

**IMPLEMENTATION OF THE BUSINESS STUDIES CURRICULUM
IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS CENTRAL
DIVISION OF MACHAKOS DISTRICT, MACHAKOS COUNTY,
KENYA**

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DECLARATION

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

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DEDICATION

This project is dedicated to my family: My mother Veronica Kising'u, husband Mr. Raphael Mathaka and my children: Agatha, Mike, Caroline and Gabriel.

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ABBREVIATIONS

| | |
|---------|---|
| A.E.O | - Area Education Officer |
| D.E.O | - District Education Office |
| D.O | - District Officer |
| K.I.E | - Kenya Institute of Education |
| K.C.S.E | - Kenya Certificate of Secondary Education |
| K.N.E.C | - Kenya National Examination Council |
| MOEST | - Ministry of Education Science and Technology |
| R.D.D | - Research Development Diffusion Model |
| UNESCO | - United Nations Education Science and Cultural Organization. |

ABSTRACT

Purpose of this study was to assess the implementation process of Business Studies curriculum. The study was guided by the following specific objectives: to find out the training provisions for teacher of Business Studies for their preparation to implement the integrated syllabus, to determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus, to determine the teaching/learning resources and strategies used to implement Business Studies syllabus and to determine the techniques used by teachers of Business Studies in evaluating the curriculum. The study was carried out in public secondary schools in Central Division of Machakos District. Descriptive survey design was used for the study. There are thirty six (36) public secondary schools in Central Division of Machakos District. The study targeted total population of 1384:1252 form three students of Business Studies, 60 teachers of the subject, 36 heads of department of Applied Practical, Technical and Vocational subjects and 36 head teachers of the schools. Stratified sampling technique was used to select a sample of twelve (12) schools from the three zones and 276 respondents for the study. Questionnaires, interview schedules and lesson observation schedule were used to collect data for the study. Data analysis was done using content analysis and statistical package for social sciences. Descriptive statistics such as percentages and frequency distribution tables were used to present the data. The study found that teachers were adequately prepared in terms of subject combination as evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). Most of the teachers (75%) were found to have had attended the trainings and that 58% of the teachers attended the trainings before the introduction of the new Business Studies curriculum. On attitude towards Business Studies curriculum, the study found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. The study further found that 75% of the respondents indicated that the resources were available even though they were inadequate. Discussion was the most preferred teaching strategy as indicated by all teacher respondents 12(100%). Other strategies included: assignments, personal study method, and explanation, talks by resource persons, demonstration, role play and field trips. The techniques for evaluating business studied curriculum included written tests, class assignments and oral questions. The study concluded that teachers were prepared for the implementation of the new Business Studies curriculum, had positive attitude towards the curriculum and that teaching and learning resources were inadequate for effective implementation of Business Studies curriculum. Different strategies such as the use of discussions, class assignments, personal study, talks by resource persons and field trips were used in the implementation of the new Business Studies curriculum. Curriculum evaluation techniques included: the use of written tests, class assignments and oral questions. The study recommended that the Ministry of education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum. It was finally recommended that another study be done to determine the challenges facing the implementation of the integrated Business Studies curriculum.

CHAPTER ONE

1.0 Introduction

This chapter dwelt with the background of the study, statement of the problem, purpose of the study, objectives research questions limitations of the study, delimitations of the study, theoretical framework conceptual frame work and definition of central terms.

1.1 Background of the study

Education has been an important aspect of human life throughout the history of humanity. It is one of the most fundamental instruments that can be used to bring change in an individual in particular and society at large. Education is cornerstone of economic and social development. It helps to reduce poverty. It has mitigating effects on population, health and nutrition. It also increases the value and efficiency of the labour offered by the workers. As technology advances new methods of production depend on well trained and intellectually flexible labour force and this transforms economies (Lockheed and verpoor, 1991).

Abagi and Odipo, (1997) observe that education reform efforts in less industrialized countries are aimed at making education an effective vehicle for national development. They continue to state that governments, policy makers and civil societies in those developing countries need to invest more in education. They should ensure that system of education is efficiently managed, the limited funds allocated to the sector have maximum impact and that cost recovery measures are adopted.

The problem of unemployment cannot be resolved in the developing countries unless the educated youths are trained and involved in entrepreneurship oriented vocations. In this

context the government of Kenya should lay special emphasis on vocational and technical education. Entrepreneurship promises better employment to the youth of the country who currently constitute the bulk of unemployed. Local resources can also be fully utilized by growth of entrepreneurship through formation of skills relevant to developing nations. The success and failure of businesses are fully dependent upon the quantum of the entrepreneurial ability possessed by the businessmen (Verma, 2005).

Popham *et al.*, (1975) defined Business education as education about business. Business education has had a long history of successfully preparing office workers for technical aspects of their jobs and contributing to the development of economic understanding requisite for consumers/citizens. Business education was introduced into public high Schools in the U.S.A by tax payers' demand during last part of nineteenth century. Parents insisted that public schools provide Business education they would otherwise have to buy for their children in private business colleges. Many school districts introduced Business education courses, shorthand, typewriting and book keeping. Since then Business education has been undergoing scrutiny and transformation (Popham *et al.*, 1975).

Business education as a discipline is not an entirely new development in Kenya's formal education. During colonial era, type writing which is a Business education course was a component of Industrial education. Frazer, (1909) Report on Education recommended introduction of industrial education in schools as a means of providing skills to native labourers and artisans in large numbers for various purposes. In response to Frazer Report, (1909) the colonial government opened a number of industrial schools in areas

not effectively served by missionaries. Some of these schools were Machakos School, Maasai School and Coast School at Waa. The government gave grants to missionary schools that were offering vocational education. Some of courses offered included carpentry, agriculture typing and blacksmithing (Fundi and Ireri, 2005).

Business education like other facets of vocational education suffered demise from Kenya's formal education after the Second World War. There was general believe among Kenyans that vocational education relegated natives to manual workers for colonialists and therefore academic education was gaining predominance over Industrial Education (Bagonko, 1992). The curriculum was oriented towards white-collar jobs in the new independent state, neglecting practical skills. Eventually many school leavers lacked enough skills to serve the society. Under such circumstances incorporation of practical oriented subjects into formal education was inevitable. It was seen as a basis for equipping learners with the basic knowledge and skills for salaried or self employment (Republic of Kenya, Gachathi Report, 1976).

Kenyan secondary schools Business education project which was based on the result of 1965 manpower survey was aimed at producing highly skilled manpower required for the growing commercial enterprises in the country. The project led to introduction of Business education in selected secondary schools in Kenya. The rationale of the project was improved technical and vocational training which would ensure that students graduating at every level of education have some technical and practical knowledge that could be utilized for either self employment, salaried employment or further training (Oluoch, 2002).

The greatest progress of Business education in secondary education was realized with 8-4-4 system of education. Kenya's rationale for the 8-4-4 system of education was to replace the elitist educational system with that which could cope with rapid growth in population, respond effectively to needs of the society and challenges of the times. A system that could impart employable technical and scientific knowledge at each stage of education by offering technical and vocational education. Business education was to be offered and examined at secondary level of education. The secondary school Business education programme comprised the teaching of commerce, principles of accounts, economics and typewriting with office practice. The subjects were taught and examined separately (MOEST, 1984).

The Report on the commission of Inquiry into the Education System in Kenya (Republic of Kenya, 1999) led to reorganization of the Kenya education curriculum. The separate Business education subject areas were integrated into a broad field called Business Studies. Business Studies curriculum consists of concepts from accounting, commerce, economics, office practice and entrepreneurship education (K.N.E.C., 2007). The rationale for the revision was to reduce the overloaded 8-4-4 curriculum, reduce costs of education and to make curriculum more relevant to needs of society and emerging issues. The Business Studies course addresses the previous problem of overlaps and repetitions across the various business disciplines. By merging vital aspects of these disciplines, overlaps and costs have greatly been reduced (Anuda, 2000).

Business Studies course is expected to provide the learner with an opportunity to acquire basic business knowledge, skills and attitudes that are necessary for the development of

self and the nation. The course has been developed by integrating fundamental aspects of a number of business disciplines into a single subject to be taught from Form one to Form four. The specialized concepts of the business disciplines have been left out for post secondary education and training. The subject is therefore only a general preparatory course which lays a foundation for training in business disciplines at post-secondary level (K.I.E, 2002).

Business Studies has a fundamental role to play in every individual's life. It enhances economic understanding which is so vital for the success of our endeavors of trying to satisfy our unlimited needs with scarce resources provided by nature (Miller, 1988). In addition to this the basic business knowledge, skill and attitude should be a possession of every individual to enable him/her participate effectively in the economic environment either as a producer or as a consumer. The objective of the subject among other things is to expose students to broad areas of study and leave them to specialize at post secondary for those who will go further in education (K.N.E.C., 2007).

According to the K.I.E, (2002) the objectives of the Business Studies course will enable the learner to:

Acquire knowledge and awareness of business terminologies vital; when discussing business issues, understand business and its environment, appreciate the role of business in the society, acquire necessary entrepreneurial knowledge, skills and attitudes necessary for the development of self and the nation by starting and operating a business, acquire basic knowledge and skills for identifying and seizing business opportunities that arise.

It will also enable the learner to develop ability for inquiry, critical thinking and rational judgment, appreciate the need for ethical practice and efficient business management, acquire self discipline and positive attitude towards work, enhance co-operation and interrelation in the society through trade, understand the role of government in relation to business activities, and appreciate the role of communication and information technology in modern business management, develop positive environmental and health practices.

It will enable the learner to appreciate the need for measuring business performance, understand the role of auxiliary services in business, appreciate the role of market forces in determining prices of product, acquire skills of buying and selling, acquire interpersonal skills that enable one relate well with customers, acquire basic record keeping skills, Understand and appreciate the basic economic issues that affect society in general and create a firm foundation for further education and training in business and other related careers.

Business Studies' being an interdisciplinary subject requires varied techniques of teaching. The approaches used to teach the subject are learner centered and participatory. According to the K.I.E, (2002) some of the recommended teaching/learning techniques for Business Studies are lecture, question and answer, discussion, brainstorming, story telling, talks from resourceful persons, role play, field trips, drawing and dramatization. Each of these methods has its merits and demerits. Their suitability varies with circumstances, environment and purpose. Learning is more effective when varieties of methods are used (Nasio *et al.*, 2004).

According to Indire and Karanja, (2004) teaching/learning resources are the spice of the teaching/learning process. Indeed teaching is as interesting as the resources used to facilitate it. According to the K.I.E, (2002) some of the recommended teaching/learning resources are relevant textbooks, the teacher's guide book, students' personal experiences, examples drawn from local business environment, relevant resource persons, chalkboard, pictures, real business documents or specimens like cheque books, radio programmes, video programmes, films, newspaper cuttings and relevant magazines. Thus the use of adequate and appropriate variety of resources makes the teaching process more meaningful, interesting, enjoyable and more memorable, hence effective. Business Studies being a practical subject and is about happenings in our daily lives, such that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. However, this requires innovativeness on the part of the teacher. Where the required resources are not immediately available, the teacher should improvise based on a clear understanding of the resources recommended (Indire and Karanja, 2004).

