FACTORS CONTRIBUTING TO LOW ENROLMENT IN ECONOMICS IN SECONDARY SCHOOLS: THE CASE OF HOMA-BAY AND SUBA DISTRICTS, KENYA

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (MED) of Kenyatta University

NOVEMBER, 2006
DECLARATION

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

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This thesis is dedicated to my parents, brothers and sisters.
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Writing a work of this magnitude is a cooperative effort of different intellectual personalities, some of whom deserve special mention.

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O.W.O

MAY THE GRACE OF THE LORD BLESS YOU ALL.
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ABSTRACT

In Kenya, there has been an outcry over the low enrolment and dismal students’ performance in Economics since the inception of 8-4-4 system of Education. According to (KNEC, 2000), dwindling enrolment and deteriorating performance in Economics has reduced the number of students enrolling for the subject at KCSE examination in the country and in particular in secondary schools in Homa-Bay and Suba Districts. This scenario raises a basic policy concern about the factors causing low enrolment in Economics and what steps to be taken to reverse the current trend so as to enhance students enrolment in Economics. To this end, the main purpose of this study was to investigate factors contributing to low enrolment in Economics at secondary school level in Homa-Bay and Suba Districts of Kenya. The specific objectives were to determine the trend of students enrolment in Economics in Homa-Bay and Suba Districts and also determine the variety and adequacy of teaching/learning resources in schools in Homa-Bay and Suba Districts.

The study adopted descriptive survey, conducted in 2 public secondary schools offering Economics. The researcher used purposive techniques to select 2 Public schools offering Economics, all the 24 students taking Economics, 2 teachers of Economics and 2 principals of the schools in the study districts. Simple random sampling (lottery) was used by the researcher to select 56 students not taking Economics. This sampling yielded a total of sample size of 84. Validity of the instruments was established by the curriculum experts and reliability was determined by a test re-test or coefficient of stability using Spearman’s rank order method.
The data collected from the 84 participants were organized, edited and analyzed using descriptive statistical tools such as measures of central tendencies (mean, mode and median), frequencies, percentages and variability (Standard deviation and Variance).

The findings of this study revealed that: students' enrolment level is generally low due to negative perception of students towards Economics. Students believe that Economics being an abstract and complex subject has made it difficult to be understood by the learners. Textbooks distribution ratio used by students was favorable although the language and terminologies used made the subject difficult to be understood. There was lack of printed materials such as magazines and journals. Inadequate instructional materials also made teaching-learning of Economics very difficult. There was inadequate field-trips, guest speakers and teaching-learning materials were scanty. Most teachers over-relied on teacher-centred methods such as lecture technique. This study however, revealed that group/class discussion is the most preferred methods to teacher-centred exposition.

Finally, from the findings of the study it was concluded that participatory learning methods such as class/group discussion, case studies, inter-school debates and symposiums, role plays, project work, questions and answers are the best methods for teaching/learning Economics in order to improve performance and consequently enrolment in the subject.

The study recommended that a similar study be conducted in Accounting, Commerce, Business Studies, humanities and science subjects. Secondly, a study replicated in another district using a larger sample.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education system in Kenya has been stressing the teaching of vocational and technical subjects to achieve industrialization and economic growth. Such subjects as Commerce, Accounting, Bookkeeping, Secretarial and Office Practice are taught in Form 3 and Form 4 as optional subjects. Even earlier, Economics was taught at the Advanced Secondary Level (A-Level) of the 7-4-2-3 school system (Republic of Kenya, 1964). With the advent of 8 years of primary, 4 years of secondary and 4 years at the university (8: 4: 4) system of education, Economics was taught as an examinable subject at secondary school level as part of Economics done at the defunct Advanced Secondary School Level (A-level) system.

The teaching of Economics in Advanced Secondary level (A-Level) was recommended by the Kenya Education Commission of 1964 immediately after attainment of independence (Republic of Kenya, 1964). Initially, the commission recommended that Economics should be integrated in the disciplines like History and Geography but later, the commission recommended the teaching of Economics as a separate subject at Advanced Secondary School (A-level). Teaching of Economics was aimed at giving learners concepts, knowledge and skills to enable them appreciate, understand and participate in national economic growth and development (Ibid). The commission further emphasized the expansion of primary education to enable the achievement of functional literacy among the majority of the young population. This was also a time when the contribution of education to economic progress was increasingly being recognized, especially in relation to the supply of well and highly trained manpower. Hence, some priority was accorded to the development of tertiary and higher level of education to train the necessary manpower for socio-economic development (Ibid).
During the 1970 – 1974 Development Plan, special attention was given to the production of practical and technical subjects to cater for the curriculum reform in lower secondary school education system. Kenya Science Teachers’ Training College was expected to offer Industrial Arts as a subject and the Kenya Polytechnic to prepare teachers for technical and commercial subjects. To meet the immediate need for technical teachers, the plan envisaged establishing a short course in technical education for experienced technicians and craftsmen wishing to enter the teaching profession (National Development Plan, 1970). This scheme widened the scope of technical subjects and created training and job opportunities to technical professionals. It also added morale and motivation towards the study of technical subjects. Thus enhancing enrolment in Economics at secondary school level.

The next was the Report on National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) whose main thrust was the provision of basic education and restructuring of education system to make it more relevant to the needs of the society and requirements of the nation, taking in to account the prevailing social and economic conditions” (Ibid). In other words, efforts were made to integrate the school and the community, and also to technicalise the school curriculum. This was done to prepare individuals for employment in either modern sector or to be self-employed in rural or urban centre.

According to the National Committee on Educational Objectives and Policies (NCEOP) (1976), the task of an educationist in curriculum review exercise was, “the provision of high quality labor in sufficient numbers for different sectors of modern economy so as to initiate the process of achieving high level of technological competence” (Republic of Kenya, 1976: 18).
This citation enhances teaching and learning process and thus improves enrolment in Economics.

In 1981, the 8:4:4 system education report recommended a change in educational system from seven years of primary, four years of secondary, two years of advanced secondary education and three years of university degree education (7:4:2:3) to eight years of primary, four years of secondary and four years of minimum university degree education (8:4:4). It also recommended a diversified curriculum with a view to making learners gain knowledge and skills to enable them become self-reliant and entrepreneurs. The Commission (Republic of Kenya, 1981) further recommended the teaching of Economics concepts in primary schools from standard six to standard eight and in secondary schools in Form one and two as part of integrated Business Education course. The subject is taught to provide fundamental understanding of the basic concepts of Economics and as a preparation for KCSE examinations in Economics. At Form Three and Four, students were expected to specialize in any one of the "Business Studies" subjects namely: Economics, Commerce, Accounting, Office Practice and Secretarial Studies. These subjects are examinable at secondary school level. The teaching of technical and vocational subjects in secondary school curriculum is intended to form the basis of industrialization in Kenya and to help in curbing unemployment problem in the country (Ibid). It is in this context that, the then Minister for Education, Prof. Ngeno, while addressing head teachers and deputies in 1984 in Kisii District, remarked:

The government has continually reviewed the education system to make it relevant to the learners. (KHA, 1984; 20)

It is implicit from the above citation that the government of Kenya through the Ministry of Education has been reviewing the curriculum to suit the needs of the society and in particular, the needs of the learners. It is anticipated that, this strategy could be achieved by involving participation of the parents, teachers, students, politicians, religious leaders and stakeholders in the curriculum design.
Essential elements of the new system have been stressing on Science and vocational subjects in order to help Kenya achieve industrial and technical development through technical education (Republic of Kenya, 1984: i; ii). Hence, this study has a positive gesture for the anticipated economic growth and industrial development in Kenya by 2020.

The Report of Presidential Working Party on Education, Manpower and Training for the Next Decade and Beyond (Republic of Kenya, 1988) recommended the teaching of entrepreneurship together with technical and vocational subjects to provide practical skills to the youth of Kenya. The Sessional papers Nos. 10 of 1996, and 2 of 1997 further reiterated that the education system in Kenya has been stressing on technical and vocational education in order to achieve industrial and economic development (Republic of Kenya, 1996; 1997). However, for Economics to benefit the learners, factors affecting the teaching and learning of the subject have to be identified and possible solutions be provided. According to Total Integrated Quality Education and Training (TIQET) (Republic of Kenya, 1999), the government should put in place the following strategies for educational improvement: curriculum reform projects, diversification of school curriculum and changing the teaching approaches in teachers training institutions. However, to effect the suggested changes, the government had to spend substantial sums of money on the implementation of technical and vocational subjects in secondary school curriculum. The commission further reiterated that teaching of technical subjects was accepted in the new system of education as a tool that will enable Kenya to achieve accelerated economic development through industrialization (Ibid). There is therefore, a need to constantly appraise the effectiveness of Economics teaching and learning in secondary schools in Kenya.

According to the Revised 2002 Secondary School Curriculum, Business Studies syllabus incorporates fundamental aspects of the various business disciplines, leaving out the more specialized concepts for post secondary education and training.
The aim of the subject is to provide the learners with the opportunities to acquire basic knowledge, skills and positive attitudes necessary for the national and individual development.

Business Studies being a living subject, takes into account the need to address contemporary issues, trends in business and current economic issues in society. The teachers as well as the learners are therefore expected to update themselves on these trends by making use of resources such as print and electronic media, resource persons and relevant business environment.

The vital role of the learner in the learning process has also been recognized. In this connection, the teacher is strongly advised to employ participatory approaches to learning in order to tap and incorporate the learners’ experiences. The (Revised 2002) Business Studies curriculum is intended to enhance students’ enrolment in business subjects.

When Economics was first examined in 1989 under 8:4:4 system of education, the enrolment was 25,451 which was 17% of the whole candidature of 131,726 (KNEC, 1994). KNEC report of 2000 further indicated that 19,155 candidates enrolled for the subject in 1991 while 8,357 candidates registered for the subject in 1992. In 1999 and 2000, the number of candidates enrolled for Economics was 2,107 and 1,701 respectively. In Home-Bay and Suba districts, KNEC (2000) analysts noted that only 12 out of 1,400 students enrolled for Economics in Home-bay district and 3 out of 785 students registered for the subject in Suba district, which is 0.93% and 0.38% respectively.
Table 1.1 shows the students low enrolment in Economics nationwide among elective subjects such as Commerce and Agriculture in the same category.

### Table 1.1 Students’ Enrolment Trend in Economics, Commerce and Agriculture at KCSE level from 1989 - 2003.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of candidates</th>
<th>Economics</th>
<th>%</th>
<th>Commerce</th>
<th>%</th>
<th>Agriculture</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>131,726</td>
<td>25,451</td>
<td>16.7</td>
<td>75,893</td>
<td>58.4</td>
<td>101,170</td>
<td>76.8</td>
</tr>
<tr>
<td>1990</td>
<td>133,143</td>
<td>22,100</td>
<td>16.5</td>
<td>75,333</td>
<td>56.6</td>
<td>99,701</td>
<td>74.9</td>
</tr>
<tr>
<td>1991</td>
<td>136,590</td>
<td>19,155</td>
<td>12.2</td>
<td>79,442</td>
<td>58.1</td>
<td>101,968</td>
<td>74.7</td>
</tr>
<tr>
<td>1992</td>
<td>138,743</td>
<td>8,357</td>
<td>0.6</td>
<td>88,868</td>
<td>64.1</td>
<td>101,868</td>
<td>73.3</td>
</tr>
<tr>
<td>1993</td>
<td>141,816</td>
<td>2,519</td>
<td>1.76</td>
<td>70,277</td>
<td>49.5</td>
<td>94,867</td>
<td>66.9</td>
</tr>
<tr>
<td>1994</td>
<td>143,115</td>
<td>2,080</td>
<td>1.45</td>
<td>72,288</td>
<td>50.1</td>
<td>92,024</td>
<td>64.3</td>
</tr>
<tr>
<td>1995</td>
<td>140,501</td>
<td>1,915</td>
<td>1.36</td>
<td>71,769</td>
<td>51.1</td>
<td>87,403</td>
<td>62.2</td>
</tr>
<tr>
<td>1996</td>
<td>155,019</td>
<td>1,982</td>
<td>1.27</td>
<td>80,985</td>
<td>52.2</td>
<td>96,273</td>
<td>62.1</td>
</tr>
<tr>
<td>1997</td>
<td>153,107</td>
<td>2,253</td>
<td>1.47</td>
<td>82,141</td>
<td>53.6</td>
<td>92,049</td>
<td>60.1</td>
</tr>
<tr>
<td>1998</td>
<td>168,337</td>
<td>2,193</td>
<td>1.3</td>
<td>95,569</td>
<td>56.8</td>
<td>99,024</td>
<td>58.8</td>
</tr>
<tr>
<td>1999</td>
<td>172,912</td>
<td>2,106</td>
<td>1.22</td>
<td>97,096</td>
<td>56.2</td>
<td>100,083</td>
<td>57.9</td>
</tr>
<tr>
<td>2000</td>
<td>181,977</td>
<td>1,701</td>
<td>0.93</td>
<td>11,167</td>
<td>6.13</td>
<td>103,827</td>
<td>57</td>
</tr>
<tr>
<td>2001</td>
<td>193,787</td>
<td>1,860</td>
<td>0.95</td>
<td>10,125</td>
<td>5.2</td>
<td>97,489</td>
<td>50.3</td>
</tr>
<tr>
<td>2002</td>
<td>197,140</td>
<td>625</td>
<td>0.31</td>
<td>93,044</td>
<td>47.2</td>
<td>88,673</td>
<td>44.9</td>
</tr>
<tr>
<td>2003</td>
<td>206,489</td>
<td>409</td>
<td>0.1</td>
<td>92,574</td>
<td>44.8</td>
<td>94,713</td>
<td>45.9</td>
</tr>
</tbody>
</table>

Table 1.1 shows students' low enrolment in Economics over a period of sixteen years down the line compared to Commerce and Agriculture in the same category. The highest student enrolment was recorded in Agriculture in 1989 with 101,170 candidates which was 76.8% while Commerce had 76,893 candidates (58.4%) and Economics had 25,541 (16.7%) which actually is the highest enrolment in Economics to date.

The lowest student enrolment was noted in 2003 when 409 candidates (0.1%) were enrolled for the subject nationwide. In the same year Agriculture registered 94,713 candidates (45.9%) and Commerce recorded 92,574 candidates (44.8%).

Figure 1.1 shows the enrolment trends nationwide between 1989 – 2003. There is high enrolment in Commerce and Agriculture compared to Economics. The figure clearly shows the lowest enrolment in Economics compared to Commerce and Agriculture that falls in the same elective group.
Figure 1.1 Students Enrolment in Economics, Commerce and Agriculture between 1989 - 2003
1.2 Statement of the Problem

The teaching of Economics was introduced into Kenyan secondary school curriculum in 1964 to 1988 and its teaching was restricted to Forms 5 and 6. In January 1985, secondary school curriculum was changed from 7:4:2:3 to 8:4:4 system of education.

In this new system of education, some elements of Economics were taught in Forms 1 and 2 as part of an integrated Business Education course. At Form 3 students were expected to specialize in any of the business subjects namely: Economics, Commerce, Accounting, Secretarial and Office Practice. The implication of this new change on students taking Economics at KCSE level was intended to provide basic fundamental concepts, knowledge and skills of understanding the subject and as a preparation for KCSE examinations in Economics.

Since the inception of 8:4:4 system of education, Economics has continued to attract fewer and fewer students each year. According to KNEC Report (2000), the persistent falling enrolment in Economics has been caused by poor performance in Economics at KCSE examinations in Kenya.

The central problem in the study is that critical factors influencing students' enrolment at KCSE level in Kenya, and particularly in Homa-Bay and Suba districts are not well conceptualized. Yet the students' low enrolment in Economics countrywide is causing concern among parents, teachers and other stakeholders. Currently, Economics has been integrated in secondary schools business subjects to form Business Studies in the revised 2002 secondary school curriculum.

Despite the relentless efforts put in teaching Economics preparatory courses in primary and lower secondary classes, the subject still records low enrolment at KCSE level. This scenario raises one basic policy concern about the factors causing low enrolment in Economics and what steps to be taken to reverse the current trend so as to enhance students' enrolment in Economics.
1.3 **Purpose of the Study**

The purpose of the study was to find out factors contributing to low student enrolment in Economics at secondary school level in selected schools in Homa Bay and Suba districts offering Economics at Kenya Certificate of Secondary Education (KCSE) examination.

