

**THE IMPLEMENTATION OF INTEGRATED BUSINESS
STUDIES CURRICULUM IN SECONDARY SCHOOLS: A
CASE OF KAJIADO COUNTY**

BY

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DECLARATION

This project is my original work and has not been presented to any other university for an award of any other degree or programme.

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DEDICATION

First and foremost, this work is dedicated to the Almighty God who takes care of us, reveals and inspires unto us the works of our hands.

Finally this project is dedicated to my husband, Richard Onywoki and my three children, Job, Shanice and Sharleen for their support and encouragement throughout this venture. Their patience and understanding in dealing with those ever present boxes of data and binders, their self-reliant during my absences and their tolerance of my constant pre-occupation, made this project possible. What you read is the culmination of a family effort spread over two years.

ABSTRACT

Over the last decade a number of schools have developed integrated business programs. This study aimed to identify this approach to the implementation of Integrated Business Studies curriculum in secondary schools in Kenya. Business Studies had undergone some changes in recent past in an attempt to improve quality of performance. The 2002 syllabus review was intended to be an improvement of the 1984/85 syllabus introduced during the 8-4-4 system of education. The innovation gave birth to the Integrated Business Studies syllabus in which Commerce, Accounting and Economics were integrated to be taught as a single subject. The study investigated the rationale for the integration of Commerce, Accounting and Economics in secondary schools; examined the implementation of integrated Business Studies; and suggested ways in which Business Studies can arouse the interest of both learners and teachers in secondary schools. The curriculum development model developed by Ralph Tyler (1949) formed the main guiding theme in this study. However, the ideas of Taba (1962) and Wheeler (1967) will be incorporated in the discussions. The study employed a descriptive survey research design. There were 49 secondary schools with 589 teachers and 11245 students in Kajiado County. The study selected 10 schools representing 20% of the schools in the district with 200 students, 10 principals and 14 teachers of Business Studies. Questionnaires, interview schedules, participant observation and document analysis were used to collect data. Data were analyzed using statistical package for social sciences (SPSS) and descriptive statistics. Data were reported as frequencies and percentages. The study established that teachers lean heavily on textbooks and teacher-centered teaching-learning strategies that limited students' participation in class hence the poor performance. It was also noted that most teachers of Business Studies were not adequately trained and in-serviced since one was either trained in one or two of the integrated subjects making it difficult to teach Business Studies as a whole. Other subject teachers contributed greatly towards the negative attitudes that students had towards Business Studies hence only a few pursued it in Forms Three and Four. Recommendations were made based on the findings. It is hoped that findings will help provide data to assist Business Studies curriculum developers and planners so that they may be able to continue revising future syllabi, while bearing in mind the students' and teachers' attitudes towards this integrated syllabus and effects of these on their performance. The other groups to benefit would include: the teacher trainers and the quality assurance and standards supervisors.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCSE	-	Kenya Certificate of Secondary Education
SEP	-	Secondary Education Project
TIQET	-	Totally Integrated Quality Education and Training
%	-	Percent
M.O.E	-	Ministry of Education
H.R.D	-	Human Resource Development
U.S	-	United States

CHAPTER ONE

INTRODUCTION

1.1.-Introduction

This chapter describes the background to the study, statement of the problem, purpose and objectives of the study, research questions, assumption, limitations and scope, significance of the study, theoretical and conceptual frameworks and the operational definitions of central terms.

1.2. - Background to the problem

Kenya like many other countries of the world has not been exceptional in its, relentless quest for educational system that is quality and relevant to its people. According to Nyerere (1967), the educational systems in different societies in the world have been and are very different in organization and in content. They are different because the society providing the education, whether formal or informal, has a purpose. That purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare young people for their future membership of the society and their active participation in its maintenance and development. This is true, explicitly or implicitly, for all societies whether the capitalist societies of the West, the communist societies of the East, and the pre-colonial African societies.

Since Kenya's Independence (1963) to date, a number of Education Commissions and bodies of enquiry have been constituted and appointed for the purpose of developing an education system that provides quality education that meets the hopes and goals of the Nation. The Commissions included: The Ominde Report (1964), The Gachathi Report(1976), The Mackay Report(1981) which recommended the re-organization of the

education system which has come to be known as the 8-4-4 system that is, eight years of primary education, four years of secondary education and a minimum of four years of university education. It also introduced a diversified curriculum design. Knowledge and concepts were presented in an integrated form around interrelated themes. Business Studies is one such syllabus with integrated program. The Kamunge Report (1988) and the Koech Report (1999), similarly recommended integrated approach to curriculum. The principle aim of these commissions has been to design relevant education in conformity with the aspirations of the people and the national goals. They were also to design a type of education that would stimulate in the individual initiative, confidence, resourcefulness and sense of dedication that are necessary in the development process of the nation.

