studies teachers, Head teachers and learners in Form three. Purposive sampling, stratified sampling and random sampling techniques were adopted.

The schools surveyed were selected through stratified random sampling technique the strata involved boys, girls or mixed schools. The same technique was applied to further sample schools on the basis of whether or not they were private and public schools. Purposive sampling technique was adopted where there was only one Business Studies teacher. However where there were two or more teachers one was

selected randomly. Principals in each sampled school were purposively sampled. Student respondents were selected randomly.

The teachers of Business Studies were selected because they implement the Business studies curriculum and they make use of community resources while teaching. Head teachers gave information on why they are unable to support the use of community resources. Finally the learners in form three enlightened the researcher on the community resources they use and how often they use them. Form three class was selected because form four was an examination class while form ones and two are not yet fully oriented in the school.

### **3.4.2. Sample size**

The study population comprised principals of selected schools, Business Studies teachers, and form three learners from the ten selected secondary schools. Ten Business Studies teachers, ten Principals were selected and one hundred students of form three were sampled.

### **3.5. Construction of Research Instruments**

The data was collected using

1. Questionnaire for Business Studies teachers
2. Questionnaire for form three Business Studies students
3. Interview schedule for principals.

### **3.5.1. Interview Schedule for Principals**

The study applied semi-structured interview which has an advantage of being flexible. The interview comprised of open and close-ended questions. These questions give the researcher in-depth information which may not be collected using questionnaires.

### **3.5.2. Questionnaires for Teachers**

Questionnaires were the main data collection tools in the study. Teacher's questionnaire was divided into three parts. Part one had items on availability of resources, part two extent to which community resources have been utilised and final part challenges if any when using community resources. Some questions were close – ended seeking specific information while others were open-ended giving respondents an opportunity to give their views on the subject.

### **3.5.3. Questionnaire for Students**

The questionnaire comprised open-ended and close ended questions. It had questions on availability of resources in their school, how often the teachers use them. Data from the student questionnaire was used to compare information with that given by the teachers on the use of community resources, to determine the adequacy and extent they use community resources.

## **3.6. The Pilot Study**

Prior to visiting the schools for data collection, a re-test study was done before the actual study. This was to ensure that the instrument was able to measure the variable expected in the study. It was carried out at Githurai Secondary School. The



instruments were administered on a group of ten selected participants who had the same characteristics. The sampling of participants followed similar procedures designed on the actual study described above. The participants filled the questionnaires and were allowed to give their opinions. This facilitated changes and modifications of questionnaire for improvement of the instruments and procedures for the actual collection of the data of the study. Vague statements of the questionnaire were refined or removed all together and final instruments made.

### **3.6.1. Reliability**

To test the reliability of the instruments, the researcher used split- half techniques. This was done by administering the instrument to the all respondents in the pilot study. After they make their responses, the instrument items were divided into two sets using odd numbered items for one set and even number for the other set. Responses made on each set of the items were scored by the researcher on the basis on the assigned scores. The results were correlated using Pearson's product correlation coefficient alpha. A reliability value of 0.86 was established.

### **3.6.2. Validity**

The instruments of this study were subjected to initial item screening for content and logical validity. Seven postgraduate students in the department of education communication technology were selected. Based on their feedback, some modifications were made to improve the quality of the item.

## **3.7 Data collection procedure**

The researcher obtained permit from the ministry of education science and technology authorizing her to collect data from secondary schools. The permit from the ministry

instructed the researcher to first report to the district commissioner and district education officer, before embarking on the study. The researcher did, and received permit from both offices. The D.C. gave permit instructing the D.O in four divisions to allow the researcher to visit schools under their jurisdiction. The D.E.O's permit authorized head teachers of the selected schools to allow the researcher into their schools for the purpose of collecting data.

The researcher visited the selected schools. The first visit was to explain the nature and purpose of the study and to seek permission from the head teachers. During the visit, the researcher and the Head teachers agreed on the appropriate dates to visit the schools and to administer the instruments.

On the second visit the researcher with the help of the heads of department selected one form three class for those schools which had more than one stream. To select student respondents the researcher sought the help of the teachers. The student questionnaires were administered by the researcher with the business studies teacher. Questionnaires were collected on the same day.

Teacher's questionnaires were issued to respective business studies teachers teaching form three classes. They were to fill them at their own free time but were collected later in the day.

For the interview guide, the researcher conducted face to face interview with the principals. Interviews lasted between 15-20 minutes, but in every case participants were given plenty of time to respond freely.

### **3.8 Data analysis techniques**

The items in the questionnaire were both closed and open-ended. Responses to close ended items were analysed using tally marks. For responses to open –ended items the researcher had to read through all the responses by item and classify the responses

into broad categories. Tally marks were then used to indicate the individual responses to each category. From tally marks of raw data, frequencies were obtained and percentages calculated. The analysed data was then organised and displayed in tabular form.

### **3.9. Logistical and ethical considerations**

The researcher sought permission from the relevant authorities like the ministry of education. Information given by participants was treated with confidentiality. Anonymity of the participants was ensured where numbers were used to label data instead of names.

Finally informed consent was sought from the subjects through a written request attached to the questionnaire.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.1. Introduction**

This chapter presents the findings of the study. It includes analysis, interpretation and discussion of the data gathered from the field of study in an attempt to investigate the availability and use of community resources in teaching Business Studies in secondary schools in Ruiru district, Kiambu County. The findings will be discussed according to the following objectives that guided the study:

- i. To find out the types of community resources used in teaching Business Studies in secondary schools.
- ii. To establish how often community resources are used by Business Studies teachers.
- iii. To identify factors those inhibit the use of community resources in teaching Business Studies at the secondary school level in Ruiru District, Kiambu County.
- iv. To propose measures towards improving the use of community resources in teaching Business studies in secondary schools.