1.4 **Specific Objectives of the study**

The specific objectives of the study are as follows:

1) To determine the trend of student enrolment in Economics in Homa-Bay and Suba Districts.
2) To determine the variety and adequacy of teaching / learning resources available in schools.
3) To investigate the main teaching methods used by teachers of Economics.
4) To find out students and teachers views regarding factors influencing enrollment in Economics.
5) To investigate the academic and professional qualifications of teachers of Economics.

1.5 **Research Questions**

To achieve the stated objectives, the research attempted to answer the following questions:

1) What is the trend of student enrolment in Economics in secondary schools in Homa-Bay and Suba districts?
2) What teaching/learning resources are available for teaching Economics?
3) What methods of teaching do teachers of Economics use?
4) What influences do students and teachers attitude have on students enrollment in Economics?
5) What are the academic and professional qualifications of teachers of Economics in Homa-Bay and Suba Districts?
1.6 Significance of the Study

It is envisaged that the findings of the study have both theoretical and practical implications for the future of Economics education in Kenya. The research provided the basic understanding of theory and practice of education. In view of this, the current study is significant in the following ways:

First, the study is expected to contribute to the advancement of knowledge about the teaching of Economics in Kenya. It also highlights factors influencing student’s low enrolment in Economics in KCSE examinations.

Secondly, the findings of this study are expected to be of significance to practicing teachers, teacher educators and administrators who need to understand the current thinking of teaching strategies and teaching resources including technological media. This research came up with vital information regarding teaching methods and resources to be used in the instructional processes.

Third, the study further outlined problems encountered in studying Economics as a subject. The understandings of such problems should be of great importance particularly in training teachers and management of Economics education in the country.

Fourth, it is hoped that, the recommendations of the study will have a positive influence for the future enrolment in Economics in secondary schools in Kenya. The research findings therefore, are of great value in training economists in the country and influencing policy decisions regarding studying the subject.

Finally, the study is intended to benefit curriculum developers and course designers because the findings of the study provide wide-ranging matters such as understanding of how children learn the appropriate teaching methods and the resources used in teaching Economics. Thus, the study offers
appropriate solutions to Kenya Institute of Education (KIE) on how to develop Economics curriculum for secondary schools in Kenya.

1.7 Limitations of the Study

The study was an attempt to investigate factors influencing students’ enrolment in Economics in secondary schools in Kenya. However, the study focused on 2 public secondary schools offering Economics in Homa – Bay and Suba districts, Nyanza Province, Kenya.

The study was carried out under the following limitations:

i) The study limited itself only to two public secondary schools offering Economics. The results cannot therefore be generalized to all secondary schools in the republic including private and special schools.

ii) The locale was limited only to two districts in the country; Homa-Bay and Suba districts. Hence the findings may not be generalized to include the whole Nyanza Province, if not the whole country.

iii) The sample size of teachers of Economics and Principals of the schools sampled for the study were only four in the two districts. Hence the findings may not be generalized to be a true opinion of all teachers and principals of secondary schools in the whole country.

iv) Time and financial constraints limited the study only to two districts, although the researcher would have preferred to investigate a larger proportion of the subjects. Hence interfered with the findings of this study.
1.8 **Delimitation of the Study**

The following were the delimitations of the study:

First, the study was limited to secondary schools in Homa Bay and Suba districts offering Economics at Kenya Certificate of Secondary Education (KCSE) examinations. Economics students, teachers of Economics and the principals of the selected schools were involved in the investigation because they had some relevant information regarding the subject. However, the researcher would have preferred to reach many schools offering the subject if such schools were available in the two districts or those that used to offer. The investigation of the study was conducted amongst Form 3 and Form 4 students taking Economics and those that are not taking Economics. The study also included teachers of Economics, principals of the schools sampled for the study mainly on technical and logistics involved in teaching/learning of the subject. Teachers and principals were the resource persons who provided both primary and secondary data for the study.

1.9 **Theoretical Framework**

The study was based on Skinner’s, (1959) Motivation Theory of Learning. According to this theory, humans are motivated to learn through selective reinforcement of progressively more adequate approximation of the desired behaviour (achievement) and extinction of inadequate behaviour. Performance of the learners is inspired by the teacher who provides moral support and controls the learner’s emotions, environmental distracters and peer pressures in schools. The teacher is the key motivator in the classroom. The teacher must not only understand learners but must also know ways in which they can be “motivated” and “inspired” for high performance. However, some of the factors that deter students’ effective performance are mental limitations,
emotional blocks and environmental distractions, poor teaching, unsuitable curricular and peer pressures. Students’ performance depends on immediate reward or feedback. If the teachers want the learners to repeat the required performance, the learners must be rewarded for any good performance and this enhances students’ enrolment in Economics.

Although there is positive and negative reinforcement, Skinner (1959) believes that, learning must be based on positive reinforcement. Hence, for the learners to achieve their goals (performance), the school needs to coordinate all the efforts of teachers, students and school-based factors to attain the desired performance.

Skinner’s motivation theory was found appropriate for this study because it is envisaged that students’ high achievement would depend on teachers’ characteristics (teachers’ qualification, teaching strategies, teaching experience and teachers’ attitudes); availability of teaching-learning resources in schools (textbooks, reference books, schemes of work, human resources, school practices, syllabus, lesson plan and previous performance); and students’ characteristics (attitude and KCPE grade for admission).

1.10 Conceptual Framework

The conceptual framework of this study was an attempt to investigate the possible relationships between students' characteristics, teachers’ characteristics, and school-based factors or availability of teaching-learning resources in schools (textbooks, reference books, human resources, syllabuses and lesson plan) influence students’ enrolment in Economics in Kenya Certificate of Secondary Education (KCSE).

Figure 1.2 exhibits the conceptual framework, which consists of major variables and their possible patterns of influence on each other and consequent impact on Economics curriculum in secondary schools as measured by students’ enrolment and performance in Economics. The effects of
interaction between independent variables namely teachers’ characteristics and school-based factors which motivate students’ towards enrolment and performance in Economics is mediated by students characteristics. The conceptual framework implies that the two independent composite variables namely teachers’ characteristics (teachers’ qualification, teaching methodology and attitudes) and school-based factors (physical facilities) have an influence on the proximate variables i.e. students’ characteristics (students’ attitudes and rate of learning). The proximate variable, i.e. students’ characteristics directly influences the dependent variables, which are students’ enrolment in Economics.
Figure 1.2  The Correlates of Students' Enrolment in Economics.

Teachers' characteristics
- Teachers' qualifications
- Teaching strategies
- Teaching experience
- Teachers' attitudes

School-based factors
**Physical facilities**
- Text books
- Reference books
- Syllabus
- Scheme of work
- Lesson plan
- Previous performance
- Human resources
- School practices

Students' characteristics
- Attitudes
- K.C.P.E

Grade for admission

Students' enrolment in Economics in KCSE

The structure for determinants of students' low enrolment in Economics at secondary school level using STUDENT, TEACHER AND SCHOOL variables.

1.11 Operational Definitions of Significant Terms

Achievement refers to academic accomplishment in examinations.

Attitude refers to habitual mode of thought or feelings that influence behaviour.

Business Studies refers to a subject that deals with the study of all those activities in production, distribution, buying and selling of goods and services.

Curriculum refers to all selected, organized, integrated, evaluated and innovative educational experiences provided to the learners consciously or unconsciously under the school authority in order to achieve designated learning outcomes.

Commercial subject refers to subjects, which provide both theoretical and practical business skills in learners and this includes Commerce, Accounting, business education, Economics, Secretarial and Office Practice.

Congenital resources refer to the common resources that have been in existence since the beginning of education.

Economics refers to a social science subject that studies how people allocate limited resources to production, exchange and consumer goods and services.

Elective subjects refers to optional subjects designed under different groups by Kenya National Examinations Council.

Entrepreneurship refers to the acquired skills for organization of an institution to meet the set objectives.

Learning refers to mental activity by which knowledge, skills, habits, attitudes and ideas are acquired.

Macroeconomics refers to part of Economics that studies the whole economy and related economic growth and development such as; inflation, deflation and unemployment.

Microeconomics refers to part of Economics that deals with the economic decision-making of
individual participants in economy such as a firm, a consumer and a producer.

**Motivation** refers to a driving force into action to achieve a particular goal.

**Teaching strategies** refers to means and ways of imparting knowledge to the learners.

**Theme** refers to the subject matter of literary work.

**Pedagogy** refers to the art and science of teaching.

**Performance** refers to the achievement after an evaluation.

**Secondary School** refers to the educational institution that serves the level of education between primary and tertiary education.

**Stereotype** refers to organized set of beliefs about people or things.

**Vocational subject** refers to subjects offered in an institution to provide learners with practical skills and experiences e.g. Typewriting, Secretarial and Office Practice.

### 1.12 Organization of the Rest of the Thesis

This thesis is organized into five chapters. Chapter One contains the background to the problem, statement of the problem, purpose and objectives of the study and the research questions. It also has the significance of the study, scope and limitation of the study, theoretical and conceptual frameworks, and definitions of significant terms used in the study. Chapter Two presents the literature review, which forms the conceptual basis and empirical justification for the study. Chapter Three gives the methodology used in carrying out the study, which includes the design and the location of the study, the target population, the sample and sampling procedures, the research instruments and data collection procedures. Chapter four presents data presentation and discussion of the findings, while chapter Five provides summary, conclusion, recommendations and suggestions for further research.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with the review of the literature related to teaching methods, students' attitudes, teaching/learning resources and importance of teaching and learning Economics. The chapter is organized in five sub-sections, with the first section reviewing literature on the importance of teaching Economics while the second section focuses on the impact of teaching methodology on learning and achievement.

2.2 Teaching and Learning of Economics as a Discipline

Economics can be defined as the science treatment of the production, distribution and consumption of goods and services or the material welfare of mankind (Bilas, 1971). For this matter, Economics is divided into two namely: micro-Economics and macro Economics. Micro-Economics deals with the Economics of decision – making of individual's participation in the economy and as a firm, a consumer and producer. Macro-Economics studies Economics as a whole and it deals with issues such as inflation, deflation and unemployment. The study of Economics is further divided into two branches namely, positive and normative Economics (Ibid). Positive Economics deals with “what was” and “what will” be in the economy but, normative Economics deals with “what should” or “what ought “to be in the economy. These are essential aspects of Economics, which deal with decision-making in an organization, making the teaching and learning of Economics very significant in society.
A survey conducted in Economics education in 1951 by the Brookings Institution of the United States of America (U.S.A) indicated that college enrolment in Economics was extremely low due to poor performance in the subject at national examinations (Republic of Kenya, 1998). The report estimated that only 20% of students who graduated had at least one course in Economics. By 1962, only 47% of the high school graduates went to college and 40% of those enrolled in 5th grade dropped out and did not even graduate from high school (ibid). There was a real reason to be concerned about the status of Economics education in America. These figures certainly under-scored the fact that one of the greatest shortcomings of American education is lack of emphasis on Economics education in secondary schools. The same scenario is a reflection of Economics education status in Kenya, as evidenced by the low enrolment in the subject.

Yet, as Lipsey (1963) observed that, the economists fulfill a function by trying to get final goals of a policy, stated as clearly as possible and how unsound and sound measures really do relate to these goals. Indeed, the teaching of Economics as a subject in secondary schools is inevitable in every day life because it equips the learners with basic Economics principles, which is related to significant economic issues raised in economic endeavors. According to Norman (1975), the aims of teaching Economics include intellectual training, preparation for citizenship and vocational training for business career. To understand the current problems impinging on the teaching of Economics, it is necessary to look at teaching of Economics as a subject in general and Economics of education in particular.
The following section briefly outlines the phases, which have characterized the introduction of Economics teaching in secondary schools in Kenya.

The report of the national committee on Educational Objectives and Policies (Republic of Kenya, 1976) recommended that formal education should include the teaching of pre-vocational, craft oriented skills which should include small scale business techniques in order to encourage self-reliance, self-confidence, creativity and evaluation capacity. Amacher (1982), regards the study of Economics in secondary schools as a preparation for a vocation in which knowledge of Economics is vital. He regards Economics in school curriculum as a discipline to a better understanding of the profound Economics issues that affect the world and also a discipline for understanding the insight into behaviour because it allows a person to develop model and predict powers. On the same breath, Mc Conell (1982) provides the explanation of what economists do. He contends that economists derive economic principles that are useful in the formation of policies designed to solve economic problems. This makes teaching and learning of Economics relevant to the current educational trends and thus, the study enhances students’ enrolment in Economics.

According to Whitehead (1985), the study of Economics of secondary school level is vital as it provides the ability to distinguish between facts and values in all the social sciences, and also provides a medium for such discriminations to be practiced. It is further maintained that, economics is a subject that imparts useful intellectual training to the students who are expected to develop a capacity for reasoning and logical expression of ideas based on a study of relevant data.
It is also doted that Economics and cognate subjects are taught to be of vocational value. Economics is seen as self-evidently useful for students aiming to get into business. This will of course only be the case if the syllabi reflected the kinds of skills and knowledge that business enterprise requires. Hence, based on these facts students impetus towards Economics is increased leading to high enrolments in Economics at secondary school level.

The report of Presidential working Party on Education, Manpower and Training for the Next Decade and Beyond (Republic of Kenya, 1988), re-emphasized the importance of teaching of technical subjects and recommended that, entrepreneurship be taught together with technical subjects in secondary school curriculum. The report also recommended that Business Education (Economics) to be one of the core subjects at primary cycle to be taught as vocational subjects. This would provide fundamental concepts for Economics teaching and understanding and hence, improving Economics performance and consequently enrolment in Economics.

According to Bosire (1991), the study of Economics in the school curriculum is significant, as the educational and civic values for Economics for every man have won increasing acceptance. A school leaver who does not appreciate, say the size of national income, the structure and activities of trade unions, and the banking system, has sadly been under-equipped to earn a living in the society. Many Economics educators have expressed the desirability of Economics as a discipline. The value of economic theory lies in providing framework of analysis, which can be used by economists in interpreting facts about the real world. It is therefore evident that the study of Economics in secondary schools cannot be gainsaid. This study,
attempts to explore why despite the significance of Economics, enrolment and performance remain low.

2.3 Importance of Teaching Methodology on Learning and Students Achievement

Performance in Economics as a subject can be improved by applying appropriate teaching methods and adequate teaching materials. Stonier (1953), stresses that the teaching of Economics at secondary school level requires appropriate teaching strategies and adequate materials, which can enhance effective teaching of the subject. According to research done by Storal (1955), lecture method is less effective than other methods in its impact on attitude and social learning. The lecture technique is an old fashioned and ineffective method of teaching. Bloom (1956), had a similar study and found that, discussion did stimulate more active thinking than lecture method, and hence, facilitates effective teaching/learning of Economics. This method may improve enrolment in Economics significantly. What is pertinent is that it has been the feeling of many Education Commissions and Committees that traditional methods (teacher-centred) of instruction must give way to modern (child-centred) methods of teaching to improve performance and enrolment in the subject. This study addressed teaching strategies employed by teachers of Economics. Brunner (1963) and Piaget (1968), stressed on systematic approach, since a child’s understanding is developed systematically from simple and concrete to the complex and abstract. Brunner advocates for the “Spiral curriculum” because he argues that, learning a subject is like climbing a spiral staircase. Most academic disciplines lend themselves to this “spiral curriculum” since for the most part, concepts do recur as one proceeds in pursuing each discipline.
Brunner (1963) contended that, simple concept should be taught first and the teacher should proceed from simple to the complex ones. He further believed that, intellectual growth comes out effectively provided that: the teacher motivates the learners and links whatever he is teaching with the learner’s experiences. He also reiterated that, teaching of Economics to learners below senior secondary school level should be presented in a simple manner. Indeed he argues that:

Any idea or problem or body of knowledge can be presented in a form simple enough so that any particular learner can understand it in a recognizable form (Brunner 1963:112)

The citation above facilitates the understanding of enrolment and performance in Economics and thus impacts on the study. Brunner’s ideas have been recommended for the teaching of Economics at secondary school level. This approach would equip the learners with adequate knowledge and skills of understanding Economics concepts. Teachers of Economics should have proper professional training and experience in order to produce competent personnel who could fit in the business career and self-employment. In some instances, teachers can teach only what they know and so, cling to the textbooks and depend on narrow, formal framework of the system to give them their sense of security (Beeby and Griffiths, 1961). When in doubt, they fall back on the ways in which they were themselves taught a generation earlier. McKeachie (1965) and Gage (1969) observed that discussion technique is more effective teaching method than lecture in developing concepts and problem solving. This equally influences enrolment in Economics. A study by McCleish (1968), Rosenshine (1970) and Beard (1973) found that, lecture method is less effective than other methods in its
impact on attitudes and on social learning. However, this method is often used as a fallback in teaching the subject and hence, improves enrolment in Economics at secondary school level. Whitehead (1974), a senior economist, remarked that in the nineteenth and twentieth century, teaching of Economics is characterized by among others, lack of trained teachers to teach the subject at secondary school level. This is one of the major factors for the situation explored in this study.

