

**PEDAGOGICAL CHALLENGES FACING THE TEACHING OF
BUSINESS STUDIES AND IMPACT ON STUDENTS' ACHIEVEMENT IN
SECONDARY SCHOOLS IN NYANDARUA COUNTY- KENYA**

BY

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DECLARATION

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

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DEDICATION

This thesis is dedicated to my parents, brothers and sisters, my dear wife Esther Wanjiru, and children Kayden, Christine and Sharon.

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In my endeavor to have this research successful, I wish to thank the almighty God for giving me energy and grace to persevere throughout this period. I thank members of Kenyatta University, the Department of Educational Communication and Technology for the support they accorded me during this period.

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ABBREVIATIONS AND ACRONYMS

ATM	Automatic Teller Machine
HoD	Head of Department
ICT	Information and Communication Technology
K.C.S.E	Kenya Certificate of Secondary Education
K.I.E	Kenya Institute of Education
KNEC	Kenya National Examination Council
MoE	Ministry of Education
MoES&T	Ministry of Education, Science and Technology.
NCATE	National Council for Accreditation of Teacher Education
O- level	Ordinary Level
SPSS	Statistical Package for Social Sciences
SS1T1	Sample School One Teachers One
TIQET	Totally Intergrated Quality Education and Training

ABSTRACT

The teaching of Business Studies, overtime has been recording below average performance in the national examinations all over the world, Kenya inclusive. Studies carried out in some other part of the world clearly document the reasons for this and the measures that have been undertaken to alleviate this problem. This study sought to investigate the pedagogical challenges facing the teaching of Business Studies subject and their impact on students' achievements in national examination in Nyandarua County. The study was guided by constructivist theory which describes how learning takes place in the classroom. The study used exploratory study design to identify the challenges faced by the Business study teacher, how the teaching and learning environment determines the teaching and learning methods applied in the classroom by the teachers, to determine how well the teachers were aware of the different teaching and learning methods available and the determine whether the levels of cognitive domain tested by the Business Studies teachers in the internal examinations are in line with those tested by the examining body-KNEC. The sample size was obtained using random and purposive sampling. Data was collected from 10 teachers out of 33 Business Studies teachers. The data was gathered using teachers' questionnaires, HoDs questionnaires, classroom Observation checklist and teaching documents. Quantitative data was analyzed using the SPSS computer programme. Qualitative data was subjected to the Spearman -Brown prediction where even and odd number questions were correlated to determine reliability. Qualitative data was analyzed through narration and constant comparison. The data was represented using frequency table tables, bar graphs and pie charts. The finding indicated that the Business Studies is taught mostly by unqualified teachers. Data analysis revealed that most of teachers were using commercially sourced schemes of work and did not have lesson plans. Mostly teachers used expository methods of teaching and learners were passive. Since most of the teachers were not trained, they set internal examinations that only tested the low levels of cognitive domain that is knowledge and comprehension while the national examinations tested all the levels of cognitive domain. Teachers did not prepare a marking scheme nor tables of test specifications because either they were ignorant or did not know how to prepare. Due to lack of adequate teaching and learning resources, there was little integration between what was taught in class and the application of that knowledge in real life situation. The finding would help in making decision on recruitment of qualified teachers, providing appropriate resources, retraining of teachers and the school management emphasizing on the need for the teachers to prepare their own scheme of work. Appropriate recommendations were made including retraining of the teachers.

CHAPTER ONE

1.0 INTRODUCTION

This chapter covers the background to the study, the statement of the problem, objectives, purpose, significance, assumption, scope and limitations of the study, theoretical and conceptual frameworks and operational and definition of terms.

1.1 Background to the Study.

The students' achievement in any subject is a determinant to the success of that subject. Study done by Bae and Song (2006) in South Korea indicates that Business Studies is highly beneficial on job placement, more so to non college bound youths. Studies done in Europe have shown that where both class and work-based training are provided in formal schools, it has led to reduction of youth unemployment in countries like Germany, Denmark, Switzerland and Austria, (Quintini, Martin & Martin, 2007). Ghana, Senegal, Botswana, Mozambique and Swaziland have incorporated basic vocational skills in their lower or junior secondary school curriculum in an attempt to expose young people to pre-employment skills (African Union, 2007).

Dawson (2001) found that the content taught in Business Studies subjects in Australian schools was not compatible with traditional school timetables. The practicability nature of Business Studies requires more than the 40 – 60 minute lessons allocated for the subject in the timetable. The subject requires a block of 2

or 3-hour sessions in order to accord the students ample time to practice and also develop business skills such as site visits to industry and business premises.

Burman (2012) recommends the use of entrepreneurial pedagogy in Botswana, in order to improve the Business Studies performance in the national examinations. This should be in form of mini enterprise, kinesthetic (learning by doing) and experiential pedagogical approaches. Borrington (2004) asserts that more time needs to be allocated in the school time table. Such teaching strategies as simulations, debates, case studies, surveys, cooperative and individual research projects can be used by the teachers in teaching global business concepts among others. The use of such teaching strategies has increased the student performance by over 60% (Burma 2012).

In Kenya, Business Studies occupies a high profile in the secondary school curriculum as evidenced by the high number of students selecting the subject in form three (KNEC 2012). This has been due to a number of fundamental reasons. The subject aims at equipping the learners with practical business acumen and skills that will enable them to produce and provide goods and services in future at reasonable prices, help the learner to identify and exploit opportunities; create self employment, and take a career in accounting, economics, banking and secretarial among others in post secondary school (MoEST 2000). As a result of the economic turbulence of the 1980s and the youth unemployment crisis, it was believed that if the young people were properly prepared and equipped for work, by being given the

right knowledge, they could find jobs (Bae & Song, 2006). One way of doing so was the introduction of Business Studies in primary and secondary schools in 1987 after it was excluded in the syllabus during the introduction of 8-4-4 in 1984. Business Studies as a subject is classified as a vocational subject meant to impart knowledge for practical use. Teaching of Business studies is seen as one way of increasing employment.

The Kenyan government is committed to ensuring that there is provision of high quality Business Studies education by introducing the course to all the students upon joining Form one. In whichever career one joins, he/she requires business knowledge. There is need to vocationalise the secondary school curricula in order to provide an economically relevant education meant to prepares students for the world of work (Lauglo, 2005). The below average performance in Kenyan secondary school has been due to the facts that its taught by untrained teachers, who often use traditional methods of teaching.

In Kenya, the performance of the subject has had a below average performance

Table 1. 1: Candidates overall performance in Business Studies subject in KCSE in the year 2007 to 2011.

Year	Candidates'	Mean Score/100%
2007	118,361	55.65%
2008	127,500	36.48%
2009	147,212	35.43%
2010	159,567	35.75%
2011	179,438	44.11%

Source. Kenya National Examination Council report for 2011 KCSE performance

Table 1.1 indicates that overall, the mean score in KCSE has been declining for example from 2007 to 2009. The low mean scores in the Kenya Certificate of Secondary Education are worrying. From the years 2008 to 2011, the percentage of those who scored below average (50%) in Business Studies was much higher than those who scored above average. In 2008, on average, the percentage of those who scored below average was 63, whereas in 2009 the percentage was 65 (The Kenya National Examinations Council 2012).

In Nyandarua South Sub-County, the data available indicates that there are more students scoring below average in the National examination. Business Studies subject has a pass rate of 42% meaning that 58% scored below average (MoE 2012).

Table1. 2: Candidates overall performance in Business Studies in KCSE from the year 2007, to 2011 in Nyandarua South Sub-County,

<u>Year</u>	<u>Candidates'</u>	<u>Mean Score/100</u>
2007	2,361	54.65%
2008	2,836	39.48%
2009	2,938	39.43%
2010	3,086	37.75%
2011	3,238	42.11%

Source: MOE Nyandarua South Sub-County 2012

From Table 1.2, the general performance of the students in the national examination has had a down ward trend except for year 2007, where the mean score was above 50%. The performance declined from 54.65 in 2007 to 39.48 in 2008, then to 39.43 in 2009. The decline in performance went further down to 37.75 in 2010 with a sharp rise to 42.11 in 2011. The downward trend is worrying especially when the achievement is below average. These promoted the researcher to do a research to

determine the pedagogical challenges facing the teaching of Business Studies resulting to this decline in student achievement in the national examination set by KNEC.

1.2 Statement of the Problem.

In Kenya, secondary Business Studies curriculum is meant to impart knowledge and skills to young people in order to prepare them for self-employment and the world of work. It is supposed to expose the students to a range of business knowledge and skills in areas of financial literacy, enterprise capability (entrepreneurship) and economic understanding. The teachers are the experts and facilitators of learning process and who have been given the responsibility of teaching the course and therefore play an important role in its success and more so in the students' academic performance.

The trend in students' enrolment of Business Studies subject has been on the rise as compared to other elective subjects such as Physics, Agriculture, Biology and other vocational subjects. On average the below average achievement in the subject has been higher, year in year. This trend has been a major concern to all stakeholders especially to the teachers, politicians, education officers, parents, teachers, students and even employers who are interested in knowing where the problems lies. This problem needs to be addressed as a matter of urgency and amicable solutions obtained. If the teaching process is with any challenges, then it will be reflected in the students' achievement. It is under this consideration that the researcher carried

out this research to find out the pedagogical challenges facing the teaching of the Business Studies subject resulting to the below average students' achievements.

1.3 Purpose of the Study

The study intended to establish the pedagogical challenges facing the teaching of Business Studies and impact on student's achievement in the national examinations and how they can be rectified. The student's achievement in the national examinations is influenced mostly by the teachers and they play a key role in determining the student's career progression. It is also influenced by the school facilities and the school environment in general. With the identification of these challenges, the researcher came up with recommendations that may help to improve on the students' performance.

1.4 Objective of the Study.

The objectives were to:

- a) Establish pedagogical challenges that the Business Studies teachers face in teaching the Business Study subject.
- b) Investigate whether the teaching environment determines the choice of teaching methods,
- c) Establish the kind of teaching methods the teachers use in the Business Studies classroom,

- d) Establish the factors that lead to the persistent below average performance of Business Studies in the National Examination set by KNEC.

1.5 Research Questions

The research questions were:

- a) What are the pedagogical challenges that Business Studies teachers face in the process of teaching the subject?
- b) Does teaching environment determine the choice of teaching methods used by the Business Studies teachers in the classroom?
- c) Do Business Studies teachers have adequate knowledge on the various teaching-learning methods available?
- d) What are the factors that are behind the persistent below average performance of Business Studies in the national examinations set by KNEC?

1.6 Significance of the Study

The outcome of this study is useful to Business Studies teachers who can use it to change or improve their classroom teaching by adopting methods suggested in this study. The study will sensitize the Business Studies teachers on the modern trends of teaching Business Studies and the need to prepare the scheme of work in line with the level of the learners. The school managers need to employ only trained teachers and frequently offer in-service training. The quality assurance officer will use the study to ensure that the Business Studies teachers do not use commercially prepared

schemes of work and are guided on how to prepare the examination that are line with those set by KNEC. The parents should provide the necessary financial resources. Having identified pedagogical challenges such as presence of untrained Business Studies teachers, use of commercially prepared scheme of work and use of teacher centered methods of teaching among others , the teachers could be offered in services courses that will assist them to become more competent. Business Studies textbook publishers may use the finding to include better teaching and learning methods and revise the curriculum to make it more relevant to the expectations of the students, teachers and the society. Textbook publishers may also use the findings in restructuring and redesigning of case studies methods, collaborative teaching activities and students self evaluation exercises. The research finding may also be used as reinforcement in the fulfillment of pedagogical practices set out in the syllabi. This study thus presents opportunities for further future Business Studies research that could strengthen the teaching practices of business education teachers.

1.7 Assumptions of the Study

The study assumed that:

- a) The teachers were honest in indentifying the challenges they face
- b) The school administration and the subject teachers cooperated with the researcher,
- c) Most of the teachers interviewed had taught from form one to form four.
- d) All the schools had both trained and untrained teachers.

1.8 Scope and Limitation of the Study.

The study covered some selected secondary schools which were teaching Business Studies and Business Studies teachers from the selected schools in Nyandarua County, Nyandarua South Sub-County. According Mugenda and Mugenda (1999) limitations are the anticipated difficulties that may hinder the researcher to effectively collect data thus reducing the scope, the sample and the generalization of the finding to be made.

This research is limited to the Business Studies teachers within the target population within Nyandarua South Sub- County and the teaching challenges they face. This limitation was overcome by obtaining the list from the Sub- County commissioner of schools that were teaching Business Studies. It is also limited to the schools in the sample. These limitations may make research findings not be replicated in other areas that do not face the same or similar problems.