#### **4.2 Teacher's background information.**

The analysis of demographic information of the participants is presented according to gender, age, academic qualification and category of the school. This information will highlight the important characteristics of the participants. Knowledge of demographic characteristics of teachers is useful in highlighting the important characteristics of the

participants who took part in the study. It provides a basis for projections of use of community resources in relation to different background characteristics.

**Figure 4.1: Teacher's numbers by Gender.**

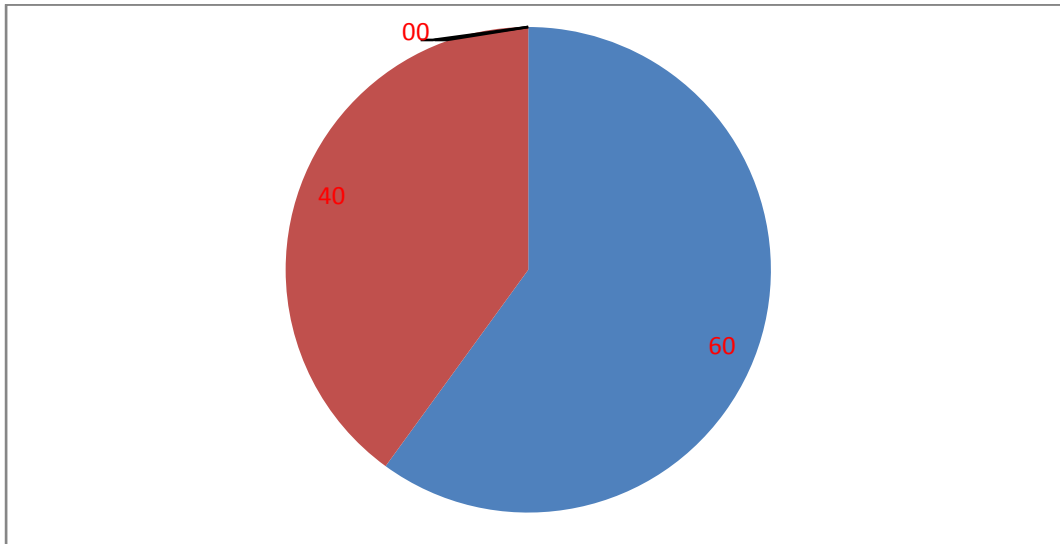


Figure 4.1 shows that 60% of the participants were male and 40% constituted female participants. It can be concluded that majority of teachers of business studies were male teachers.

**Table 4.1 Age of the Respondents.**

Age	No. of teachers.	%
20-30	2	20
31-40	5	50
41-50	3	30
Over 50	0	0
Total	10	100

Table 4.2 above indicates that majority of the participants fell in the age bracket of between 31-40 years (50%) followed by ages 41-50 years (30%), below 30 years (20%) and over 50 years there was none (0%).

The age of an individual respondent is important to the study since it reflects not only his chronological growth but also experiential development.

**Table 4.2. Teacher's Academic and Professional Qualification.**

Academic/professional qualification	No. of teachers	%
Untrained	2	20
Diploma	1	10
Bachelor of ed. Degree	5	50
Master's Degree	2	20
Total	10	100

From table 4.2 70% of the respondents were graduate teachers with bachelor's degree in education, 10% diploma holders and 20 % were untrained teachers.