The whole curriculum implementation process is done within time limit. Utilization of time determines the success or failure of curriculum implementation. The time available for content in each class must be well allocated and well planned for. According to K.I.E., (2002) the time allocations for form one and two Business Studies syllabus are three lessons per week while form three and four are four lessons per week. The time available have influence on syllabus coverage.

Evaluation of the syllabus may take form of standardized assessment, observation of behavior, oral questioning in class, quizzes, assignment or written tests (K.I.E., 2002). Business Studies was tested for the first time in the year 2006 at K.C.S.E. level. The subject is tested in two papers. Paper one (565/1) and paper two (565/2). The overall performance in the subject has been below average and on a declining trend nationally. This indicates that implementation of Business Studies is faced by challenges and strategies should be put in place to improve the performance.

Table 1.1: Candidates overall performance in K.C.S.E. in Business Studies in the years 2006 -2009

| Year | Paper | Candidate | Maximum Score | Mean Score | Standard Deviation |
|------|-------|-----------|---------------|------------|--------------------|
| 2006 | 1 | 110,630 | 100 | 54.46 | 18.61 |
| | 2 | | 100 | 38.02 | 18.19 |
| 2007 | 1 | 118,361 | 100 | 64.03 | 18.76 |
| | 2 | | 100 | 46.27 | 15.54 |
| 2008 | 1 | 127,500 | 100 | 43.79 | 15.96 |
| | 2 | | 100 | 31.65 | 16.81 |
| 2009 | 1 | 147,212 | 100 | 38.93 | 15.77 |
| | 2 | | 100 | 31.95 | 15.35 |

Source: (KNEC, 2009)

From table 1, the following observations can be made:-

The performance in Business Studies has been declining except 2007 when there was improvement. Another observation is that performance in paper two has been declining and is the poorest done between the two. The Standard Deviation which indicates how candidates have spread around the mean shows that there is clustering around the means in both papers. The Standard Deviation in both papers in the four years is low. This indicates that students have had similar ability over the four years.

Table 1.2: K.C.S.E. Performance in Business Studies of selected Public Secondary Schools in Machakos Central Division 2009.

| Zone | School | Category | Mean Score |
|-------------|---------------|-----------------|-------------------|
| Mumbuni | A | County | 7.46 |
| | B | District | 5.76 |
| | C | District | 4.18 |
| | D | District | 4.46 |
| Mutituni | A | County | 4.84 |
| | B | District | 5.35 |
| | C | District | 4.52 |
| | D | District | 4.70 |
| Muvuti | A | County | 7.86 |
| | B | District | 4.74 |
| | C | District | 5.67 |
| | D | District | 4.32 |

Source: Machakos District Education Office.

Nb. Abbreviations have used to ensure anonymity of the individual schools.

From table 1. 2 the following observations can be made:-

The general performance in county schools is better than in the district schools in the division. However, performance in one of the county schools is lower than that of a district school in Mutituni Zone. Though the performance in most schools is average there is a room for improvement in most schools in the division. Strategies of improving implementation of the innovation are required.

Education systems do not remain constant but are ever changing with time as a result of societal needs. For example in Kenya there has been a shift of emphasis from education for “white collar job” to education for self- reliance. Business Studies is a dynamic subject that is influenced by social-economic, political and technological changes. Under such circumstances in-service training becomes necessary if the curriculum is to be effectively and efficiently implemented. New teaching approach may be required and new resources must be provided.

Although most teachers of Business Studies are generally of good academic and professional qualifications, they may lack a thorough subject matter background for some concepts of the Business Studies curriculum. The pre-service teachers’ education did not expose teachers to all aspects of the Business Studies curriculum. Most teachers have been trained in one or two subjects related to Business Studies and cannot comfortably handle five subjects grouped as one. The opportunities for professional development are also limited in Kenya, mainly because of financial constraints. In order to teach in a manner consistent with changes in the curriculum, a review of the teacher preparation programme is required.

In the implementation of a school curriculum the teachers' attitude is very important. This is because teaching is an art guided by educational values, personal needs and by variety of beliefs or generalizations that a teacher holds to be true. To achieve change in attitude teachers must be involved from the initial stages of planning the new curriculum. Teachers must be consulted and be used as persons and not merely dictated upon. Attitude of a small group of experts who hold views that they know what teachers want or are capable of doing, does not show respect. Teachers must be offered opportunities to learn and understand new change in curriculum (Hawes, 1979).

The Master Plan on Education and Training of 1997- 2010 (MOEST, 1997) considers it essential that teacher's Pedagogical skills and knowledge of content be updated through regular in-servicing using cascade model and peer approach. Cascade model refers to a form of in-service education provided to trainers of trainers at various levels. Chain of communication begins from national level to zonal level. Teachers trained at one level become the trainers of the teachers at the next lower level. The Koech report observes that teachers should be educated on the dynamics and demands of the new system through workshops and short courses, especially during holidays prior to implementation of the curriculum innovation (Republic of Kenya, 1999).

Bishop, (1993) highlighted the crucial role played by teacher. A teacher acts as catalyst in setting instructional objectives for their students from the broader objectives of the subject, selection of appropriate and relevant teaching and learning materials. If there is little sensitivity to the plight of the teachers this may cause resistance in adopting the new

roles, difficulties in understanding new content, methodologies and conflicts with the highly over learned attitudes and way of thinking. There is therefore a need to carry out a vigorous and systematic in service exercise for integrated Business Studies teachers through out the country for new content and teaching/learning methods. This study will establish how teachers went about in performing their role as implementers of the integrated syllabus.

1.2 Statement of the problem

Education changes poses a challenge to its implementers. Research has shown that teachers encounter problems in implementing a new curriculum innovation, Hawes, (1975); Oluoch, (1982) and Malusu, (1997). The commission of inquiry into education system of Kenya (1999), created integrated curriculum structure for Business Studies syllabus for secondary schools with an aim of improving performance in the subject. However, the performance in the subject has remained below average nationally and in some public secondary schools of Machakos Central Division of Machakos District. The study was aimed at exploring how the teachers of Business Studies have gone about to implement the curriculum change and reasons for poor performance in the subject in the public secondary schools in the division.

1.3 Purpose of the study

The study endeavored to assess the implementation process of an integrated syllabus for Business Studies for the purpose of improving performance in the subject in the public secondary schools of Machakos Central Division of Machakos District

1.4 Objectives of the study

The specific objectives of the study were to:-

1. Find out the training provisions for teacher of Business Studies
2. Determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus.
3. Determine the teaching/learning resources and strategies used to implement Business Studies syllabus.
4. Determine the techniques used by teachers of Business Studies in evaluating the curriculum.

1.5 Research Questions.

1. What training provisions are available to prepare teachers of Business Studies for the implementation of the integrated Business Studies syllabus in secondary schools?
2. What are the attitudes of teachers of Business Studies towards integrated syllabus?
3. What teaching/learning resources do teachers of Business Studies use to implement the course?
4. What teaching/learning strategies do teachers of Business Studies use in implementing the course?
5. What evaluation techniques do teachers of the Business Studies face in implementation of the course?

1.6 Significance of Study

The study will identify the strategies used in the implementation process of the Business Studies course which the curriculum developer may consider in future. The study is intended to benefit the curriculum developers on appropriate teaching methods and resources used in teaching Business Studies. The findings will be useful in enlightening the agents of curriculum change on the significance of preliminary evaluation of actual teacher competence before planning for them and preparation of teachers prior to an innovation. The study will also provide an opportunity to the teachers involved to share their views on the new syllabus. This study will contribute to effective implementation of the Business Studies curriculum to achieve the stated objectives of the subject and long-term goals of education.

1.7 Assumptions of the study

The basis of this study was provided by the following assumptions:-

1. The poor performance in Business Studies is partly due to teacher related factors.
2. All respondents would give accurate response to the questionnaires.
3. Data would be collected without any bias or discrimination.

1.8 Scope, limitations and delimitations of the study

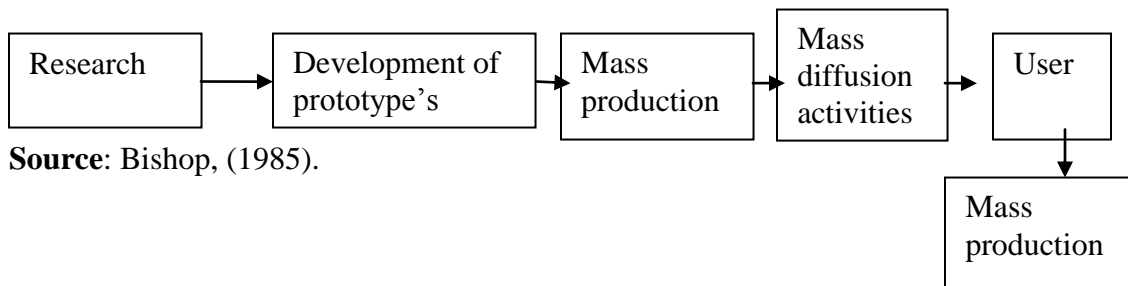
This study was confined to the head teachers, heads of department of the Applied Practical, Technical and Vocational subjects; teachers and students of Business Studies in public secondary schools in Machakos Central Division of Machakos District. It was not possible to cover the opinions of other stake holders like, parents or education officers because of time constraints. The study was limited to public secondary schools only. Unlike in the private secondary schools, teachers in public secondary schools may feel freer to provide their personal details in regard to academic and professional qualifications.

1.9 Theoretical Framework

Theoretical frame work of this study is derived from the Havelock's (1969) Research Development and Diffusion Model (R.D.D.) also referred to as the Centre Periphery Curriculum Model, where an idea of curriculum development practice is conceived at the head or central office (in this case K.I.E.) and then fed into the system (Bishop, 1985).

Havelock, (1969) argues that the R.D.D. Model is effective where curriculum developments have to be in a large scale so that ideas have to reach geographically dispersed and isolated users (teachers and pupils).

This model is diagrammatically illustrated below:-



Source: Bishop, (1985).

Figure 1.1: The Research Development and Diffusion model.