Handerson (1980) observes that teachers were making efforts to help their students pass examinations and therefore, the predominant teaching method used was “chalk” and “talk”. The teachers delivered the “stuff” and students understood their role was to record and learn the information provided. Many teachers were worried that students were memorizing but felt bound by a number of constraints. For example, they were faced with a growing demand for Economics classes as the subject had expanded very rapidly at ‘O’ and ‘A’ levels while it was not being taught at the lower form. However, the fact that the subject had not been taught in the lower form made it difficult to be understood by the learners (ibid, 1980).

According to Walker (1991), laboratory methods are used in teaching Economics based on two principal arguments. First, they stimulate students’ interest in Economics. Students enjoy the active participation in the exercise, and the practical experiences bring abstract concepts to life. The second reason for using classroom experiments is that they provide powerful demonstrations of the principles of Economics at work. Thus, facilitating Economics teaching and learning process and consequently improving enrolment in Economics. Bonwell and Eison (1991) and
Meyer and Jones (1993), also observed that, on individual learning, students are solely responsible for their own i.e. students come to class, take notes, talk to no one, and the teacher may or may not know students by their names. There are few interactions among students, and between students and the teacher. Nevertheless, some students learn. Some may learn passively by listening to a teacher give lecture or students may learn actively by interacting with the teacher or material through the use of discussions, questions, revision papers or individual presentations. This citation enhances co-operative learning which provides effective teaching/learning process hence, improves enrolment in Economics.

A study carried out by Mwangi (2001), revealed that many teachers of economics used lecture method in teaching economics. He further noted that, besides conventional approaches to teaching (talk and chalk), teachers of economics have embraced other approaches, the most recent one being the use of case studies. In addition, teachers now teach economics through the use of various activities such as role-plays and simulations, field or factory visits or even demonstration. This will make teaching and learning of the subject interesting and meaningful and thus, improving students’ enrolment in economics.

Ojwang (2004), noted that a number of benefits obtained through discovery approach stated that:

The discovery approach helps pupils and students to organize what they encountered in a learning situation. In this way, they discover the relationship, regularity and pattern of things. Another benefit of the discovery approach is that it helps the learner to get intrinsic rather than extrinsic motivation. This enables the learner to receive a self-satisfying reward. It is a very important motivator that makes the
learner able to manipulate his/her environment more effectively and achieve gratification for coping with problems. The discovery method of teaching and learning helps in making pupils remember what they have learnt or been taught longer. In other words, the discovery method helps better retention. Transfer of learning is achieved through discovery approach and knowledge required is retained for a longer time. Teaching through discovery encourages divergent thinking and enables the pupil to learn that there are several methods of solving problems (East African Standard, 2004: 15, Sept. 16)

The choice of appropriate teaching method enhances the learner's understanding towards the subject. The recent teaching strategies advocate for modern teaching techniques to suit the needs of the learners. It is imperative that the use of good teaching methods produces a better result in examination. This significantly impacts on students' enrolment in Economics at Kenya Certificate of Secondary Education (KCSE).

From the above reviewed literature, the teaching method impacts on the choice and performance in a subject. This study equally attempts to establish how teaching methods impact on enrolment at secondary school level.

2.4 Attitude on Effective Learning

According to Lowe (1969), the research done on attitudes revealed that learners, teachers and headteachers have a stereotype opinion about Economics due to lack of proper teaching of Economics concepts, contents and terminologies. Language used in most Economics textbooks and some topics in micro-economics, which require talents of Mathematics makes it to be dull, dogmatic and thus, too difficult to understand. Court (1974), states that, the sentiments remained silent until independence, when changes began in structure and content of education, took place
to remove racial lines, structure of curriculum and resources discrimination. This 
tendency of avoiding technical and vocational subjects by curriculum developers 
may be a reason why some people are not comfortable with Economics. According 
to Whitehead (1974), the teaching of Economics is characterized by various 
problems. First, there was a general argument against the introduction of Economics 
in secondary school level. Many people believe that Economics was too complex and 
too abstract to be studied by high school students. Equally, the dramatic content and 
philosophical approach of the textbooks that were in use at the time were worrying 
(Whitehead, 1974). The problem cited above causes laxity in teaching and learning 
Economics at secondary school level. This study therefore attempts to fill the 
knowledge gap on the basis of the findings of the scholars cited.

Teacher’s attitude towards the learners also has significant influence on how they 
learn from the teacher. The teacher’s attitude should as much as possible reflect the 
desire to meet the learning requirement of the students. In his endeavors to utilize the 
school environment for his instructional activities, the teachers should always have 
the learners as the key objects. The pupils’ attitudes towards Economics also have 
significant influence on studying the subject (Daughtrey, 1974). Robinson and 
Wilson (1977), states that, a controversy rages on teaching of Economics courses at 
secondary school level, centering on suitability or teaching ability of the subject at 
secondary school level. The general contention until the middle of twentieth century 
was that, the subject was at best too difficult for secondary school students. If the 
subject is studied at too early an age and in too simplified a version, it has 
detrimental effect upon future Economics graduates. He suggested that, the subject 
should be done by mature students who are above eighteen years old. He further
argued that, by teaching Economics at too early an age, we run the risk of inculcating bad intellectual habits by trying to teach Economics so simplified to suit the students’ understanding. This study therefore, attempts to establish whether students’ age influence Economics enrolment and performance at KCSE examinations. The attitude towards Economics is a key factor in enrolment both by the teachers and the learners. Attitude has an impact on learners’ enrolment as observed by various scholars. This section has reviewed literature related to the position taken by various parties concerning the study of Economics at secondary school level.

A study carried out by Mwangi (2001) found that, the major problem in determining learning achievement in economics is the students’ attitude towards the subject. He asserted that economics concepts are too difficult to be understood by secondary school students. Attitude is a vital factor in this study to be underscored for the improvement of students’ enrolment in economics.

Siringi (2003), noted that even secondary school leavers who attended technical school have not made their secondary education terminal and further remarked:

Given the experience of secondary school leavers with vocational training, it is highly unlikely that amount of skills in such subjects like Agriculture, woodwork that will be required in primary level, will improve the chances of a school leaver to find employment or make a living on his own (Daily Nation, 2003:16, Nov. 27)

According to the above citation, the government of Kenya spends a huge chunk of its budget (30% of 290 million) on education and about 16.5 billion is spent to improve technical and vocational education in Kenya. Technical and vocational education was enhanced by the 8:4:4 system of education report chaired by Mackay (Republic of Kenya, 1981) basically to provide practical
skills for entrepreneurship and self-employment to the learners. Although this has not yet been achieved, the government is working tirelessly to make it succeed. It is in this context that the Minister for Education Prof. Saitoti remarked:

Kenya has been operating 8-4-4 system of Education, whose objectives is to provide the learners not only with academic knowledge but also practical skills for life-survival incase one did not proceed to higher level of academics. *(Daily Nation, 2003:16, June 24)*

He further revealed that, the government has set up a taskforce to review, technical and vocational training *(Daily Nation 24, June 2003 p 16)*. This would improve technical and vocational education in Kenya. It is also important to note that all the sentiments expressed in the citation shows that the main objective of incorporating technical and vocational subjects in secondary school curriculum has not been met by the government. This citation equally impacts on students’ attitude towards enrolment in Economics at secondary schools level in Kenya.

### 2.5 Impact of Teachers’ Qualification and Experience on Student Learning

Various scholars have pointed out the relationship between teachers’ qualification and experience and students’ performance. According to Beecher (1949), lack of trained teachers in schools contributes to poor performance. This problem is evident to date more so in technical and science subjects. Beeby and Griffiths (1961), explains how inexperienced teachers may be assisted in the early stages of their career, to the time when they are more experienced and so need less “spoon-feeding”. They give details of many difficulties involved when trying to implement new programmes with an inadequately trained teaching force. Phillips (1966),
carried out a study at the Bangkok Institute for Child Study and found out that there was a strong relationship between students’ achievement and educational qualifications of teachers. Lowe (1969), states that, teachers of Social Studies and Economics by and large have had little formal training in Economics; obviously this deficiency is a major obstacle to sound Economics teaching. Teaching Economics without professional qualifications and experience may affect enrolment and performance of the subject at secondary level. Daughtrey (1974), emphasized that it is of utmost importance that, the teacher should be properly prepared so as to manage the process of learning. Proper training together with experience equips the teacher with the ability to effectively manage the school environment and hence, bring about learning in the learners. Gordon (1974), states that, another systematic approach to classroom discipline is Teachers’ Effectiveness Training (TET). TET provides the teacher with workable substitute for power and authority to control a class. Class control is vital for effective teaching and performance in the subject. Lack of discipline and class control may negate the teacher’s efforts in class. Twoli (1986), re-emphasized that, students’ performance is correlated to academic qualifications and competence of the teacher in his or her subject. According to Hendrikz (1986), a teacher must have a sound knowledge of his pupils’ intellectual or cognitive processes in order to be able to use them to the best advantage. First, the teacher needs to know what intellectual skills she/he expects his/her pupils to have and how they are likely to change and mature, as they grow older and gain more experience of the school and their own environments. Second, the teacher needs to know in what ways the intellect abilities of the pupils are likely to differ from each other. With this knowledge, she/he will be better placed and able to cater for individual differences
ensuring that, each learns or has the best opportunity to succeed in learning. Besides, the teacher must be acquainted with the outside influences, environmental experiences and learning activities, which can affect the development of efficient cognitive processes. Equally, she/he needs to know whether it is possible to measure the intellectual ability that the pupils possess/and, if it is, how to do it and how far he can rely on the results. Sound, knowledge in these areas will have an important influence on how the teacher approaches his/her work as a teacher. Thus, this study attempts to explore significance of teachers’ qualification and experience.

UNESCO Report (UNESCO 1981), states that, the shortage of qualified teachers are among problems which exist in all schools in Kenya and for a school to perform well depends on the number of qualified teachers it has. The report also reiterated:

Problems of shortage of financial and human resources, particularly, physical infrastructures and teaching personnel are factors influencing character of education. (UNESCO Report, 198:20).

The teachers’ qualification and experience indeed had a big influence on how a subject is taught, liked by the students, and performed in overall. A research carried out by Mwangi (2001), found that besides teachers academic and professional background, their way of handling economics ideas was not comprehensive enough to attract students to pursue the subject at KCSE level and beyond. Teachers have a big role to play in influencing learners towards the subject. Hence, Economics, like any other subject needs qualified and experienced personnel. Thus, this significantly impacts on learners’ enrolment in Economics.
The report cited:

Economics textbooks particularly well-written and accurate textbooks based on local Economics are in short supply. Schools libraries contain very little in the way of Economics materials and within the school other subjects like, English, Mathematics and Sciences are given more priority. Under such circumstances, it is hardly surprising that teachers respond by trying to fill the information gap as quickly and simply as possible. (KIE, 1982: 14)

This report clearly indicates that textbooks form a major factor in the enrolment in Economics. Thus, relevant textbooks with examples based on real life experience within the country significantly impacts on enrolment. The Kenya National Examinations Council (KNEC) (2000) also advises that candidates should not over rely on textbooks but should also make use of other reading materials like newspapers, magazines, bulletins and weekly reviews on Economics issues. These add Economics knowledge and understanding to the students’ especially current Economics issues in the country, which are tested quite often at Kenya Certificate of Secondary Education (KCSE) examinations. Mwangi (2001) noted that, students low achievements in economics is caused by lack of relevant text books which are tailored to the requirements of the curriculum.

Secondly, there is lack of use of publications and handbooks, which contain full economics ideas and stimulating ways of teaching economics at secondary school level. This would enhance performance in economics and consequently leading to students’ enrolment in the subject. From the reviewed literature, it appears that Economics can be studied using various resources, among them relevant textbooks and Economics publications, as well as real life experiences. Among other things, the researcher looked into the resources available for teaching and learning of Economics in schools.
2.7 Summary of Literature Review

This section has reviewed literature on studying Economics as a discipline, the methodology used in teaching Economics, and the attitude towards Economics. Besides, literature on teachers' qualification and experience and teaching-learning resources has been reviewed. Since the inception of Economics in secondary schools as a subject in 1985, there is limited literature on the factors behind the low enrolment at KCSE examinations. This study, therefore, attempted to fill the literature gaps by exploring ways the reviewed areas influence the students' enrolment in Economics in secondary schools in Homa Bay and Suba districts.
CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research methodology and strategies used in the study. It focuses on the research design, study locale, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis.

3.2. Research Design

The study was a descriptive survey designed to investigate the current situation with regard to students' enrolment in Economics in Homa-Bay and Suba districts. According to Lokesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. The design is applicable for instance collecting data on pupil’s or teachers’ opinion (like attitude towards a subject) or a variety of educational issues are sought. Mugenda and Mugenda (1999), noted that surveys can be used for explaining or exploring the existing status of two or more variables at given point in time. Sandeep (1983), and Orodho (2004) similarly perceive a descriptive survey design as one that provides an investigator with qualitative and quantitative data. Against this background, it was envisaged that this descriptive survey would provide appropriate procedure for investigating factors responsible for students' low enrolment in Economics in Schools in Homa-Bay and Suba districts.

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3.3. The Study Locale

The study was conducted in Homa-Bay and Suba districts. The researcher purposively selected these districts using criteria of low and fluctuating enrolment in Economics at Kenya Certificate of Secondary Education (KCSE) examinations. By the time this study was conducted, there was only one out of 14 secondary schools in Suba District and one out of 26 secondary schools in Homa Bay District offering Economics. Second, time and financial constrains influenced the researcher decision to choose these districts, which are in close proximity to each other. Finally, the researcher was influenced by the fact that, based on the reviewed literature, there was no study that had been done on students' low enrolment in Economics in Homa Bay and Suba districts. However, it was inappropriate for the researcher to assume the knowledge of the local population without rigorous research (Orodho 1998; 2003). As noted by Peil (1983: 71), the possibility of doing research and the success of the technique used are often strongly affected by local or structural and cultural variables. These vary between countries, between rural and urban areas, and between regions with different historical or political backgrounds (Orodho, 1998: 72). Therefore, in the context of this study, the researcher being aware of the above precautions assumed the role of an entrant in a new community, and the specific information collected arose purely from the research point of view.
3.4 Target Population

The target population comprised 24 students enrolled in Economics and 160 students not enrolled for the subject, 2 teachers of Economics and the 2 principals selected from the two secondary schools targeted for the study out of 14 schools in Suba and 26 schools in Homa - Bay districts taking part in Kenya Certificate of Secondary Education (KCSE) examinations level.

3.5 Sample and Sampling Procedure

According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. The researcher purposively sampled two public secondary schools currently offering Economics in the two districts of study at Kenya Certificate of Secondary Education (KCSE) examinations. One of the schools offering Economics in Migori District was purposively selected for piloting mainly due to its closeness to the study districts and again, all the schools offering Economics in the study districts were involved in the main study.

The researcher purposively sampled all the 24 students taking Economics (13% of 184 students in Form 3 and Form 4), and 56 out of 160 students (35% of 160 students not taking Economics) responded to the questionnaires. The researcher chose all the 5 students taking Economics from one school and all the 19 students taking the subject from another school giving a total of 24 students. The researcher further randomly selected 14 out of 30 students not taking Economics (46% of 30 students not taking Economics) from one school, and 42 out of 130 students not enrolled for Economics from another school (32% of students not taking the subject) giving a total of 56 students.
The sample selected for the study falls above the minimum acceptable sample for a survey of 10% for a large population and 20% for a small population (Roscoe, 1975, Gay, 1992). There were only 2 teachers of Economics and 2 principals in the selected schools who responded to the questionnaire. The teachers and principals were further interviewed and their responses were recorded accordingly. The researcher observed teaching – learning of Economics in the schools under study for one week.