**Figure 4.2: Teaching Experience.**

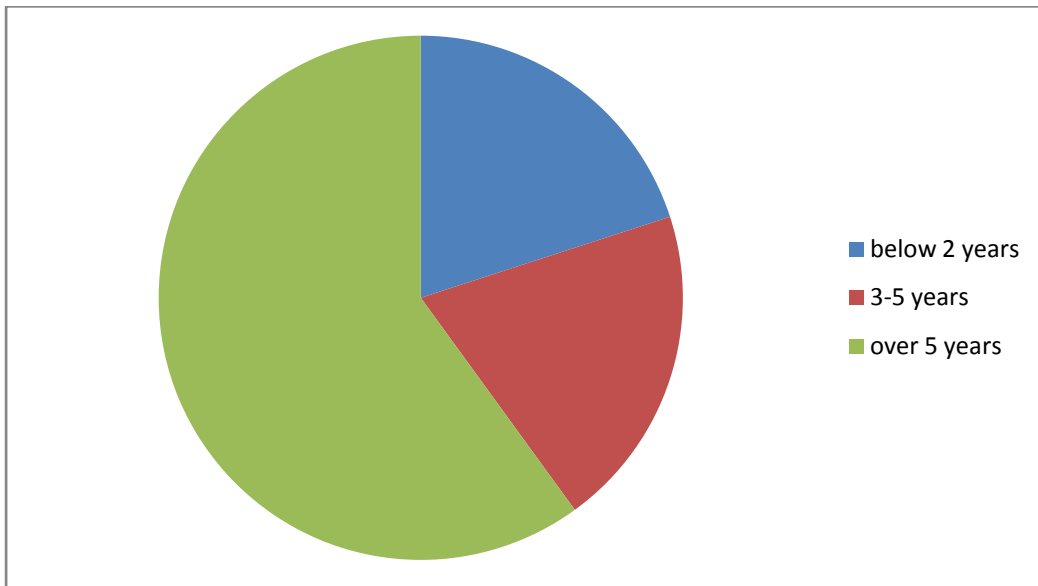


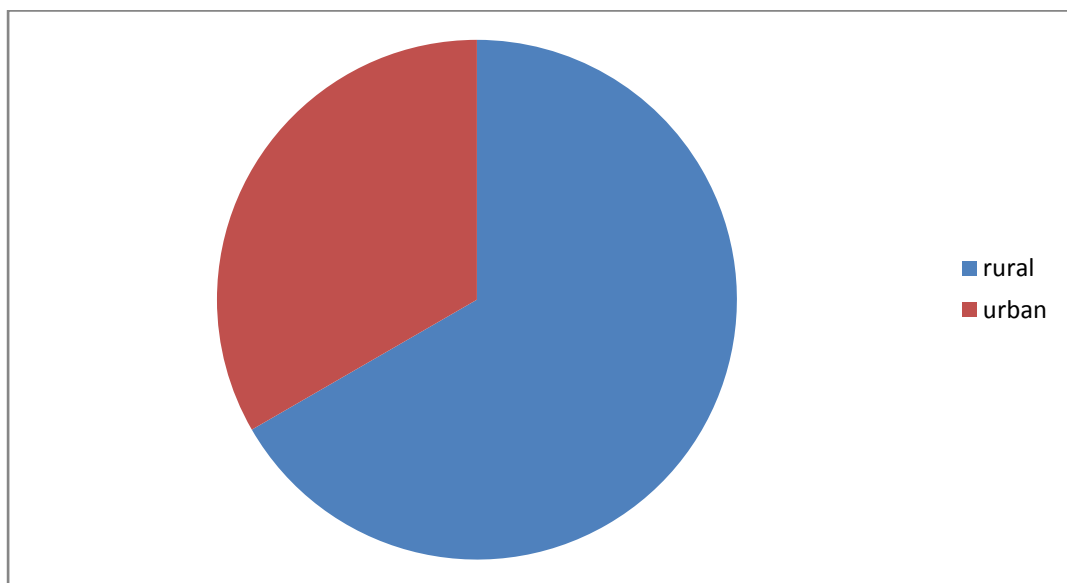
Figure 4.2 shows that 60% of the teachers can be regarded as being very experienced having taught for more than five years. The length of time a teacher has spent in a school has given him an opportunity to be exposed to variety of community resources such as people objects, places of learning importance and activities that can provide educational experience. 40% of the teachers had taught less than 5 years.

**Table 4.3. Average class size.**

No. of students per class	Frequency	%
Below 30	1	10
31-45	2	20
46 & above	7	70
Total	10	100

Table 4.5 indicates that 70% of the respondents had a class size of 46 and above students while 30% of the respondents had a class size of less than 46 students. A large class size influences the methodology and type of resources that can be adopted in presentation of lessons.

**Figure 4.3. Location of the school.**



Location of the school refers to the places in which the schools of the study are situated. They have a bearing on the type of community resources that may be used in teaching business studies.

Figure 4.3 shows that 30% of the respondents indicated that their schools were located in urban setting while 70% in the rural areas.



### 4.3. Knowledge of the community.

The first objective of the study was to identify community resources available in communities surrounding the schools of study which can be used to teach business studies in secondary schools.

Every community is endowed with a wide variety of resources that can be used in teaching business studies. This section was considered essential to determine how respondents viewed the community surrounding their schools and community resources therein.

**Table 4.4. Knowledge on the community surrounding the school.**

Item	Teachers		Students	
	Frequency	%	Frequency	%
Rich and full of activities in the field of Business Studies.	3	30	60	60
Has a few activities and people in the field of Business Studies	6	60	30	30
Very poor with nothing to be noticed.	1	10	10	10
Total	10	100	100	100

Table 4.4 Shows that 30% of the teacher respondents referred the community as rich and full of activities, 60% reported that the community had a few activities and people in the field of Business Studies and 10% stated that the community was poor with nothing to be noticed.

60% of the student respondents felt that their district is rich and full of activities and people in the field of Business Studies, 30% felt that it has a few activities and people in the field of Business Studies and 10% stated that the district is poor with nothing to be noticed. According to the responses of the students, local environment is very resourceful. From the findings, the teachers feel that the community where the schools are located is not surrounded by community resources.

The researcher wanted to find out if Business Studies teachers were conversant with community resources in their school district.

The respondents were required to identify (from a given list), some of the resources found in their school district. Since more than one response was supplied by each respondent the frequencies apply not to the total number of respondents but to how many respondents confirm that the resource is found in that district.

**Table 4.5. Some of the resources identified near the schools by teachers and students.**

Item	Teachers			Students		
	Frequency	%	rank	No. of respondents	%	rank
Banks	7	70	4	90	90	3
Insurance companies	5	50	10	50	50	8
Industries	7	70	4	80	80	4
Warehouses	6	60	7	46	46	9
Wholesalers	10	100	1	80	80	4
Open air markets	10	100	1	94	94	2
Retail Shops	10	100	1	100	100	1
Post office	7	70	4	54	54	6
Accounting firms	5	50	10	46	46	9
Law firms	6	60	7	38	38	11
Airport	0	0	14	0	0	14
Sea Port	0	0	14	0	0	14
Railway Terminal	2	30	13	20	20	13
Farms	6	60	7	60	60	7

The resources that were identified by all the teacher respondents with the highest percentage (100%) were wholesalers, open air markets and retail shops. They were followed by banks, manufacturing companies and post office with 70% of the

respondents, agricultural firms with 60%, insurance companies and firms were identified by 50% of the respondents. 20% of the respondents identified railway terminals and none identified a sea port or airport.