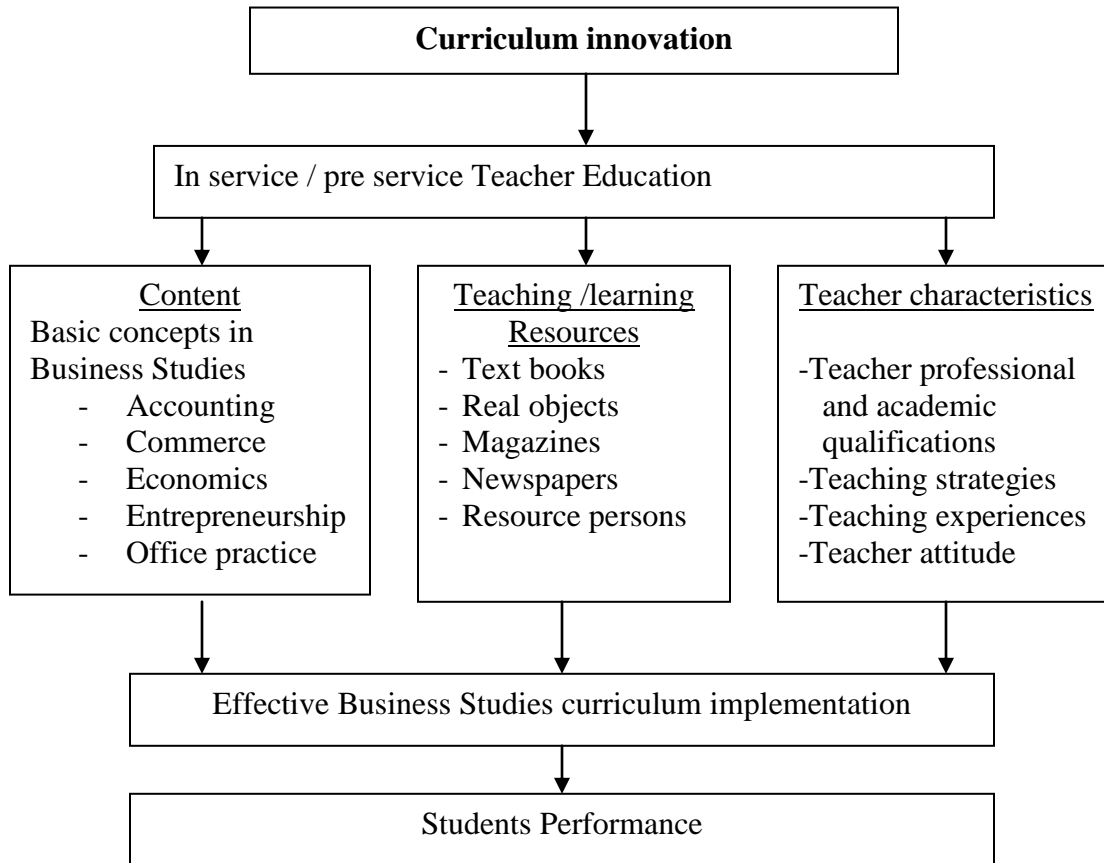
According to this model, the process begins with research by a central project team (the subject course panels at the K.I.E.), which develops a new curriculum devices and designs new materials. The materials are then subsequently produced, followed by dissemination or diffusion of the programme. After this stage the teachers and learners can now implement the innovation. The worthiness of this model to Kenya is manifested in the fact that the Business Studies course is diffused to all the schools in Kenya.

In the context of the study, the decision that there was to be an integrated Business Studies syllabus involving different areas of learning that were separate subjects to be within the same discipline was the decision of the National Curriculum Development Centre (K.I.E.). The integrated Business Studies syllabus before its adoption must have gone through the above procedure. Bishop, (1985); Oluoch, (1982) and Hawes, (1979) says that the problem of innovation is not a matter of supplying the appropriate technical

information but rather a matter of changing attitude, skills, values and relationships. It's only the teachers who can ensure implementation of the innovation. To achieve change in attitudes teachers must be involved from the initial stages of planning the new curriculum. Teachers must be consulted and used as resource persons and not merely dictated upon (Hawes, 1979).

Basically the underlying phenomenon in Havelocks, (1969), R.D.O. model in relation to this study is the fact that integrated Business Studies syllabus may have found intentions but if teachers do not perceive its quality, worthiness and practicability, then the syllabus may not effectively be implemented. Teachers should therefore be adequately prepared to implement the innovation.

1.10 Conceptual Framework



Source: Researcher's own model

Figure 1.2 Conceptual Framework

The conceptual framework of this study was an attempt to show the possible relationship between, teacher pre-service/in-service training and implementation of a curriculum innovation and their influence on the student performance. The dependent variables for the study are curriculum innovation and students' performance. The conceptual framework implied that three independent variables which were teacher characteristics,

Business Studies content and teaching /learning resources influenced the implementation of curriculum innovation and students' performance.

1.11 Definition of Central Terms

Assessment: Refers to the gathering of information concerning educational measurement which can be used to make decisions.

Attitude: Refers to the state of mind of an individual which influences him or her to, value an object, subject or situation in either favourable or unfavorable manner and which determines either his/her potential and actual behavior

Cascade model: Refers to a form of in service education provided to trainers of trainers at various levels. Chain of communication begins from national level to zonal level

Challenge: Refers to anything that makes achievement of the desired outcome difficult.

Division: Refers to an administrative area within a district comprising of all the school and institutions located in one geographical area, usually headed by a District Officer (D.O.). An educational division is headed by an A.E.O. who reports to the D.E.O.

In-service teacher education: Refers to a life long process in which the teacher is constantly learning and adapting to new challenges of his job. In- service teacher education helps in improving teaching skills and enables a teacher come to grips with new developments in curricula.

Implementation: Refers to the stage when the target group usually teachers and pupils begin to use the new syllabus and teaching /learning materials

Integration: Refers to the fusing of different areas of learning that are more or less considered separate subjects into one discipline.

Pre-service training: Refers to the training of teachers on a certain curriculum before they are accepted as professionals in education. The course constitutes academic, professional and teaching skills.

Technical education: Refers to education to earn a living in an occupation on which success is dependent largely upon information and understanding of the laws of science and principals of technology as applied to modern design, production, distribution and services.

Vocational education or training: Refers to educational activities which essentially aim at providing the skills, knowledge and attitudes required for self employment in a particular occupation.

Zone: Refers to an administrative area within a division which consists of 12-23 schools located in the same geographical area under the school inspector who reports to Zonal Educational Officer.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights teachers' professional skills and attitudes, teaching/learning resources, teaching/learning strategies in Business Studies, and the related literature.

2.2 Teachers Professional Skills and Attitudes

According to Gichuki, (2007), the quality of learner's acquisition depends on the quality of teacher's input. The teacher's competence influences the quality of performance at the end of the course. Professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. The knowledge of subject matter is often crucial for teachers at every educational level. The planners need therefore to think of those who will teach the curriculum. They need to specify the qualities needed by the teachers. A good teacher will transcend a mediocre curriculum, while a mediocre teacher will undermine the best –designed curriculum (Pratt, 1994).

The success of any curriculum innovation is contingent upon the well structured pre-service teacher education. Pre-service education prepares student teachers who are the future implementers of the curriculum innovation by equipping them with the necessary academic and professional competence to be applied during implementation of the innovation (Common Wealth Secretariat, 1974). It is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation (Oluoch, 1982). In service

teacher education is crucial if a new curriculum has to be effectively implemented because knowledge, skills, values, attitudes and aspirations of the community are ever changing. Therefore new educational in-service programmes have to be prepared to enable the teachers cope with the challenges placed upon them by society.

Innovation poses threat to the identity of the teacher and the burden of the incompetence. A teacher as a man of learning skilled in teaching identifies strongly with his/her subject knowledge and his/her professional skills (Stenhouse, 1975). The identification of desirable directions of change for teachers and institutions which prepare them is both necessary and possible. In order to achieve such directions of change, institutions preparing teachers need to evolve towards new approaches to the content and methodology. Adequate opportunities for learning for the experienced teacher need to be provided. These may be in form of in-service programmes or on-the-job training (Hawes, 1974).

According to Goodlad, (1983) the teacher is the single most important variable in school effectiveness. Maintaining an effective teaching force requires that qualified teachers regularly enter the ranks and that practicing teachers are kept abreast of changes in the profession. Teachers often lack confidence in their own knowledge, identity and class room mastery if curriculum innovation requires them to play new roles. Teachers should develop and improve their skills, pedagogically and technically, through high quality professional development programs. According to Sessional Paper NO.1 of 2005 teachers need to be given in service education and necessary support tailored to their changing needs (MOEST, 2005).

Daughtrey, (1974) said a thorough subject matter background of the teacher is an important foundation on which to build skills or improve abilities in presenting the subject matter. In her study of the Factors Affecting the Teaching of Business Education in primary Schools in the Northern Division of Nairobi Province, Kanyi, (1988) found out that most teachers of Business education learned with the pupils because of lack of proper preparation of teachers for the new content,. Such a task is not easy for a teacher with their increasing roles. In servicing of Business education teachers had not been able to alleviate problem of ineffective implementation. The in service courses were limited, not well organized and short to produce adequate preparation of teachers with reference to content required to handle the syllabus effectively.

Oluoch, (1982) points out that educational programme can hardly succeed if teachers are not equipped to implement them. The implementation of the 8-4-4 Education programme, faced problems because preparation of teachers was not adequate and a large number of them could not cope with the programme. Some teachers of Business Studies have suggested removal of certain topics from the syllabus. This is because the teachers lack the skill and content to effectively implement the subject. Thus considerable attention has to be paid to the kind of academic and professional preparedness teachers of Business Studies were given by those introducing the innovation and with what impact. This study therefore intends to determine how well the teachers were prepared to effectively implement integrated Business Studies syllabus in secondary schools.

Teachers attitude towards a given subject to a great extent is influenced by the way he/she handles it, motivation and effectiveness in teaching (Beam, 1990). Thurstone, (1931) defines attitudes as the effect for or against a psychological object. He also proposed that there is need to test people's attitude. This can be accomplished by assessing people's opinions and beliefs which he considered to be verbal expressions of attitudes. To achieve change in attitude teachers must be involved from the initial stages of planning the new curriculum. Teachers must be consulted and be used as persons and not merely dictated upon. An attitude of a small group of expert who hold views that they know what teachers want or are capable of doing does not show respect. Teachers must be offered opportunities to learn and understand change in curriculum (Hawes, 1979). In this study the researcher intends to find out the attitude of Business Studies teachers towards integrated curriculum.

According to Malusu, (1997) for innovations to flourish at the local level, a group of supportive teachers who are trained in the program are needed at each area. They provide guidance and leadership to their colleagues in mastering new competences. Teachers need to share insight with one another as they implement the curriculum. Teacher's participation in subject panels at various levels, Zonal, Divisional, District, Provincial or at National level provide a professional forum for practicing teachers to share their experience and to seek solution to curriculum problems and ways of improving the teaching of the subject for personal development. This study seeks to establish the problems faced by teachers of Business Studies in the implementation of the integrated curriculum and the ways they resolve such problems.

2.3 Teaching and Learning Resources

Shiundu and Omulando, (1992) quoting Ralph-Tyler, (1957) holds the view that teachers have a leading role to play in what and how to teach. The role of the teacher is key to curriculum implementation and should not be underscored. It is the teacher who translates the broad general curriculum goals into instructional objectives. It is the teacher who initiates, develops and directs pupils learning, a teacher evaluates the student's progress maintains classroom discipline while teaching and works with other staff members. The stakeholders should utilize common sayings that no education system is better than its teachers. Given their vital role in curriculum implementation teachers need appropriate preparation to be able to handle new programme.