3.6 Research Instruments

Borg and Gall (1983:381), defines research instruments as “tools for collecting data.” There are a number of them, which a researcher can select depending upon the nature of the study, the kind of data to be collected and the kind of population targeted (Orodho 2004). The study used the following research instruments: questionnaire, interview schedule and lesson observation guidelines to establish factors responsible for low enrolment in Economics in Homa-Bay and Suba districts.

3.6.1 The Questionnaires

The questionnaires developed were used to solicit primary data from students and teachers only. Questionnaires consisted of a set of questions, which the participants were left to respond to independently. The questionnaires employed were of both open-ended or closed. Open-ended questions gave both students and teachers freedom of expressing their views to the questions but, the closed-ended questions facilitated consistency of certain data across respondents. Questionnaires were useful in obtaining objective data because the participants were not manipulated in any way by the researcher in filling a questionnaire (Satyanarayana, 1983). Students’
questionnaire consisted of two parts. Part one consisted of questions addressed to students enrolled in Economics and part two was directed to students who were not enrolled for Economics. The questionnaire was used in the study to solicit students' views on factors causing low enrolment in Economics in secondary schools. The instrument contained attitude questions regarding importance of Economics, teaching processes (preparation and checking of notes); students' perceptions regarding teaching methods (use and effectiveness of group work); type and adequacy of instructional resources. The complete questionnaire is contained in Appendix A.

Teachers' Questionnaire consisted of three parts. Part one and two were filled by teachers of Economics in schools offering Economics. Part one sought demographic data of the teachers such as years of teaching experience, academic and professional qualifications. Part two sought teachers' views on factors causing students' low enrolment in Economics in the districts of study. Some of the factors explored by the questionnaire included their perception regarding students entering behaviour and adequacy of instructional resources. The complete questionnaire is contained in Appendix B.

3.6.2 The Interview Schedule

Kathuri and Pals (1993), highlight that interviewing is one of the methods used in survey research for collecting data. The interview was used as a follow-up instrument to gather more data on some of the research questions that needed in-depth investigation. There were three separate interviews used namely: one for students, the other one for teachers and the last was for the principals. The interviews with the students involved a focused group discussion while teachers and
principals were interviewed independently. During the interview, data were collected by writing down the responses. Kerlinger (1973), stressed that more people are willing to communicate orally than in writing and therefore, data are obtained more readily in an interview. Prasad and Reddy (1983), argue that, if the focal data for research project are the attitudes and perceptions of individuals’ expectations, anticipated behaviour and experiences of people, then that interview is the best method. This is because in an interview, it is possible for the researcher to encourage the participants to express themselves freely. The researcher was able to probe the participants and give explanations and clarifications where necessary as regards to the problem of the study.

3.6.3 The Observation Schedule

The researcher carried out observations in Form Three and Four for a period of One week. This enabled the researcher to collect direct information on the teaching methods. It also enabled the researcher to get the information without omissions and distortions of facts (Kathuri and Pals, 1993). The researcher used observation guidelines that provided a structure for obtaining information on topics being taught, students’ responses to teaching-learning experiences and teaching methods employed by the teacher. According to Prasad and Reddy (1983), one of the most important and extensively used research instruments is observation. In this study, observation guideline technique enabled the researcher to collect primary data without omissions and distortions. Precautions were taken not to let the teachers know the observation date in advance.
3.7 Piloting Research Instruments

The developed research instruments were pre-tested using an identical sample in the specified strata. This enabled the content validity of the questionnaire as well as their reliability to be established (Bless and Achola, 1987: 103-117).

The research instruments were pre-tested in one of the schools purposively selected in Migori District offering Economics because all schools offering Economics both in Homa-Bay and Suba districts were sampled for the main study. The questionnaire was piloted on all the 10 students taking Economics and all the 30 students not taking the subject in the pilot school. The interview schedules and observation guidelines were administered to the students, teachers of Economics and the principal of the pilot school.

3.7.1 Validity

Validity is the degree to which a test measures what it is suppose to measure. The study recognized the fact that the reliability of a measure is not of much use unless the measures also have validity (Annabel, 1992: 11-14). However, validity in the context of this study was concerned with establishing whether the questionnaire contents are measuring what they were supposed to be measuring (Wiersma, 1980:215, Annabel, 1992:11). The issue of validity in this sense is the degree to which both logistical and empirical measures a concept accurately. Therefore, the content validity, unlike the other types of validity such as criterion validity and construct validity, is concerned with whether or not a test or a measuring instrument is a representative of the full content of the concept being measured (Kerlinger, 1973 456-473). Piloting also helped to modify and remove any ambiguous items on the instruments. Blank spaces, inaccurate responses or inconsistencies indicated
weakness, which needed to be reviewed after piloting (Mulusa, 1990). This helped in enhancing face and construct validity.

In this study, the relevance of the content used in the questionnaire was assessed by Economics students, teachers of Economics and head of department. They examined questionnaires independently (individually) and provided feedback to the researcher without conspiring to one another.

### 3.7.2 Reliability

Reliability is the degree to which a test consistently measures whatever it measures. Reliability in this study was used to focus on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the theoretical concepts, (Patton, 1990:11). Simply stated, reliability of measurement concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Wiersma, 1980:215-216). A test re-test or coefficient of stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments. It was assumed that responses to two tests would be very similar because the latter reflects the same thing (content) for respondents. One thus expects that scores obtained by each respondent on the first and second test will be quite close. If they are not, then the tests have low reliability. Consequently, to test reliability for the measurements in this study, the following procedure was used to determine the reliability of the instruments (Kerlinger, 1973: 442-445):
1. The developed questionnaire was given to a few subjects identical to the ones sampled for the study.

2. The answered questionnaires were scored manually.

3. The same questionnaire was administered to the same group of subjects after a period of two weeks.

4. The questionnaires were again scored manually.

5. Answers obtained in 2 and 4 above were correlated.

A Spearman's rank order formula was used for test-retest to compute correlation coefficient in order to establish the extent to which the content of the instrument is consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient of +0.75 and above was considered high enough to judge the reliability of the instruments for the study (Kerlinger, 1973:442-445). This study had a correlation coefficient of +0.76 and thus, declared instruments reliable for effective and thorough study of the problem.

3.8 Data Collection Procedures

The initial letter authorizing the study was obtained from Kenyatta University and the other one obtained from the Permanent Secretary, Ministry of Education Science and Technology. Headteachers were approached with the relevant legal documents acquired (Appendices G,H,I,J,K), and dates for data collection were arranged accordingly. Data collections in this study were collected from students, teachers and head teachers. The researcher visited the selected schools for familiarization purposes and made appropriate appointments with school administrators (principals/head teachers, deputy principals, heads of departments, career masters and senior masters). The researcher then briefed the school administrators and
teachers about the purpose and nature of the study. Before the researcher administered the students' questionnaires (Appendix A), the researcher introduced himself and explained the purpose of the whole exercise to the students. The main purpose of the introduction was to build up the students' confidence in the researcher and the research. The researcher then carefully explained to the students how to fill in their response in the questionnaire. With the help of class teacher, the researcher randomly selected the student to participate in the study. After selection, the researcher administered the questionnaires (Appendix A) to 24 students (13% of 184 students in Form 3 and Form 4) to respond to the questions independently. Students were then taken to a separate room and were supplied with questionnaire booklets and were instructed to fill in his or her responses appropriately and as accurate as possible in the spaces provided in the booklets.

The teachers' questionnaires (Appendix B) were personally administered to the teachers of Economics in the selected schools together with an explanation of the purpose of the study and requesting for the teachers' cooperation and assistance in the exercise. Teachers co-operated and responded to the questionnaire. They also assisted the researcher in the administration of the students' questionnaire. The researcher arranged with the concerned teachers of Economics for classroom observation in Form 3 and Form 4 for a period of one week. The researcher used observation guidelines (Appendix F) to collect data on topics being taught, students' response to teaching-learning instructions, teaching methods being employed by the teacher and learning resources used in teaching Economics at Kenya Certificate of Secondary Education (KCSE) examination level. The classroom observation began by non-participant observation (Gay, 1987). In other words, the researcher
concealed his identity and made rapport with both students and teachers to provide conducive atmosphere for the effective teaching and learning process. The researcher further had discussions with both students and teachers of Economics and the discussion was centered on the questions in the interview schedules in Appendices E and D as guidelines.

3.10 Data Analysis and Presentation

The study generated both qualitative and quantitative data, however, the researcher used descriptive statistics in the Statistical Package for Social Science (SPSS) to analyse the data obtained. As Onyango (2001) observes, the SPSS package is known for its ability to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient.

The open-ended questions and quantitative data were described thematically. As Patton (1990), observes, massive qualitative data collected from questionnaires interviews, and lesson observation guidelines need to be grouped into meaningful patterns to reveal the essence of the data. The data from Appendix A of students' questionnaire were coded, tabulated and analysed using descriptive statistical tools such as measures of central tendency (mean, mode and median), frequencies, dispersion (Standard Deviation), percentages and A four point Likert Scale. Appendix B of teachers questionnaire was equally coded, tabulated and analyzed using descriptive statistics tools such as measures of central tendencies (mean, mode and median) frequencies, percentages, variability and A four point Likert Scale and then prepared for presentation in tabular and graphical fashion. The data derived through Appendix C of head teacher's interviews were qualitatively analyzed, and thematically presented.
CHAPTER FOUR

4.0 ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on the presentation and analysis of data obtained from the field. The data derived from the students, teachers and principals are summarized in the form of tables of frequency distributions and percentages. The presentation and manipulation of data and its analysis are divided into various sub-sections according to the objectives of the study. More specifically, the chapter deals with the analysis of responses obtained through the use of three research instruments employed in the study namely: questionnaires, interview and observation guidelines. The respondents included 80 students, 2 teachers of Economics and 2 principals sampled from the 2 schools in which the study was carried out. Quantitative data obtained from the instruments are analysed using descriptive statistics in the Statistical Package for Social Sciences (SPSS) while the qualitative data are described thematically and used to supplement the quantitative information. For systematic presentation and analysis of data, the arrangement of this chapter is based on the following objectives of the study:

1. To determine the trend of the students’ enrolment in Economics in Homa-Bay and Suba districts.

2. To determine the variety and adequacy of teaching/learning, resources available in schools.

3. To investigate the main teaching method used by teachers of Economics.

4. To find out students and teachers views regarding factors influencing enrollment in Economics.
5. To investigate the academic and professional qualifications of teachers of Economics.

4.2 To determine the trend of students enrolment in Economics in Homabay and Suba districts

The first objective of this study was to establish the students' enrolment trends in Economics. To this end, the aim of this section therefore is to bring some insight into the trend of enrolment in the two schools over a period of time, and to put this in perspective to the enrolment in Economics as a subject. Eighty students sampled from the two districts of study responded to the interview schedules, questionnaires and observation guidelines.

Tables 4.1 and 4.2 illustrate the trends of enrolment in the two schools sampled for the study. The secondary data obtained from Kakiimba Secondary School were analyzed over a period of seven years, since these were the years when the school presented candidates for Economics in KCSE examinations. The school had low enrolment in Economics compared to Commerce and Agriculture in the same elective group of subject choices. In 1999 and 2002 the school registered the highest enrolment percentage of (20%) in the two years. In the year 2001, the school enrolled its lowest percentages of Economics students (10.53%). In 1999 the enrolment percentage for Commerce and Agriculture were (32%) and (53.3%) respectively. In 2002, the school registered 15 candidates (27.2%) in Commerce and 30 candidates (54.5%) in Agriculture.
Table 4.1 Enrolment trends from Kakiimba Secondary School 1996 - 2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Candidates</th>
<th>Number of Candidates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Economics</td>
<td>Commerce</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1996</td>
<td>22</td>
<td>3</td>
<td>13.6</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>1997</td>
<td>19</td>
<td>3</td>
<td>15.7</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>1998</td>
<td>20</td>
<td>3</td>
<td>15.00</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>1999</td>
<td>15</td>
<td>3</td>
<td>20.0</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>2000</td>
<td>32</td>
<td>4</td>
<td>12.5</td>
<td>10</td>
<td>31.2</td>
</tr>
<tr>
<td>2001</td>
<td>38</td>
<td>4</td>
<td>10.5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>2002</td>
<td>55</td>
<td>11</td>
<td>20.</td>
<td>15</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Source: Suba District Education Office. (1999)

Data analyzed from Homa – Bay High school covered a period of 13 years and reveal that there is low enrolment level in Economics compared to Commerce and Agriculture as shown in table 4.1. The highest enrolment in Economics was recorded in 1990 with (12.7%) while Commerce and Agriculture enrolled (25.5%) and (27.3%) respectively. The school registered the lowest enrolment in Economics in 1996 with (2.6%), the enrolment in Commerce was (25%) and Agriculture recorded (21.3%). Hence, it was observed that Economics recorded the lowest enrolment trend compared to Commerce and Agriculture in the same elective category.
Table 4.2 Enrolment Trends from Homa-Bay High School 1990 - 2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Candidates</th>
<th>Number of Candidates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Economics</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1990</td>
<td>165</td>
<td>21</td>
<td>12.7</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>1991</td>
<td>167</td>
<td>22</td>
<td>13.2</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>1992</td>
<td>168</td>
<td>18</td>
<td>10.7</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>1993</td>
<td>162</td>
<td>16</td>
<td>9.9</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>1994</td>
<td>164</td>
<td>15</td>
<td>9.2</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>1995</td>
<td>167</td>
<td>18</td>
<td>10.8</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>1996</td>
<td>160</td>
<td>04</td>
<td>2.6</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>1997</td>
<td>169</td>
<td>14</td>
<td>8.2</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>1998</td>
<td>168</td>
<td>15</td>
<td>8.9</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>1999</td>
<td>166</td>
<td>13</td>
<td>7.8</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>2000</td>
<td>168</td>
<td>12</td>
<td>7.1</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>2001</td>
<td>170</td>
<td>14</td>
<td>8.2</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>2002</td>
<td>168</td>
<td>11</td>
<td>6.6</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Figure 4.1 indicates that the percentage enrolment in Economics was 20% in 1999 and 2000. The highest percentage enrolment was recorded in Agriculture in 1997 with (57.9%) and (56.3%) in 2000 followed by enrolment in Commerce with highest percentage of (41%) in 1996 and (32.2%) in 2000. The figure vividly depicts that, Economics records the lowest enrolment compared to Commerce and Agriculture.
Figure 4.2 shows the highest enrolment rate in Economics at 13.2% in 1991 while Commerce and Agriculture recorded 22.8% and 27.5% respectively. The enrolment trend from the figure above fluctuates from time to time on a higher level for Commerce and Agriculture to Economics which is on the lower trend. The highest enrolment in Commerce was recorded in 2001 with 26.5% while Agriculture noted the highest in 1997 with 26.6% and the lowest enrolment in Commerce and Agriculture was 20.8%, and 21% respectively. The lowest enrolment in Economics was realized in 1996 with 0.4%.

The result presented in figure 4.1 and 4.2, and table 4.2 and 4.3 revealed that, the enrolment trend are generally low and thus far lead us to the answer to research question one.
Table 4.3 shows students National Enrolment in Economics compared to Enrolment in Economics In Homa-Bay and Suba Districts from 1990-2002.

Table 4.3 Students National Enrolment in Economics Compared to Enrolment in Economics in Homa-Bay and Suba Districts from 1990-2002.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF CANDIDATES REGISTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National (Kenya)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>1990</td>
<td>22,100</td>
</tr>
<tr>
<td>1991</td>
<td>19,155</td>
</tr>
<tr>
<td>1992</td>
<td>8,357</td>
</tr>
<tr>
<td>1993</td>
<td>2,519</td>
</tr>
<tr>
<td>1994</td>
<td>2,080</td>
</tr>
<tr>
<td>1995</td>
<td>1,915</td>
</tr>
<tr>
<td>1996</td>
<td>1,982</td>
</tr>
<tr>
<td>1997</td>
<td>2,253</td>
</tr>
<tr>
<td>1998</td>
<td>2,193</td>
</tr>
<tr>
<td>1999</td>
<td>2,106</td>
</tr>
<tr>
<td>2000</td>
<td>1,701</td>
</tr>
<tr>
<td>2001</td>
<td>1,860</td>
</tr>
<tr>
<td>2002</td>
<td>625</td>
</tr>
</tbody>
</table>


Economics was first examined in 1989 under 8:4:4 system. In Homa-Bay District, the subject was first registered in 1990 and since then there has been fluctuating enrolment trend. The highest enrolment was realized in 1991 with 13.2% while the lowest was recorded in 1996 with 2.6%.