The resources that were identified by all the student respondents with the highest number (100%) were retailers, open air markets 94%, banks 90%. Manufacturing companies and wholesalers were identified by 80% of the respondents. Post office with 54%, insurance companies and firms were identified by 50% of the respondents. Accounting firms and warehouses were identified by 46% of the respondents. Agricultural firms with 60%, of the respondents. 20% of the respondents identified railway terminals and none identified a sea port or airport.

It can be concluded that the community surrounding the school is rich in community resources that can be used in teaching business studies.

#### **4.4. Extent to which Community Resources have been used in teaching Business Studies.**

The second objective is to find out how often community resources have been used in teaching business studies

**Table.4.6. Extent to which various methods of teaching using community resources have been used.**

Item/resource	Teachers			Students		
	No. of respondents			No. Of respondents		
	Regularly	Occasion ally	Never	Regularly	occasionally	never
Practical activities	6(60%)	3(30%)	1(10%)	10(10%)	20(20%)	70(70%)
Use of written materials like newspapers and magazines	2(20%)	6(60%)	2(20%)	25(25%)	60(60%)	15(15%)
Field trips	2(20%)	6(60%)	2(20%)	5(5%)	10(10%)	85(85%)
Resource persons	1(10%)	3(30%)	6(60%)	0(0%)	10(10%)	90(90%)

According to the responses of the teachers, practical activities were used regularly by 6 (60%) occasionally by 3(30%) and never by 1(10%) of the participants. Using written materials like magazines and newspapers was regularly done by 2 (20%) of the respondents 6(60%) said they occasionally used these materials and 2(20%) never used them. Field trips were regularly taken by 2(20%) occasionally by 60(60%) and 2 (20%) never. Resource persons were not regularly used by 1(10%), occasionally used by 3(30%) and never used by 6(60%).

According to the responses of the students, practical activities were used regularly by 10 (10%) occasionally by 20(20%) and never by 70(70%) of the participants. Using written materials like magazines and newspapers was regularly done by 25 (25%) of

the respondents 60(60%) said they occasionally used these materials and 15(15%) never used them. Field trips were regularly taken by 5 (5%) occasionally by 10(10%) and 85 (85%) never. Resource persons were not regularly used by 0(0%), occasionally used by 1(100%) and never used by 9(90%)

**Table.4.7.How often places of educational value in relation to Business Studies were visited.**

Extent of use	Teachers			Students		
	Respondents	%	Rank	Respondents	%	Rank
Every lesson	0	0	4	0	0	3
Once a month	0	0	4	0	0	3
Once a term	1	10	3	0	0	3
Once a year	6	60	1	40	40	2
Never	3	30	2	60	60	1
Total	10	100		100	100	

From the table above, teacherrespondents 30% stated that they had not visited any place of educational value. 60% said they visited once a year. 10% said they visited once a term. None of the respondents visited every lesson.

60% of the student respondents had never visited places of educational value. 40% had visited once a year.

It can be concluded that places of educational have not been properly utilized in teaching Business Studies

**Table 4.8. Extent to which Resource People were used in teaching Business Studies.**

The researcher had classified some resources into two groups, people and activities/events/places. The frequencies do not apply instead of total of 10 respondents a rank ordering was provided.

Item	Teachers			Students		
	Respondents	%	rank	Respondents	%	Rank
Shopkeeper	0	0	0	1	10%	3
Accountant	0	0	0	2	20%	1
Insurer	0	0	0	0	0%	6
Banker	0	0	0	0	0%	6
Salesman	1	10	1	1	10%	3
Entrepreneur	0	0	0	2	20%	1

From the table above teachers' responses it can be concluded that none of the resource person has been invited or visited. Almost 10 out of 10 respondents admitted not to have used resource persons in teaching Business Studies. It can be concluded from the table above that resource people have not been properly used. These findings go against those of (Bola 2006) who found out that science teachers perceive resource persons as partners in progress. They seek their expertise regularly for improvement of science.

The students were asked whether they use resource persons while learning. The resource person used by the highest number was an accountant and entrepreneur used by 20%. The second in rank was salesman and shopkeeper at 10%. The rest of the resource persons have not been used by the respondents at 0%.

The eleventh item was a list of places that have been visited for educational purposes.

**4.9. Extent to which places/events/activities of educational value in relation to Business Studies have been used.**

Item	Teachers			Students		
	Respondents	%	Rank	Respondents	%	Rank
Local market	1	10	3	40	40	3
Supermarket	0	0	6	50	50	2
Manufacturing industry	3	30	2	30	30	4
Warehouse	0	0	6	20	20	6
Airport/railway station/seaport	1	10	3	0	0	7
Exhibitions /trade fair	4	40	1	0	80	1
Local bank	0	0	6	30	30	4
Insurance company	0	0	6	0	0	7

From table 4.14 above, the findings of teachers seem to indicate that places of educational value have been poorly used. The commonly visited place was trade fairs with 40% of the respondents. Manufacturing industry had 30% of the respondents,



local market and processing industry 10%. The rest of the places had not been visited by the respondents.

From the responses of students, the most visited place was the Nairobi international trade fair with 80% of the respondents. Supermarkets at 50%, local market 40%, local bank 30%, warehouse and manufacturing industry 20%, processing industry 10% and finally none of the respondents had visited an airport and an insurance company. It can be concluded except for the trade fairs, other resources have not been properly used.