The 8-4-4 system of education brought several changes. Among them was the scrapping of “A” level classes, the extension of primary education to eight (8) years and university education, of a minimum of four (4) years. Kenya’s rationale for changing to new system is elucidated by His Excellency President Moi (1986) in his book ‘Kenya African Nationalism’. The changes were to make curriculum and the general education system in Kenya more relevant and of immediate use to learners.

1.2.1. - Business Studies in Secondary Schools.

The secondary Business Education programme was successful. It was based on the results of the 1965 manpower survey and its aim was to produce highly skilled manpower required for the growing commercial enterprises in the country. Specifically, the project was aimed at introducing business education subjects in selected general secondary schools in Kenya; for example accounting, shorthand and typing with office practice and

commerce. Because of the success of the project, there were about 120 secondary schools teaching business education in Kenya by 1980s (Oluoch, 1982).

The 8-4-4- system was characterized by changes in the structure and content of the curriculum. The changes in the curriculum included the introduction of heavier doses of vocational and technical education in primary as well as secondary schools. Business Education received more emphasis to give support and orientation to the study of commerce at secondary school level.

Business studies in Kenya is offered as an optional subject at Forms Three and Four. The main objective of secondary school education according to the secondary education project (SEP) of 1984 was to prepare students for self-reliance, training or further education.

Brunner (1963) emphasizes that the objective of any subject can be achieved through the application of the principle of spiral curriculum. This means that educational growth at different levels of schooling can be achieved not by introducing the learner to distinctively new concept and principles, but by applying first principles more difficult and complex material gradually and by repetitive spiraling. If this chart of teaching is followed, it will be possible to teach Business Studies at any level without spoiling its integrity.

According to Kisii Development Plan of 1984, it is important that the teaching methods, learning resources and methods of evaluation echo the objectives for which the subject

was developed, especially since secondary school level is technical for most of the students.

1.2.2. - Integration of Business Studies Curriculum

The Business Studies curriculum was introduced as a subject that integrates the content of Commerce, Accounting and Economics. The integrated nature of Business Studies is something like a salad bowl which mixes all kinds of fruits with the dressing. Someone would not-only taste individual fruits but also find it more delicious than eating individual fruits separately, due to a special mixing recipe. Proponents of curriculum integration such as Vars (1987), Cromwell (1989), Jacobs (1989), Shoemaker (1989), Drake (1993), Marsh and Wills (1995) and Lake (1995) claim that a good integrated subject is able to achieve more aims than those of separate subjects. Consequently, an integrated curriculum may lead to wider and better learning outcomes than that from learning through separate subjects.

In the last decades according to Barrow and Milburn (1990), many attempts have been made to unify or integrate various subjects within the school curriculum. Teaching by themes, that cross disciplinary boundaries, or teaching for critical thinking without limitations on the area of search, have become particularly popular. It is not clear how 'integration' ought to be defined, nor are the principles governing the integration of subject matter easy to isolate or justify. It is worth noting that 'integration' like 'child-centered' needs', is a loaded term among educators.

Abundant research such as by Bereiter and Scardamalia (1985), Leinhardt (1992), Resnick (1987), Scardamalia and Bereiter (1991) supports the assertion that students learn best when instructional tasks require them to use knowledge in meaningful ways. Resnick (1992) argues that because almost all knowledge is constructed to fit particular contexts, new learning should be taught within real-life problem situations. Integrated curricula, organized around themes designed to link content traditionally separated into different disciplines-are increasingly central to the contemporary vision of truly effective schools designed to accommodate learner diversity.

Integration of subjects as Shiundu and Omulando (1992) notes emphasizes relationship between various curriculum areas in an attempt to interrelate content, or learning experiences in order to enable students to perceive a unity of knowledge. According to Oluoch (1982), integration refers to the fusing of learning activities in such a way that the subject or curriculum area boundaries are removed, and all that remains is one set of learning activities which is reorganized, for example, around selected themes or in an agreed logical order.