1.9 Theoretical Framework

The study was guided by constructivism theory of Vygotsky (1978). Constructivism theory explains how knowledge is constructed in the human mind when information comes into contact with existing knowledge that had been developed by experiences. The teacher needs to acknowledge that each student learn differently at different rate and pace. The ability of the student to maximize their learning potential is based on the teacher ability to recognize and select many teaching approaches such direct instruction, collaborative learning and inquiry learning

among others. Constructivism has implications in the theory of instruction. Teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened; constructivist teachers do not take the role of the "sage on the stage." Rather, teachers act as "guides on the side" who provide students with opportunities to test the adequacy of their current understandings. Social constructivism, strongly influenced by Vygotsky's work, suggests after knowledge has being constructed in a social context, it's then taken up by individuals (Bruning et al., 1999; Cole, 1991; Eggen & Kauchak, 2004).

Learners are central in the learning process. From the above then, the methods utilized by the teacher should focus on impact they will have on the way the students' will construct, synthesize and retain knowledge. The work of the teacher then will to guide the learner on how to learn better. The method of instruction utilized must provide for exploration, thinking and reflection; and that interaction with the environment is necessary for learning .in constructivist classroom, the teachers provides such tools as problem solving and inquiry based learning activities that stimulate the learner to have the desire to learner more. Thus with the guidance from the teacher, the learner is able to construct their own knowledge actively rather than mechanically. With the guidance from the teacher, the learner is able to understand the syllabus and what is expected of him/her. Thus the learner becomes the master of his destiny. It is on this basis that the researcher needed to identify the challenges the teachers faces in the teaching- learning process that may

hinder the achievement of the students hence below average performance in the national examination (KCSE).

1.10 Conceptual framework.

From the theoretical framework, the researcher constructed the conceptual framework as shown in Figure 1.1.

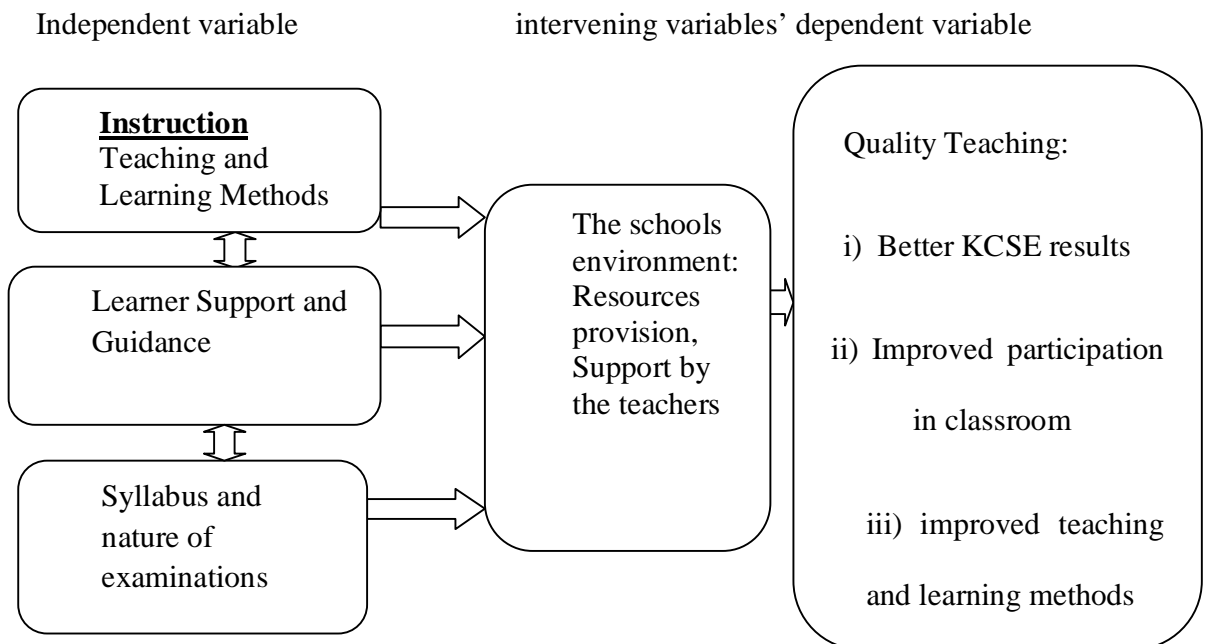


Figure 1. 1: Relationships between variables influencing the performance in Business Studies.

Source: Adopted from Twoli (2006)

Bloom (1956) asserts that the blame for failure of the students rest on the poor classroom practices and not the “inability” of the students to learn. Teaching and learning strategies are some of the classroom practices and based on Bloom’s

assumption, the researcher endeavored to find out whether classroom practices which include strategies and teachers support in term of guiding the learner and use of resources influences performance in the Business Studies course. In figure 1.1, the researcher conceptualizes the teaching and learning methods, the learners support in terms of resources and guidance, the syllabus and the nature of examination as pedagogical challenges facing the teaching of Business Studies. The teaching and learning methods utilized by the teachers will depend on the training, the nature of the learner and the teaching environment. The schools environment does play a key role on how learning will take place in the school. The solution of these challenges will lead to quality teaching resulting to, improved students participation in the classroom, better teaching and learning methods being used hence better KCSE results.

1.11 Definition of Key Terms

A practitioner is an expert who uses that knowledge as part of a profession

Below average performance. This is a situation where the students' achievement is below 50% in the national examination.

Business: it is a commercial activity that involves buying and selling of good and service as a mean of livelihood or profit.

Business Studies: a field of study that deals with the activities that take place in and around production, distribution and consumption of goods and services

Constructivism: is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Entrepreneurial pedagogy: is an action-based teaching method that involves activities such as role plays, case studies, and mini enterprises in schools, teamwork, guest speakers and simulations.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing":

Kinaesthetic learning: is where the learner learns by doing the activity him/herself

Learners' challenges: Refers to the difficulties the learner face in the process of learning hampering their progress to learn.

Mini enterprise: This is a simulated or action based business activity conducted within a school. Mini enterprises in schools are designed to replicate a specific business and assist students in acquiring work-related experience.

National examinations: these are tests that are administered to the learner at the end of the course either in primary or secondary school level.

Pedagogy: is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Thus it includes the strategies of instruction and also refers to the function or work of a teacher.

Pedagogic challenges': are hindrances that deter the achievement of learning objectives in the course of learning, teaching and assessment and associated requirements for professional development.

Specification grid: a table indicating the areas to be tested in terms of the content and the levels of cognitive domain being tested so as to have a balance examination.

Traditional teaching: is a situation where the teachers are in charge and controls the learning environment. Thus the teacher does most of the teaching activities in the classroom.

Teacher's challenges: Refers to the difficulties the teacher experiences during the teaching and learning process in term of use of methodology and utilization of resources

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covered all relevant literature available on the nature of problem under investigation. The researcher reviewed articles, research reports, periodicals, magazines and any other documents that provided any relevant information to the study. The researcher had not come a close literature similar to the problem under investigation locally hence relied more on international literature.

The study aimed at looking at the pedagogical challenges faced by the Business Studies teachers. Data available from the Kenya National Examination Council (KNEC) indicated that the performance of the Business Studies subject had been on the decline where failure rate has more than the pass rate.

2.1 Secondary School Business Studies Programmes

The secondary school Business studies programme was important in imparting Business Studies knowledge to the learner. Mnari (1980) noted that commercial subjects were introduced in African secondary schools through Asian and Arabs influences in East Africa. Missionaries who were followed by the British colonizer, established schools to prepare a cadre of African children for colonial service, such as working on the plantations or serving in houses of business. Materials used to teach Business were prepared for the British education system and for English

Examinations. There was language barrier that made it extremely difficult for African's students to understand the content thus forcing them to struggle with materials created for a British context (Mwiria 2002).

According to Sichizya (1992), since the mid 1960s, Kenya had experienced remarkable changes in its Business Studies programmes for primary and secondary schools and teachers' colleges. He adds that after independence in 1963, Kenya continued to use a traditional Business Education programme (introduced by the British), which ceased many years later. Various commissions on the reforms on education were formed which put low emphasis on business education courses such as the Ominde report of 1964, the Gachathi report of 1976, the Kamunge report of 1988 and the Koech report of 1999. At the O-level secondary school, which is the focus of this study, Business Studies is a compulsory subject taught in form one and two and elective subject in form three.

A Business Studies programme in Kenya is a reflection of the political and social developments which have taken place in the country since the colonial time. It is political in that it has been on and off the curriculum especially in primary and secondary schools. Various Commissions were formed to evaluate the Business Education course since independence. Gathathi Report (1976) recommended that Business Education be taught in Primary school under Pre-vocational studies. The contents included areas like typing, book-keeping and Commerce (Republic of Kenya 1999). The report Education and Manpower Training for the Next decade

and Beyond also known as Kamunge report (1988) recommended that Business Education be taught in Primary school and be examined in the National examination (KCPE) under one paper, Home Science and Business Education (ibid). This was with view of giving the students opportunity to be introduced to the subject and make them more self reliance. The report recommended the pupils to study and be examined in three vocational subjects, that were Agriculture, Business Education and one selected from Home Science, Music, or Art and Craft. The recommendations were accepted by the Government after an evaluation was carried out by KIE. At secondary school level, Business Education was offered as one subject in Form 1 and 2, and students were supposed to specialize in Form 3 and select Accounting, Commerce, Economics or Typewriting with office practice (Koech report, 1999)

The report on Totally Integrated Quality Education and Training (TIQET) also known as The Koech Commission (1999), recommended that Business Education not to be an examinable subject. It was of the view that Business Education content be covered fully in Mathematics in primary schools and be taught in secondary schools as an independent subject. The commission however did not recommend on how it was to be examined. Since 2002, Business Studies which is an integration of accounting, commerce, Economics and Typewriting and office practice is being examined as a single subject.

Business Studies is supposed to prepare learners for the various roles that they can play as economically literate citizens and building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. According to MOEST (2000), the main objectives of teaching Business Studies are as follows:

- i. Assist the learners to relate the knowledge, skill and attitudes acquired to the day to day business activities around the school and to the society in general thus assist the learner to understand his/her environment better.
- ii. Provide basic knowledge for further studies in the same subject or even on other subjects.
- iii. Equip the learner with the knowledge and skills which he/she can use to start and run business comfortably without necessarily the need for further training
- iv. Assist the learner in appreciating the importance of business in society.
- v. Assist the learner appreciate the need for ethical practices and efficient business management.
- vi. Enable the learners to enhance cooperation and interrelate in society through trade.

vii. Equip the learners with skills and knowledge to enable him / her evaluates business performance.

viii. Enable the learners appreciates the basic economic issues in society

(Source MOES&T. 2002)

The attainment of these goals depends on the teachers' qualifications and their ability to synchronize different aspects of the Business Studies (MOES&T, 2002). However, despite these well-articulated objectives of teaching Business Studies, students' below average performance continue to be reported year in year out as shown in Table 2.1.

Table 2. 1: Business Studies pass rate in KCSE in the year 2007 to 2011

<u>Year</u>	<u>pass (%)</u>	<u>Fail (%)</u>
2007	55.29	44.71
2008	38	62
2009	35.5	64.5
2010	39.17	60.43
2011	45.61	54.39

Source:KNEC 2012

Table 2.1 shows that for 4 consecutive years the failure rate is above 50% and this is a worrying situation. At secondary school level in Kenya, Business Studies is offered as a single compulsory subject in Form 1 and Form 2. In form 3, its an optional subject which has been categorized among other vocational subjects such as Agriculture, Metalwork, Woodwork, Home Science, Aviation, French and Germany (KNEC 2008). The purpose of Business Studies is to create financial literacy, enterprise awareness, and economic and business understanding.

In including the Business Studies course in the secondary school curriculum, it was supposed to envisage an education system that empowers citizens to become producers of goods and services at low cost and produce entrepreneurs who are jobs creators and establishers of new enterprises. Worldwide, the course has been taught successfully by adopting various teaching and learning methods. In Botswana, constructivist learner-centred teaching approaches were recommended in the Business Studies syllabuses where learners become the center of most classroom activities and teacher role is to facilitate and moderate learning in the teaching-learning process (Sithole 2012). The syllabi requires that, in order to achieve learner-centeredness in teaching, teachers should use action-oriented teaching methods such as educational visits, project work, business simulations, group discussions, business resource persons, and case studies (Republic of Botswana, 2008). Fuller and Snyder (1991) observed, in their study on classroom teaching in Botswana, that, teachers over relies on traditional teaching methods such as lectures

and teachers led discussion. They also found that there was dominance in the use of whole-class recitation where the teacher controls the teaching-learning process. Similar findings were made by Dube and Moffat (2009). They concluded that such techniques hampered the goal of preparing the learners for the world of work.