In addition to the above findings, the students felt that teachers should use community resources regularly while teaching. They thought their teachers were lazy and were not doing their best.

#### **4.5. Objective three was to identify factors that inhibit the use of community resources in teaching Business Studies at secondary schools.**

This objective was to find out the challenges if any that teachers face when using community resources.

Research question 5 was what are the constraints encountered by Business Studies teachers in using community resources?

**Table 4.10.Do Business Studies teachers use community resources while teaching.**

	Teachers	
Responses	Frequency	%
True	5	50%
Not true	1	10%
Sometimes	4	40%
Total	10	100%

Table 4.10.Above shows that 50% of the teachers admitted that it was true they did not make use of community resources. 10% reported "it was not true" that they did not use community resources in teaching. 40% indicated that they sometimes used community resources.

Research question four was to find out factors that inhibit the use of community resources in teaching business studies in secondary schools.

**Table 4.11.Reasons for inadequate use of community resources by Business**

**Studies teachers.**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>
The school is not surrounded by community resources.	5(50)	3(30)	0(0)	1(10)	1(10)	
There is lack of time to use community resources.	4(40)	3(30)	0(0)	2(20)	1(10)	
In my opinion students lack interest when community resources are used.	0(0)	2(20)	2(20)	4(40)	2(20)	
There is over enrolment of students in my school.	5(50)	3(30)	0(0)	1(10)	1(10)	
There is lack of support from school authorities in funding community resources.	7(70)	1(10)	0(0)	1(10)	0(0)	
Parents do not like seeing students outside the school compound.	2(20)	2(20)	4(40)	1(10)	1(10)	
Disrupts the timetables and other functions of the school.	3(30)	3(30)	1(10)	2(20)	1(10)	
It is risky to take students out or to bring strangers in the school.	2(20)	2(20)	3(30)	2(20)	1(10)	

Table 4.15, required respondents to give specific reasons from a given list for inadequate use of community resources in teaching business studies. Respondents who reacted from the previous question, those who reported "it is true" and I sometimes use community resources were asked to indicate specific reasons for inadequate use of resources. 80% of the respondents felt that their schools were not surrounded by community resources while 20% felt the schools were surrounded by community resources. If there was enough time to make use community resources in teaching- 70% of the respondents revealed that there was no of enough time to use community resources while 30% felt that there was enough time to make use of community resources. 60% of the respondents felt that students showed interest towards use of community resources while 40% said their students were not interested. The respondents were asked how they felt about the size of their classes and the use of community resources, 80% of the respondents thought that their classes had a large number of students while 20% felt their classes were small. It was observed that 80% said they did not receive support from the administration while 20% had support from administration. Most of the respondents were undecided about the reaction of parents seeing students out of the school compound. 60% of the respondents felt that use of community resources disrupts the timetable and other functions of the school while 40% of the respondents felt otherwise. Finally 40% of the respondents felt that it is risky to take students out or bring strangers into the classroom against 60% who thought otherwise.

In addition to the above observations, the teachers felt that some of the students lack discipline making it risky to take them out of the school compound. Another challenge is that a large class will require more than one teacher to take the students out of the school compound thus disrupting school timetable and functions of the

school. Finally some teachers felt that specific resources should be recommended by K.I.C.D.

#### **4.6. Report on responses of principals**

According to the report of majority of head teachers, secondary schools have only a few of the teaching /learning materials. Majority of the head teachers looked at the local community as very resourceful for business studies lessons. Majority of the head teachers agreed that by providing first-hand information by letting students interact freely with local environment can make learning experiences more relevant. Majority of the principals said that business studies teachers sometimes used community resources.

On the basis of responses of majority of the head teachers, the conclusion was made that the reason for inadequate use of community resources was that they could not cover the assigned syllabus if they gave attention to experiences involving community resources not suggested in the syllabus. They also felt that there are too many students per class therefore the need for many teachers to accompany them on a trip. They disrupt the school timetable and other activities of the school. It was also noted that majority of the head teachers did not have means of transport as most schools visited did not have as school bus which therefore means that for field trips to be made a bus has to be hired.

Finally there is the problem of transportation and other expenses for a trip or other activities. They stated that some of the students come from a poor background and cannot pay extra cash to cover the activities. Their budget is limited and cannot cover the costs.

#### **4.7. Comparison of principals, Business Studies teachers and Students responses.**

On knowledge of the community, the responses of teachers differ from those of head teachers and students who agreed that the community was rich and full of activities and people in the field of Business Studies. This was indicated by majority of head teachers and majority of the students. Teachers however felt that the community had a few of the activities and people in the field of Business Studies. This was indicated by majority (60%) of the respondents. The community being "very poor with nothing to be noticed" had the lowest responses from all the three groups. This was expressed by 10% of the teachers none of the head teachers and 10% students. From the responses of teachers, Business Studies teachers look at their community as having only a few activities and people in the field of Business Studies. These findings of teachers go against other findings like those (Ellis 2009, Digolo 1986) who found out that each community has certain materials which are easily accessible to a resourceful teacher. Ellis further noted that every town whether rural or urban has buildings and opportunities that exist for the benefit of learning.

They however seemed to be conversant with the resources found in their school districts. This is because, except for port which had no responses, all the other resources listed were identified.

Was adequate use of community resources made by Business Studies teachers? There was consensus between teachers, head teachers and students who agreed that it was true that they did not make adequate and effective use of community resources. This was expressed by majority of the teachers, students and head teachers. Lowest in responses from both teachers and students were that "it was not true".