The highest enrolment in Suba was recorded in 1999 and 2000 with 20% each year while the lowest was 10.5% in 2001.
Enrolment in Economics at national level recorded the highest enrolment in 1989 and 1990 with 17% each year and lowest enrolment in 2002 with 0.3%.

Table 4.3 shows that there is low student enrolment both at National and District level. Figure 4.3 shows students National Enrolment in Economics compared to Enrolment in Economics in Homa-Bay and Suba Districts from 1990-2002.

**Figure 4.3** students national Enrolment in Economics compared to enrolment in Economics in Homa-Bay and Suba Districts.

![Graph showing enrolment trends in economics](image)

Figure 4.3 show that Suba records the highest enrolment in Economics at 20% in 1999 and lowest at 10.5% in 2001. It was followed by enrolment in Homa-Bay with the highest enrolment of 13.2% in 1991 and the lowest of 2.6% in 1996. Finally, the enrolment in Economics at National level recorded the highest in 1990 with 17% and lowest in 2002 with 0.3%.
4.3 To determine the variety and adequacy of teaching and learning resources available in schools.

The second objective of this study was to determine the level of availability of teaching and learning resources. Hence, having observed the trend of performance and enrolment in Economics over the years, the researcher went further and looked at teaching/learning issues concerning Economics in the said schools. Students not taking Economics were involved in the study in order to provide additional information concerning the teaching/learning of the subject. The information given in this section was derived from the data obtained from the questionnaires, interviews and observations. Teaching and learning resources form a vital part of any teaching/learning process, as they make learning interactive and practical. They provide additional material and knowledge to the students, which may not be covered during normal classroom situation. As one teacher observed, newspapers for instance provide current emerging issues in Economics such as Liberalization, privatization and Industrialization, which has not been written in textbooks, but is always tested in the Kenya Certificate of Secondary examinations. The teacher further reviewed that most magazines, newspapers, development plans, economic surveys, economic reviews and business finance papers contain emerging economic issues which are often set in national examinations.

The table 4.4 shows the learners’ response when asked that learning Economics is very difficult due to lack of teaching-learning resources.
Table 4.4. Teaching-Learning Resources of Economics

<table>
<thead>
<tr>
<th>Teaching/Learning Resources</th>
<th>Economics Students</th>
<th>Students not taking Economics</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Textbooks</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Magazines and Newspapers</td>
<td>14</td>
<td>58.4</td>
<td>15</td>
</tr>
<tr>
<td>Printing Materials</td>
<td>2</td>
<td>8.3</td>
<td>10</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>2</td>
<td>8.3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>56</td>
</tr>
</tbody>
</table>

Eighty three per cent (83.4%) of the students taking Economics agreed that lack of resources made learning of Economics very difficult, further more the available textbooks are complicated to understand and comprehend given that explanation are not given using local examples that can easily be understood by the learners. However 72% of students not taking Economics are in the same agreement. The use of printing materials and audio-visual are scanty in the teaching/learning process.

Their teachers tended to corroborate this by noting the inadequacy of the resources for teaching/ learning Economics in their respective schools, even though both schools have a school library. However, teachers observed that the resources act as motivators, besides enabling effective teaching and learning of the subject.

The community is a vital resource for teaching/ learning Economics. Quoting one of the teachers,

The community in itself exposed the students to real Economics issues like poverty, income/ wealth distribution, entrepreneurship skills, unemployment levels, and generally various forms of business undertakings in the society.

Hence, this study impacts on enrolment in Economics.
The students were further asked to give the textbook-student ratio for Economics, and the results are recorded in table 4.5.

Table 4.5. Textbook Distribution Ratio for students taking Economics n=24

<table>
<thead>
<tr>
<th>Ratio</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 1</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>1 to 2</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>1 to 4</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (70.8%) of the students reported a ratio of 1 to 1, showing that they enjoyed personal copies of the Economics textbooks. The highest ratio reported was one textbook for four students. Seventeen students representing 70.8% equally reported that they used other materials as supplementary resources, while the other seven (29.2%) relied solely on the textbooks, yet from the interview reports, all the students acknowledged that these had a big impact on improving enrolment in the subject.

Guest speakers form a significant supplementary device to the materials used in teaching/learning any subject. However, the findings of this study revealed that, the schools had invited guest speakers only twice in a year, this could be due to rural inaccessibility. From the interviews, the students equally responded that they never had any field trip to learn Economics, a fact equally echoed by their teachers. The school never organized for any trip, though it was observed by the teachers to form a vital supplement to information read from books, learned from class and equally to expose the students to different parts of the country to enable them make informed comparisons on Economics related issues.

When students were asked to indicate their views and opinions regarding class/group discussion on Economics, the analysis of their responses is given in the table 4.6.
Table 4.6. Economics Student’s Opinion about Class/Group Discussion as a Method of Teaching – Learning

<table>
<thead>
<tr>
<th>Opinion</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interesting</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Interesting</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Not interesting</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>A waste of time</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6. shows the students’ opinion about class/group discussion in the teaching/learning of Economics. The results indicated that 87.5% of the students who responded to the students’ questionnaires reported that they found class/group discussion interesting and enjoyable, while 13.5% found Economics not interesting or as a waste of time. The degrees of utilization of class/group discussion vary from one school to the other. However, for the schools visited, class/group discussion was only utilized towards the end of the revision course.

The results presented in Table 4.5 revealed that there was favorable distribution of textbooks and that other reading materials were lacking. These results thus, far lead us to answer that research question two.

4.4 To investigate the main teaching methods used by teachers of Economics

The analysis of results on teaching methods used by teachers of Economics in teaching the subject indicated that they employ various teaching approaches to teaching the subject. The teachers were asked to list the instructional methods they have been using in Economics classes. The result indicated that one of the teachers employed the lecture method due to inadequate teaching materials. The other one however preferred discussion, allowing students...
to read ahead, and then facilitating discussion in class since the learners ‘already have a grasp of the content’. During the interview, the teachers identified group discussion, question and answer, projects and library research as the most effective methods for teaching/learning Economics at secondary school level. However, lack of teaching/learning resources may be a factor for the teacher to employ lecture method as a fall back. Besides, lack of funds and lack of enough library books discouraged the field and library research respectively. Also, the need to complete the syllabus in time was affected, as these methods seemed rather slow. The lecture method, which acted as a necessary fallback in these circumstances had its own problems. First, it limited student’s participation during the lesson; learning became dull and the students lacked creativity in class, hence it should be used sparingly according to the teacher. When teachers were asked to give reasons for considering each of the used instructional methods as most effective, the teachers gave the following reasons for their choices. According to one of the teachers, the reasons for their preference of class discussion as a method of instructions are:

◆ During class discussion, the students are actively involved in the learning process.

◆ Students learn from each other during class.

◆ All students do participate in the discussion.

◆ Class discussions enable the teacher to identify learners’ attitudes.

◆ Class discussions facilitate learners’ attitudes.

◆ Class discussions encourage teacher – student interpersonal relationships.

◆ Class discussions make students to be creative.
Discussions encourage the students to do research on topics of discussion.

Discussion allows the students to give their original opinions hence diversity of points of view on the same topic. It thus, facilitates the use of example from students' experience and environment.

One of the teachers who employed lecture method also gave the following reasons as the most effective method:

- Some topics can be best taught using lecture method.
- During lectures, students are attentive and hence concentrate on the material taught.
- Through lecture method, students get organized information, which makes excellent notes.
- Lectures are most suitable for introducing topics or defining terms.
- Lectures often stimulate students especially if the teacher is well prepared and if he handles the topic systematically and clearly.
- Lectures can be used where the number of students is high and where learning resources are scarce.
- During lectures, the teacher can quickly assess the reactions of the students.
- Lecture method enables the teacher to have control over students.
When students were asked the methods they use in preparing notes, the observation revealed that note-taking and note-making constitute a very significant activity in teaching and learning of Economics. The students' notes provide them with permanent record of what they have learnt and easy reference during revision. In the field, it was observed that students made their notes in many different ways. The teachers were asked to indicate the methods used by their Economics students to make notes as indicated in Table 4.7

<table>
<thead>
<tr>
<th>Methods of obtaining Notes</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation or writing on chalkboard</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Copying class text</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Dictation and class text.</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Giving students' handouts</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7. Indicated that teachers taught by giving students notes namely: writing on the chalkboard or dictation, giving students handouts and students making notes from class text, and dictation. It was discovered that in many cases, students made their notes through dictation or writing on chalkboard. Table 4.7 presents the data analysis of results on how students made their notes. The analysis indicates that fifteen respondents reported that majority (62.5%) of the students relied on dictation or writing on the chalkboard. 37.5% of the respondents revealed that the students made notes by copying class text, dictation and taking handouts from the teacher. From the student's observation, teachers of Economics preferred to dictate notes during the lessons, as table 4.7 indicates.
When asked how frequent the teachers checked their notes, the learners responded as illustrated in table 4.8.

### Table 4.8. Frequency of Checking Notes for students' taking Economics n=24

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every lesson</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Weekly</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>When assignments are given</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Once a term</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

As table 4.8 indicates, half of the students had their work checked weekly, while six 25% had their work rarely checked. At least one student ensured that their work is checked after every lesson, while another never let his/her book checked at all. The teachers gave regular assignments as reported by the students during the interviews. These consisted mainly of library research in selected topics, discussion questions, and written work. The teacher’s comments were often ‘motivating and encouraging’, and required the students to put more efforts. The teachers themselves had their frequency of giving extra work, apart from classroom teaching. One teacher gave assignments two to three days a week, probably after every lesson, while the other preferred to give assignments weekly, and whereas the former managed to cover 100 per cent of the syllabus, the latter could only cover seventy five per cent (75%). Concerning group or class discussions, 23 (95.8%) admitted holding the discussions, while one (4.2%) never had any, and these were held at various intervals as shown in table 4.9.
Table 4.9. Reported Frequency of Utilization of Group Discussions Method by Economics Students n=24

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After every lesson</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Weekly</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>Once a fortnight</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Once a term</td>
<td>1</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the students (16, representing 66.7%) had weekly discussions, which was the most frequent, while (1, representing 4.1 per cent) attended the discussions only once a term, probably when terminal examinations were approaching. From the interviews, the students equally confirmed that they held group discussions. During the group discussions, the role of their teachers was three-fold, i.e. handling technical areas, giving questions for discussion, and facilitation. When asked to identify the most problematic or ‘difficult’ topics, the students named the following eight in the order in which they are appearing:

- Market Structures,
- Monopolistic Competition
- Vicious Cycle of Poverty,
- National Income
- Economic Integration,
- Product Market
- Factor Market, and
- Perfect Competition

And on what the teachers were doing to improve the teaching/learning of Economics, one teacher planned for trips to other schools for discussion and having regional joint tests. The other formed Economics clubs to encourage interactive learning and knowledge sharing, besides offering guidance to students on the significance of Economics both nationally and internationally.
The results presented revealed that the most effective teaching methods used by teachers are the modern teaching techniques such as discovery/group discussion. These results thus, far lead us to answer research question three.

4.5 To find out Students' and Teachers' Views, and Opinions Towards Economics

The study further sought to establish the views and opinions held by both the students and their teachers towards the subject. The students were required to rate Economics among other subjects they are taking. The results are presented in table 4.10.

Table 4.10. Students' Rating of Economics Among Other Subjects Offered at KCSE Level

<table>
<thead>
<tr>
<th>Rating of Economics</th>
<th>Economics Students</th>
<th>Students not Taking Economics</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Very high</td>
<td>13</td>
<td>54.2</td>
<td>4</td>
</tr>
<tr>
<td>High</td>
<td>11</td>
<td>45.8</td>
<td>7</td>
</tr>
<tr>
<td>Low</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>Very low</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>56</td>
</tr>
</tbody>
</table>

Whereas all the students taking Economics rated the subject highly (100%) among the ones they are taking, (45, representing 81%) of the students not taking Economics rated the subject low, implying that this could have prompted them to drop the subject in preference to other electives. Further, Economics attributes to low mean attained in the ranking of schools at National level in KCSE examinations results and that is why the rate of selection of Economics among other elective subjects is low(45, representing 81%) of the students not taking the subject. The students were equally asked to indicate their liking for Economics, and the responses are listed in table 4.11.
Table 4.11 Students’ Attitude Towards Economics

<table>
<thead>
<tr>
<th>Attitude category during Economics Lessons</th>
<th>Economics Students</th>
<th>Students not Taking Economics</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Very interested</td>
<td>14</td>
<td>58.3</td>
<td>5</td>
</tr>
<tr>
<td>Interested</td>
<td>9</td>
<td>37.5</td>
<td>6</td>
</tr>
<tr>
<td>Not interested</td>
<td>1</td>
<td>4.2</td>
<td>20</td>
</tr>
<tr>
<td>Dull</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>56</td>
</tr>
</tbody>
</table>

Whereas only one student of Economics did not like the subject, the number was still much larger for the students taking Economics (23, representing 96%). However, students not taking the subject equally had a large number (45, representing 80%). Possibly, this could be a good indicator of the reason for the low enrolment in the subject at KCSE. To explore this further, the students were to indicate if their liking of Economics was due to their performance in previous examinations. The analysis of responses in Table 4.12 illustrates that 41.6% respondents liked Economics, while 58.4% disliked the subject. Hence, previous Economics performance does not influence enrolment for the subject.

Table 4.12 Liking Economics Due To Previous KCSE Results n=24

<table>
<thead>
<tr>
<th>Liking of Economics</th>
<th>Economics Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Very High</td>
<td>4</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>Low</td>
<td>7</td>
</tr>
<tr>
<td>Very Low</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The students were further required to indicate whether they intended to pursue careers related to Economic at the University, and the results are reported in table 4.13.
Table 4.13. Choosing Economics related Career at the University

<table>
<thead>
<tr>
<th>Economics related career</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A Economics</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>B.Commerce</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>B.A Land Economics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Agric. Economics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be observed from table 4.12 that majority (100%) of the students who responded to the questionnaire showed high interest in pursuing more Economics related career at the University to less Economics related courses. None of the students responded towards other Economics related courses. Students not taking Economics were further asked to rank Economics among other subjects being offered at KCSE examinations level in order of preference. It was the contention of the researcher that the position in the rank order given to Economics by each student is to a considerable extent, would measure the degree to which the students like or do not like the subject. The analysis of the results is shown in table 4.14.
Table 4.14  Ranking of Economics by students’ not taking the subject Among the subjects offered at KCSE level n = 56

<table>
<thead>
<tr>
<th>Position Rank of Economics</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Below 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicate that 4% of the student respondents gave Economics 1<sup>st</sup> rank order among the subjects done at KCSE Examination, while 21% of the student respondents gave 2<sup>nd</sup> and 3<sup>rd</sup> ranks order below third, implying that the subject is very difficult. When the learners were asked to indicate how they felt during Economics lessons fifteen (62.5%) of the learners respondents found the lessons to be very interesting, while the other nine (37.5%) indicated that lessons were simply interesting, varying only in the degree of interest. The analysis of the responses is given in table 4.15.
Table 4.15  Students’ Feelings About Economics n=24.

<table>
<thead>
<tr>
<th>Students’ feelings</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interesting</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Interesting</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Not interesting</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dull</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

When the students not taking Economics were asked their reaction towards taking Economics as an elective subject, the analysis of their responses is given in table 4.16

Table 4.16  Students’ Views Towards Economics as an Elective Subject n=24

<table>
<thead>
<tr>
<th>Reaction</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully support</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Mixed feelings (support but............)</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Not supportive</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.16 shows the student’s reaction about taking Economics as an elective subject. The results indicated that 42% of the students responded to the questionnaire fully supported the subjects while equal number of students hand a mixed feeling about Economics. Sixteen percent (16%) of students who responded to the questionnaire were not supportive at all.