The use of traditional teaching methods such as direct instruction and lecture do not develop practical business skills and can be likened “to teaching someone to swim without a swimming pool” (Sherman, Seborá & Digman, 2008). These traditional methods according to Sithole (2012), result to poor acquisition of business skills hence poor performance in the national examination. Entrepreneurship and business skills cannot be achieved by use of traditional teaching methods such as lectures and recitation in the classroom (Sogunro *et al*, 2004, cited in Pihie & Sani, 2009).

The teaching of business skills requires the use experiential pedagogical approaches and kinaesthetic (learning by doing) (Borrington, 2004). The use of school based mini enterprise is regarded as an entrepreneurial-directed approach that can be used to teach Business Studies (Sithore, 2012). This according to Heinonen and Poikkijoki (2006) assist learners to gain better understanding of the concept of entrepreneurship skills. The mini enterprise project calls the students to apply the business knowledge and skills gained in the learning process.

Traditional methods of teaching business subjects were discredited in 1972 when Brendel and Yengel (1972) stated that, some methods of teaching such as the

lecture, questions and answers and drill are not conducive to the development of business ideas, concepts, understandings and theory. Such methods just assist the learner to learn only the theory of business without knowing how to apply. Education and Training Inspectorate (2000) observed that the most effective instructional strategies for business understanding should include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys, and critical- thinking exercises for teaching local and global business concepts. But the usage of these methods to improve on students is hindered by the use of untrained teachers who do not know of their existence. To improve on students achievements, various studies have recommended the use of methods such as Mini- enterprise mode, Information Communication and technology and the Experiential learning, which is not the case in the teaching of Business Studies in Kenya.

2.1.1 Mini Enterprise Mode.

Mimi enterprise mode focuses on the development of basic business, business management and personal entrepreneurial skills (Sithole, 2012). Pihie & Sani (2009) summed up the benefits of this approach to learners as that: Students are able to improve their soft skills in the aspects of motivation, team work, networking and customer relation skills. More so it increases their general performance in the examination. It exposes the students to a range of various documents used in the business transaction such as delivery notes, invoices, receipts, demand notes,

catalogues and prices list. Use of mini enterprise project requires students to apply the business knowledge and skills learned in a broad range of work-related competencies and skills (Georgescu, StabbackJahn, Ag-Muhtah, & De Castro, 2008). According to Williamson (1989), mini enterprises in schools can be viewed as the most common manifestation of “education *through* enterprise” in that mini enterprise work can deliver a wide range of learning objectives far beyond expectations that students will become “more enterprising” in economic terms and more familiar with the world of work. This should be the basis on which the teachers are to base their teaching strategies.

Learners are active in the learning process and they get engaged intellectually and physically as they pursue given classroom assignments (Kirschner et al, 2006). Mini enterprises help the learner to take action, generate and create meaning and apply the new knowledge in meaningful situations. The application of this method in the Kenyan secondary schools is of great concern and the researcher wanted to find out whether it is been used.

2.1.2 Information Communication Technology (ICT) in Education.

In the last century, ICT has revolutionized and enhanced classroom instruction where computers are being used as tool of instruction in schools (Al-Rabaani, 2008). Learners can deduce the importance of computers as learning tools and their application in the real world of business. Thus they can answer any question dealing with importance and application of computers with ease. Computers help in

presenting information thus facilitating learning, helping the students to engage in learning and in encouraging interaction in learning (National Business Education Association, 2003). Due to their importance in enhancing learning and teaching, computers need to be integrated in the teaching of Business Studies. Without computer laboratories in schools, it will be difficult for the learner to have hands-on experiences in the use of computer as a learning tool and thus a variety of classroom activities would not be performed (National Business education Association, 2003). According to Borrington (2004), ICT is useful in the business classroom because a variety of classroom activities can be taken such as research assignments, computerized accounting, databases and presentations among others. Thus internet is a key resource for acquiring knowledge. But the usefulness of ICT in the schools and classrooms is not just availability but the ability of the teachers to use them as learning resources. Most Business Studies teachers do not have the necessary skills to make use of the computers and the internet in teaching the subject.

In countries such as Botswana, it is compulsory that every student be taught computer skills at every levels of education (Republic of Botswana, 1993). Many schools face a major drawback in the struggle to effectively use ICT resources, in that, most of them are not connected to the internet (ibid) thus students cannot get access to online business resources, discussion forums and investigations and/or case studies. Just having computers laboratories and computers in schools, it does not mean that, that is ICT. Computers with internet connection and being used to

teach the Business Studies subject what is what is required. Despite its contribution to good performance in other countries, it remain to be seen how effective it is in Kenya and how well it can contribute to students achievements.

2.1.3 Experiential Learning.

The purpose of this method is to encourage the learners to think more deeply and develop critical-thinking skills thus transferring their learning into action through successive phases of the cycle. In experiential learning, students come into contact with what they are learning. Experiential learning is useful in that it enables students to participate in those activities which have an impact on what is being learnt, thus fulfilling two purposes: (1) students are able to come into contact with real things being taught (2) they make meaning to the learner (Sithole 2012).

Lang and Evans (2006) suggested activities such as manipulation of symbolic objects, games, making models, experiments, as amongst the experiential learning activities that can effectively be used in Business Education classrooms. Depending on what is being learned, students learn and retain more when they are involved in the actual activities. The application of this experiential learning in the classroom and its associated advantage is of interest to the researcher.

2.2 Learning Styles and Methodology.

Dunn (1993) defines “learning style as the way in which each individual learner begins to concentrate on, process, absorb and retain new and difficult material.’ He

identified five ways which determine the learning style to be used. He listed them as follows:

- a) Environmental – where we learn best
- b) Sociological – with whom we concentrate best
- c) Emotional – what motivates us to learn and influences our feelings about learning
- d) Physiological – when and how we physically engage most in learning
- e) Psychological – how we process and respond to information and ideas

Learners have the tendency to demonstrate patterns which they prefer to deal with new and difficult information and ideas. The majority of us are most confident and successful when we approach difficult tasks by using our strengths (Dunn, 1990).

In the United States, practitioners have reported statistically higher test scores or grade point averages for students who have changed from traditional teaching to learning-style teaching that are learner centered at all levels—elementary, secondary, and college (a bid). He notes that for instance, the Frontier, New York, school district's special education high school program applied the Learning Style Model. After the first year (1987-1988), the percentage of successful students increased to 66 % from 40% previous year. During the second year (1988-1989), 91% of the

district's population was successful; in the third year (1989-1990) the results remained constant at 90% (Brunner & Majewski, as cited in Shaughnessy, 1998).

From this literature, it can be noted that learners can learn anything provided the best learning style are used. "Students can learn almost any subject matter if they are taught with methods and approaches that are in line with their learning style strengths but the same students fails if taught using instructional style that are dissonant with their strengths" (Dunn, 1990). A higher grade point average is achieved when there is a closer match between students' learning styles and their teachers' teaching styles, (Dunn, Griggs, Olson, Gorman, & Beasley, 1995). Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills (MOE-Ontario, 2006). Those planning to teach business subjects in the twenty-first century must be prepared to face a wide array of possibilities regarding the students, subject areas, school levels, and sites at which business subjects are taught.

Dunn and Dunn (1992) revealed the benefits of a comprehensive model of learning styles because not only, are many individuals affected by different elements of a learning style, but also many of the learning elements are capable of increasing academic achievement. The choice of teaching methods will be determined by the teachers on realizing that "the key factors for students in having knowledge of their learning style are improved self-esteem" (Martin & Potter, 1998). When children

understand how they learn and how they struggle to learn, they can be more in control of their environment and ask for what they need.

2.3 Nature of the Students and Teaching Methodology.

It is common knowledge that when students are unable to learn with complementary resources such as textbooks, films, or videotapes for visual preference; manipulative for tactual preferences; tapes or lectures for auditory preference; or large floor games for kinesthetic preference—they do not achieve what they are capable of achieving.

All students are different, and yet there are many commonalties from student to student (Petrina 2004). Students are unique in the way they are brought up, their economic status and their mental ability among others. Thus everything a teacher does in the classroom must center at meeting the diverse need of students' population. It is upon the teacher to gain an understanding of *all* children's unique academic, emotional, and cultural differences so as to help them on their academic and life journeys. To support a culturally sensitive learning community, you need to design and implement lessons that address all students' academic needs, learning styles, and multiple intelligences. It is now documented that students can learn more effectively when actively involved in the learning process (Bonwell & Eison, 1991; Sivan et al, 2001). Teachers expect students to take responsibility for their own learning; to acquire the attributes of an independent learner; to develop the ability to think critically; to engage with the subject matter; and to prepare for, attend and

participate in, teaching sessions (Ottewill 2006). In Kenyan classrooms, the nature of the students and the teaching methods used need to be looked upon so that the methods used are in line with the ability of the students.

2.4 Classroom Diversity

The National Council for Accreditation of Teacher Education (NCATE) defines diversity as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Ottewill (2006) adds that diversity of students relates to a number of characteristics which includes entry level, qualifications; prior educational experience; ability in terms of basic skills, such as numeracy and literacy; baseline knowledge of business practices and current affairs; extent and nature of work experience (if any); cultural background and prior exposure to particular pedagogic practices, such as group work and collaborative learning; and learning styles. Thus, teachers must be prepared to identify diverse students' strengths, weaknesses, aspirations, limitations, and special needs. Most of the classes are composed of students with disability such as hearing problem, visually impaired, partially deaf and economically challenged.

Ottewill (2003) notes that the students themselves (students' lack of prior knowledge in the subject, scaffolding tasks in mixed ability classes, immaturity of students in relation to subject content and misconceptions by students that the subject is difficult); are major challenges which may affect the performance of the

students in the national exams. The diversity of the students and how it affects the students achievements in the national examinations have not been looked into hence the study intended to look at this gap.

2.5. Subject Matter

Teachers' need to keep up to date with developments in the business world and this is a major challenge as Business Studies is concerned, (Kamla, 2012). The contents keep on changing as more information is made available through modern technology. Boyd & Halford (2001) felt that, as a professional pride, teachers should keep abreast with current developments and avoid use of illustrations and irrelevant examples that are past their 'sell-by date'. Closely linked to this is the challenge of injecting a balance between the theoretical perspectives and maintaining a strong "real world" focus into the student's learning experience at the same time, (Kamla, 2012). Business education curriculum being vocational, practical and training- orientated requires, the teachers to maintain a real world focus in the teaching of Business Studies (Ottewill & Macfarlane 2003; National Business Education Association 2003). Teachers are required to employ teaching approaches that ensure that learning takes place in genuine and real-world contexts. Thus teachers are expected to secure an appropriate balance between theory and practice. This can be done by use of entrepreneurial pedagogies that ensure that any learning that takes place is a combination of theory, practice and experience (Heinonen & Poikkijoki, 2006). Students' attachment and real case study are very

important in the teaching of Business Studies (Ottewill & Macfarlane, 2003). But the connection of theory and practice in Business Studies classrooms remain to be seen and these are the gaps that need to be filled.

2.6 Context or the teaching environment.

Teaching environment relate to the adequacy of teaching resources. Ottewill (2003) argued that there is a problem of seeking to reconcile between declining resources and rising students expectations. In Kenya the amount of money allocated by the government per each secondary school students per year is about Kshs 12,000 (Twelve thousand) (MOEST, 2007). Due to its practicability, Business Studies teaching requires the use of both the theoretical and the practical aspect. It involves the application of knowledge to the real world. Typewriters, photocopiers and computers are required when teaching topics such as keyboard and office skills for example Office Procedures or computerized accounting (Kamla, 2012). In Kenya, the use of ICT in teaching Business Studies is fairly low unlike in Botswana where it is used for teaching of Business Studies in the junior secondary schools (Sithole 2010). This is because the use of the internet is hampered by the shortage of ICT facilities and in particular the shortage of computer laboratories in most secondary schools. Internet connections are available in only a limited number of places in many schools (Boitshwarelo, 2009) and are rarely used by students to study Business Studies. Kamla noted that there are various challenges relating to policy such as the inability to implement pedagogies prescribed in the syllabus.

The syllabus emphasizes learner-centered teaching and learning (MOES&T, 2002), while the curriculum materials used, particularly the textbooks and do not reflect learner-centeredness. Notable Publication such as the 1954 Yearbook of the Association of Supervision and curriculum Development, *Creating good environment for learning*, have directed the attention of the teachers to the important part that a favorable environment plays in effective learning, (Hansen 2003). Most teachers do not recognize the importance of the environment in its broadest sense- the life around us, the environs in which we live – has not been sufficiently recognized as a potential tool of teaching.