This was also confirmed by Taiwo (2007), who found out that majority of social studies teachers made little or no use of community resources in enhancing their teaching

Responses to extent to which community resources were utilised differed widely between head teachers, teachers and students. While the highest response for teachers was once a year the highest response for students was never. These responses were 30% teachers and 60% of the students. Another pattern that emerged from the data was that guest speakers are the least frequently used despite the educational benefits that they can bring to the classroom such as the communication of the latest information on the business world and information that is subject specific which may not be readily available in textbooks Borrington (2004).

The findings of this study also confirm other previous studies for example; a study carried out by Awino (1987) on resources used for teaching social studies in Nairobi primary schools, reported that resource people are not taken seriously by students. Some of the comments made by teachers are that resource persons too busy and therefore always unwilling to turn up even if invited. They also felt duration of the lesson is too short and therefore does not allow the use of resource persons.

The response of teachers and students indicated that use of educational visits is not widespread. Some teachers provide their students with events such as field trips. The place that was visited most was trade fairs and exhibitions identified by majority of teachers and students. The teachers' use of this methodology is commendable because educational visits are a viable method of extending a traditional classroom environment to outdoors and enabling learners to observe business settings first hand, thus making learning more interesting and enjoyable (Myers and Jones 2004).

Reasons for inadequate use of community resources had similar responses from head teachers and teachers. They both agreed that transportation and other expenses for a field trip or other activities was a problem in their school. These findings agree with Taiwo(2007), Olsen (1954), Azeb(1975) and Achoki(2004). These findings also agree with western scholars such as Asegedom (1998) who made study in northern Ethiopian primary schools and confirmed that school leadership is critical in facilitating instructional media use. Hence it can be argued that little can be achieved (and much might be lost) without their support and active support.

Secondly they both agreed that more time was required to use community resources while teaching. If they were to use community resources regularly they will not cover the work laid down in the syllabus. Earle (2002) identified shortage of ‘planning time’ among teachers as one of the restraining factors of technology integration. Howe ever these findings go against (Abdo and Seemela 2010) who found out that the frequency with which teachers use media in the classroom was not impacted by teacher’s workload, time constrains and class size.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter deals with the summary of the research findings, the conclusions based on the findings, the implications of these, recommendations for action and suggestions for further research.

#### **5.2. Summary of research findings.**

The study sought to find out availability and use of community resources in teaching Business Studies in secondary schools in Ruiru district Kiambu County.

The analysis of data enabled the researcher to come up with the following findings presented below based on the research questions.

##### **5.2. 1. Teachers background information.**

The findings established that there were more male teachers 60% than female teachers. The study also established that majority (80%) of the teachers were professionally trained. Majority had bachelors of education degree followed with those with postgraduate and others made up of the smallest proportion.

60% of the teachers had a teaching experience of over five years. This clearly indicated that most of the teachers were experienced and should therefore be very aware of the important role of community resources in teaching and learning process as well as how to use them effectively.

Average class size of most of the teachers taught was (40) students and above whereas the ministry of education recommends the maximum number of students per class should be 45 students. Some of the teachers were teaching classes with more than 45 students. This is likely to have an effect on the use of resources by the teacher in the teaching process.

### **5.2.2. Availability of Community Resources used in teaching Business Studies.**

Objective one of the study was to identify the community resources used in teaching Business Studies in secondary schools in Ruiru District of Kiambu County.

It can be concluded from the responses of majority of the students and head teachers that the community was resourceful and full of activities, people and places that could be used in teaching Business Studies.

All the three groups seemed to be well conversant with resources found in their district. This was confirmed as they identified some of the community resources found in their district except for airport and sea port, all other resources had responses from the teachers, students and head teachers. Results derived from data obtained from teachers, administrators and students revealed that all secondary schools of study were situated in communities which had adequate amount of resources.

### **5.2.3. Extent to which Community Resources were used in teaching Business**

#### **Studies**

The second objective sought to establish how often teachers used community resources in teaching Business Studies. Results derived from the data provided by classroom teachers indicated that the extent to which any particular community resources were used in teaching and learning was not adequate. Data provided by teachers showed that it was evident that they did not adequately use community resources. At no instance they were found using places or people from community. Even results of the data provided by students showed that they did not adequately use community resources during lessons.

It is apparent from the results provided by data obtained from teachers, administrators, students and observations that the extent and frequency of use of community resources in secondary schools was inadequate.

The results reveal that resource people and educational visits were been poorly used because the % was quite low with both the students and teachers.

### **5.2.4. Factors that inhibit the use of community resources in teaching Business**

#### **Studies.**

Results of data obtained from teachers and administrators indicated that the factors which hindered the effective use of community resources during teaching and learning in secondary schools were:

Examination pressure particularly externally set and evaluated examination KCSE,  
Lack of parental and administration support in terms of providing finance,  
Inflexibility of the timetable being used by secondary schools in which periods lasted

forty minutes per lesson considered too short to allow incorporation of community oriented teaching and learning methods as field trips, surveys, nature walk outside the school compound as indicated in Table 4.4.

Results provided by teachers and administrators show that their secondary schools were too large in terms of enrolment. Large classes affected the incorporation of community resources since teachers were influenced to design lesson delivery systems and strategies that suited the overcrowding conditions of their classes.

#### **5.2.5. Intervention measures towards improving use of Community Resources in teaching Business Studies in secondary schools.**

Respondents' additional recommendations favoured more encouragement of the use of community resources. Among the changes suggested include,

Co-operations from head teachers, some teachers suggested that the administration should provide funds for Business Studies projects by charging an extra fee for trips, they can also invite resource persons to the school with the support of school administration, teachers should change their attitudes and value their profession, and consider resources in the community as useful as other valuable educational materials, ministry of education officials should be cooperative and responsive to the needs of the schools and finally develop a criteria for selection of suitable teaching and learning resources from communities. Consider whether the selection will be carried out by a teacher or panel.