Harris (1970) asserts that the word 'integration' means so many different things to many different people. An integrated curriculum could mean one worked out as a whole so that pupils are able to see cross-connections between different subjects. On the other hand, some people use the word 'integration' because they believe in a woolly kind of way that knowledge is a whole and 'should be taught as a whole'-one could believe that the best way for pupils to acquire the 'whole' is to make a systematic study of various parts of the whole. A curriculum designed to avoid the present disintegration should be life-centered,

rather than child-centered or subject-centered or state-centered. Its aim is to interweave subject-knowledge and self-knowledge, and to enable the pupil to see himself or herself and his or her society or social group as part of the total evolutionary process.

Blenkin and Kelly (1981), view integration of subject matter as an approach to learning that does not accept or base itself on any notion of sanctity of traditional divisions.

Pring (1971), on his part asserts that subject integration is connected to natural inquiry of children which does not respect subject division. Division of knowledge into distinct subject is artificial and does not reflect correctly the essential unity of reality.

Attempts to integrate subjects at the secondary school level according to Oluoch (1982) have not been successful like in primary school level. There appears to be more conservatism among secondary school teachers and authorities in this matter than there is among primary school teachers and authority. Perhaps because the former are trained in the training institutions as subject teachers, whereas the latter are trained to handle all subjects at the primary school level. Perhaps it is correct to say that the integration that has taken place so far is as much as can be expected. Attempts to integrate more subjects or curriculum areas would meet with major problems. Already, there is a lot of resistance against even the limited integration that has been tried. This resistance actually arises but of conservatism although lack of teachers and curriculum materials for integrated curriculum area is often given as the major reason.

Not everyone favors integration of Commerce, Accounting and Economics. The three are distinct subjects of study and have intrinsic values for the learners and teachers.

Therefore, the distinctiveness of each discipline of study has to be preserved. Integration of Commerce, Accounting and Economics thus waters down the distinct nature of each.

With the move toward integration, the number of teaching hours was affected. The drastic reduction in the number of lessons for the new syllabus and directive that Commerce, Accounting and Economics are taught as one subject might have certain implications in the teaching and learning of the three. This study intended to find out the challenges in the teaching of Integrated Business studies.

1.3. - Statement of the Problem.

The implementation of integrated syllabus in Commerce, Accounting and Economics has proved a challenge to teachers and other stakeholders in Kenya. What challenges do face Business Studies as an integrated subject in Kenyan secondary schools? The Koech Commission (1999) received submission to the effect that integrating of various subjects had made content of the affected subjects too wide and unmanageable. The commission in recommendation 15.22, proposed that existing integration be stopped and instead the subjects be offered separately from Form three. Rather than stopping integration as was recommended by the commission, the approach was clearly emphasized and defined to make the teaching of integrated Business Studies more effective.

As one of the technical subjects, there is need for teachers and learners to effect its performance. So far no empirical evidence exists on why the integrated Business Studies pose question to both teachers and learners and why less learners pursue it in Forms three and four. This investigation made an attempt to find out such evidence which will be

considered important for understanding the teaching of Business Studies in the 8-4-4, system of Education.

1.4. - Purpose of the Study.

The purpose of this study was to examine the implementation of Business Studies in secondary schools in Kenya and suggest measures which should be taken at school level to revive interest in Business studies.

1.5. - Objectives of the Study

The specific objectives of this study were to:

1. Identify the number of secondary schools implementing integrated Business Studies in the area of study.
2. Examine the training of Business Studies teachers.
3. Find out the teachers views on the challenges brought about by the integration of Commerce, Accounting and Economics in Kenyan secondary schools.
4. Identify the resources available and strategies used for teaching Business Studies as an integrated subject.
5. Find out the views of Principals on the implementation of Business Studies.
6. Find out the views of The Kenya National Examinations Council's (KNEC) on the performance of Business Studies.

1.6. - Research Questions

This study hoped to provide tentative answers to the following questions:

1. How many secondary schools implement integrated Business Studies in the area of study?
2. How is the training of Business Studies teachers?
3. What are the teachers views on the challenges brought about by the integration of Commerce, Accounting and Economics in Kenyan secondary schools?
4. What resources are available for teaching Business Studies as an integrated subject?
5. What is the appropriateness of the teaching/learning strategies used by Business Study teachers?
6. What are the views of the principals on the implementation of Business Studies?
7. What is KNEC's report on the performance of Business Studies?

1.7. - Assumptions

It was assumed that:

1. The integration of business studies syllabus is aimed towards achieving national goals.
2. Teachers use teaching approaches according to their order of effectiveness and relevance.
3. Learners and teachers have positive attitude towards business studies.