The computer knowledge and utilization and use of learner centered teaching methods are of major concern to the researcher hence the need to fill this gap.

2.7 Teachers Awareness of the Various Teaching-Learning Methods Available.

Today students are “active learners” thus they require a new learning environment that is more collaborative, experiential, team or group based and as self-paced as possible. Business studies in particular is identified as transitioning from a “professor-centered” orientation to a “process-based” approach that emphasizes the need for higher levels of student interaction (Bigelow, Selzer, Buskirk, Hall, Schor, Garcia, & Keleman, 1998). Teachers are considered as the experts of business knowledge. Davies (2010) have identifies many teaching methods that are available to the teachers such as Teaching with Organizers, Collaborative Learning

and Cooperative Learning Groups, Teaching with Journals, Teaching using Different Learning Styles and Teaching with Other Teachers.

Study done by Brooks-Gunn, Duncan, and Aber (1993) showed the average amount of information that is retained through particular learning method is as follow.

1. Lecture = 5%
2. Reading = 10%
3. Audiovisual = 20%
4. Demonstration = 30%
5. Discussion Group = 50%
6. Practice by doing = 75%
7. Teach others / immediate use of learning = 90%

Students learn best when they take action themselves to generate and create meaning and to apply the new knowledge into a meaningful situation. Students get engaged in effective learning when the teachers use activities such as discussion, investigation and reflection, problem solving and peer work.

2.8 Time

Available literature (Farstad, 2002; Mwiria, 2002; Lauglo, 2005), suggests that most vocational and business subjects are not allocated sufficient time in the schools' timetables and usually competes with academic subjects. Though they are practical subjects that require more time, rarely are they allocated such time. In his study on vocational education in Kenyan secondary schools, Mwiria (2002) noted that a major complaint by teachers of vocational subjects such as Business Studies, was the time allocated for theory and practical teaching which was hardly enough for effective teaching of the subjects. These forced many teachers to therefore use their free time and weekends to teach extra lessons in order to make their students excel in examinations. Lauglo (2005) in his paper on vocational secondary school education in Botswana, Ghana and Kenya, noted that vocational subject are given less time in proportion to the total curriculum time that is not adequate to cover syllabus content. Though the study was done 12 years ago and indicates that the time allocated to the subject is not sufficient the researchers want to examine and find out whether the same problem still exist resulting to this below average students achievements.

2.9 Nature of Examinations

Examination is one of the important components of curriculum. It should cover the goal of the curriculum and also the content of a particular subject. Beginning in 1948, a group of educators undertook the task of classifying education goals and

objectives. The intention was to develop a classification system for three domains: Cognitive domain (intellectual capability, mental skills that is *Knowledge*), Affective domain (growth in feelings, emotions, or behavior, that is *Attitude*), Psychomotor domain (manual or physical skills,). This taxonomy of learning behaviors can be thought of as the goals of training; that is after a training session, the learner should have acquired new skills, knowledge, and/or attitudes.

Bloom, et al (1956) indicated that a criterion is designed to classify the student behaviors which represent the intended outcomes of the educational process. It is assumed that essentially the same classes of behavior may be observed in the usual range of subject-matter content of different levels of education (elementary, high school, college), and in different schools. The ability of the Business Studies teacher to identify the different levels of Cognitive Domain that the learners need to achieve is very important. The thinking of the level of cognitive domain to be tested help the teacher to select the best and most appropriate verb to use in setting the examination questions. When there is a difference between the actual behaviors of the students and what he/she was supposed to have learned then the objectives are not achieved (Heywood, 2000). Heywood developed an outcome based assessment identifying the key verbs that can be used to test the different levels of cognitive domain and also affective domain. Teachers need to learn and apply them when setting examinations. A specification grid specifies the relationship between assessment objectives and the scheme of assessment and therefore used to check

whether the paper does accurately reflect the weighting of the learning outcomes or assessment objectives. Assessment grid is considered key component of the examinations. Specification grids and marking schemes greatly increase the validity and reliability of the examination. Preparing specification grids and marking schemes is a lengthy task that requires diligence and experience (MATSEC 2010). Marking schemes are important in that they make the marking consistent as per the agreed standards hence fairness in awarding marks. The clarity of an examination question may be compromised by unclear test instructions, confusing and ambiguous terminology, overly verbose and complicated vocabulary and/or sentence structure plus unnecessary and distracting detail (Gay & Airasian, 2000).

In constructing an examination, the teacher needs to consider three main components – the examination paper itself, the marking scheme and the assessment grid. For example, in developing a test item the teacher need to consider how the items will portray the activities which people are engaged in, the attitudes they display, and whether these activities and attitudes suggest inappropriate stereotyping. The researcher is interested in the examinations since its gives the feedback to the parents, teachers and prospective employers among others.

2.10 Research Gap.

Despite the available literature indicating how, in other countries such as Botswana, Swaziland, Nigeria and North Korea the students achievement and challenges have dealt with, in Kenya the below average students achievement continues to be

reflected in the national examination year in year out. Many studies have been done on the application of computers in the teaching process, nature and diversity of the learner and on the use of different methodologies in teaching, but none of the studies have been done to investigate the pedagogical challenges facing the teaching of Business Studies, thus this is a pioneer study in this area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the research design, study location, target population, sample and sampling procedures, research instruments, piloting, validity, reliability, data collection, data analysis and logical and ethical consideration

3.1 The Study Design.

The study adopted a descriptive design. Wiersma (1985), points out that research is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible, draw possible conclusion. Both qualitative and quantitative techniques were used to collect data.

This study had four stages. Phase one included preparation of the proposal and the development of research instruments. Phase two involved piloting of the research instruments in order to make them valid and refined them. Phase three was concerned with data collection from the sample. Phase four was concerned with analysis of data collected. Conclusion and recommendation were made after analyzing the data. The following steps were carried in the development of this, thesis.

Steps in the development of the thesis

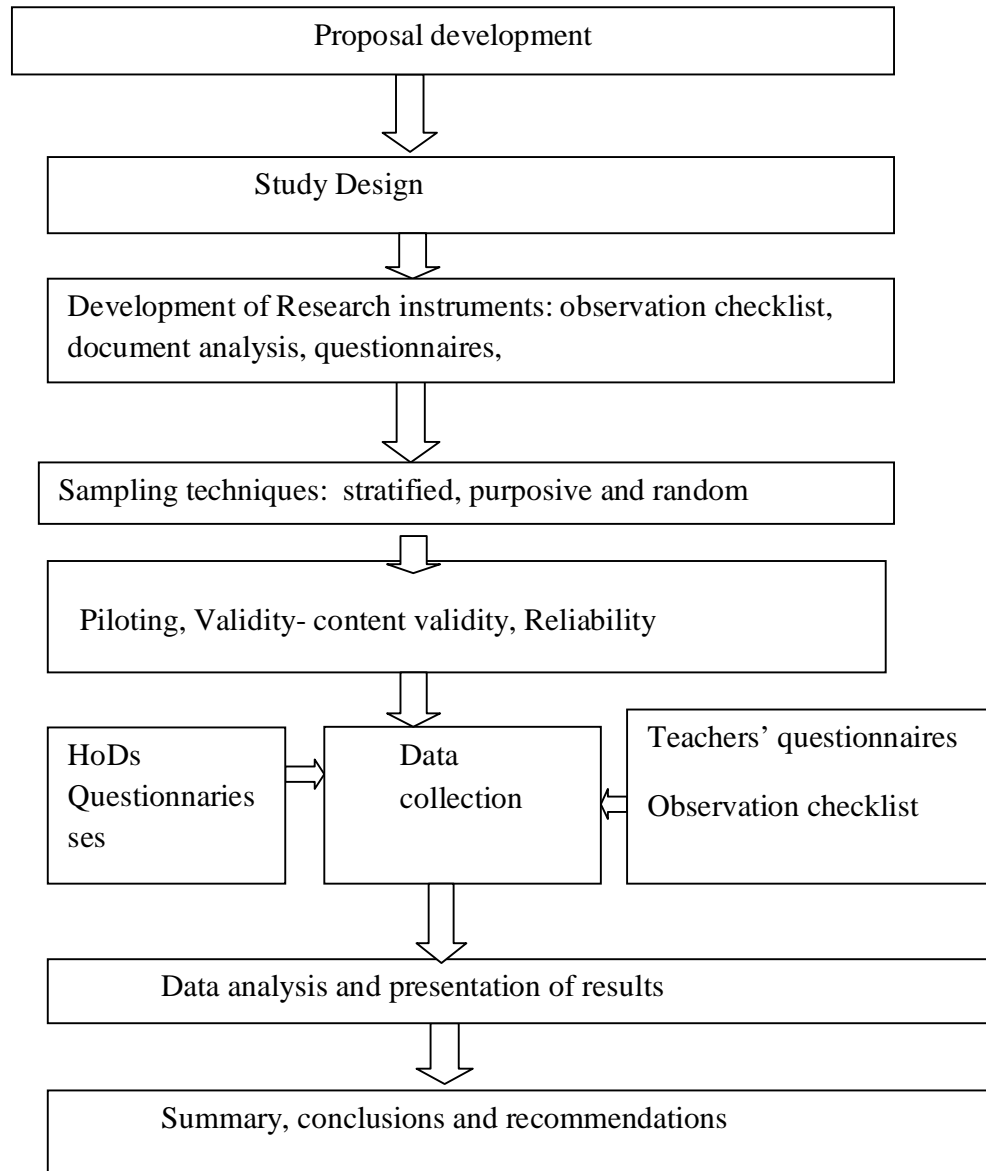


Figure 3. 1: The flow chart

3.2 Study Location

The study was carried out in Nyandarua South Sub-County, Nyandarua County, Kenya. There are 27 secondary schools spread out all over the Sub-County (Table 3.1). The schools were categorized as follows - National school, County schools, Sub-County boarding Schools, Sub-County day mixed schools and Private secondary schools. There was no school under the extra-county school. The researcher selected the Sub-County after obtaining data about the below average students' achievement in the subject from the Sub-County director of education and heads of schools who complained much about the below average performance in the national examinations (KCSE) in their schools during various prize giving day.

3.3 Target Population

Borg and Gall (1989) define a target population as the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize the results of the research. The target population was the entire 27 secondary schools and the 33 Business Studies teachers teaching in National, extra County, County, Sub-County, Private and Sub-County public days mixed schools.

3.4 Sample and Sampling Procedures.

3.4.1 Sample Size

A sample is a small portion of the target population. Sample size was arrived at after stratifying the schools into the following categories: National, County, Sub-County, Sub- County Private and Sub-County day and mixed schools as shown in

Table 3.1. 10 schools and 12 Business Studies Teachers from these schools formed the study sample. From each category, using random sampling the sample size was obtained.

3.4.2 Sampling Techniques.

Sampling is a process used in research in which a predetermined number of observations are taken from a larger population (Borg & Gall 1989). Any statement made about the sample must be true representative of the population (Orodho, 2003).

Nyandarua South Sub-County secondary schools Business Studies teachers were the study population. Because of the wide nature of the Sub-County and distribution of schools, which had similar problems, generalization was made from the finding. Stratified, purposive and random sampling of the schools and teachers were done. Purposive sampling was used to ensure that only those schools teaching Business Studies were selected.

For random sampling each school depending on the category except national school, was selected by writing its name on a piece of paper, then folded, put in a container, shaken and selected two schools except for Sub-County day and mixed secondary school where 3 schools were selected using the same criteria.

Table 3. 1: Sampling Grid.

Schools category	No of schools	Target Pn teachers	Sample size- schools	Sample size- teachers	percentages
National	1	2	1	1	50
Extra County	1	2	1	1	50
County	3	7	2	2	28
Sub-county	3	7	2	2	28
Private	4	4	1	1	50
Day & mixed	12	12	3	3	25
Total	27	33	10	12	33

Source: Sub-County Director of education. (2014)

The HoDs were not sampled because they were only five in the sampled schools.

3.5 Research Instruments.

These are tools used for data collection by a researcher for a given study. According to Kombo and Tromp (2006), research instruments include questionnaires, interviews schedules, tests and observation checklist.

3.5.1. Teachers Questionnaires

The questionnaires consisted of structured and unstructured items, (appendix i). It had 15 items. Item 5 had 15 sub-items. The information collected included the teaching and learning methods used in the class, frequency of use, resources availability, use of specification grid and any other relevant information that was considered useful to the researchers' objectives on pedagogical challenges, teaching environment and adequacy knowledge on teaching and learning methods

3.5.2. Head of Department Questionnaires.

Questionnaires was administered to the HoDs to gather information concerning the resources available to the teachers, frequency on how they get the feedback from the teachers, how frequent they compared their internal examination setting and those of KNEC, and retraining of their teachers (Appendix iii). The questionnaires were also used to get information on whether a comparison was done on levels of cognitive domain that are examined by KNEC and those examined by the teachers.