#### **5.3. Conclusion.**

From the findings of this study, the following conclusion can be derived. First majority of Business Studies teachers made little or no use of community resources in

enhancing their teaching of Business Studies. It is evident that use of resource persons and educational trips is not widespread. Secondly the teachers identified factors such as lack of funds, inadequate time to integrate community resources in their instruction, administrators non-support, the school timetable, and the syllabus militate the effective use of community resources by teachers.

#### **5.4. Recommendations**

The following recommendations were made based on findings of this study

1. Business Studies teachers should try as much as possible to integrate the use of community resources in teaching Business Studies contents. This will improve the quality of instruction given in schools and also ensure the use of student centred approach in teaching.
2. School authority particularly school administration should encourage teachers to use community resources through financial support, appropriate scheduling of standard timetable and organisation of regular student development programme to promote teachers efficiency.
3. Ministry of education through inspectorate division should continually organise seminars and workshops for in servicing Business Studies teachers on importance and professional use of wide variety of community resources to facilitate teaching and learning.

### **5.5. Suggestions for further research**

1. More intensive investigation should be done on attitudes of teachers and school heads into the use of community resources in teaching Business Studies.
2. Similar study should be carried out in other districts in Kenya to determine whether the findings are similar.

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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS

Please do not write your name but you are requested to consider each question seriously and give the information you are asked as honestly as possible.

Put a tick between the brackets against the most suitable answer(s) you have chosen.

1: Gender. Male  Female

2 Your age: a) 20-30yrs  b) 31-40 yrs  c) 41-50 yrs   
d) over 50yrs

3. Your academic qualification?

a) Diploma  b) Degree  c) Masters  d) Others

4. How long have you taught business studies?

- a). Less than 12 months.
- b). 1-5 years
- c). 6-10 years.
- d). 11-15 years.
- e) 16-20 year
- f.) 21 and above years.

5. What is the average number of students in the classes that you teach?

- a). Below 30
- b) 31-45
- c) 45 and above

**Section B: Availability and use of community resources.**

6. In what area is your secondary school situated?

a). Urban

b) Rural

7. During business studies lessons you have

a). All the teaching/learning resources.

b) .Most of the teaching/learning resources.

c) .A few teaching/learning resources.

d). None of the teaching/learning resources.

8. What is your view about the community resources surrounding your school?

a). Very rich in resources.

b) .Rich in resources.

c) .Little to be noticed.

d) .Poor in resources.

e) .Hardly any resources.

9. What are the major activities of the community in which the school is situated?

(Can give more than one answer).

a). Commercial.

b). Agricultural.

c) Industrial.

d) Social.

e) Others (please specify).....

10. Below, you are provided with a list of people and activities that are commonly found in other districts. Tick against any that is found in your district. (More than one answer allowed.).

- a. Banks
- b. Insurance companies.
- c. Manufacturing companies.
- d. Warehousing.
- e. Wholesalers.
- f. Open air markets.
- g. Shops/commercial stores.
- h. Post office.
- i. Accountants.
- j. Entrepreneurs/small scale business people.
- k. Airport
- l. Ports
- m. Railway station.
- n. Agricultural firms

**Section B. Extent to which community resources have been utilized.**

11. Does your school have a guideline for selection of resources in the community for teaching?

a) Yes.

b) No.

12. How often do you use the following community resources to teach business studies?

Resources	Regularly	Occasionally	Never
Trips to nearby school.			
Trips far from school.			
Exhibitions/international trade fair			
Resources persons			
Case study.			

13. Which of the following methods do you often use when teaching business studies in your school? (More than one answer allowed).

- a) Lectures
- b) Demonstration
- c) Using invited speakers
- d) Visual aids
- e) Dramatising
- f) Field trips to the local community

14. Business education teacher can make learning experiences more relevant by: (More than one answer allowed)

- a) Giving students theoretical knowledge which they will apply later in life
- b) Using materials recommended by Kenya institute of education.
- c) Providing firsthand information by letting them interact freely with the local environment.
- d) Teaching them in order to pass examinations.

15. Outof the places listed below, which one have you ever visited as abusiness studies class.

- a. Local market
- b. Supermarket
- c. Manufacturing industry.
- d. Processing industry.
- e. Warehouse.
- f. Airport/railway station/seaport.
- g. Local bank
- h. Insurance company.

16. From the list of people provided below, tick against any that you either visited as a class or were invited to your business class.

- a. Shopkeeper
- b. Accountant.
- c. Insurer.
- d. Banker.
- e. Entrepreneur.
- f. Salesperson.

**Section C: Challenges faced in using Community Resources.**

17. What is your reaction to the following statement? As a business studies teacher, you do not make adequate and effective use of community resources during lessons.

- a) It is true.
- b) It is not true.
- C) Sometimes I use community resources.

If your answer to question 13 is either A or C or both, why is that you do not use these resources.

Indicate by using the following keys: Strongly Agree (SA) Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

**Tick as appropriate.**

<b>Q. Do you agree with the following statements?</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
13. There are inadequate community resources around my school.					
14. There is lack of time to use community resources.					
15. In my opinion students lack interest when community resources are used.					
16. There is over enrolment of students in my school.					
17. There is lack of support from the school authorities in funding community resources.					
18. Parents do not like seeing students of our school outside the school.					
19. Disrupts the timetables and other functions of the school.					
20. It is risky to take students out or to bring strangers.					
21. Lack of enough time					

22. In your opinion what are some of the challenges facing you as a teacher when using community resources?

.....  
 .....