Bishop, (1985) argues that a for curriculum implementation to succeed, teachers must have tools for the job. There must be ready and continuous support services which include provision of the relevant and adequate teaching/learning materials and established local centers where educational personnel can converge in seminars and workshops to discuss and improve the new curricula. Goodlad, (1984) quoted by Pratt, (1994) says that support of the head teacher is essential for successful implementation of an innovation. Teachers need both support and consultation with their principals. The implementation of the 8-4-4 Education programme, faced problems because there was shortage of curriculum materials Schools were not able to access the recommended textbooks in adequate numbers .The textbooks were not enough and other schools lacked funds to purchase them Oluoch, (1982).

Eshiwani, (1983) observes that availability of text books has a positive relationship to achievement in both Primary and secondary schools. According to Eshiwani, (1983) school facilities account for differences in achievement. Songole, (1999) in his original seminar on books and teaching materials, reports that, there is an important need in high quality textbooks and reading materials that will engage children interests, arouse their curiosity and lead to independent thinking. It is important that each child be given or be encouraged to purchase a textbook. He further notes that the content of the text book must be appropriate to the level of the child.

On the issue of the textbook, the most important factor of consideration is their availability. Songole, (1999) continues to report that once the textbooks are available the other factor to consider is how they are utilized. Therefore the students should be encouraged to read the available textbooks. Therefore it is clear that, for effectiveness in learning, the teachers must use the best resources possible. When the teacher has necessary tools his confidence, effectiveness and productivity all increase. With better tools the professional capabilities of the teachers are fully utilized and he/she accomplishes large and better results. The study will determine the teaching/learning resources used in Business Studies to implement the integrated curricula.

Achoki, (2004) makes key observation that the availability of textbooks does not translate into effective teaching of a subject. Adequacy of the resources is much more important in achieving the later.

2.4 Teaching and Learning Strategies

Effective teaching and learning depends on the teaching methods and techniques employed by the teacher. Teachers requires an effective and motivated teaching method which makes Pupils want to learn more and be interested in learning (Wikipedia free encyclopedia). It has been the feeling of many education commissions that teacher centered methods of instruction must give way to child centered methods of teaching to improve performance.

According to research done by Storal, (1995) lecture method is less effective than other methods in its impact on learning. The lecture technique is an old fashioned and ineffective method of teaching. According to Nasio and Ali, (2003) the teacher tries to give to the learner by word of mouth knowledge he posses while the learner tries to point down whatever he considers important. The teacher explains the facts, defining and describing. It has the advantage of enabling the teachers to cover a lot of material in the shortest time. Calleah and Clark, (1982) observes that lecture method seldom gives a pupil a chance to interact or explain. To this effect they note that instead of leading to depth study, lecturers too often result in pupils superficially receiving and accepting knowledge.

Bloom, (1956) had a similar study and found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning. Gage, (1969) observed that discussion technique is more effective teaching method than lecture in developing concepts and problem solving. The discovery approach helps pupils to organize what they encounter in a learning situation. The discovery method of teaching

and learning helps in making pupils remember what they have learnt for long. In other words the discovery method helps better retention. Transfer of learning is achieved through discovery approach (Ojwang, 2004).

According to Nasio and Ali, (2003) the students can be put into groups for the purpose of studying. Small group work method attributes much towards character development and training for posts of responsibility in dealing with people. The method provides an opportunity for students to discuss in a free and informal atmosphere the various problems of the work at hand by expressing their opinions. The students are trained to think for themselves. The small group work method may help to achieve the spirit of working together, mutual respect and patriotism. The study will determine the teaching/learning strategies used by teachers of Business Studies to implement the integrated curricula.

2.5 Studies on Integrated Approach

Since the introduction Business Studies in secondary schools in Kenya no studies have been conducted on the subject from the perspective of integration. The available studies on the subject of integration are found on English and literature and Christian Religious Education curriculum in secondary schools (Magoma, 1999; Okwara *et al.*, 2009 and Luvanga, 2003). These studies show that teachers encounter difficulties when implementing the integrated curricula.

In relation to implementation of integrated curriculum, Magoma, (1999) studied teacher related factors affecting implementation of integrated English course in secondary schools in Kisii District. He found that the teachers lacked regular in service course on

the integrated subject. Seminars and workshops are very important for teachers to implement the curriculum effectively. He further established that although the professional relationship of the teachers was said to be supportive they rarely met at school level to share new and experiences concerning their subjects at school level. The teachers rarely interact with the quality assurance officers.

Okwara *et al.*, (2009) in the study towards a model of Integrated English language curriculum for secondary schools in Kenya, the teachers said that as things were, there were very limited in-service courses that reached only an almost negligible proportion of the English language and literature teaching fraternity. They further stated that the in-service courses conducted lasted a very short time like one day. They suggested that these should be extended over a longer period and should be conducted during school holidays.

Luvanga, (2003) carried out a research on teacher related factors that affect implementation of the integrated secondary school, Christian Religious Education syllabus in secondary schools in Mombasa District. Among the factors he found affecting implementation, was negative attitude of the teachers towards the integrated curriculum, few text books and many students. The researcher's intention unlike Magoma, (1999); Okwara *et al.*, (2009) and Luvanga, (2003) who researched on integration of English, Literature and Christian Religious Education respectively focuses attention on Business Studies from an integrated perspective. In this paradigm areas of learning initially taught and tested as separate areas of specialization are fused to form one common content.

2.6 Summary of literature review

This chapter presents literature on the implementation of curriculum innovation. The literature shows that implementation of a curriculum innovation depends on the preparation given to the teachers. It also shows that effective implementation of an innovation depends on the attitude of the teacher, availability and adequacy of teaching and learning resources.

In relation to implementation of integrated curriculum in secondary schools no study has been carried out on Business Studies. To fill the gap that exist in literature this study was therefore aimed at establishing implementation process of Business Studies curriculum in Public Secondary Schools in Machakos Central Division of Machakos Distric

CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design for the study, study locale, population, sample and sampling procedures, development of research instruments, methods of data collection and data analysis.

3.2 Research Design

Kerlinger, (1973) defines a research design as a plan structure and strategy of investigating which seeks to obtain answers to various research questions. Basically research design is a logical strategy for planning research procedures and providing evidence for development of knowledge. The study adopted descriptive survey design to establish the implementation process of the Business Studies syllabus in public secondary schools in Machakos Central Division of Machakos District.

Orodho, (2005) says that a descriptive study involves making careful description of phenomena to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. Descriptive designs according to Lokesh, (1984) are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. Since the study involves human subjects the design was viewed applicable for collecting data from students and teachers' opinions regarding implementation of Business Studies. The methodology involved in such a design is mostly qualitative in nature producing descriptive data.

3.3 Locale of the Study

The study was carried out in Machakos Central Division of Machakos District. Machakos is one of the Districts of the Eastern Province. The District has four educational divisions namely; Machakos Central, Kalama, Kathiani and Athi River. Machakos Central Division has been chosen for the study because the researcher did not have enough time and financial resources to visit all public secondary schools in the district. In addition to that having taught in Machakos District the researcher had a professional interest to do research in the Division. At the same time no research had been carried out on implementation of Business Studies course in the Division. Singleton, (1993) observed that the local setting for any study is one that is currently related to the researcher's interest.

3.4 Target Population

Target population for the study were: Twelve thousand and fifty two (1252) form three students of Business Studies, sixty four (60) teachers of the subject, thirty six (36) heads of department of Applied Practical, Technical and Vocational subjects and (36) head teachers of the thirty six (36) public secondary schools in Central Division of Machakos District. The total population was one thousand three hundred and eighty four (1384)

The public secondary schools were chosen for the study because unlike the private schools, head teachers and teachers in public secondary schools may feel freer to provide information required by the study.

Head teachers were chosen for this study because they were perceived to be very instructional leaders in their schools. They provide general guidance to teachers. They are

also facilitators because they provide the necessary teaching/ learning materials and co-ordination required for effective implementation of the curriculum. Head teachers also play a key role in teacher's professional development by sponsoring teachers for in service courses among others. They were to provide useful information regarding preparation of teachers of Business Studies to implement the curriculum, provision of appropriate teaching / learning resources problems if any facing the teachers and solutions he /she offered.

Heads of departments play an important role in coordinating and planning implementation of the Business Studies syllabus in the schools. They supervise the work of the teachers of the subject. They mentor the inexperienced teachers and provide guidance to teachers in their department. The head of department were to provide useful information regarding preparedness of teachers of Business Studies to implement the curriculum, problems if any, facing the teachers and solution he /she offered.

Teachers of Business Studies are the major agents in curriculum implementation and they are also in direct contact with the students. The teachers have first hand information regarding instructional methods, availability and appropriateness of teaching / learning resources and evaluation techniques. Students are major beneficiaries of curriculum implementation. Their opinions regarding the teaching/learning process of Business Studies was very appropriate for this study.

3.5 Sample and Sampling Procedures

Target population was the thirty six (36) public secondary schools in Machakos Central Division of Machakos District. A sample of twelve (12) public secondary schools was selected for the study. Using stratified sampling, schools were selected from the three zones to yield a sample of twelve (12) schools which constituted a third (33%) of the total. Orodho (2005) highlights that the sample should be selected in such away that one is assured that certain sub-groups in the population will be represented in the sample in proportion to their numbers in the population itself.

Twelve (12) head teachers, twelve (12) heads of departments of the Applied Practical, Technical and Vocational subjects, twelve (12) teachers and two hundred and forty (240) form three students of Business Studies of public secondary schools in Central Division of Machakos District constituted the sample. Incase of the public secondary schools with more than one teacher of the subject, simple random sampling, lottery method was used to select one teacher for the study. Same method was used to pick twenty form three students from each twelve (12) public secondary schools to participate in the study.

Out of the twelve (12) sampled schools, three schools were randomly selected using the lottery method for observation. Kerlinger, (1973) points out that a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. Thus by randomly choosing the three schools for observation, it implied that the twelve (12) schools stood the same probability of being selected.

3.6 Research instruments

Types of instruments used in the study included:

- Interview schedule
- Questionnaires
- Lesson observation schedule

3.6.1 Interview Schedule for the Head teachers

Interview is an appropriate instrument to gather information from the head teachers regarding their opinions concerning the Business Studies curriculum. Section one of the interview schedule was on general information. The other section sought information on the resources available for implementation of the curriculum and the form of in service training provided to teachers of the subject. The last part of this interview schedule was to find out and if there were any problems facing implementation of the Business Studies curriculum in the school and strategies the head of teacher took.

3.6.2 Interview Schedule for the Heads of Department

Interview schedules was used for gathering information from the heads of department of Applied Practical, Technical and Vocational subjects within which Business Studies lies. Heads of department were expected to provide information on their professional qualifications which determines the nature of guidance and supervision they provide to the teachers of Business Studies. The other section sought information on the adequacy of resources for implementation of the course in the school and whether there had been any form of in service training provided to the teachers. The last part of the interview

schedule was to find out and whether there were problems facing implementation of the curriculum in the school and solutions they provided.

