

The fundamental goal of business education at primary level is to equip pupils with basic business knowledge, skills and attitudes that can be utilized for self-employment, salaried employment or further training. More emphasis is however exerted on the acquisition of basic business intellectual and practical skills that can lead to self-employment, hence cater for the majority for whom primary education is terminal. This study was therefore intended to depict the factors affecting the teaching of business education in primary schools, hence, the achievement of this objective. Specifically, the study dealt on issues relating to supply of adequate and qualified manpower to teach the subject, attitudes of teachers and pupils towards the subject and availability of resource materials necessary for teaching this subject.

The sample was drawn from ten primary schools randomly selected in the Northern Educational Division of Nairobi Province. This sample was comprised of Head teachers, Teachers and pupils.

To solicit information from the subjects, a questionnaire was administered to each category of the subjects. The data collected were then analysed and the results presented as frequency and percentage distribution and tabulated appropriately.

The salient finding of the study among others it included:

1. Existence of an inadequate supply of qualified and experienced manpower (teachers) especially those with specific training in business education teaching.
2. Absence of adequate guidance to business education teachers.
3. A General lack of textbooks among pupils.
4. Lack of a specific class text for business education.
5. Absence of teaching aids.
6. A fairly positive attitude towards business education.

A few suggestions were made by the researcher, which were expected to counteract the factors. The researcher felt that there was need for:

1. An in service exercise to make teachers conversant with the teaching of business education.
2. Field officers to be more vigilant in rendering guidance to the teachers.
3. Identifying of a class text, which is available to all pupils not only in supply but also in terms of price.
4. Availing teaching aids to schools through K.I.E. and Teacher Advisory Centres while teachers are encouraged to improvise their own teaching aids.

Though these suggestions are not exhaustive and are not entirely new, it is hoped that the current efforts will be enhanced by a synthesis of the new evidence depicted by this study.

Lastly, an effort was made to identify other topics future scholars and researchers may consider venturing into which would avail the dire needed literature in this new of Kenya's primary education curriculum.