When students not taking Economics were asked to indicate one of the humanity subjects they would opt out. The analysis of their responses is given in the table 4.17.
Table 4.17 Subject Choice Among Elective subjects by students not taking Economics
n=56

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Christian Religious Education</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>22</td>
<td>39</td>
</tr>
<tr>
<td>Accounting/ Commerce</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicated that 39% of the students’ respondents opted out Economics, Geography and Commerce/Accounting was opted out by 18% each, while 25% of the student respondents opted out History and Christian Religious Education.

The questionnaires sought the teachers’ views regarding educational policies and research issues in place for the improvement of students’ enrolment in Economics. All the teachers who responded indicated that:

1. The government of Kenya should establish many Economics institutions to encourage teaching and learning of Economics in the country.

2. Ministry of Education should introduce better working terms and conditions for teachers of Economics.

3. Inspectors of schools should encourage teachers to borrow reading materials from established libraries or community resource centers.

4. Finally, head teachers should establish well-stocked libraries with adequate reading materials for Economics in their respective schools offering the subject.
When teachers were asked to suggest possible solutions for the enhancement of students' enrolment in Economics, the majority (100%) of teachers, brackets who responded to the questionnaires reported that:

- Teachers of Economics should improve instructional methods by using teaching-learning materials such as bulletins, videos, projectors, field trips, audio-visuals and relevant local examples that relate Economics to everyday life.

- Teachers should expose the learners to constant participation in class projects, discussion, seminars and symposiums.

- The Ministry of Education, Science and Technology should improve Economics curriculum and policies for the benefit of the secondary school students.

- There is need for constant evaluation and examinations in Economics in order to improve enrolment and performance of the subject at Kenya Certificate of Secondary Education (KCSE) level.

When teachers were asked their views regarding the future of Economics in Kenyan secondary schools as a discipline. Popular response indicated that teachers of Economics suggested integration of Economics with other commercial subjects to form one subject "Business Studies" to be studied under different themes in secondary school curriculum. This had been implemented by the Secondary School curriculum review of 2002, which was intended to tap and incorporate learners' experiences in the teaching/learning process.

The results presented in table 4.4 reveal that there was favorable distribution of textbooks and that other reading materials were lacking. These results thus, far lead us to answer the research question four.
When asked to suggest the main problems affecting the effective implementation of Economics curriculum, majority (100%) of the teachers who responded to questionnaire gave a long list of problems they have actually faced in the course of teaching the subject. Among the problems given by the teachers were:

(a) The syllabus for Economics for Form 3 and Form 4 is too wide and the time available to cover it is too short. Majority of teachers felt that Economics syllabus is too wide to be covered within a span of two years and thus, should be re-examined so that fewer topics are left to be taught.

(b) The language and understanding level of students enrolled for Economics are generally low. This is particularly so in the 8.4.4 system of education where Economics teaching has been introduced in Form Three and Form Four levels of education. Majority of teachers who responded to questionnaire reported that Economics as a discipline requires mature students with high ability to reason and communicate ideas well.

(c) Some topics in Economics syllabus are too abstract and difficult for secondary school students. The teachers cited topics such as; market structure, monopolistic, vicious circle of poverty, national income, product market, perfect competition, theory of the firm economic integration and factor market. Students also have negative attitudes for Economics topics with elements of Mathematics.

(d) The teachers also pointed out that lack of Economics textbooks written locally is a real problem to teaching / learning of Economics. This means that many of the books which are used by teachers and students have foreign examples as illustrations to concepts and principles to be learnt. The use of such textbooks
makes students' understanding of the concepts difficult. This makes it necessary for the teachers to give local parallel to foreign examples.

(e) All teachers of Economics reported the shortage and inadequacy of textbooks as one of the problems they faced. Most teachers of Economics indicated that textbooks that would be regarded as appropriate for all the topics in the syllabus are non-existent. The textbooks available contain a few topics. Economics topics such as liberalization, privatization, amalgamation cartels, multinationals and globalization are conspicuously difficult to get in many Economics textbooks used in secondary school curriculum.

(f) The effective teaching and learning of Economics concepts and principles needs much time for the simplification of these concepts and principles. All teachers of Economics reported that time is one of the major factors impinging on the Economics teaching especially in 8.4.4 system of education.

(g) All teachers who responded to the questionnaire reported that commercial and unofficial textbooks sold in the market and streets affect teaching and learning of Economics. The teachers revealed that the majority of these textbooks lack in-depth treatment of Economics topics and have habit of presenting facts in such a way that they lead themselves to cramming. As a result of this, majority of students tend to rely on the superficial presentations of the textbooks at the expense of their intellectual ability in relation to Economics understanding.

(h) The teachers also pointed out that the official Kenya Institute of Education (K.I.E) Economics textbooks lack scope and hence, limited the Economics teaching and learning by both teachers and students.
(i) All the teachers of Economics cited lack of teaching/learning materials such as radio, television, audio-visual, power point and shortage of printing materials such as journals, magazines, Economics bulletins, development plans and weekly Economics reviews which are suitable for teaching of Economics is another problem. Though these aids would significantly contribute to the learning of the subject, some schools may have problems of purchasing them due to lack of funds or power to run the equipment especially if the schools are located in the rural areas.

(j) All teachers of Economics reported that, lack of Economics room (laboratory), which is a vital facility for teaching and learning of Economics, is a big problem in the Economics learning process.

(k) All teachers also reported that lack of in-service and seminars to update practising teachers on changes in the syllabus and also to enable untrained teachers to get training while on the job is also a problem in teaching-learning of Economics.

A four point Likert Scale (where 1 represents less important, and 4 is extremely important) guided the responses concerning 12 statements about Economics. The overall mean for all statements indicated a mean of 1.79 representing strongly agree, and strongly disagree has a mean of 0.18.

Table 4.18 highlights the mean and standard deviations of responses on the 12 statements as reported by students taking Economics. There is high responses on strongly agree with a mean of between 0.33 to 3 (standard deviation of between 0.21 – 0.63), and the lowest responses on strongly disagree noted a mean of between 0.038 – 0.6).
Table 4.18  Students’ Agreement or Disagreement in the Economics

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I really like Economics as a subject</td>
<td>1</td>
<td>1.75</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>2. I would like to take a career related to Economics</td>
<td>3</td>
<td>0.4</td>
<td>0.11</td>
<td>0.2</td>
</tr>
<tr>
<td>3. Economics is very boring</td>
<td>0.04</td>
<td>0.5</td>
<td>0.15</td>
<td>0.2</td>
</tr>
<tr>
<td>4. Learning Economics is much difficult due to lack of facilities</td>
<td>3</td>
<td>0.5</td>
<td>0.146</td>
<td>0.2</td>
</tr>
<tr>
<td>5. I like Economics because of previous results and marketability of the subject</td>
<td>1</td>
<td>0.1</td>
<td>0.014</td>
<td>0.2</td>
</tr>
<tr>
<td>6. I like the teaching methods used in Economics</td>
<td>0.33</td>
<td>1.5</td>
<td>0.44</td>
<td>0.1</td>
</tr>
<tr>
<td>7. Guest speakers contribute a lot in Economics performance</td>
<td>1</td>
<td>0.75</td>
<td>0.22</td>
<td>0.7</td>
</tr>
<tr>
<td>8. Class or group discussion is very enjoyable in Economics</td>
<td>3</td>
<td>0.63</td>
<td>0.18</td>
<td>-</td>
</tr>
<tr>
<td>9. I do not like Economics due to Mathematics aspect in the subject</td>
<td>2.3</td>
<td>0.75</td>
<td>0.22</td>
<td>0.2</td>
</tr>
<tr>
<td>10. Economics terminologies used in the textbooks are difficult for secondary school students</td>
<td>2.8</td>
<td>0.5</td>
<td>0.15</td>
<td>0.3</td>
</tr>
<tr>
<td>11. It is difficult to distinguish Economics contents with other related subjects like Commerce, Accounting, Office Practice and Secretarial</td>
<td>2</td>
<td>0.29</td>
<td>0.3</td>
<td>0.11</td>
</tr>
<tr>
<td>12. Economics is a complex and abstract subject for secondary school students.</td>
<td>3</td>
<td>0.38</td>
<td>0.11</td>
<td>0.2</td>
</tr>
<tr>
<td>13. Overall mean on responses</td>
<td>1.79</td>
<td>0.73</td>
<td>0.23</td>
<td>0.18</td>
</tr>
</tbody>
</table>
The responses were analyzed under the statements as highlighted in the Table 4.17. The results indicated that (a mean of 3, representing a standard deviation of 0.63) of the student respondents like Economics as a subject, while a mean of 0.3, representing 0.78) of the students do not like Economics. The responses of students to the statements showed that, (a mean of 3.4, representing S.D = 0.74) students prefer to pursue Economics related career although in another statement a mean of 0.91 of students responses expressed that Economics is boring.

The table shows that a mean of 3.63 of the student respondents agree that, Economics is difficult due to lack of facilities, and that class/group discussion is the most appropriate teaching method for Economics. The students' respondents (mean = 0.82) do not like the subject because of previous results at KCSE level and marketability. This is an evidence for low students enrolment. In another statement, fourteen students representing (mean = 2.3) agree that Economics is not liked by many students due to Mathematics aspects involved in the subject. Students observation, indicated that 21 students respondents (mean = 2.8) showed that it is difficult to clearly distinguish the depth of Economics content coverage from the contents in Commerce, Accounting and Office Practice and Secretarial for instance, demand and supply, bookkeeping, trading, profit and loss accounts, trial balance and cash book.

Twenty-one students representing (mean = 3.62) indicated that Economics is an abstract and complex subject for secondary school level. This may be a better reason for low enrolment in the subject. Only three (mean = 0.241) of student respondents find Economics to be a normal subject like others.
One of the objectives of the study was to find out teachers academic professional qualification and experience. The analysis of responses on teachers’ experience indicates that all teachers had taught for more than five years. The analysis further revealed that one of the teachers is an examiner in the subject with the Kenya National Examinations Council (KNEC), while the other is a head of department and a career master.

The analysis of responses on teachers' academic, professional qualifications and experience indicated that teachers of Economics were graduate teachers. The teachers had academic and professional training in teaching and were handling Form four classes in examinations. These teachers are holders of B. Ed Degree and those with a general Degree (either BA or B.Sc.) with Postgraduate Diploma in Education (PGDE).

The results presented thus, far lead us to answer the research question five.

4.7 Discussion of Findings

4.7.1 Student Enrolment in Economics in Secondary Schools in Homa – Bay and Suba Districts

From data presentation and analysis the following findings emerged:

The analysis of data generated from the two schools of study regarding enrolment and performance in Economics indicated that, the number of students taking Economics at KCSE is relatively low due to negative attitude towards Economics. The analysis of data collected from Kakiimba Secondary School for a period of seven years found that, the highest student enrolment percentage was 20% in 1999 and 2002. In the year 2001, the school enrolled it’s lowest percentage of 10.53%. Similarly, the analysis of data collected
from Homa – Bay high School for a period of 13 years found that, the highest student enrolment was 13.2% in 1991, while the lowest enrolment recorded was 2.6% in 1996. The analysis of responses of students on liking or not liking Mathematics aspects in Economics further found that, 80% of students agree that low enrolment in Economics is caused by the inclusion of Mathematics aspects in Economics syllabus. Further analysis on enrolment trends found that, 90% of students indicated that, Economics is too difficult for students especially being an abstract and complex subject. On the other hand, only 12.5% of students considered Economics as a normal subject like others.

This finding concurs with Kabetu (1987) who found that weak students in Mathematics perform poorly in Economics. The findings of this study revealed that students fear Mathematics skills incorporated in Economics, students believe that Economics is a difficult subject and, the terminologies and language used in Economics textbooks causes low enrolment in the subject. Table 4.1 and 4.2 shows the trends of enrolment in the two schools sampled for the study.

4.7.2 Do Teachers’ Academic, Professional Qualification and Teaching Experience influence Students’ Enrolment?

The analysis of the responses the 2 teachers of Economics who were in the sample regarding teachers’ academic, professional qualification and experience indicated that, all teachers of Economics (100%) were trained graduate teachers and had taught for more than 5 years. The analysis further found that, one of the teachers was an examiner with Kenya National Examination Council (KNEC), while the other one was a head of department and a career master in the school. Yet despite the long teaching experience and exposure to evaluation process at KNEC, they still record low enrolment in the subject.
The findings of this study is contrary to the findings of a study in West Africa by Ulifua, (1978) on students’ performance in Economics examination and found that, with the use of multiple regression analysis, the teachers’ qualification and experience was significantly related to students’ performance in Economics. However, because Economics Syllabus in secondary schools incorporated knowledge of business studies disciplines, where as the training of teacher programmes at the Kenya public universities did not equip the teachers with enough business studies facilities for Commerce, Economics, Accounting, Secretarial and Office Practice skills. They could not offer effective teaching of business subjects. It is also evident that teachers of Economics find difficulties in differentiating in-depth treatment of some topics in Economics, Accounting, Commerce, Secretarial and Office Practice for KCSE examinations (KCSE Syllabus, 1996/97). In schools and institutions like Kenya School of Accountancy where the subjects are taught currently, topics such as Demand and Supply, Elasticity of Demand, Factors of Production, Economic Growth and Development, Vicious Circle of Poverty, Functioning Economic Systems, National Income, Preparation of Balance Sheet, Trading, Profit & Loss Account, and Trial Balance affect these subjects due to lack of appropriate knowledge to be applied either in Economics, Accounting and Commerce. When examination papers for Economics Accounting and Commerce are compared, a slight difference in the subjects is realized. This justifies the integration of all business subjects into one called ‘Business Studies’ to avoid un-necessary overlaps within and across the subjects.

A study carried in Bangkok Institute for Child Study by Philips (1966), found that, there is a significant relationship between students’ achievement and teachers’ educational qualification
and experience. A similar research was done by Beeby and Griffiths (1961), Daughtrey, (1974) and Hendrikz, (1986) and came up with similar results. The further concurs with the findings of Mwangi (2001), Beecher Report (1949), and UNESCO (1981), also observed that lack of qualified teachers causes low enrolment in Economics and thus, contrary to the findings of this study.

4.7.3 To what extent do the variety and adequacy of teaching resources influence students' enrolment in Economics?

From the data presentation and analysis the following findings emerged:

The analysis of the responses of 24 students and 2 teachers of Economics who were in the sample regarding variety and adequacy of teaching resources that influence students' enrolment and performance in Economics indicated that, there was a favourable distribution of textbooks in the highest ratio of 1:1. Majority (70.8%) enjoyed personal copies of Economics textbooks, while 29.2% shared the book between 2 to 4 students. The analysis further found that, 83.4% of the students taking Economics agreed that lack of facilities made learning of Economics very difficult, and 72% of students not taking Economics supported the same idea. The analysis also found that, the schools lacked guest speakers and field – trips that could supplement the teaching/learning of Economics. The analysis of language and terminologies used in Economics textbooks found that, student have difficulties in understanding and interpreting the language and terminologies used in the textbooks. Majority (87.5%) respondents agreed that, difficult language and terminologies affects enrolment and performance, while 12.5% disagreed to the fact.

The analysis of the responses of the teachers of Economics indicated that, 50% of the teachers reported that lack of other reading materials such as magazines, newspapers; economic
reviews and development plan that contain emerging economic issues which are not available in textbooks and the topics are often set in Kenya Certificate of Secondary Examinations (KCSE) level.

4.7.3.1 Availability of Learning Resources

From the findings of the data analysis, it was found that the Homa – Bay High School had relatively more favourable students’ textbook ratios than those in the Kakiimba Secondary School. Therefore students in Homa – Bay High School were more advantaged as far as students’ textbook ratios were concerned. The findings concur with that of Psachorapoulus and Woodhall, (1985) who further asserted that the effectiveness of textbooks acquisition in determining learning outcomes diminishes when the ratio of books per student approaches 1:2 and Mwangi (2001) but, contrary to the findings of Kabetu (1987), and Lowe (1969), with regard to factors impinging on enrolment and performance in Economics in Kenya. Among the factors identified include acute shortage of textbooks especially reference books and also students find language and terminologies used in the books too difficult for them to understand.