The selection of interview schedule as one of instruments in the study as discussed by Prasad and Reddy, (1983) who argued that, if the focal data for the research project are the attitude and perceptions of the people's expectations their anticipated behavior and experiences then the interview method is considered as one of the best methods of data collection. This is because in an interview it's possible for the researcher to encourage the participants to express themselves more independently. Researcher is able to probe the participant and give explanation and clarifications where necessary as regards to the problem under study.

3.6.3 Questionnaire for the Teachers

Questionnaire with twenty five items was developed by the researcher and used to obtain data from the teachers of Business Studies. Questionnaires are useful in obtaining objective data. This is due to the fact that the participants are not manipulated in anyway by the researcher as they fill the questionnaire (Satyanarayana, 1983).

The questionnaire was divided in three sections. Section one of the questionnaires was used to elicit information from the teachers on their, academic, professional, knowledge, experience, their preparedness to implement the curriculum and their opinions regarding integrated Business Studies curriculum. Second section consisted of questions on teaching / learning strategies, resources and evaluation techniques employed in the implementation of the curriculum. Section three consisted of question on problems

teachers face during implementation of the course and their recommendations for better implementation.

3.6.4 Questionnaire for the Students

A questionnaire with fourteen items was developed by the researcher and used to obtain information from the students of Business Studies. Section one of the questionnaires contained items on the general information. Section two contained items on the student's preference to take the subject and availability of the learning resources in their schools and section three contained items on the performance of the student in the subject and their suggestions on how they can improve the performance.

3.6.5 Lesson Observation Schedule

A lesson observation schedule was used to observe three teachers of Business Studies teaching. According to Prasad and Reddy, (1983) one of the most important and extensively used methods of primary research is observation. The lesson observation guide was used in observing what goes on within the Integrated Business Studies course classroom. Detailed description of such activities was recorded during the observation.

The lesson observation guides sought to establish answers to such questions such as;

- Which teaching strategies do the teachers of Business Studies use to implement the course?
- Are objectives of the lesson clearly defined?
- Is content being taught reflecting the objectives to be achieved?

3.7 Piloting Research Instruments

The developed interview schedule and questionnaire were piloted in two schools which were not part of the sample. The instruments were piloted to establish their reliability and validity.

3.7.1 Content Validity

Content Validity is a systematic examination of the measuring instruments to determine whether it covers all the areas of the study (Orodho, 2008). Experts in curriculum matters were requested to assess the relevance of the content used in the instruments developed. They examined the instruments individually and provided a feedback. Their recommendations were incorporated in the final instruments to enhance their validity.

3.7.2 Reliability

According to Orodho, (2008), reliability of measurement concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. The test-retest method was used to test on the reliability of the instruments. The test retest technique involved administering the same instruments twice to the same group of subject, in a school that is not part of the sample. There was two weeks lapse between the first test and the second one. The coefficient of stability was used to estimate the degree to which the same results can be obtained with a repeated measure of the same concepts.

The interview schedule and questionnaire was administered to the head teacher, head of department of the Applied Practical, Technical and Vocational subjects, the teacher and twenty form three students of Business Studies selected randomly. The responses were

scored manually. Similar interview schedule and questionnaire were administered to the same head teacher, head of department, teacher and students after two weeks .The responses were scored manually. A comparison was made between the answers of the test and re-test. A Pearson’s product moment formula for test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the instruments are consistent in eliciting the same responses every time the instrument is administered. To determine the correlation coefficient (r) between the two sets of scores.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]}}$$

$\sum X$ = sum of the first set of scores

$\sum Y$ =the sum of the second set of scores

n= total number of respondents

The researcher got a correlation coefficient of 0.75 for the student’s questionnaire and 0.78 for teacher’s questionnaire. According to Gay (2003), a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. The researcher therefore considered the instruments to be reliable for the study.

3.8 Data Collection procedure

The data was collected using these instruments; interview schedule, questionnaires and lesson observation schedule. A research permit was acquired from the Ministry of Higher education; National Council for Science and Technology. The actual data collection was undertaken by the researcher. The researcher traveled to each of the sampled schools and

first sought permission from the head teacher and teachers of Business Studies and expressed her intentions to carry out research in their school. The researcher personally administered the questionnaires to the teachers and students of Business Studies. Respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. The researcher collected the filled in questionnaires within the stipulated time as agreed with the respondents. The researcher interviewed the head teachers and heads of department of Applied, Practical and Technical subjects. The details were filled in the interview schedule. After the interview session arrangements were made for the lesson observation with the concerned teachers. Detailed description of activities was recorded during the lesson observation.

3.9 Data Analysis and Presentation

The data collected was edited, coded, tabulated and analyzed. According to Patton, (1990) massive qualitative data collected from questionnaires, interviews and lesson observation guide needs to be organized into significant patterns to reveal the essence of the data. Data from lesson observation, responses from interviews and open ended items in the teachers' and students' questionnaire were analyzed qualitatively using content analysis technique.

Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. Descriptive statistics such as percentages, pie charts and frequency distribution tables were used to present the responses from the closed ended items in the teachers' and students' questionnaire where applicable. All the responses were organized into various aspects of the study based on the research questions of the study.

CHAPTER FOUR

DATA, ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation of findings and discussions of the study. A total of 276 respondents were targeted by the study (240 students, 12 teachers, 12 head teachers and 12 heads of department). A total of 264 responded (constituting 228 students, 12 teachers, 12 head teachers and 12 heads of department) giving a response rate of 96%. The findings of the study are presented as per objectives of the study in the following sections.

4.2 Training Provisions for Teachers of Business Studies

4.2.2 Subject Combination for Training

Teacher respondents were asked to indicate their subject combination during the training. According to findings of the study, 25% of the respondents had a combination of Business Studies/Mathematics and 16.7% had a combination of Business Studies/economics. Other subject combination included: mathematics/economics, geography/economics, Kiswahili/English and French/Business Studies. From the findings of the study, it can be said that most of the teachers interviewed did business related courses and were therefore considered to be professionally qualified for the implementation of Business Studies curriculum. The findings are in line with Republic of Kenya, Gachathi Report (1976), where they reported that professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. Daughtrey, (1974) said a thorough subject matter background of the teacher is an important

foundation on which to build skills or improve abilities in presenting the subject matter. The findings of the study are presented in Table 4.1.

Table 4.1 Subject Combination for Training

| Subject | Frequency | Percentage |
|------------------------------|------------------|-------------------|
| Mathematics/Economics | 1 | 8.3 |
| Business Studies/Economics | 2 | 16.7 |
| Business Studies/Mathematics | 3 | 25 |
| Geography/Economics | 1 | 8.3 |
| Kiswahili/English | 1 | 8.3 |
| French/Business Studies | 1 | 8.3 |

In an interview with the head teachers on the competence of teachers of Business Studies, the study found that all the head teachers interviewed indicated that the teachers were competent. This they explained by the academic qualification of the teachers and their teaching experience.

4.2.3 Pre-service Training

Teacher respondents were asked to mention whether the training they got during their pre-service training provided adequate knowledge and skills to effectively teach the Business Studies curriculum. According to findings of the study, 9(75%) of the respondents indicated that the training helped them while 3(25%) indicated that the training did not help them. According to Common Wealth Secretariat (1974), pre-service education prepares student teachers who are the future implementers of the curriculum innovation by equipping them with the necessary academic and professional competence to be applied during implementation of the innovation. Oluoch (1982) emphasized that it

is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation.

Teachers were further asked to give reasons for their answers. The following responses were given: that the training helped them to teach accounting, economics and commerce and that economics has much of what is needed in teaching Business Studies. Those who indicated that the training was not adequate mentioned that their training did not cover economics making it difficult for them to teach Business Studies.

4.2.4 Attendance of In-service before the Implementation of Integrated Business Curriculum

Teachers were asked to indicate whether they attended in-service training before the implementation of Business Studies curriculum. According to findings of the study, 7(58%) of the teachers indicated that they attended in service training before the implementation of new Business Studies curriculum while 5(42%) indicated that they did not attend the training. This is an indication that they were well conversant with the content of the integrated Business Studies curriculum. According to Sessional Paper NO.1 of 2005 teachers need to be given in service education and necessary support tailored to their changing needs (MOEST, 2000).

4.2.5 Duration for In-service Training

The respondents who indicated that they had attended in-service trainings were asked to indicate the period which the training took. The study found that 92% of the respondents

mentioned that their trainings took a day while 8% indicated that the training took one week. From these findings, it can be said that most of the in-service trainings for the teachers took one day. According to the researcher, the duration for the training is considered inadequate in for the in-service trainings thus impacting on their effectiveness.

Teacher respondents were further asked to mention the areas in Business Studies curriculum where in-service courses are required. The following areas were mentioned: Inflation, international trade, national income, entrepreneurship, product markets, source documents and books of original entry, incomplete records, demand and supply, accounting section, economics and insurance.

4.3 Attitude of Business Studies teachers towards the secondary school Business Studies

Teachers were asked to indicate their attitudes when they learnt of Business Studies curriculum. According to the findings of the study, 42% of the respondents indicated that it was their duty to teach, 33% indicated that they were satisfied with the integrated curriculum, 17% indicated that there was no change and 8% indicated that they were disappointed. From the findings of the study, it can generally be concluded that teachers were not initially satisfied with the introduction of the integrated business curriculum. According to Beam (1990), teachers, attitude towards a given subject is influenced by the way he/she handles it, motivation and effectiveness in teaching. The findings of the study are presented in Table 4.2.

Table 4.2 Reaction towards Business Studies Curriculum

| Reaction | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| Disappointed | 1 | 8 |
| No change | 2 | 17 |
| It was their duty to teach | 5 | 42 |
| Satisfied | 4 | 33 |
| Total | 12 | 100 |

4.3.1 Information on the Change of Business Studies Curriculum

Teacher respondents were asked to mention whether they were informed of the changes which were to be made in Business Studies teaching in secondary schools. According to the findings of the study, 8(67%) of the respondents indicated that they were not informed while 4(33%) of the respondents indicated that they were informed. Due to the fact that most of the teachers were not informed of the changes in the curriculum in advance; this might have affected their attitude towards the subject. This is because they are the implementers of the new curriculum and failure to inform them may have been an indication that they were not considered in the formulation of the new curriculum. Hawes (1979) observed that teachers must be offered opportunities to learn and understand change in curriculum.

In an interview with the head teachers on the perception of teachers on the new Business Studies curriculum, the study found that teachers initially had a negative attitude when the new curriculum was introduced and that their attitude had gradually changed over

time. This is an indication that teachers had already gone for the in-service training and had developed a positive attitude towards the business studies curriculum

Those who agreed that they were informed were asked to mention how they got the information. According to the findings of the study, they got to know of the changes through workshops and seminars organized for teachers.