1.8. - Limitations of the Study

The study limited itself to an investigation of the implementation of integrated Business Studies in one County in Kenya. For a more conclusive result, all the districts in Kenya should have been studied. However, this was not possible due to financial and other logistic constraints such as terrain and inaccessibility (Orodho, 2008).

1.9. - Delimitations of the Study

The proposed study was confined to Kajiado County. The study restricted itself to an establishment of teachers' and learners' attitudes towards the integration of Business Studies, methods and techniques of teaching.

1.10. - Significance of the Study

The study was deemed necessary in that:

1. The learners will be helped to develop a positive attitude towards the learning of Business Studies.
2. The teachers will be helped to find out and employ better alternative methods of teaching to improve performance.
3. The curriculum developers and planners will be awakened about the importance of involving the students and teachers in syllabi revision.
4. The teacher trainers will realize the need to start the provision of Integrated Business Studies syllabus at colleges and universities during the teachers' training and not in the field.
5. The study will contribute to knowledge locally and nationally in the area of curriculum.

1.11. - Theoretical Framework

The curriculum development model developed by Ralph Tyler (1949) will form the main guiding theme in this study. However, the ideas of Taba (1962) and Wheeler (1967) will be incorporated in the discussions.

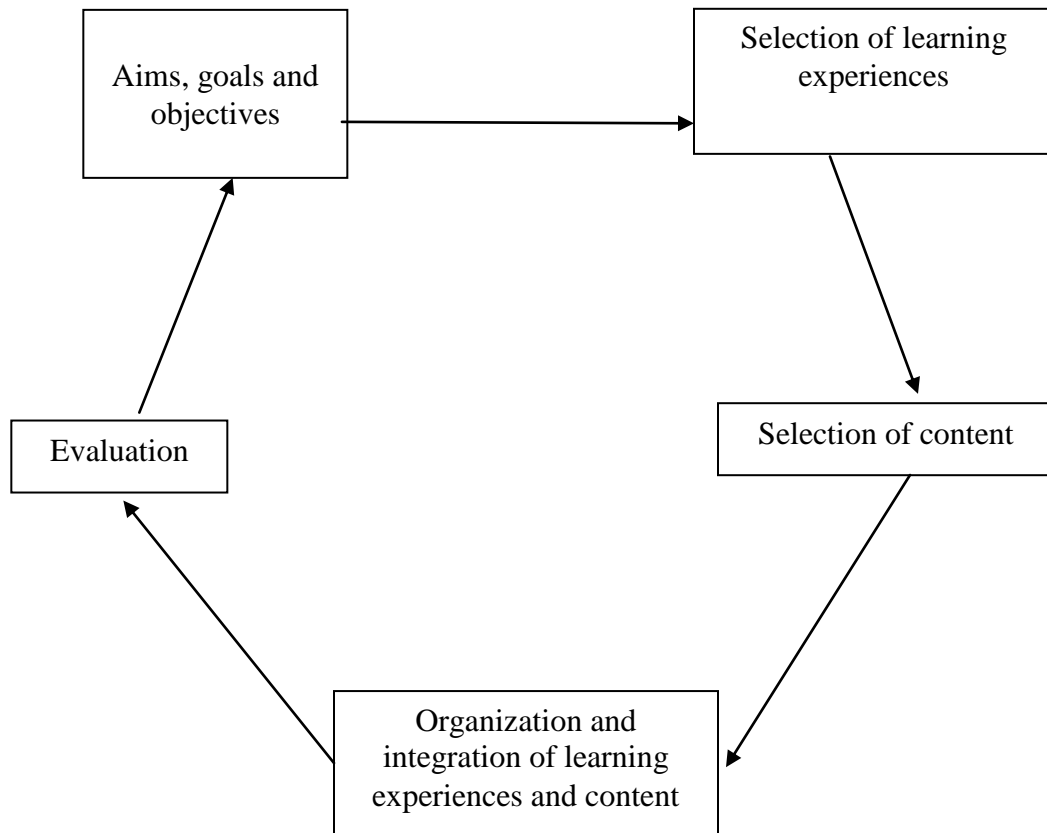
Tyler identified four important elements in the process of curriculum development corresponding to each of the questions that posed as follows:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

The curriculum elements in Tyler's questions are objective, learning experiences, organization of learning experiences and evaluation. Therefore, any change in curriculum should be based on the above elements in order for it to be effective.