4.7.3.2 Availability of Magazines and Newspapers

For proper practical interpretation of the theoretical knowledge of Economics learnt in the classroom, new and up-to-date information is usually needed. Magazines and newspapers are therefore important learning resources in Economics. This is because they usually carry current information on tropical issues, global and national economic activities, which are contained in the Economics Syllabus. However, the findings revealed that even though they existed in the two institutions, they were underutilized. This phenomenon is cited by Misoy, (1987) who noted that, although secondary schools in Kericho District had adequate
instructional materials, teachers did not make use of them while teaching. As Kimutai (1991),
states, without effective utilization of available learning resources, desired educational
outcomes may not be attained satisfactorily. Therefore, selected learning resources should not
only be made accessible to learners, but also effectively utilized in the learning process.
however, the findings of this study is contrary to the findings of Lowe (1969) which found that
there is shortage of good learning materials on some Economics topics for elementary and
secondary schools. Kenya National Examinations Council (KNEC), (2000) also advised
students not to rely on textbooks in order to improve performance and enrolment in
Economics.

4.7.3.3 Availability of Community Learning Resources
The findings of this study revealed that these resources were rarely used in the teaching and
learning of Economics. Despite the fact that the teachers agreed that the community learning
resources was vital in teaching and learning of Economics, these resources were rarely used.
Field trips, project work and field studies were rare in both schools. In support of field studies
in Economics, Robinson (1975) asserts that the field study is a method whose additional
characteristics are that it affords the student a full opportunity to apply theory and policy in a
real life situation over a period of time, and can embrace most aspects of the subject content of
Economics in the process. The rare use of community learning resources in the two schools
may be attributed to lack of funds and lack of emphasis on the project work, field studies and
field trips in secondary schools by curriculum developers. The findings also revealed that
resource persons, who occasionally render teaching services as guest speakers in Economics,
were underutilized. In fact, in the district school, there were no such guest speakers in the past
five years. This state of affairs was also revealed by Kimutai’s (1991) study of Kericho and
Nairobi schools. He noted that most of the schools in the two districts rarely availed human resources to the students taking Economics. Perhaps this may be attributed to either time constraints or lack of interest on the part of teachers to invite these persons. A study by Kerich (1990), on methods of teaching Economics contradicts this findings and revealed that the use of field trips, project work and field studies contributes a lot in the teaching – learning process. But, on the other hand a study by Mwangi (2001) on determinants of learning achievement in Economics concurs of the findings this study.

4.7.4 What methods of teaching are used by teachers of Economics?

The analysis of the responses of 2 teachers of Economics who were in the sample regarding methods of teachings used by teachers of Economics indicated that, class/group discussion, project or question and answers is the most effective teaching techniques for economic teaching. Fifty percent (50%) of the respondent employed lecture methods due to inadequate teaching materials, while the other 50% respondent asserted that, group discussion, project or discovery teaching technique is the most preferred in teaching Economics.

The analysis of respondent of 24 students regarding frequency of utilization of group discussion methods indicated that, majority (69.6%) of respondents had weekly discussions which was the most frequent method, while 4.4% attended the discussion only once a term. The findings of this study concurs with the findings of Gage, (1969), McLeish, (1968) and Beard, (1973) who carried out studies on comparison between lecture technique and discussion technique and found that discussion technique is more effective than typical lecture in developing concepts and problem-solving skills.

The findings of this study also concur with a study carried out in United States of America by Bowell (1991), and Meyer (1993), on individual learning environment and found that, the learners learn actively by interacting with the teacher or material through the use of
discussion questions, reaction papers and individual presentations. The same study also revealed that, students may learn passively through lecture method. According to Storal (1955) and Rosenshine (1970), lecture method is less effective than other methods in its impact on attitudes and on social learning. A study by Handerson (1980), on methods of teaching which revealed that, predominant teaching methods is “chalk” and “talk” contradicts the findings of this study. This, however, is not wholly true as other studies have come up with findings in support of lecturing.

The findings in this study are contrary to the findings carried out in United States of America on teaching methods by Walker (1991) and found that the most effective method of teaching Economics is laboratory methods where students enjoy active participation in the exercises, and the exercises bring abstract concepts to life. A study conducted by Brunner (1963) and Piaget (1958) found that systematic approach or “spiral curriculum” is the most effective method for Economics since it develops a child’s understanding systematically from simple to concrete to the complex and abstract. However, it is pertinent for us to note that, not only the choice of technique which is important but, how this technique is utilized is of great significance.

During the visit to the selected schools, the researcher made some observations in Economics lessons. Such observations yielded very valuable data on teaching methods used by the teachers, the type and use of teaching – learning resources and materials, and also the problems that are related to the teaching of Economics.
4.7.5 What are the views and opinions of students and teachers regarding factors influencing students' enrolment in Economics?

From data presentation and analysis the following findings emerged:

The analysis of the responses of 80 students who were in the sample regarding views and opinions of students and teachers on factors influencing students' enrolment and performance indicated that, students had divergent views and opinions towards Economics. All (100%) students taking Economics rated the subject high among other subjects, while 81% of the students not taking Economics rated the subject low.

The analysis on whether students like or do not like Economics indicated that, 96% of the students taking the subject liked Economics, while 80% of the students not taking Economics disliked the subject. The analysis of responses on liking the subject based on previous results indicated that, 41.6% respondent liked the subject, while 58.4% disliked the subject. Further analysis on students intention to pursue Economics related career indicated that 100% of the respondent shared high interest in pursuing Economics related career, and 56% of the students not taking Economics indicated very low interest.

The findings of this study concur with Lowe (1969) and Court (1974) who found that language and terminologies used in Economics textbooks, and Mathematics aspects in the subject make it boring, dull, dogmatic and very difficult for secondary school students and thus, causing low enrolment. Studies carried out by Whitehead (1974), Daughtrey (1974) and Robinson (1977) on students' views regarding Economics learning in secondary schools also concurs with the findings of this study that Economics is too complex and abstract to be studied by high school students.
Students' data analysis of this study found that majority of students expressed negative attitude towards Economics by dropping the subject. However, it is also noted that the findings of this study contradict the findings of a research carried out by Robinson (1977) and Whitehead (1974), and concurs with the findings of Mwangi (2001). When the interests of students are further analysed, it was found that, majority of the students equally prefer Economics to other related subjects. The study also found that the student enrolment is very low compared to other elective subjects. This could be due to the fact that liking or not liking does not depend on the previous performances of the subject at Kenya Certificate of Secondary Examination (KCSE). The result of the data provided by both students and teachers revealed that language and terminology used in Economics textbooks and Mathematics skills incorporated in the subject make it too complex and difficult for the students thus, causing low enrolment and performance at secondary school level.

It is evident from the above discussion that, there is need to carry out various studies on aspects of Business Studies particularly in Kenyan secondary schools curriculum. The current study was an attempt to provide the foundation for researches in Business Studies field.
5.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the summery of the main issues presented in the preceding chapter, the main conclusions arrived at and the key recommendations emanating from the study.

The chapter commences with a presentation of the summary of the major findings before giving the conclusion. Recommendations touch on policy and further research.

5.2 Summary of Findings

The major findings of this study can be summarised as follows:

The study found that, qualified graduate teachers were teaching Economics with Bachelor of Education Degree and teaching experience of more than five years. In addition one the teachers was an examiner with Kenya National Examination Council and the other one was a head of department and career master in the school.

It was established from the analysis of secondary data obtained from the sample schools that students' enrolment in Economics is relatively low compared to Agriculture and Commerce.

The low enrolment in Economics is due to language and terminologies used in Economics textbooks, Mathematics aspects included in Economics syllabus and the fact that Economics is an abstract and complex subject is a contributing factor to the low enrolment. This is attributed to the fact that most students at secondary
school level believe that Economics being an abstract and complex subject, is too
difficult for students.

The study revealed that the range of textbooks used by students was favourable.
The distribution of such textbooks among the students was in the ration of 1:1.
However, students in Form 3 and Form 4 tend to find most of the textbooks rather
difficult to understand and comprehend due to language and terminologies used in
the textbooks. In addition it was noted that many schools do not make use of
printed materials such as Newspapers, Magazines, Statistical abstracts, Paper
Report of companies, Economics Journals, development plans and Economics
Weekly reviews which contains current topical economic issues that are often set in

The study found that, the use of instructional materials used by teachers of
Economics was very minimal. Teachers of Economics ever-relied on congenital
resources such as chalkboard, charts and printed materials such as magazines, and
journals. There was lack of diagrams, electric media such as radio, television, tape/
cassette recorders and various types of projectors. This makes teaching –learning of
Economics very difficult.

Although, field trips could be very useful in consolidating and confirming what is
learnt in class, it was found that, none of the teachers organised field trips for their
students. This implies that benefits that could accrue to the learners from such trips
are not utilized by the students. The factors that lead to this state of affairs were
shortage of fund, transport facilities and lack of initiative by most teachers of
Economics.
The study revealed that the use of guest speakers as resource persons in teaching – learning of Economics were not used at all. This may be due to the fact that the schools under study were based in rural areas where inaccessibility is a major problem. It was also realized from the study that the use of other teaching methods such as fieldwork, project method, role playing, simulation games, tutorials and seminars, and inter-school seminars or debates/symposiums improves enrolment in Economics. But, teachers of Economics less often use all these methods.

The study found that, Economics students relied on general traditional methods of obtaining notes such as dictation by their teachers, copying notes from the chalkboard and being given handouts by teachers. This means that situations where students were required to make their own notes were minimal indeed. Students’ notes should be a by-product of the teacher’s mind, the mind of the student and those of textbooks consulted. In making notes students should consult various sources, as this would enable them to learn at the same time.

The study established that the range of institutional methods and activities employed by teachers of Economics are quite small. It was further found that teachers over-rely on teacher-centered methods and that very few teachers actually employ learners – centered methods of instructions. The study also found that group discussion, project or questions and answers is the most effective teaching method of Economics. Despite its preference, this method is not very much employed by the majority of teachers. It was further found out that discussion may be class discussion where students get motivated to establish their own voluntary groups. Such discussion groups were found to be particularly operational during revision time for examinations. However, the study also revealed that, lecture method would be used, as a fall back in case there are inadequate facilities for the recommended teaching method.
The study revealed that during Economics classroom observation, most Economics lessons were dominated by teacher-centered exposition with very limited provision for learners’ participation in the teaching-learning process. It was further revealed that, teachers rarely made use of teaching materials and activities such as magazines, newspapers, videos, radios, film projectors, bulletins and Economics laboratory.

5.3 Implication of the study

The study has the following implications.

1. Curriculum developers and course designers need to re-examine Economics curriculum relevant to the needs of Kenyans economy with a view to attain industrialization by 2020. It is also hoped that Economics as a subject should enable the learners to be self-employed or salaried. Does the present Economics curriculum cater for the needs of the learners and the needs of this nation? Is the current syllabus relevant to the goals and objectives of education? These are some of the crack questions that require attention from the curriculum developers and course designers to evaluate in the existing curriculum.

2. From the results of this research, one would conclude that teachers of Economics make use of very limited number of teaching techniques and some of which may be considered outdated. The current education system should adopt teaching strategy that is rich in methodology and teaching-learning activities. Teacher educator particularly those charged with the training of would-be teachers of Economics should expose their trainees to a variety methods and resources relevant to the learning of Economics.
3. It was also further observed that, it is imperative for teachers of Economics to give Economics teaching and learning a wide range of approach. They need to balance the use of various methods and should be more flexible in selecting the methods and activities which would encourage the learners to look at Economics as an interesting and practicable subject. The methods used in teaching Economics should involve the students’ participation in the learning process. They should lead the students through the use of what they already know in bringing an understanding of abstract Economics concepts. The teachers also need to keep abreast of the latest developments in educational system and how it affects the teaching – learning of Economics at secondary level.

4. The educational administrators both in schools and in the Ministry of Education are vested with the responsibility of providing and managing the various resources that are required in schools. It is these resources both materials and human that plays a significant role in performance and enrolment in the subject. Education administrators should ensure not only the availability of the resources in schools but also attempts to stamp out the disparities that exist in various geographical localities in the country. It is also the responsibility of educational administrators to ensure proper management of limited resources available in their schools.
5.4 Conclusion

Student low enrolment in Economics is influenced by many factors. This study has established that, the enrolment trend is generally low due to negative attitude on students towards Economics and that; Mathematics aspects included in Economics curriculum affects the enrolment of the subject at KCSE level. This study found that the most effective teaching method is discovery, questions and answers, class/group discussions and participatory.

The analysis of teachers of Economics found that qualified graduate teachers with high teaching experience taught Economics. However, the low enrolment in Economics is attributed to by lack of teaching materials and the choice of appropriate teaching method. Indeed as this study has established, there was inadequate availability of other reading materials and reference books to supplement the available Economics textbooks. The finding of this study indicated that most of Economics textbooks are too difficult to understand and comprehend due to the language and terminologies used in the textbooks. However, this impacts on enrolment in economics at secondary school level.
5.5 Recommendations

The recommendations are presented into two categories, that is those that touch on policy and those for further research.

5.5.1 Policy Recommendations

On the strength of the findings, this study recommends the following issues:

1. Teachers of Economics should employ participatory techniques/methods in order to tap and incorporate learners' experiences. Teaching of Economics should, among others, include case studies where relevant concepts are picked from the surrounding business environment. Precisely group discussions, question and answers, practical approach and laboratory method approach are strongly recommended.

2. Ministry of Education, Science and Technology (MoEST) through Inspectors of Schools and Teachers Service Commission (TSC) should encourage teachers to use appropriate teaching - learning resources to make teaching more interesting and meaningful to the learners. It is also recommended that, teachers of Economics should be creative and innovative in sourcing for teaching - learning resources (improvise) and students should not only rely on textbooks but also make use of other reading materials like economic surveys, newspapers, development plans, journals and magazines which often write on emerging issue such as Integrity in business, Ethical issues, Information Technology, Anti-corruption, Environmental issues, Gender balances, Industrialization, Globalization, Liberalization and HIV/AIDS. Economics charts and Economics bulletin boards covering various topics are also recommended to be used by teachers of Economics during their classroom teaching.
3. The Government must endeavor to organize regular seminars and in-service for teachers of Economics to discuss issues related to the teaching of Economics. The seminars or subject panels should include Practicing Teachers, University Staff, Kenya Institute of Education (KIE), Kenya National Examination Council (KNEC) and Members of Inspectorate. Despite academic, professional qualifications and exposure of the teachers, seminars and in-service should be employed to the practicing teachers as a guide to the in-depth treatment of the subject. The study further recommends team teaching among teachers of Economics as a means of sharing experiences for a better performance and to increase enrolment in Economics.

4. The Ministry of Education, Science and Technology in conjunction with Kenya Institute of Education (KIE) should solicit for and contribute in the development of teaching guides or handbooks to foster the effective teaching–learning of the subject.

5. Ministry of Education, Science and Technology (MOEST) through inspectors of schools and Teachers Service Commission (TSC) should appoint a competent teacher as career master who is well-versed in the subject choices and the resulting professions, and future job opportunities. Such teachers should further be given adequate career training, seminars and in-services on Economics related skills. This would help the teachers to offer proper guidance to the students and make accurate decisions on studying or not studying the subject.
6. The government in conjunction with TSC should provide teachers with relevant teaching/learning materials such as radio, audio – visuals, cameras, videos and projectors to facilitate learning process. The headteacher and stakeholders of the school should encourage teachers to organize class trips or projects especially to a nearby local market or municipality where a market attendant can educate students the trends of pricing system, chain of distribution, demand for and supply of goods in a free market situation.

5.5.2 Suggestion for Further Research

This research recommends that, the study be replicated in another district.
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APPENDIX ‘A’

STUDENTS QUESTIONNAIRE

Dear Student,

Thank you very much for accepting to answer these questions. This questionnaire is to help the researcher gather some information on teaching and learning of Economics and performance of the subject in Kenya Certificate of Secondary Education (KCSE) examinations. This is not a test. You do not need to write your name anywhere on this sheet. The information you give will be treated confidentially. Please answer all the questions in the spaces provided.

Instructions to the Respondents:

Fill in the blank spaces provided where necessary. Where alternative responses have been given put a tick (√) in the box next to the appropriate answer.