3.5.3 Document Analysis.

Teaching documents such as records of work, scheme of work, progress report, past internal examinations, teachers' notes and lesson plan were sort from the HoDs. An examination of these documents gave an insight regarding teachers teaching practices. Progress report indicated the level of students' achievement and past examinations papers indicated which levels of cognitive domain were tested. The

researcher evaluated these documents to test whether they conformed to the set standards.

3.5.4 Observation Checklist.

The observation checklist was structured and had fifteen (15) items. It was used in the classroom to evaluate how the teachers were utilizing the various teaching and learning methods, teachers' pedagogical, content-knowledge, teacher's learners' interaction during the lesson and teaching aids utilized in the classroom (appendix II).

3.6.1 Piloting

It is necessary that the research instruments are piloted as a way of refining them (Wiersma, 1985). Business Studies teachers from two schools were randomly selected from the schools not in the sample but within the sub-county. Thus the questionnaires and observation checklist were pre-tested with a selected sample that was similar to the actual sample within the area covered by the study. Before the instruments were administered to the piloting group, opinion from the experts was obtained on their suitability. Then research instruments were administered to piloting group. The refined instruments were then re-administered to the same group after 2 weeks. Based on these, the researcher was able to shape the instruments, discover some of the deficiencies such as unclear instructions, insufficient spaces to give the responses, wrong phrasing of questions, ambiguity and the time allocated to the respondents. The questions items that were found to be

wanting were rectified to improve the quality of the research instruments. Twelve (12) refined questionnaires were administered to the sample group and only ten (10) were returned.

3.6.2 Validity

The research instruments namely the questionnaire and observation schedule/interview schedule were pre-tested to remove any error that would have affected the outcome. The questionnaires were first administered to two Business Studies teachers not included in the sample and re-administered to the same teachers after two weeks to test on content validity. This was useful to the researcher for it made the instruments dependable in making judgment on selected variable and used the outcome to generalize the situation.

3.6.3 Reliability.

According Mugenda and Mugenda (1999) reliability is the measure of the degree after repeated trials that a research instrument yields consistent results or data. To ensure that data collected was reliable; the researcher pre-tested the questionnaire and the tests and was available to give further clarification if needed by the respondents. Also the split half-method was used and the Spearman-Brown Prophecy formula was applied. The formula is $r_{oe} = (2) (r) / 1 + (2 - 1) (r)$

and a correlation above 50% was accepted (Brown 1910)

The formula was used; questions that had even numbers were correlated with those of odd numbers and a correlation of 0.59 was obtained meaning the instrument were reliable.

3.7 Data Collection

Having got clearance from the Graduate school, Kenyatta University, research permit from the Ministry of Education, Science and Technology (Appendix VIII), the researcher got clearance further clearance from the Nyandarua County Commissioner, County Director of Education and the Sub-County Education Officers the researcher went on to collect data from the respondents.

3.7.1 Data Collection Procedure.

For easy analysis, each questionnaire was given a unique code associated with each teacher. Upon getting into the school, the researcher had a courtesy call to the Principals office. Information about the school, the nature of teachers and students achievement was discussed. Schools by nature have limited entry by the researchers. Thus when such permission are guaranteed by the Head of institution its construed to mean consent by the teachers. The questionnaires and observation checklists were then administered to the sample population already selected. The questionnaires were filled by the teachers and where clarification was required the researcher was available. The observation checklist were filled by the researcher in the classroom while the teacher was teaching to evaluate the teaching methods been applied.

3.7.2 Data Analysis

The data which had been collected from the teachers and the HoDs from the 10 selected schools was analyzed through SPSS and narration. Serialized questionnaires were used and were given serials numbers such as SS1T1, SS1T2..... SS6T3 to stand for Sample School one Teacher one (SS1T1) Sample School 3Teacher 1(SS3T1) to hide their identity, while for Piloting PS1T1 was used to stand for Piloting School 1Teacher 1. The same criteria was used for Observation Schedules that were given OSSS1T1 (Observation Schedule Sample School one Teacher one) and for piloting P was introduced to read OSPS1T1

The responses were arranged according to the objectives of the study. Quantitative data was coded; analyzed using SPSS and data presented in form of tables, Graphs and pie charts. The questions that were not possible to analyze using SPSS were qualitatively sorted out and classified according to the various themes as per the objective of the study. Data that was qualitative in nature was analyzed and narrated.

3.8 Logistical and Ethical Considerations.

The permission to collect data was sought from the Ministry Of Education, Science and Technology (MOEST). The Sub-County Director of Education was informed about the intent of the researcher to carry out the research. The schools Heads, Head of Department (Business Studies) and the subject teachers in the sample and

piloting schools were informed. They were assured of total confidentiality of their report by the researcher.

3.9 Conclusions.

The focus of this study was on the pedagogical challenges facing the teaching of Business Studies subject and its effect on the overall achievement of the learner in national examinations. The study employed descriptive research. The research was carryout in selected schools in Nyandarua County which has different category of school with different diversity. The sample schools were obtained using random and purposive sampling methods. Data was collected by using teachers and HoDs questionnaires, documents analysis and observation schedule. The data were prepared for analysis based on the objectives of the study. Pseudonyms were used to identify teachers so as to hind their identity.

CHAPTER FOUR

PRESENTATION OF FINDING, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the findings. The findings are presented in the form of, pie charts, graphs and frequencies tables.

4.1 General Information about Schools in Nyandarua South Sub- County.

Nyandarua South Sub-County comprises of three categories of schools; Boys school, Girls schools and mixed schools. Most of the schools offer Business Studies as an examinable subject. As compared to other subjects in the same cluster, Business studies have the highest enrolment.

4.2 Reporting and Discussion of the Finding.

The data was collected in eight schools and a total of 10 teachers filled the questionnaires. Though twelve (12) respondents were initially targeted, two (2) respondents did not return the questionnaires even after asking for more time to complete questionnaires. This was 17% of the targets. Only five heads of department filled the questionnaires because the other three (3) schools in the sample did not have heads of departments. Most of the teachers were not comfortable with the researchers sitting in their classes making it difficult to fill the

observations schedules. Only 2 teachers allowed the researcher. This represented only 17% of the sample.

4.3 Pedagogical Challenges.

The researcher wanted to find out the pedagogical challenges that Business Studies face. From Figure 4.1., 30% of the respondents were trained teachers in the area of Business Studies.

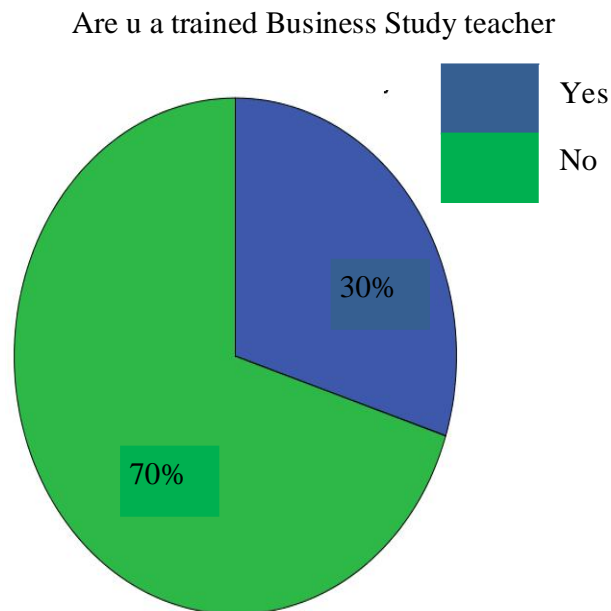


Figure 4: 1 Business Studies Trained Teachers

The other 70% were either form four leavers, A-level leavers or trained in business courses. 20% of these were either business degree holders that was not related to teaching and assumed that they were trained teachers or were students studying education as summarized in Table 4.1.

Table 4. 1: Level of Qualifications of Teachers

Trained teachers 30%	Untrained teachers 70%		
	Form Four leavers 30%	Advanced Levels 20%	Degree holder not related to Business Studies 20%

KCSE results 2012 from schools where the Form Four Leavers were teaching the Business Studies subject recorded the worst results as shown in Appendix VI. For trained teachers, 100% indicated that the teaching and learning methods taught in their undergraduate were useful. Respondents indicated that they were very much aware of most of the traditional teaching methods such as lecture 70%, group discussion 60%, field trips 70%, Case study 70% and ICT 60%. But on awareness of other methods such as mini-enterprise, 70% indicated not aware at all, Figure 4.2,

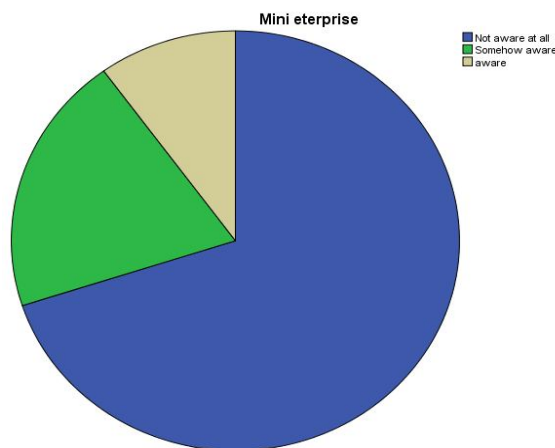
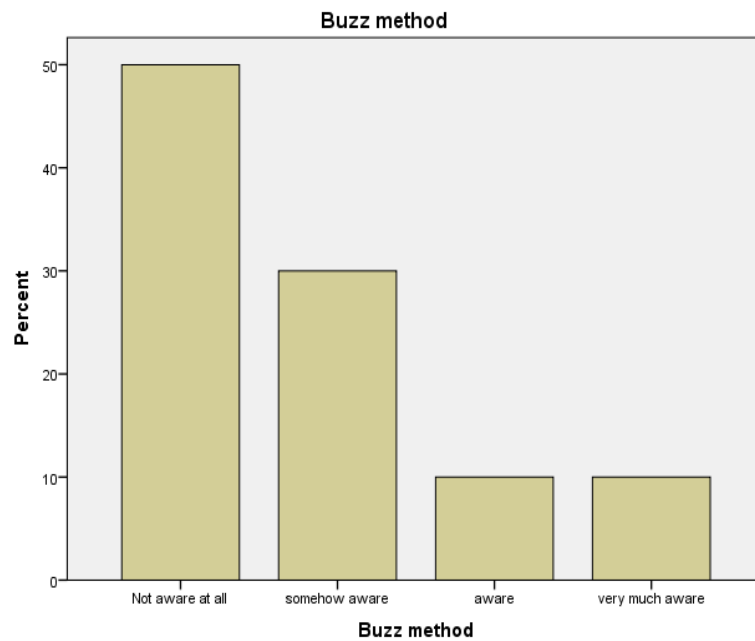


Figure 4: 2 Teachers awareness of the Mini- enterprise teaching method.

One respondent asked what Mini-enterprise was and how it can be applied in real class teaching. Mini- enterprise are canteen that are supposed to be used for teaching Business Studies subjects so that the students can get hand in experience and be able to apply the knowledge learned in the classroom in the real world. None of the schools visited had a school canteen that could be used for teaching Business Studies. Even documents such as invoices, purchase order, receipts among were not found in the sampled schools.

**Figure 4: 3 Buzz Method.**

On Buzz Methods, 50% indicated that they are not aware at all while the rest 50% said at least they were aware.