4.4 Teaching/learning Resources and Strategies used to implement Business Studies syllabus

4.4.1 Availability of Recommended Text Books

Teacher respondents were asked to mention whether the recommended text book for Business Studies curriculum were available or not. According to the findings of the study, 9(75%) of the respondents indicated that the recommended text books were available while 3(25%) indicated that the recommended text were not available. From the findings of the study, it can be said that the recommended text books were available in the schools studied. The following were the recommended text books used in teaching and learning of Business Studies: KLB Inventor, Certificate Business Studies, Explore Business Studies by Longman, Dynamics of Business Studies, Top mark series, Secondary Business Studies by JKF and Excel in Business Studies. Eshiwani, (1983) observes that availability of text books has a positive relationship to achievement in both Primary and secondary schools. According to him, school facilities account for differences in achievement.

4.4.2 Ratio for Sharing Business Studies Text Books among Students

Students were asked to mention the ratios to which they share the text books. According to the findings, 103(45%) of the respondents indicated that they shared one book among more than five students, 43(22%) indicated that they shared one book among three students, 50(19%) indicated that they shared one book between two students and 32(14%) indicated that they were not sharing text books. From the findings of the study, it can be said that there was insufficient text books in schools. Bishop (1985) argues that a for curriculum implementation to succeed, teachers must have tools for the job. There must be ready and continuous support services which include provision of the relevant and adequate teaching/learning materials and established local centers where educational personnel can converge in seminars and workshops to discuss and improve the new curricula.

4.4.3 Contents of the recommended Text Books in terms of Syllabus Coverage

Teacher respondents were further asked to indicate whether the contents of the recommended text books covered the syllabus adequately. According to the findings, 11(92%) indicated that the books covered the syllabus adequately while 1(8%) indicated that the books did not cover the syllabus adequately.

Those who indicated that the content of the recommended text books were not covering the syllabus adequately mentioned that some of the recommended text books did not cover certain topics adequately.

Teachers were asked to indicate whether the reference text books were appropriate for the students' levels. According to the findings, all the teachers interviewed 12(100%) indicated that the books were appropriate and relevant. In an interview with the heads of departments on the relevance of the text books used in teaching and learning Business Studies, the study found that all the heads of departments interviewed 12(100%) indicated that the text books were relevant. Songole (1999) in his original seminar on books and teaching materials, reports that, there is an important need in high quality textbooks and reading materials that will engage children interests, arouse their curiosity and lead to independent thinking.

Regarding the suggestions on what should be modified in the books, the following modifications were suggested: more illustrations and pictures should be used, topics such as national income to be handled in form four, the chapters that were faced off should not be incorporated in some of the reference books, language should be simplified to suit the level of the students and that the number of topics should be reduced.

4.4.4 Use of other Teaching and Learning Resources

Student respondents were asked to indicate the frequency of the use of different teaching and learning resources used in teaching and learning Business Studies. According to the findings, 216(95%) indicated that there were no guest speakers at all, 217(95%) indicated that they were not visiting relevant business environments at all, 132(58%) indicated that they rarely used real objects like cheque and currency and 104(46%) indicated that they rarely used newspapers and magazine cuttings. According to Indire and Karanja (2004), Business Studies being a practical subject and is about happenings in our daily lives, such

that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. He recommended that where the required resources are not immediately available, the teacher should improvise based on a clear understanding of the resources recommended. From the findings of the study, it can be said that Business Studies teachers mostly used the text books in their teaching which can be perceived to be a challenge in the implementation of the curriculum. The findings are presented in Table 4.3.

Table 4.3 Use of other Teaching and Learning Resources

| Learning Resource | Regularly | | Less Regularly | | None at all | | Total | |
|---|-----------|----|----------------|----|-------------|----|------------|------------|
| | f | % | f | % | f | % | f | % |
| Real Objects, like cheque, currency, | 36 | 16 | 60 | 26 | 132 | 58 | 228 | 100 |
| News papers magazines cuttings | 30 | 13 | 94 | 41 | 104 | 46 | 228 | 100 |
| Visits to relevant business environment | 2 | 1 | 9 | 4 | 217 | 95 | 228 | 100 |
| Guest speakers | 0 | 0 | 12 | 5 | 216 | 95 | 228 | 100 |

4.4.5 Techniques for Teaching Business Studies

Teachers were asked to indicate the teaching techniques they use in teaching Business Studies. According to the findings, most preferred method was discussion as indicated by 12(100%). Other methods used included: questions and answers as indicated by 10(83%), lecture 8(67%), dramatization 3(25%) and drawing 2(17%). According to the K.I.E, (2002) some of the recommended teaching/learning techniques for Business Studies are lecture, question and answer, discussion, brainstorming, story telling, talks from

resourceful persons, role play, field trips, drawing and dramatization. Calleah and Clark, (1982) observes that lecture method seldom gives a pupil a chance to interact or explain. To this effect, they note that instead of leading to the depth of the concept under study, lecture often result to superficial reception and acceptance of knowledge among students. This is an indication that the use of other methods such discussions and questions and answers are more effective than the use of lecture method alone. The findings are presented in Table 4.4.

Table 4.4 Techniques for Teaching Business Studies

| Business teaching Techniques | Frequency | Percentage |
|-------------------------------------|------------------|-------------------|
| Lecture | 8 | 67 |
| Discussion | 12 | 100 |
| Dramatization | 3 | 25 |
| Drawing | 2 | 17 |
| Questions and Answers | 10 | 83 |

Teachers were asked to give reasons for the methods they used. Those who used different methods said that they considered the nature of the topic. They also mentioned that techniques such as discussion allow students to interact well with different topics.

Teachers were further asked to mention other teaching techniques which were rarely used in teaching Business Studies in schools. They mentioned the following methods: assignments, personal study method, talks by resource persons, demonstration, role play, field trips and story telling.

Teachers were further asked to give reasons why some teaching techniques were rarely used. The following reasons were given: inadequate time allocation to the subject, inadequate financial resources as some techniques required financial resources, some techniques were not appropriate as students remained passive and that some methods were not interactive.

According to the findings from the observation schedule, it was observed that teachers used discussion as the major method used in the implementation of the curriculum. Other methods included the use of oral questions and answers, class assignments and lecture method.

4.5 Techniques used by teachers of Business Studies in evaluating the curriculum

4.5.1 Written Tests as a Technique for evaluating Business Studies

Students were asked to mention the frequencies for their sitting for written tests in Business Studies. According to the findings, 126(55%) of the respondents indicated that they did the written tests on a monthly basis, 80(35%) of the respondents indicated that they only did written tests at the end of the term and 22(10%) indicated that they did written tests after a fortnight.

4.5.2 Students Performance in Business Studies Tests

Student respondents were asked to rate their performance in Business Studies tests. According to the findings, 55% of the respondents indicated that they performed

averagely, 27% indicated that the performance was good, 11% indicated that the performance was below average and 7% indicated that the performance was excellent.

The findings of the study are presented in figure 4.1.

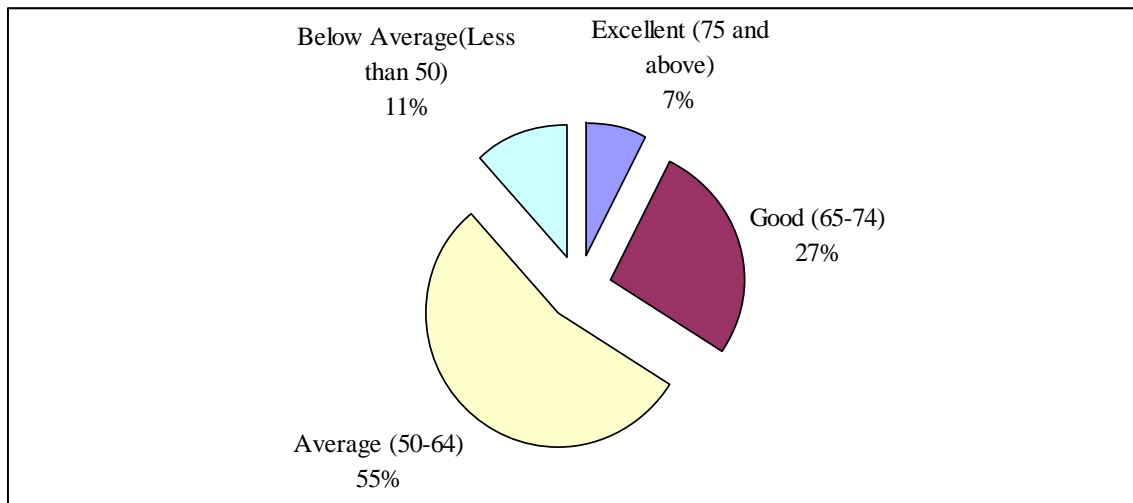


Figure 4.1 students performance in Business Studies Tests

Students were further asked to give reasons for the level of performance they mentioned.

Those who indicated that the performance was good mentioned that they loved the subject and therefore placed more effort to ensure that they passed it, that their teachers cover the topics adequately, that they consulted their teachers on where they had difficulties and that they did a lot of revisions. Those who were of the opinion that performance was not so good mentioned the following reasons: lack of adequate revision materials, lack of discussion groups, that some topics were difficult, lack of understanding of questions and that they read at last minutes to exams/tests.

4.5.3 Feedback on Tests

The students were asked to indicate whether teachers provided feedback for the tests they did. According to the findings, 95% of the respondents indicated that teachers provided

feedback of the tests done by students while 5% indicated that teachers never provided feedback of the tests they did.

4.5.4 Use of Oral Questions and Class Assignments

Student respondents were asked to indicate the extent to which their teachers used oral questions and class assignment as evaluation methods. According to the findings, 82% of the respondents indicated that teachers used oral questions very often and 67% of the respondents indicated that they used class assignments very often. The findings are presented in Table 4.5.

Table 4.5 Use of Oral Questions and Class Assignments

| Method of Evaluation | Very often | | Often | | Rarely | | Not used at all | | Total | |
|--------------------------|------------|----|-------|----|--------|---|-----------------|---|------------|-------------|
| | f | % | f | % | f | % | f | % | f | (%) |
| Use of oral questions | 188 | 82 | 35 | 16 | 5 | 2 | 0 | 0 | 228 | 100% |
| Use of class assignments | 152 | 67 | 66 | 29 | 7 | 3 | 3 | 1 | 228 | 100% |

4.5.5 Recommendations on the ways of improving the implementation of Business Studies curriculum

The heads of departments were asked to recommend on the ways of improving the implementation of Business Studies curriculum in schools. The following recommendations were given:

- i) That teacher should use diverse teaching strategies to ensure effective implementation of the curriculum such as organizing for trips to expose the student and through invitation of resources persons for motivational speaking in schools.
- ii) That the K.I.E should increase the number of lessons allocated for the Business Studies subject to allow them to complete the syllabus in good times to fully prepare the students
- iii) That Ministry of education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum. It was further recommended that workshops and symposiums for the subject should also be organized for teachers and students.
- iv) That K.I.E should sequence the topics in a better way to facilitate understanding and the flow of the syllabus

4.6 Summary of Discussion

On the teacher preparation for the implementation of the new Business Studies curriculum, the study found that teachers were adequately trained to teach Business Studies. As evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). This is in line with Gichuki (2007) who observed that the teacher's competence influences the quality of performance at the end of the course.