Part 1: For Students Taking Economics only

1. Do you take Economics? (i) Yes [ ]
   (ii) No [ ]

2. Give reasons for your answer to question 1 above.

3. How would you rate Economics among other subjects you are taking.
   (i) Very high [ ] (ii) High [ ] (iii) Low [ ]
   (iv) Very low [ ]

4. How do you feel during Economics lesson?
   (i) Very interesting [ ] (ii) Interesting [ ]
   (iii) Not interesting [ ] (iv) Dull [ ]
   (v) Very dull [ ]

5. What methods do your teachers use in giving you Economics notes?
   (i) Dictation of notes by the teacher [ ]
   (ii) By copying from the chalkboard [ ]
   (iii) By copying from class textbooks [ ]
   (iv) Giving handouts to students [ ]
   (v) Others (specify) [ ]

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6. How often does your Economics teacher check your notes
   (i) Once a week [ ] (ii) Twice a week [ ]
   (iii) Rarely [ ] (iv) Never at all [ ]
   (vi) Others (Specify) ____________________________

7. If you make your own notes, what problems do you experience when making notes.
   (i) ___________________________________________
   (ii) ___________________________________________
   (iii) ___________________________________________
   (iv) ___________________________________________

8. Give the titles and authors of your basic class textbooks currently used. (In Economics only).

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<tr>
<th>Title</th>
<th>Author</th>
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9. What is the ratio of textbooks distribution in your class?
   (i) 1 for 1 student [ ] (ii) 1 for 2 students [ ]
   (iii) 1 for 3 students [ ] (iv) 1 for 4 students [ ]
   (v) 1 for 5 students [ ]

10. Do you have other Economics materials besides the basic class textbook?
    (i) Yes [ ] (ii) No [ ]

11. If the above answer is yes, give a list of the materials other than class textbooks you have read in or outside class.
    (i) __________________________ (ii) __________________________
    (iii) __________________________ (iv) __________________________
    (v) __________________________ (vi) __________________________

12. How often do group/class discussion on Economics organized?
    (i) After every lesson [ ] (ii) weekly [ ]
    (iii) Once a fortnight [ ] (iv) After one month [ ]
    (v) Others (Specify) ____________________________
13. In your opinion how do you consider group/class discussion on Economics?
   (i) Very interesting [ ] (ii) Interesting [ ]
   (iii) Not interesting [ ] (iv) A waste of time [ ]
14. What is the role of the teacher in your class discussion?

15. (a) Have you had a guest speaker giving a talk to your class on Economics?
    (i) Yes [ ], (ii) No [ ]

(b) How often do speakers on Economics organized?
    (i) After every lesson [ ] (ii) weekly [ ]
    (iii) Once a fortnight [ ] (iv) After one month [ ]
    (v) Others (Specify) ________________________________

(c) What are the topics in Economics covered by the speaker?

(d) Do you find the topics relevant to the study of Economics at KCSE examinations?
    (i) Very relevant to what we learn [ ] (ii) Interesting [ ]
    (iii) Irrelevant [ ] (iv) Boring [ ]
    (vi) Others (Specify) ________________________________
16. Indicate the extent to which you agree or disagree with the following statements, rating on a scale of 1 – 4, to students taking economics. (See the key below)

1. SA – Strongly Agree = 4
2. A – Agree = 3
3. D – Disagree = 2
4. DS – Strongly Disagree = 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. I really like Economics as a subject</td>
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<td>2. I would like to take a career related to Economics</td>
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<td>3. Economics is very boring</td>
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<td>4. Learning Economics is much difficult due to lack of facilities</td>
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<td>5. I like Economics because of previous examination results and marketability of the subject</td>
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<td>6. I like the teaching methods used in Economics.</td>
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<td>7. Guest speakers contribute a lot in Economics performance.</td>
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<td>8. Class/group discussion is very enjoyable in Economics.</td>
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<tr>
<td>10. Economics terminologies used in the textbooks are difficult for secondary schools students</td>
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<td>11. It is difficult to distinguish Economics with other related subjects like Commerce, Accounting, Secretarial and Office Practice.</td>
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<tr>
<td>12. Economics is a complex and abstract subject for secondary school students</td>
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<tr>
<td>13. Any explanation</td>
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Part 2: For Students NOT taking Economics only

1. If you are offered Economics as your elective subject, what would be your reaction?
   (i) Very interesting [ ] (ii) Interesting [ ] (iii) Not interesting [ ]
   (iv) Dull [ ] (v) Very dull [ ]

2. How would you rank Economics among other subjects offered at KCSE examinations in order of liking?
   (i) First [ ] (ii) Second [ ] (iii) Third [ ] (iv) Fourth [ ]
   (v) Fifth [ ] (vi) Sixth [ ] (vii) Seventh [ ] (viii) Eighth [ ]
   (ix) Ninth [ ]

3. If you are to be offered the following subjects among elective subjects, which one would you opt out?
   (i) Geography [ ] (ii) History [ ] (iii) C.R.E. [ ]
   (iv) Economics [ ] (v) Commerce/Accounting [ ]

4. (a) Did you study Business Education in Form One and Form Two?
   (i) Yes [ ] (ii) No [ ]
   (b) If the above answer is Yes, what was your feeling during Business Education class?
      (i) Very interesting [ ] (ii) Interesting [ ] (iii) Not interesting [ ]
      (iv) Dull [ ] (v) Very dull [ ]
   (c) Why did you opt out Economics as an elective subject in Form Three and Form Four?

5. (a) Did you have career master in your school?
   (i) Yes [ ] (ii) No [ ]
   (b) If the answer above is yes, how often were being guided in career choices and opportunities?
      (i) Once a week [ ] (ii) Twice a month [ ] (iii) After one Month [ ]
      (iv) Rarely [ ] (v) Never at all [ ]
      Others (Specify) __________________________
   (c) What is your opinion about Economics related careers and opportunities?
      (i) Very interesting [ ] (ii) Interesting [ ] (iii) Not interesting [ ]
      (iv) Boring [ ]
(d) Give your own comment in Economics as a subject at KCSE level?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

6 In your own opinion, what are the future prospect of Economics in Kenya.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

7 (a) Given an option, would you drop Economics?
(i) Yes [ ] (ii) No [ ]

(b) If the answer above is yes, give reasons for your option (choice)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

8 In your own assessment, what grade do you expect at KCSE examinations.
(i) Grade A [ ] (ii) Grade B [ ]
(iii) Grade C [ ] (iv) Grade D [ ]

9 As an Economics student, suggest solutions towards teaching Economics and subject choices at KCSE examinations.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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APPENDIX B
TEACHERS’ QUESTIONNAIRE.

Dear Teacher,

Thank you very much for accepting to answer these questions. This questionnaire is to help researcher gather some information’s on teaching and learning of Economics and performance of the subject in Kenya Certificate of Secondary Education (KCSE.) examinations. This is not a test. The information you give will be treated confidentially. Please answer all the questions in the spaces provided.

Instructions to the Respondents’
Please complete this Form by putting a tick [✓] in the space provided against your choice. Where no choices are provided, write your responses in the space provided.

Part (I) For teachers in schools offering Economics only.

1. What is your highest level of academic attainment?
   (i) Secondary Form Four [ ]
   (ii) Secondary Form Six [ ] (iii) University [ ]

2. What is your professional qualification?
   (i) SI / Diploma [ ] (ii) B.Ed [ ] (iii) Bsc / BA [ ]
   (iv) M.Ed / Msc/MA [ ]

3. Do you teach Economics in Form Four class?
   (i) Yes [ ] (ii) No [ ]

4. If Yes, for how long have you been teaching the subject?
   i) < 1 year [ ] (ii) 1-2 years [ ] (iii) 3-4 [ ] (iv) 5-7 years [ ]
   (v) 7-8 years [ ] (vi) 7-8 years [ ] (vii) Over 10 years [ ]

5. For how long have you been in your present school?
   (i) < 1 year [ ] (ii) 1-2 years [ ] (iii) 3-4 [ ] (iv) 5-7 years [ ]
   (v) 7-8 years [ ] (vi) 7-8 years [ ] (vii) Over 10 years [ ]
Part (2):

6. How would you rate the level of discipline among your student?
   (i) Very discipline [ ] (ii) Discipline [ ]
   (iii) Undisciplined [ ] (iv) Very Discipline [ ]

7. How would you rate the attitude of your student towards Economics
   (i) Very Negative [ ] (ii) Positive [ ]
   (iii) Negative [ ] (iv) Very positive [ ]

8. How would you rate your students in terms of academic ability in Economics?
   (i) Very strong [ ] (ii) Strong [ ]
   (iii) Weak [ ] (iv) Very weak [ ]

9. (a) Do you participate in Economics activities outside classroom teaching?
   (i) Yes [ ] (ii) No [ ]

   (b) If the answer to the question above is Yes, tick [√] the areas where you
       have been participating from the list given below:-
       (i). KCSE Economics examiner [ ]
       (ii). KIE Economics Panel [ ]
       (iii) Inspectorate (in service exercise) [ ]
       (iv) Head of Economics Department [ ]
       (v). Career Master [ ]
       (vi) Zonal/District exam Coordinator [ ]

10. How adequately do you personally rate Economics teaching/learning resources
    in your school?
    (i) Inadequate [ ] (ii) Adequate [ ]
    (iii) Very inadequate [ ] (iv) Very adequate [ ]

11. Give any relevant comment(s) on teaching/learning resources

12. How frequently do you perform or receive Economics teaching/learning activities?
    (i) Daily [ ] (ii) 2-3 days a week [ ] (iii) 4-5 days a week [ ]
    (iv) 6-7 days a week [ ] (v) Once every two weeks [ ] (vi) Never [ ]

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13. How often do you give your students tasks/or activities?
   (i) Daily [ ] (ii) 2-3 days a week [ ] (iii) 4-5 days a week [ ]
   (iv) 6-7 days a week [ ] (v) Once a week [ ]

14. Given the amount of work in Economics syllabus, how much do you normally complete?
   (i) < 25% [ ] (ii) 25% [ ] (iii) 50% [ ]
   (iv) 75% [ ] (v) 75-89% [ ] (vi) 90-100% [ ]

15. Which teaching strategies do you adopt in teaching Economics
   (i) Lecture [ ] (ii) Discussion [ ] (iii) Group work [ ] (iv) Questions /answers [ ]
   (v) Any other specify) ________________________________

16. Which methods do you find to be effective in teaching your subject? Explain

17. What do you consider to be the main problems affecting the effective implementations of Economics curriculum?
   ________________________________

18. How do you personally overcome such problems?
   ________________________________

19. What steps have you taken to improve the teaching of Economics in your schools?
   ________________________________

20. What are the education policies and research issues in place for the improvement of Economics enrolment and performance?
   ________________________________

21. Suggest what can be done to enhance students’ enrolment and performance in Economics.
   ________________________________

22. What is your opinion regarding the future of Economics in Kenyan secondary schools as a subject.
   ________________________________
APPENDIX C

INTERVIEW SCHEDULE FOR STUDENTS TAKING ECONOMICS

1. Do you enjoy teaching/learning of Economics in secondary school level? How have you been performing in the subject?

2. Do you have group/class discussion?

3. How often do you have group/class discussion?

4. During the class discussion, what role does your teacher play?

5. Have you gone for a trip to learn Economics?

6. What did you gain from the last trip you had?

7. What types of assignments have you been given in Economics?

8. After the teacher had returned the papers, how do you find the teachers’ comments?

9. Name any four topics in which you have not enjoyed learning since you started taking Economics.

10. Have you been reading Economics materials besides the basic class textbooks? Do they have impact on performance of students?
APPENDIX D

INTERVIEW SCHEDULE FOR TEACHERS OF ECONOMICS

1. What type of audio-visual aids do you have in your school for teaching/learning Economics?
2. Do you consider these aids useful?
3. Do you have a school library? If so, are teaching aids part of the library? If not, where are the teaching aids kept?
4. In your opinion, are the teaching aids and learning resources of any value in making teaching/learning more effective? If yes, in what ways?
5. What attempts are being made by your staff-members to make use of the local community around the school as a teaching resource?
6. Does your school organize educational trips as part of the teaching/learning of Economics? How important would you consider such trips in relation to the teaching/learning of Economics?
7. What teaching methods would you consider most effective for Economics students at secondary school level?
8. What problems have been experienced in using the methods named above?
9. What is your opinion on lecture as a method of teaching/learning Economics at secondary school level?
10. What measures have you taken to promote Economics in your school? Have your efforts been successful or not?
11. Which of the following statements would you agree with?
   a) Economics should be taught to secondary Form 3 and Form 4 and not to any lower classes.
   b) Economics should be taught to all classes at secondary school level as part of integrated social studies approach.
   c) Economics should be taught at post-secondary institutions only.
      Give reasons for your answers.
INTERVIEW SCHEDULE FOR THE HEADTEACHER/PRINCIPAL

1. What is the state of Economics as an elective subject in your school? If students do not like it, what are possible reasons?

2. What attempts are being made by your staff members to make use of the local community around the school as a teaching resource?

3. Is there Economics Club in your school? If yes, comment on the activities undertaken by the club.

4. Does the school organize educational trips as part of the teaching/learning Economics? How important would you consider such trips in relation to the teaching/learning Economics?

5. What are motivations organized for the performing teachers and students?

6. Do the schools have exchanging programmes with other schools in Economics? Do they have impact on performance of students?

7. Do you have Career Master in your school? If yes, how does the teacher counsel and guide students on significance of Economics in society.

8. What type of audio-visual aids do you have in your school for teaching/learning Economics? Do you consider these aids useful?

9. In your opinion, are the teaching aids and learning resources of any value in making teaching/learning more effective? If yes, in what ways?
Table 1.2 seeks the enrolment trend for Form four Economics class from Homa-Bay High School for the last thirteen years.

<table>
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<th>Year</th>
<th>Total candidates</th>
<th>NUMBER OF CANDIDATES</th>
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<td>2002</td>
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Table 1.3 seek the performance trend for Form Four Economics class from Kakiimba Secondary School for the last ten years.

Enrolment Trends from Kakiimba Secondary School 1996 - 2002

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</table>
APPENDIX F

CLASSROOM OBSERVATION SCHEDULE FOR ECONOMICS LESSON

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<thead>
<tr>
<th>OBSERVER</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LESSON (SUBJECT)</th>
<th>TIME END</th>
</tr>
</thead>
</table>

| NUMBER OF STUDENTS | |
|--------------------| |

| TOPIC COVERED | |
|---------------| |

| LENGTH OF TEACHING | |
|--------------------| |

Objectives of the session observed

How much time was allotted to his session?

What are the visual aids used?

BEFORE THE SESSION.

<table>
<thead>
<tr>
<th>Did the Teacher</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Have a curriculum to follow?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>♦ Prepare his/her lesson?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>♦ Prepare/collection teaching aids?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>♦ Follow the timetable?</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>♦ Arrive on time in class?</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>♦ Greet the learners?</td>
<td>[ ]</td>
<td>[ ]</td>
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</table>

117
**DURING THE SESSION HOW WELL DID THE TRAINERS:**

<table>
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<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very poor</th>
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<tbody>
<tr>
<td>Introduce the topics</td>
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<tr>
<td>Explain the objective</td>
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<tr>
<td>Link today’s topic</td>
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</tr>
<tr>
<td>Use examples from</td>
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<tr>
<td><strong>CONTENT AND METHODOLOGY.</strong></td>
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<tr>
<td>Give correct</td>
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<tr>
<td>Ask learners to ask</td>
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<tr>
<td>Allow learners to ask</td>
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</tr>
<tr>
<td>Answer learners</td>
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<tr>
<td>Correct wrong</td>
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<tr>
<td>Explain new</td>
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<tr>
<td>Use appropriate</td>
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<tr>
<td>Make presentation/</td>
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<tr>
<td>If any of these were</td>
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</tr>
<tr>
<td>Use simple language</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Use the following</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Flip chart</td>
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**Very good, Fair, Poor, Very poor**

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use simple language</td>
<td></td>
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<tr>
<td>Use the following</td>
<td></td>
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<tr>
<td>Flip chart</td>
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</tbody>
</table>
Role play  
Small groups  
Slides  
Demonstrate practical skills?

- Have sufficient equipment for learners to practical skills
- Provide handouts or lecture notes to learners?