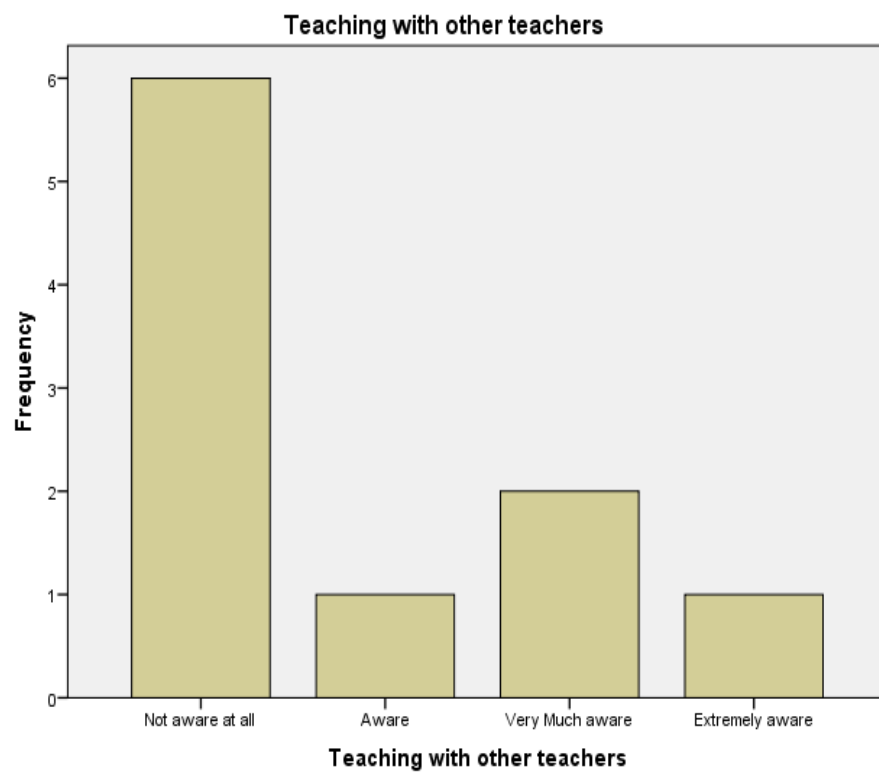


Figure 4: 4 Teaching Using Other Teachers

The researcher was interested in knowing whether Business Studies teachers were aware on the use of other teachers in teaching the Business Studies subject. 60% of the respondents indicated that they were not aware of these methods while 40% indicated that they were aware and had included it in their “schemes of work”. In the scheme of work, none of the respondents had included it.

30% of the respondents also highlighted the low analytical and computational skills possessed by the learners. Bearing in mind that most of the teachers were not trained, this problem could be reflected in the students' achievement in the national examinations.

HoDs also admitted that they rarely check the scheme of work since they are commercially outsourced and had not been prepared for those particular students in mind. Of the ten (10) teachers who were interviewed, nine (90%) were using commercially sourced schemes of work. Those that used commercially sourced schemes of work had not been trained as teachers. They did not even discuss how the schemes of work can be improvised to accommodate the nature of their students.

For lesson plan, the HoD said that they were never prepared because they are not required by the administrators. So "it's imperative to say that teachers may be going to class to teach when they are not prepared", one HoD said. Based on this then the below average achievement of the learners could be attributed to lack of preparation by the teachers. It can be noted that learners can learn anything provided the best learning style are used. "Students can learn almost any subject matter when they are taught with methods and approaches responsive to their learning style strengths; these same students fail when they are taught in an instructional style dissonant with their strengths" respondent 3 commented.

4.4 Teaching Environment and Teaching Methods

The researcher's interest was on how the teaching environment determines the kind of teaching methods to be used by the teachers. Teaching environment determines the teaching methods that the teachers use. None of the schools visited had a mini enterprise or school canteen specifically to be used for Business Studies, thus making the teachers to use teacher led group discussion, lecture methods or question and answer sessions. Computer laboratories though available were rarely used for teaching and not connected to the internet. In eight schools in the sample, six (75%) of these sampled schools were not connected to the internet.

Due to their location seventy percent (75%) of the schools visited, could not get access to facilities such as ATM, supermarkets among others. The teachers occupied the centre stage and the learners were on the receiving end. Use of teacher centered methods made the learners to be passive as could be observed from most of students who were either drawing cartoons, dosing or been absent minded. The implication of this is that it could result to the below average student achievements in the national examinations. One teacher justified the use of these methods saying that there was little time to cover the syllabus. The teacher felt that learner centered methods were time consuming and did not give the teachers ample space to cover the workload. Other methods such as case study, Buzz methods, students led discussion, teaching with other teachers, field study and journals though schemed for, were never used. None of the respondents had a lesson plan which is considered

as a crucial document for guiding the teacher during introduction, lesson development and conclusion. Respondents justified lack of lesson plan to the fact that the schemes of work were commercially sourced and were not in line with the entrance behavior of the learner. One respondent even asked how he could use Buzz methods, or bulletin boards and other visual aids, or mini-enterprise when he did not know what they are. Use of ICT in the classroom was also cited as a challenges because though the computers were there, they were not connected to internet and just having a “ box” in front of the students did not justify the use of ICT in the teaching of Business studies.

Use of immediate environment such as visit to the nearby firms, business establishments or even use of schools invoices were rarely done. 70% of the respondents said that for a period of more than 2 years, they had not taken the Business Studies students for field study beyond their schools gates. These forced them to use teacher centered methodologies that are sometimes not student friendly such are brainstorming and lecture methods.

4.4.1 Time

Time allocated to the Business Studies subject is not sufficient. 80% of the respondent felt that more time need to allocated to the subject so that they can be able to cover the syllabus with ease and be able to use methods that have higher retention ability. Lack of sufficient time made them use traditional methods of teaching.

4.5 Teaching Methods Used in the Classroom

Most of the respondents indicated that they used lecture methods, brainstorming and practice by doing. Respondents understood practices by doing to mean giving assignment instead of allowing students to practice the content taught in class in a business environment. A careful look at the scheme of work indicated 80% of the respondents were using commercially prepared schemes of work. Case study, journals and using peer teachers to teach Business Studies were frequently indicated as some of the methods being used by the teachers. When asked by the researchers, how they used case study, 60% of the respondents were tongue-tied and 40% give explanations that were not in line with the use of case study. The following methods such as Lecture methods, brainstorming, and practice by doing, project methods, and use of field trips were used.

4.5.1 Lecture Method

Only 30% of the respondents indicated that they rarely use the lecture methods in their teaching while 70% indicated that they use it either frequently, mostly or always. Available literature indicates that use of traditional teaching methods often produces poor results because of poor retention ability. Study done by Brooks-Gunn et al (1993), showed the average amount of information that is retained through the use of lecture method is only 5%.

Table 4. 2: Frequency of Use of Lecture Method.

	Frequency	Percent
Very rare	3	30
Frequent	4	40
Very Frequent	1	10
Always	2	20
Total	10	100

4.5.2. Brainstorming

In brainstorming method, 80% of the respondents indicated that they use this method in the classroom. Brooks-Gunn et al (1993) showed use of brainstorming help the learner to retain only 50% of what is learned. The use of brainstorming as a teaching learning method was confirmed by the researcher through observations checklist in the classes attended. The teachers used brainstorming frequently to attract the attention of the learners and make them active participants in the class.

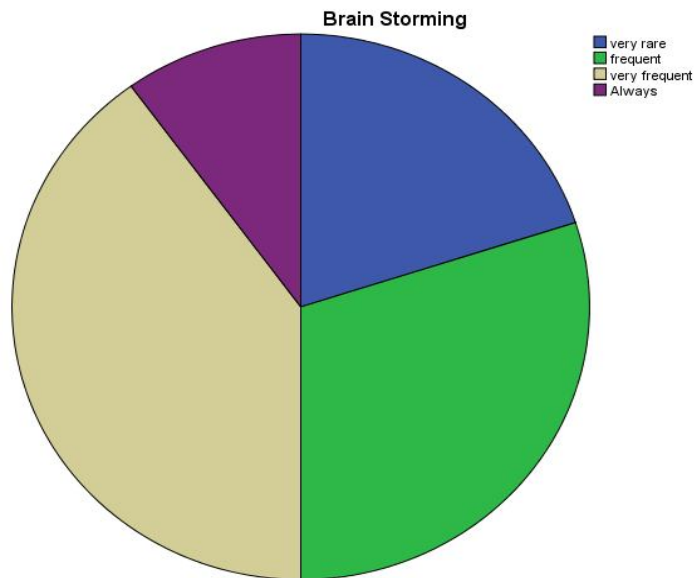


Figure 4: 5 Use of Brain Storming

4.5.3. Practice by Doing

In the use of practice by doing, 70% of the respondents indicated that they use this method of teaching in their classroom, Figure 4.6; Practice by doing was construed by the respondents to mean giving them some examples and assignments. But it meant ability of the students to apply the knowledge in actual business environment. According to Brooks-Gunn et al, (1993), practice by doing contributes to about 75% of retention of what the learner learns. This method had not been planned nor used as evidenced from the schemes of work and record of work. Some of the respondents had these to say from the teachers' questionnaires about this method:

SS5T. *The application of these methods is difficult because I have never heard about it. It was not covered during my training,*

SS10T. *Unless more training is given and the school liaises with business firms in the community, this method is not applicable.*

These findings confirm Sithole's (2010) findings that concluded that due to the fear of sacrificing the syllabus, teachers rarely used action-oriented teaching methods which make them to cover content in breath at the expense of coverage in depth.

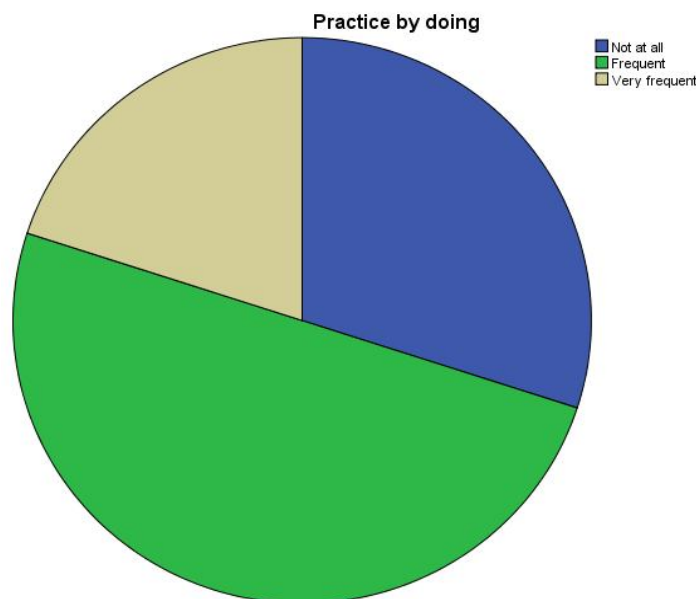


Figure 4:6 Frequent use of Practice by Doing.

4.5.4 Project Method

Project method was used by 70% of the respondents while 30% indicated that they rarely use the method, Figure 4.7. These concurred with the finding Sithole (2010), that teachers will continue to use traditional methods of teaching because of time

factor, need to cover the wide syllabus within a very short time and lack of in-service training to improve on the teachers teaching skills for practicing teachers. Ask by the researcher why they don't use project method, 30% respondents said that the students lacked the skills to do the project while another 40% said; it was not practical due to time factor and the method is more applicable in post secondary. One respondent commented "some of these methods, I have forgotten even what they are and I need to go back to class to be able to use them" But from the schemes of work, they had planned to use these method. Two (20%) of the respondents could not even justify the inclusion of it in the schemes of work. They also confessed that the schemes of work were commercially prepared and had not put into consideration the school environment and the nature of the students.

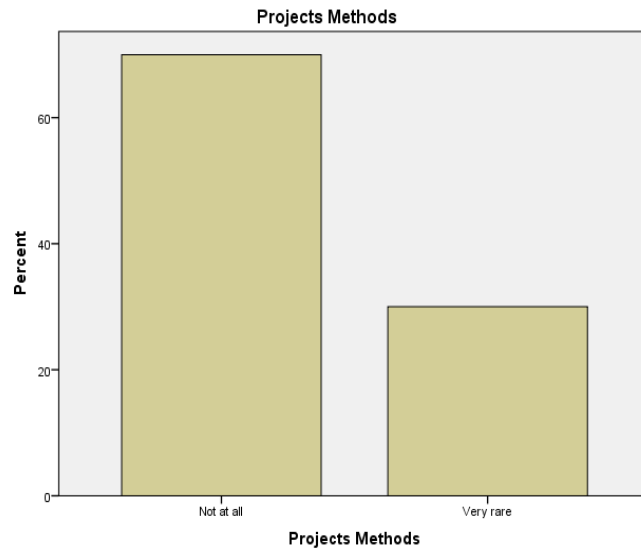


Figure 4: 7 Project Method

4.5.5 Use of Field Trips.

The researcher's interest was to find out how often the teacher uses fieldtrip as a teaching learning method. 60% of the respondents indicated that they don't use field trips or use it very rarely in teaching and learning process as showing in Figure 4.8