In terms of attendance to in-service training, it was found that most of the teachers (75%) had attended the trainings. According to Sessional Paper NO.1 of 2005 teachers need to

be given in service education and necessary support tailored to their changing needs (MOEST, 2005). Regarding the attitude of the teachers towards Business Studies curriculum, it was found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. This in line with findings by Gichuki (2007) where only 21% of respondents had negative attitude towards the integrated English curriculum.

The study found that 75% of the respondents indicated that the resources were available but were not adequate. Achoki, (2004) makes key observation that the availability of textbooks does not translate into effective teaching of a subject. Adequacy of the resources is much more important in achieving the later. Regarding the strategies used for teaching Business Studies, the study found that discussion was the most preferred method as indicated by all teacher respondents. Bloom, (1956) found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning.

Regarding the techniques used by teachers for evaluating Business studies curriculum, it was found that written tests was commonly used as indicated by 55% of the respondents. Evaluation of the syllabus may take form of standardized assessment, observation of behavior, oral questioning in class, quizzes, assignment or written tests (K.I.E., 2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to assess the implementation process of an integrated syllabus for Business Studies for the purpose of improving performance in the subject in the public secondary schools of Machakos Central Division of Machakos District. The study was guided by the following Specific objectives: to find out the training provisions for teacher of Business Studies for their preparation to implement the integrated syllabus in secondary schools, to determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus, to determine the teaching/learning resources and strategies used to implement Business Studies syllabus, to determine the techniques used by teachers of Business Studies in evaluating the curriculum and to identify problems facing the teachers of Business Studies in implementing the integrated syllabus.

5.2 Summary of Findings

This section presents the summary of the findings of the study as per the objectives of the study.

5.2.1 Training Provisions for Teachers of Business Studies

On the teacher preparation for the implementation of the new Business Studies curriculum, the study found that teachers were adequately prepared in terms of subject combination as evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). In terms of attendance to

in-service training, it was found that most of the teachers (75%) had attended the trainings. It was finally found that 58% of the teachers attended the trainings before the introduction of the new Business Studies curriculum.

5.2.2 Attitude of Business Studies teachers towards the secondary school Business Studies

Regarding the attitude of the teachers towards Business Studies curriculum, it was found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. This was an indication that teacher initially had a negative attitude towards the new Business Studies curriculum which has gradually changed to be positive. The negative attitude was because most teachers were not informed of the changes which were to be made in the new curriculum before the changes were effected as indicated by 67% of the respondents.

5.2.3 Teaching/learning Resources and Strategies used to implement Business Studies syllabus.

On the availability of teaching and learning resources for Business Studies, the study found that 75% of the respondents indicated that the resources were available. On the other hand, it was found that even though the resources were available in many of the schools they were not adequate. This was evidenced by the fact that one book was shared by more than five students as indicated by 103(45%) of the respondents.

Regarding the strategies used for teaching Business Studies, the study found that discussion was the most preferred method as indicated by all teacher respondents

12(100%). Other methods used included: assignments, personal study method, explanation, talks by resource persons, demonstration, role play and field trips.

5.2.4 Techniques used by teachers of Business Studies in evaluating the curriculum

Regarding the techniques used by teachers for evaluating Business Studies curriculum, it was found that written tests was commonly used as indicated by 55% of the respondents. Other methods used included class assignments and oral questions as indicated by 82% and 67% respectively.

5.3 Conclusions

From the findings of the study, it can be concluded that teachers were prepared for the implementation of new Business Studies curriculum in secondary schools. It can also be concluded that teachers have a positive attitudes towards the implementation of Business Studies curriculum. The study further concludes that teaching and learning resources were not adequate in the schools to ensure effective implementation of Business Studies curriculum. It was finally concluded that different strategies such as the use of discussions, class assignments, personal study, talks by resource persons, demonstration, role play and field trips were used in the implementation of the new Business Studies curriculum. On the techniques used by teachers to evaluate the curriculum, the following methods were used: written tests, class assignments and oral questions.

5.4 Recommendations

i) On the training provisions for teachers, the study recommended that That Ministry of education should organize for compulsory in-service training for teachers of Business

Studies to equip them with the necessary knowledge for the implementation of the new curriculum.

ii) It was also recommended that teachers should be informed when changes are to be made in an existing curriculum. This will make teachers feel involved in the whole process thus facilitating the implementation of the new curriculum

iii) Regarding the availability and adequacy of teaching and learning resources, the study recommended that the government and the schools should ensure that there are adequate teaching and learning resources for the implementation of curriculum.

iv) The study further recommended that teachers should use different teaching strategies to ensure effective curriculum implementation in schools. Further more, it was recommended that teacher should come up with different strategies for evaluating the implementation of the new curriculum such as the use of assignments, written tests and orals questions to test on students' understanding of the syllabus.

v) The study finally recommended that K.I.E should re-organize the syllabus in the new Business Studies curriculum to enhance understanding among students for effective implementation of the curriculum.

5.5 Recommendations for Further Research

This study was carried out in public secondary schools in Machakos Central Division of Machakos District. The researcher therefore recommends that another study be done in other districts to determine the challenges facing the implementation of the integrated Business Studies curriculum which was not a concern of this study.

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APPENDICES

**Appendix i:
INTERVIEW GUIDE FOR HEAD TEACHERS**

Date.....

1. Name of the school _____ Zone.....
2. What is the total enrollment of your school? ? _____
3. What is the staffing position of your school? _____
4. How did the teachers of Business Studies in your school perceive the new curriculum?

5. Were the teachers in-serviced in preparation for effective implementation of the Business Studies curriculum?
6. Do you think the teachers of Business Studies in your school are competent enough to implement the new Business Studies curriculum? Yes () No ()
Explain _____

7. Has the school acquired the relevant and adequate teaching and learning resources for Business Studies curriculum? _____
8. Have the teachers reported to you any problems they are experiencing in implementing Business Studies curriculum? _____
9. Have the students reported any difficulties that they may be experiencing in learning the subject? Yes () No ().
10. Please suggest any ways of overcoming the problems stated above.

Appendix ii

**INTERVIEW GUIDE FOR HEAD OF DEPARTMENT OF
APPLIED PRACTICAL, TECHNICAL AND VOCATIONAL SUBJECTS**

Name of the school _____

1. What are your academic qualifications? _____

2. What is your professional qualification? _____

3. Which are your subjects of specializations? _____

4. How long have you been head of the department?

5. Does your department have adequate teaching /learning materials for Business Studies

6. What are your opinions about the need and relevance of Business Studies curriculum?

7. What comment can you make about preparation given to teachers to handle Business Studies curriculum? _____

8. Have there been any problems reported to you related to teaching of Business Studies?

Yes () No ()

If yes what are those problems? _____

9. What solutions have you offered as the head of the department? _____

10. In what ways does the head teacher support your department to ensure effective implementation of Business Studies curriculum? _____

11. How is the relationship between the teachers of the Business Studies?

12. What are your recommendations for effective implementation of the integrated Business Studies course?

Appendix iii

QUESTIONNAIRE FOR TEACHERS OF BUSINESSSTUDIES

Instructions

Please read the questions below and answer them as correctly as possible. The information will be used strictly for the purpose of study and will be treated with strict confidence

Name of the school_____

1. What are your academic qualifications? Tick where appropriate.

- a K.J.S.E ()
- b K.C.S.E. ()
- c B.E.D. ()
- d B.A. ()
- e BSc. ()
- f Others specify.....

2. What is your professional qualification (please tick as appropriate.)

- a. S 1 ()
- b. Diploma ()
- c. Approved teacher status (ATS ()
- d. B.E.D. Graduate ()
- e. P.G.D.E. Graduate ()
- f. Other specify

3. i) If trained, indicate your teaching experience (in years).....

ii) Subjects trained on during pre-service (a) _____

(b)_____

iii) Do you feel the training you received during pre service training provides adequate knowledge and skills to effectively teach the Business Studies curriculum?

YES () NO ()

Explain your answer -----

4. Before introduction of Business Studies what subjects where teaching?

Tick where appropriate

5. How was your reaction when you first learned of the Business Studies subject?

Disappointment ()

Challenged ()

It is our duty to tech ()

Any other reaction please specify _____

6. Were you informed of the changes in the secondary school Business Studies syllabus?

YES () NO ()

If your answer is yes, briefly explain how you were informed?

7. Were you in-serviced before the implementation of the integrated curriculum?

YES () NO ()

i) If yes how do you rate the preparation you went through?

a)Very beneficial

b)Fairly beneficial

c)Not of any benefit

ii) How long did the in-service training take?

a)month

b)week

c) A day.

d) Any other.

8. Please list areas in Business Studies syllabus where in-service courses are required

(a)_____

(b)_____

(c)_____

(d)_____

(e)None _____

9. The following are some of the recommended teaching/learning techniques for Business Studies: lecture, question and answer, discussion, brainstorming, story telling, talks from resourceful persons, role play, field trips, drawing and dramatization.

List the techniques you often use when teaching Business Studies?

(a)_____ (b)_____

(c)_____ (d)_____

Give reasons why you often use them?

10. List the techniques you rarely use when teaching Business Studies?

(a)_____ (b)_____

(c)_____ (d)_____

Give reasons why you rarely use them?

11. Are the recommended text books available in sufficient quantity? Yes () No ()

12. Do the recommended text books cover the syllabus adequately? YES () NO ().

If No, explain

13. Do you find the reference text books difficult or appropriate for the levels of the students? Yes () No ()

i) What needs to be modified to make them more appropriate?

ii) List some of the text books you use.

.....

14. Is it possible to cover the syllabus within the stipulated time? Yes () No ()

If No, how do you ensure the syllabus is covered before the end of the year?

15. The following table lists different teaching / learning resources. Tick in the appropriate box how regularly you use them in teaching.

| Teaching/Learning resource | Frequency | | | |
|--|----------------|-----------|----------------|-------|
| | Very regularly | Regularly | Less regularly | Never |
| Textbooks | | | | |
| Charts | | | | |
| Pictures/Photographs | | | | |
| Real objects | | | | |
| Relevant electronic and print media | | | | |
| Resource person | | | | |
| Visit to relevant business environments. | | | | |

16. Do you as a teacher encounter problems when implementing the Business Studies curriculum? YES () NO ()

If Yes, state the problems

17. Have you discussed with other teachers the problems they are experiencing in the implementation of the curriculum? YES () NO. ()

If Yes, state the problems

Please give suggestions on how to overcome the problems stated above

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

18. How often do the teachers in the department come to you for discussion in teaching of Business Studies?

- Daily/ very frequently ()
- Weekly/ frequently ()
- Monthly / sometimes ()
- Never at all ()

19. What is your relationship with other teachers?

- Supportive ()
- Non- supportive ()
- Hostile ()

20. Are you a member of subject panels?

YES () NO ()

If YES, indicate the level and frequency of meetings.