23. Suggest ways in which the above challenges can be overcome.

.....  
 .....



## APPENDIX B

### QUESTIONNAIRE FOR STUDENTS

All information provided will be treated as confidential.

Please do not write your name but you are required to consider each question seriously and give the information you are asked for as honestly as possible. Put a tick between the brackets against the most suitable answer(s) you have chosen.

1. Gender:      Male                            Female     

2. During business studies lessons you use (one answer only).

a. All the teaching/ learning materials.     

b. Most of the teaching /learning resources.     

c. A few teaching /learning resources.     

d. none of the teaching/learning materials.     

3. What can you say about your district?

a. Rich and full of activities and people in the field of business studies.     

b. Has a few activities and people in the field of business studies.     

c. Very poor with nothing to be noticed.     

4. Below, you are provided with a list of people and activities that are commonly found in other districts. Tick against any that is found in your district. (More than one answer allowed.).

a. Banks     

b. Insurance companies.     

c. Manufacturing companies.     

d. Warehousing.     

e. Wholesalers.

- f. Open air markets.
- g. Shops/commercial stores.
- h. Post office.
- i. Accountants.
- j. Entrepreneurs/small scale business people.
- k. Airport
- l. Ports
- m. Railway station.

5. React to this statement, "your business studies teacher does not like to make use of people, activities and other items found in your district."

- a) It's true
- b). It is not true.
- c). Sometimes she/he uses them.

6. From the list of people provided below, tick against any that you either visited as a class or were invited to your business class.

- a. Shopkeeper
- b. Accountant.
- c. Insurer.
- d. Banker.
- e. Transporters.
- f. Salesperson.

7. Out of the places listed below, which one did you ever visit as business studies students?

- a. Local market
- b. Supermarket.
- c. Manufacturing industry.
- d. Processing industry.
- e. Warehouse.
- f. Airport/railway station/seaport
- g. Exhibition displays.
- h. Local bank.
- i. Insurance company.
- j. Agricultural shows.

8. How often does your class and your business studies teacher make use of the following?

	Regularly.	Occasionally.	Never.
Practical activities.			
Use of written materials like magazines and newspapers.			
Field trips.			
Resource persons			

9. In your opinion, what additional information would you like to share with the researcher on use of community resources in business studies?.....

.....

## APPENDIX C

### INTERVIEW GUIDE FOR PRINCIPALS

1. Age category in years. Below 30yrs( ), 31-40yrs( ) 41 & above( )
  
2. Gender      Male( )                  Female( )
  
3. How many years have you been an educational administrator in this school?  
.....
4. What is the size of the school in terms of enrolment?.....
5. What is the average number of pupils in each class?.....
6. Who are the sponsors of the school?.....
7. What are the major activities of the community in which the school is situated?.....
8. In your opinion is the school surrounded by community resources that can be used to teach business studies? .....
9. Does your school have a guideline on how to select resources in the community for teaching?
10. Do you think there should be an active exchange of ideas and activities between the school and the surrounding community?
11. In your opinion, do teachers of business studies use community resources when teaching business studies?      Yes                   No   
Give reasons for your answer.....
12. How would you rate the interpersonal relationships of all the stakeholders in your school? Teachers versus students/BOG/parents/other teachers. Good

Bad.

13. Does it contribute to use of community resources.....

.....  
.....

14. Which methods are commonly used by teachers when covering the syllabus in your school?.....

.....  
.....  
.....  
.....

15. How often do teachers in your school approach you for the guidance regarding the use of resources in the community for teaching?.....

.....

16. Does your school face any challenges when it strives to use community resources for teaching? Yes ( ) No ( ) If yes state them.

.....  
.....

17. If any, give your suggestions on how to overcome the above problems.

.....  
.....

## **APPENDIX D**

### **SECONDARY SCHOOLS IN RUIRU 2012**

- 1. Githurai mixed**
- 2. Githunguri mixed**
- 3. Kitamaiyu mixed**
- 4. Kwihota mixed**
- 5. Matopeni.**
- 6. Murera.**
- 7. Ruiru Girls.**
- 8. Ruiru Secondary.**
- 9. Blessed Mugutha.**
- 10. Gitothu**
- 11. Wankan**
- 12. St LucieKeriri.**
- 13. St Triza.**
- 14. St Linda**
- 15. Citi Science**
- 16. Cardinal Otunga.**
- 17. Ruiru Star.**
- 18. Blessed Hands.**
- 19. Victorian Girls.**
- 20. Paresia Victory Academy**
- 21. Lindsar Mixed high.**
- 22. St Stephen Koma high.**

## APPENDIX E

### PROJECTED ESTIMATED BUDGET

<b>ITEM.</b>	<b>APPROXIMATED AMOUNT</b>
Stationary.	10,000
Secretarial.	15000
Photocopying	5000
Binding of thesis	3000
Transport.	8000
Internet surfing.	5000
Miscellaneous.	2500
<b>TOTAL</b>	<b>48,500</b>

## APPENDIX F

### TIME SCHEDULE

ACTIVITY	DATE
Selection of study title	September 2011
Writing proposal	January 2012-April 2012
Submission of proposal	May 2012
Defence at the department level	July 2012
Collection of data	September 2013
Analysis and compiling of findings	April 2014
Submission of Thesis	September 2014