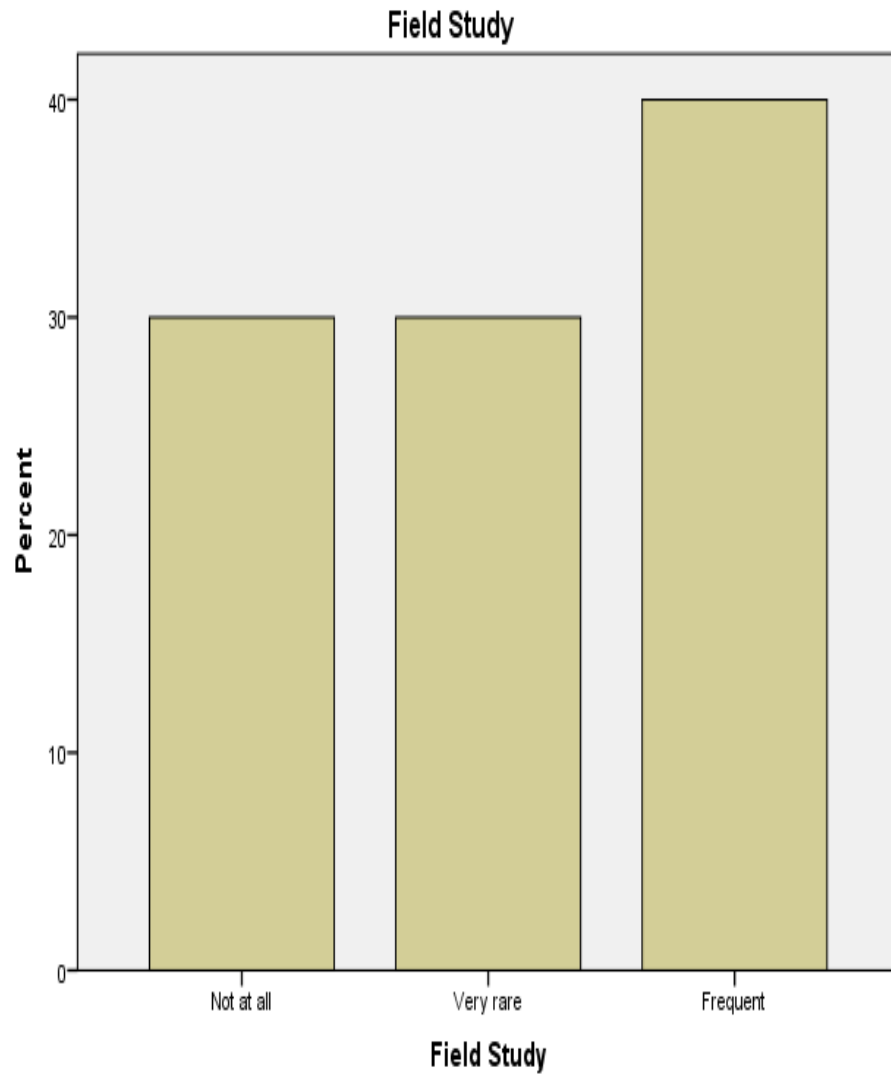


Figure 4: 8 Frequency of Use of Field Study

From Figure 4.8 70% Of the teacher did not use field study meaning most of the students did not associate the learning in the classroom with what is outside the school. Hansen (1954) emphasized on the importance of external environment as a tool for learning. The environment means so much to most secondary school

students thus the teacher should devote a greater attention to utilize this most meaningful aspect of life as an instructional tool

Financial problem was cited as a major reason as to why teachers do not take the students for field trips thus making it difficult to extend the traditional classroom environment to outdoors to enable the learner to observe business settings first-hand (and thus linking theory with practice):

SS3T: *“Due to limited funds it is not easy to undertake field trips”.*

SS3T: *“Lack of funds and transport means that we cannot take students to places of interest, especially if they are a long distance from the school and if we have to hire a bus, it is from another school and the students are not comfortable with it”.*

These confirm Sithole’s (2010) findings that teacher should instead use site visits that are within the local communities if they find that field trips are expensive in terms of time or money. 20% of the respondents went to an extent of citing the inconvenience caused to other teachers when the students are on field trips requiring them to have some lessons allocated to Business Studies used to compensate for the other subjects’ time lost.

4.6 Cognitive Domain.

The researchers' interest was on how students perform in each level of cognitive domain in the national examination. 80% of all the respondents' agreed that the students faced difficulties in national examinations especially when the examination test on the higher levels of cognitive domains.

80% of the teachers agreed that the students lacked the analytical skills and they tended to "set their own questions and answered". 60% of the teachers said that they could not differentiate the questions that tested the higher levels of cognitive domains that tested analysis, synthesis and evaluation. On the use of assessment grid, 80% of the teachers were not aware about it, while 50% of those who knew about it accepted that they never used it as a guide when setting examinations. 90% of the respondents did not have a marking scheme for the examinations set and therefore the marking could have subjective and compromised the quality of the grades awarded to the students.

4.7. Other Challenges.

It was necessary to find out if the teachers faced other challenges that could have contributed to the below average performance in the national examination. Respondents 3 said that teaching accounting was an issue since most of the students do not have analytical skills, and many reference books had many mistakes that confused the students. Most learners assume that the subject is not important and it is easier to understand. The teacher cited lack of clarity in Business Studies paper 1

and lack of examiners in most school. 30% of the respondents said that schools with examiners tend to perform better in national examinations because such teachers tend to guide the students of what is required of them. Table 4.3 summarizes some of the response from the teachers

Table 4. 3: Summary of Teachers' Responses.

Respondents	Comments
5	Textbooks have different and contradicting contents, difficulty terms used in the form one books, making students shy off from the subject and the subjects not been taught in primary schools as other challenges
8	Difficulties in teaching economics in the form three and due to students low analytical skills, they performed poorly in this area.
9	Poor performance as a result of lack of fundamental background information of the subject, lack of relevant business to quote as example among others

4.8 Summary

The chapter presented the data analysis, interpretation and discussion. The findings have shown that the Business Study subject is taught by unqualified teachers who do not possess the teaching skills. The use of commercially sourced scheme of work was rampant in most schools. Because most of the teachers were unqualified, they did not use the lesson plan and were not able to set a balance examination. The teachers did not have skill on the use of specification grid.

On methodology, most of the teachers were using traditional teaching methods.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction.

This chapter gives the summary, conclusion and recommendation of the study on challenges facing the teaching of Business Studies in Kenyan secondary schools in selected schools in Nyandarua South Sub-county of Nyandarua County. The study gathered data from the sampled secondary schools Business Studies teachers. This chapter provides the summary of the key findings of the study. The chapters also provide some recommendations.

5.1 Summary of Findings.

Responses from the questionnaires, tests and observation schedules helped to get a wide range of views from the teachers and to verify the findings from observations. The study was guided by the following objectives: to establish pedagogical challenges that the Business Studies teachers face in teaching the Business Study subject; to investigate whether the teaching environment determines the choice of teaching methods; to establish the kind of teaching methods the teachers use in the Business Studies classroom and to establish the factors that lead to the persistent below average performance of Business Studies in the National Examination set by KNEC.

The following is a summary of the findings.

5.2 Summary of Main Findings.

5.2.1 Pedagogical Challenges

Only 20% of the respondents are Business Studies trained teachers. 80% of the Teachers are not trained. The use of untrained teachers to teach the course could have contributed to below average performance. From Appendix V, schools that were taught by Form Four leavers and untrained teachers recorded below average performance in national examination, KCSE 2014.

It was observed that most teachers use traditional methods of teaching such as lecture (70%), Brainstorming 60%, Demonstrations 60% among others. These are teacher centered methods that that have low information retention.

Learner centered methods such as students led discussion, teaching using other teachers, practice by doing, field study among other were rarely used by the teachers. Teachers had difficulties using learner centred methods which could have been attributed to lack of in-service training for practicing teachers. 80% of the respondents had commercially prepared schemes of work which had not put into consideration the entrance behavior of the learner. None of the respondents had a lesson plan and this could have compromised the lesson delivery and hence poor conceptualization of the content.

The untrained teachers had difficulties in understanding the content as demonstrated by the teachers who complained about accounting and economics been taught in high schools. The low entrance behaviour of the learner was also a challenge and being compounded with poor teaching skills of the Business Studies teachers, could have resulted to below average performance in the national examination, KCSE. Lack of analytical and computational skills compounded these challenges resulting to the below average performance.

5.2.2 Teaching/Learning Environment and Choice of Teaching Methods

Due to the insufficient time allocated to the subject, lack of resources and wide syllabus, teachers used teacher centered methods such as lecture, teacher led discussion, and question and answer methods. Field trips, ICT, mini-enterprise, bulletin boards and visual aids were rarely used in the class. None of the school in the sample had a bulletin board thus teachers could not get a suitable place to pin business articles for students to read during their free time.

5.2.3 Teaching Methods Used in the Classroom

It was established that 80% of the teachers used tradition methods of teaching such as lecture, brainstorming, reading and teacher led discussion. The teachers controlled the teaching and learning process. The students were passive.

5.2.4 Cognitive Domain.

Since 80% of the respondents were untrained, they did not understand the level of cognitive domain. From the questions papers, available to the researcher, they

rarely tested the higher level of cognitive domains and mostly tested the low level such as knowledge, comprehension and application. All the teachers in the sample did not have an examination grid and 20% had examiners suggested answers.

5.2 Conclusion

The study aimed at finding out the challenges faced by Business Study teachers in Nyandarua South Sub-County of Nyandarua County that led to below average academic achievement in the national Examination KCSE. The Business Studies subject is taught mostly by untrained teachers, who are either Form Four Leavers, or those studying y at the universities and did not have the skills. They tended to use teachers-centered teaching methods which are not effective in assisting the learner to understand and retain the information.

Commercially sourced schemes of work which did not consider the entrance behaviour of the learners were used by 90% of all the schools sampled. Though they had incorporated student-centered teaching and learning methods, the classroom teacher did not use such methods either because of time factor, lack funds, wide syllabus or lack of knowhow on how to use them.

The presence of the untrained teachers meant that, they did not possess the teaching skills and could not understand the level of cognitive domain tested. There was a disparity between what was tested in the national examination and what the students were tested by the classroom teachers. On examination or assessment grid, 80% of

the respondent did not know what it was and could not set questions to test the different levels of cognitive domains.

All these factors may have contributed to the below average achievement in the national examinations. Students can learn any subject matter if taught with methods and approaches responsive to their learning style strengths and the same students fail if taught using instructional style dissonant with their strengths.

5.3 Recommendations

To improve on the performance of Business Studies in Secondary schools I recommend the following:

- I. The schools should employ trained teachers for the subject,
- II. In service training be offered to the teachers teaching the subject in order to equip them with current learner centered methods of teaching the subjects and how to set examination to test the higher level of cognitive domain
- III. The teachers prepares the schemes of work in line with the entrance behaviour of the leaner and need to be accompanied by lesson plan,
- IV. Materials be development for all practicing trained and untrained Business Studies teachers on methodologies and examining students and be made available to all the schools
- V. All Business Studies teachers be trained on how to set examinations that are in line with the national examinations.
- VI. All schools should have either a quality assurance department or develop internal mechanism of ensuring that quality teaching and examinations is adhered to.

5.4 Recommendations For Future Studies

Further research should be done on:

- I. Why Business Studies is being taught by untrained teachers and the implication on students achievements in the national examination,
- II. Whether there is a relationship between the subject not been taught in primary schools and the general performance in the O level,
- III. Why Business Studies teachers prefer to use commercially prepared schemes of work to teach the subject and prefer not to prepare and use lesson plans in teaching
- IV. Impact of not using specifications grid when setting examination and how its affect students achievement.

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Appendix 1

Questionnaire for Secondary School Business Teachers

School Name.....

Dear Teachers.

The purpose of this questionnaire is to assist the researcher in identifying the major challenges faced by Business Studies teachers in Kenyan secondary schools. Your contribution will help in identifying the problems and coming up with amicable solutions. Kindly do not write your name anywhere and if comfortable include name of your school though not compulsory. Please do not tick more than one and feel free to contribute.