Level of panel

Frequency of meetings

- Zonal
- Divisional
- District
- Provincial
- National

List all the issues you have discussed in the subject panels.

.....
.....

21. What is your relationship with the Quality Assurance Officers?

- Supportive ()
- Non- supportive ()

Hostile ()

22. What is the size of the class (es) taking Business Studies?

- | | |
|---------------------------|-----------------------|
| Less than 30 students () | 31 – 35 Students () |
| 36-40 Students () | 41-45 Students () |
| 46-50 Students () | Above 50 Students () |

Appendix iv

QUESTIONNAIRE FOR STUDENTS

Please read the questions below and answer them honestly.

The information will be used strictly for the purpose of this study and will be treated with confidence.

General Information

1. Name of the school.....
2. Your class.....

Information on the implementation of Business Studies

You are provided with the statements below kindly give the appropriate information either by ticking in the brackets () or by giving further information in the space provided.

1. Why did you choose to take Business Studies?
 - a) It is related to my career ()
 - b) I perform well in the subject ()
 - c) It is an interesting subject. ()
 - d) I was advised by teachers to choose the subject. ()

2. Name the subjects that make up Business Studies.

.....
.....

3. How do you find Business Studies lessons?

- a) Very interesting ()
- b) Interesting ()
- c) Not interesting ()

4. Are there some topics you find easier or more difficult to understand in Business Studies than others? Yes () No ().

5. If your answer is 'Yes' what topics/concept do you find difficult to understand?

.....
.....

6. What is the ratio of text book distribution in your class?

- a) 1 for 1 student.
- b) 1 for 2 students
- c) 1 for 3 students
- d) 1 for more than five students
- e) None of the above .Comment.....

7. List at least three titles of textbooks provided by the school for learning Business Studies.

- a)
- b)
- c)

8. Are the textbook written in a simple language to read and understand?

Yes () No ()

9. When learning Business Studies can you indicate the number of times the teacher makes use of the learning resources below. Indicate with a tick (√)

| Learning Resource | Regularly | Less Regularly | None at all |
|---|------------------|-----------------------|--------------------|
| Real Objects, like cheque, currency, | | | |
| News papers magazines cuttings | | | |
| Visits to relevant business environment | | | |
| Guest speakers | | | |

10. How often do you have class /group discussions on Business Studies

- a) Weekly ()
- b) After a fortnight ()

- c) After a month ()
- d) None at all ()

11. How often do you sit for written tests in Business Studies?

- a) Monthly ()
- b) Fortnight ()
- c) End of Term ()

12. Does the teacher provide feedback of the tests?

Yes () No ()

13. The following are other methods used by teachers for evaluation of Business Studies curriculum. Please indicate the frequency of the use of each method of evaluation by your teachers.

a) Use of oral questions

Very often () Often () Rarely () Not used at all ()

b) Use of class assignments

Very often () Often () Rarely () Not used at all ()

14. How has been your performance in Business Studies tests compared to other subjects?

- a) Excellent (75 and above)
- b) Good (65-74)
- c) Average (50-64)
- d) Below Average (Less than 50)

15. State reasons for the nature of your performance mentioned above.

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.....

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Appendix

LESSON OBSERVATION SCHEDULE

This is to be used for lesson observation during teaching of Business Studies in forms two and three.

General information.

Zone..... School.....

Class..... Topic being taught.....

No. of students present in a class.....

Date.....

Teacher: Gender.....

Academic qualification.....

Professional qualification.....

Lesson plan

1. Is there a scheme of work to be followed?

Yes () No ()

2. Are the objectives of the clearly defined?

Yes () No ()

3. Is the selected content related to the secondary school Business Studies curriculum?

a. Very closely ()

b. closely ()

c. Irrelevant ()

4. Is the lesson plan related to the content in the scheme of work?

a) Very closely ()

b) Irrelevant ()

c) Closely ()

5. Are there adequate teaching/learning resources provided in the scheme of work?

a) Plenty ()

b) Just enough ()

c) Insufficient ()

6. Are the instructional objectives clearly stated?

a) Very well stated ()

b) Cleary stated ()

- c) Vaguely stated ()
7. Is the content reasonable in terms of amount and quality?
- a. Very sound ()
- b. Average ()
8. The levels of student activities suggested in the lesson plan are suitable.
- a. Very suitable ()
- b. Suitable ()
- c. Below average ()
9. What method is used in introduction?
- a) Lecture ()
- b) Discussion ()
- c) Demonstration ()
- d) Questions on content previously taught ()
10. How is the lesson developed?
- a) Lecture ()
- b) Discussion ()
- c) Demonstration ()
- d) Group work ()
- e) Questions on content taught ()
11. How is the lesson concluded?
- a) Teacher asks students questions on content taught ()
- b) Exercises are given to be marked later ()
- c) Students ask questions/ give their views ()
- d) Summary done on the chalk board and student copy ()
- e) Student asked to summaries main points individually. ()
12. Who initiates the interaction in class and what does this take?
- a) Teacher asks individual students questions ()
- b) Students ask questions ()

13. Are students allowed to seek clarification of facts on concepts not clearly understood?

- a) Frequently ()
- b) Infrequently ()
- c) None at all. ()

14. Are students given individual attention?

YES () NO ()

15. What kinds of rewards (positive or negative) are given to students to encourage learning?

- a) Teacher expounds on correct answers given by students. ()
- b) Teacher praises students ()

16. The teachers use a variety of teaching/learning strategies which involve active learner participation

- a) Very frequently ()
- a). Frequently ()
- b). Infrequently ()
- c). None at all. ()

17. The teacher is familiar with the content of the secondary school Business Studies syllabus.

- a) Sound knowledge ()
- b) Working knowledge. ()
- c) Inadequate knowledge ()
- d) Completely ignorant ()

18. The teacher experience some difficulties when teaching concepts of integrated Secondary school Business Studies syllabus

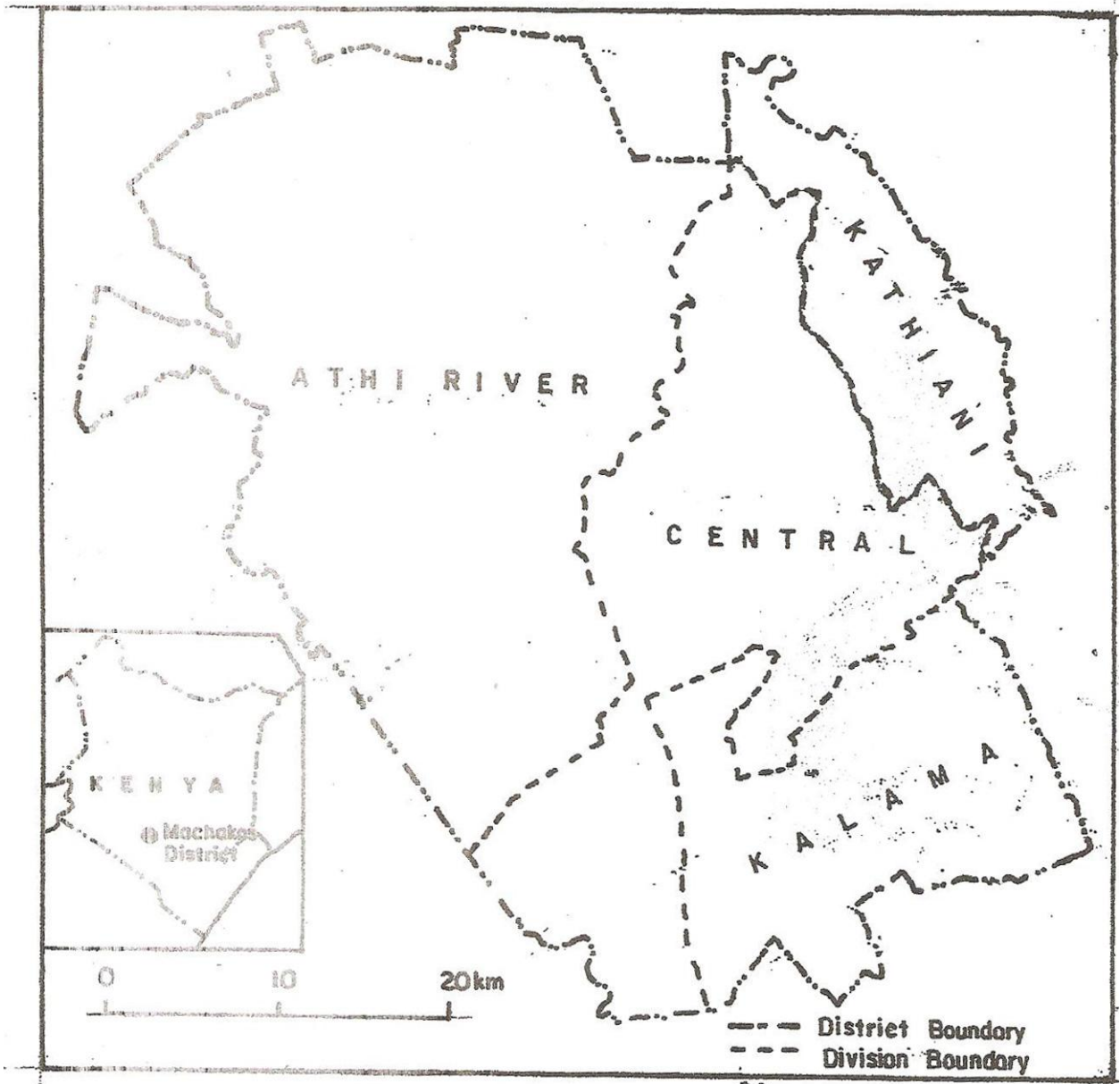
YES ()
NO ()

Appendix: vi
Budget

| No | Item description | Amount in Ksh |
|--------------|----------------------------|----------------------|
| 1 | Transport expenses | 20,000 |
| 2 | Stationery | 20,000 |
| 3 | Project write-up / binding | 20,000 |
| TOTAL | | 60,000 |

Project funds: To source for donors, cooperative loan.

Appendix vii:
Map of the Study Area
MAP OF MACHAKOS
DISTRICT



Source: Machakos District Development Plan (2007-2012)

Appendix viii

RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/012/1206

THIS IS TO CERTIFY THAT: Date of issue 3rd September, 2012

Prof./Dr./Mr./Mrs./Miss/Institution Fee received KSH. 1,000

Marysalome Wanza Kising'u

of (Address) Kenyatta University

P.O.Box 43844-00100, Nairobi

has been permitted to conduct research in

Location District

Machakos District

Eastern Province

on the topic: Implementation of the Business Studies curriculum in public secondary school

In Machakos Central Division of Machakos District, Machakos County.

Applicant's Signature Secretary

for a period ending: 30th October, 2012. National Council for Science & Technology