- 1) Are you a trained teacher in the area of Business Studies? 1) YES 2) NO if yes go to question 3 if no go to question 2
 - 2) If no, what is your highest level of education? I) O level ii) A level iii) 1st degree iv) others: please specify
 - 3) If yes, the teaching and learning methods taught at the undergraduate level, are they appropriate for your teaching? I) Yes ii) No
 - 4) Using the Likert scale below, indicate how well you are aware of the following teaching methods: 1-Not aware at all
- 2-Somewhat aware
- 3- Aware
- 4- Very much aware
- 5- Extremely aware

(Tick in the box corresponding to your response)

Serial no	Teaching/learning methods	1	2	3	4	5
1	Brainstorming					
2	Case study					
3	Lecture					

4	Buzz method					
5	Group discussion					
6	Teaching with Other Teachers					
7	Field study					
8	Games					
9	Journals					
10	Bulletin Boards and other visual media					
11	Guest speaker / a resource person					
12	Projects					
13	Practice by doing					
14	Mini-enterprise					
15	Use ICT s in your class(es) e.g. internet, spreadsheets, PowerPoint,					

5) Using the following likert scale, rate how frequent you use the following teaching and learning methods:

1- Not at all 2- Very rare 3- Frequent 4- Very frequent 5- Always

(Tick in the box corresponding to you response)

Serial no	Teaching/learning methods	1	2	3	4	5
1	Brainstorming					
2	Case study					
3	Lecture					
4	Buzz method					
5	Group discussion					
6	Teaching with Other Teachers					
7	Field study					
8	Games/skits					
9	Journals/business magazine/ newspapers					
10	Bulletin Boards and other visual media					
11	Guest speaker / a resource person					
12	Projects					
13	Practice by doing					
14	Mini enterprise mode					
15	Use ICTs in your class(es) e.g. internet, spreadsheets, PowerPoint,					

- 6) Rate how well in your current school, you are provided with most of the necessary teaching resources such as charts, past paper questions or a school Kiosk run by the business students
- 1- Poor 2-Average 3-Good 4-Very good 5-Extremely good
- 7) How is the entrance behaviour of the students as they join form one in term of business knowledge:
- i) -poor ii) Average iii) Good iv) Very good v) Extremely good
- 8) Has the government policy of not examining the students in standard eight in the area of Business Studies affected the entrance behaviour of the learner?
I) Yes ii) No
- 9) If yes, how is their attitude toward business studies?
- i) Negative ii) Average iii) Positive Iv) Difficult to tell.
- 10) What other challenges do you face as a business teacher that deters your ability to fully exploit your potential?
- i)
- ii)
- iii)
- 11) What are some the reasons behind the persistent poor performance of Business Studies in the national examinations?
- i)
- ii)
- iii)
- 12) Which recommendation would you make to make teaching of Business Studies more interesting and more effective?
- i)

ii)

iii)

13) How often do you prepare the schemes of work, record of work and lesson plan?

i) Rarely ii) Not Often iii) often iv) More often v) Most often.

14) How often do you compare the examination questions set by KNEC with those questions set by you

i) Rarely ii) Not Often iii) Often iv) More often v) Most often.

15) How often do you prepare the examination grid when setting the internal examination?

I) rarely ii) Often iii) very often Iv) not at all

Thank you for taking time to fill this questionnaire. Your contribution will go a long way in guiding my recommendation, Thanks.

Appendix II

Observation schedule/ checklist.

This will be used to rate how well the following teaching and learning methods are been used in the classroom by the teacher using the following Likert scale.

- 1) Not at all
- 2) Very rare
- 3) Frequent
- 4) Very frequently
- 5) Always

(Tick in the box corresponding to your observation)

Serial no	Teaching/learning methods	1	2	3	4	5	Comment on its use
1	Brainstorming						
2	Case study						
3	Lecture						
4	Buzz method						
5	Group discussion						
6	Teaching with Other Teachers						
7	Games/skits						
8	Journals/business magazines/newspaper						
9	Bulletin Boards and other visual						

	media						
10	Guest speaker / a resource person						
11	Teaching with Organizers						
12	Projects						
13	Practice by doing						
14	Mini enterprise mode						
15	Use of ICTs in your class(es) e.g internet, spreadsheets Power Point,						

Thank you for taking your time to fill this questionnaire.

Appendix III

Questionnaire for Heads of Departments- Business Studies.

School name.....

Dear Heads of Departments- Business Studies.

The purpose of this questionnaire is to assist the researcher in identifying the major challenges faced by Business Studies teachers in Kenyan secondary school. Your contribution will help in identifying these problems and coming up with amicable solutions. Kindly do not write your name anywhere and if comfortable include name of your school though not compulsory. Please do not tick more than one and feel free to contribute.

- 1 How is the performance of Business Studies in the national examination?
 - i) Poor
 - ii) Average
 - iii) Good
 - iv) Very good
 - v) Excellent
- 2 How often do you analyze the past papers examination questions to find out which level of cognitive domain are tested? I) rarely ii) often, iii) Very often iv) not at all
- 3 How often do you go through the scheme of work to check whether they adhere to the laid down standards? I) rarely ii) Often iii) very often Iv) not at all
- 4 How often do the Business Studies teachers prepare the test table of specification?
I) rarely ii) Often iii) very often Iv) not at all
- 5 In the National examination, which levels of Cognitive domain are mostly tested?
 - i) Knowledge
 - ii) comprehension
 - iii) application
 - iv) analysis
 - v) Synthesis
 - vi) evaluation
- 6 Among the above levels, which areas do students perform well?
- 7 Which areas in item 4 do students perform poorly?
- 8 From the schemes of work, list the teaching and learning methods that are frequently used by the teachers?
.....

.....
.....

8) What major challenges do your teachers face in the process of teaching the course?.....

.....
.....

9) Give suggestions on how the performance in Business Studies can be improved?

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

10) Is the time allocated to the subject sufficient to cover the syllabus?

i) Yes ii) No

11) If the answer is yes in item 10, what are your suggestions?

.....
.....

Thank you for taking time to fill this questionnaire. Your contribution will go a long way in guiding my recommendation, Thanks.

Appendix IV**List of Secondary School in Nyandarua South Sub-County as at January 2015**

- 1) Aberdare Mixed Secondary School
- 2) Faru secondary school
- 3) Gathara Mixed Secondary School
- 4) GOA secondary school
- 5) Hope Community Secondary School
- 6) Kahuhu Mixed Secondary School
- 7) Karima Girls School
- 8) Kenya White Land Schools
- 9) Kiambariki Mixed Secondary School
- 10) Kihumbu Mixed Secondary School
- 11) Kimuri Mixed Secondary School
- 12) Kinja Mixed Secondary School
- 13) Kirwara Mixed Day Secondary
- 14) Kitogo Mixed Secondary School
- 15) Mkungi Mixed Secondary School
- 16) Muruaki Boys' Secondary School
- 17) Murungaru Mixed Secondary School
- 18) Mutamaiyu secondary school
- 19) Muti-Ini Mixed Secondary School
- 20) Muthomi Mixed Secondary School

- 21) Mwenda Andu Secondary School
- 22) Ndunyu Njeru Mixed Secondary School
- 23) Raitha Mixed Secondary School
- 24) Rugongo Mixed Secondary School
- 25) Thindi Star Secondary School
- 26) Tulaga Mixed Secondary School
- 27) Wisdom Mixed Secondary School

Source: MOES& T Nyandarua South Sub-County 2014

Appendix V

KCSE Overall Performance 2013- Nyandarua South Sub- County

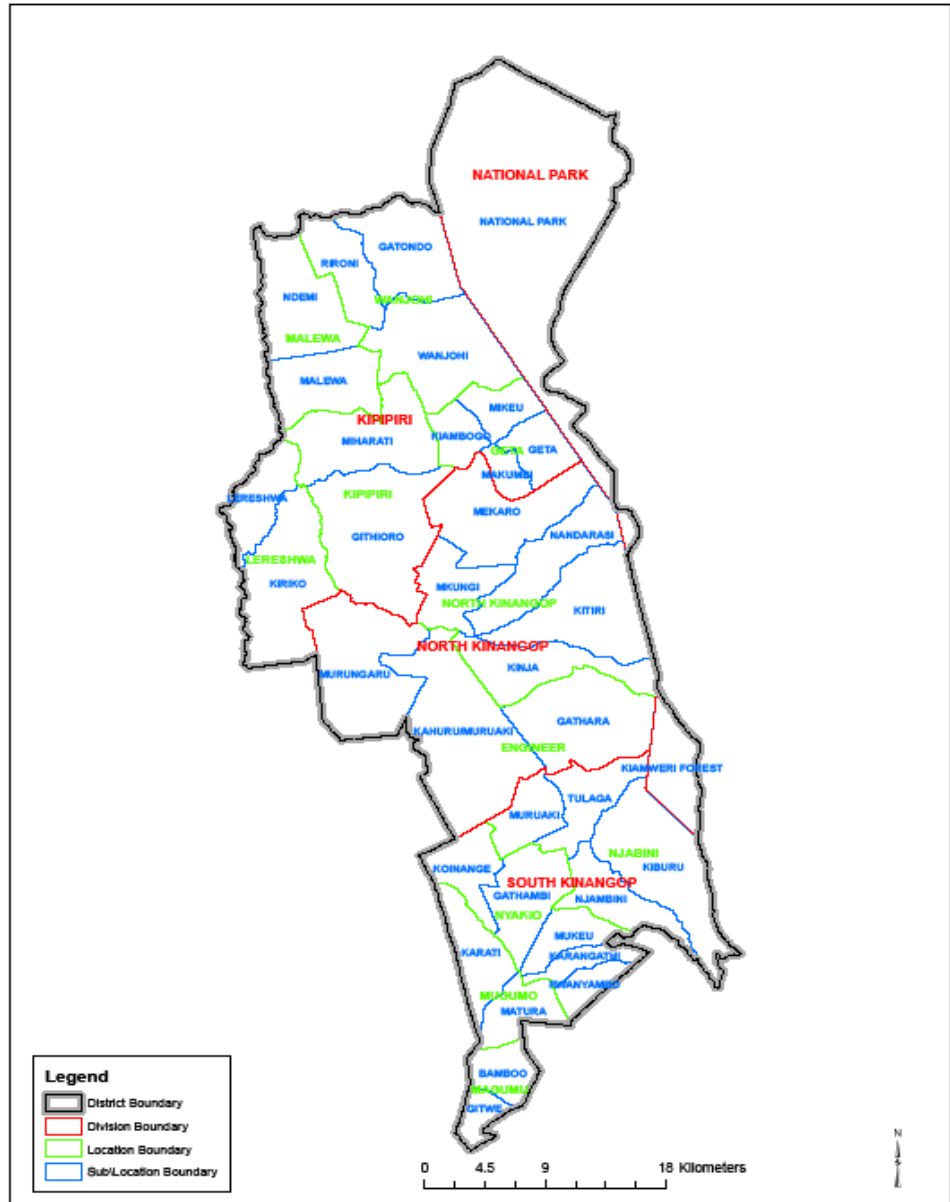
	Name of the Schools	MSS 2014
1	Wisdom Mixed Secondary School	3.785
2	Gathara Mixed Secondary School	3.63
3	Hope Community	6.5
4	Goa	6.4
5	Mutamaiyu Mixed Secondary School	3.1
6	Karima Girls School	11.073
7	Kenya White Land Schools	3.5
8	Kiambariki Secondary School	3.6
9	Kihumbu Mixed Secondary School	5.05
10	Kitogo Mixed Secondary School	5.107
11	Kimuri Mixed Secondary School	5.735
12	Kinja Mixed Secondary School	2.867
13	Kirwara Mixed Day Secondary	2.4

14	Magomano girls secondary school	9.956
15	Mkungi Mixed Secondary School	7.766
16	Muruaki Boys' Secondary School	7.378
17	Murungaru Mixed Secondary School	4.25
18	Iganjo secondary school	6
19	Thindi Star Mixed Secondary School	2.4
20	Mwenda Andu Secondary School	7.034
21	Ndunyu Njeru Secondary School	7.000
22	Mwitheithia Mixed Secondary School	3.5
23	Channel of Grace Schools	6.670
24	Rugongo Mixed Secondary School	4.500
25	Nandasi secondary school	4.483
26	Mekaro Mixed Secondary School	4.29
27	Faru Mixed Secondary School	3.2
	Mean score	5.179

Source: Ministry of education; Nyandarua South Sub-County 2014

Appendix VI

KCSE Overall Performance 2013- Nyandarua South Sub- County



Source: Nyandarua South District Development Plan, 2008 – 2012

Appendix VII

Authorization Letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
27th October, 2015

NACOSTI/P/15/7202/8259

Robert Macharia Kimotho
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing the teaching of business studies in Nyandarua South Sub-County, Nyandarua County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for a period ending **25th October, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

[Signature]
DR. S. K. LANJAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.



Appendix VIII

Research Permit

THIS IS TO CERTIFY THAT:
MR. ROBERT MACHARIA KIMOTHO
of KENYATTA UNIVERSITY, 6197-200
Nairobi, has been permitted to conduct
research in Nyandarua County

Permit No : NACOSTI/P/15/7202/8259
Date Of Issue : 27th October,2015
Fee Received :Ksh 1,000

on the topic: CHALLENGES FACING THE
TEACHING OF BUSINESS STUDIES IN
NYANDARUA SOUTH SUB-COUNTY,
NYANDARUA COUNTY, KENYA

for the period ending:
25th October,2016

[Signature]
Applicant's
Signature



[Signature]
Director General
National Commission for Science,
Technology & Innovation

- CONDITIONS**
- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
 - 2. Government Officers will not be interviewed without prior appointment.**
 - 3. No questionnaire will be used unless it has been approved.**
 - 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
 - 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
 - 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 6944

CONDITIONS: see back page