1.12. - Conceptual Framework

Based on Tyler's model, Wheeler (1967) developed a diagrammatic frame to help illustrate the relationship between these curriculum elements and explain the process of curriculum development. This is as shown in the following figure:



Curriculum development process

Sources; Teaching economics, Atkinson, G.B.J. 1987, P 305.

Objectives are formulated on the basis of the needs of society. They embody peoples aspirations and expectations.

Learning experiences are selected and organized in relation to set objectives. For example learning resources, selection and organization of content and selection of teaching approaches.

Evaluation is a broad term that concerns value judgment on curriculum. For example use of tests examinations observations, questions etc.

All elements of curriculum play complimentary roles.

1.13. - Operational Definitions of Central Terms

Integration - Refers to the fusing of learning activities in such a way that the subject or curriculum area boundaries are removed and all that remains is one set of learning activities which is reorganized (Oluoch 1982)

Integrated syllabus - Refers to a course in which separate subject components are brought together and taught in a coherent way.

8-4-4 system of education –Refers to the structural change in Kenya’s education system from seven years primary, four years secondary, two years high school and three years minimum university education to eight years primary, four years secondary and a minimum of four years university education (8-4-4).

Attitude - Refers to one’s feelings towards something

Curriculum –Refers to activities, programmes and procedures designed to enable a learner acquire knowledge

Course -Refers to a detailed plan for the study of a subject

CHAPTER TWO

LITERATURE REVIEW

2.1. – Introduction

In this chapter, literature related to the problem was reviewed under the following sub-topics:-

- i) Role of a teacher in curriculum
- ii) Teaching techniques and methods
- iii) Importance of learning resources
- iv) The influence of examinations on teaching
- v) Previous studies on Business Studies
- vi) Supervision of the implementation of Business Studies Curriculum

2.2. – Role of a teacher in curriculum.

A teacher plays a very important role in the implementation of a curriculum. The quality of relationships among teachers strongly influences implementation. Teachers deliver the curriculum to the learners. Bishop (1985) says that any curriculum is as good or as bad as the teachers who implement it. Even if a good curriculum is developed and not well implemented, learners may not learn. According to Kisirikoi, Wachira and Malusu (2008), teachers need to be prepared or oriented to enable them interpret the curriculum accurately and implement it effectively. Teacher education is therefore essential for improving teachers' subject matter knowledge, skills in teaching, observing, assessing and reflecting. Teachers need pre-service training, but also continuing professional development. The need to develop quality teachers in order to enhance the teaching and

learning of students inevitably requires a close scrutiny of the ways in which teachers are educated about teaching and learning (Hoban, 2005).

According to Kisirikoi, et al. (2008), teachers are also involved in curriculum development. They are members of Kenya Institute of Education (KIE) subject panels, who develop the syllabus. Teachers also play a great role in both formative and summative evaluation. Teachers are involved in setting national examinations and marking them.

Quality teachers are needed in the 21st century like no other time in history. There is need for teachers who are reflective, flexible, technology literate, knowledgeable, imaginative, resourceful, enthusiastic, team players and who are conscious of student differences and ways of learning. In short there is need for teachers who understand the complexity of the profession and can think on multiple levels. Such a teacher is more likely to be produced by a program that portrays this dynamism. According to Carter (1990), ‘’how one frames the learning to teach question depends a great deal on how one conceives of what is to be learned and how that learning takes place.’’ What a teacher does in a classroom is influenced by the interaction of many elements such as the curriculum, the context, and how students respond to instruction at any one particular time. Teachers are expected to deal with many influences simultaneously. Kisirikoi et al. (2008) say that teachers can only teach what they understand. It is important for them to be well grounded in their areas of specialization. They should read widely to be updated in a dynamic world on changes in their areas of specialization and issues on education. Research show that, some of the trained teachers who teach Business Studies did not fully train in all the three

subjects i.e. Commerce, Accounting and Economics. One either specialized in one or two of the subjects, resulting into difficulties of implementing integrated Business Studies. It is from such notion that the researcher intended to find out more about the training of Business Study teachers.

2.3. – Teaching Techniques and Methods.

In the history of education, a great deal of research has focused on the practice of teaching as opposed to learning; on the methods used and on the problems that hinder teacher effectiveness. Researchers such as Dewey (1916) and Montessori (1917) argue that effectiveness of teaching and learning are determined by the type of teaching methods applied.” Lawton (1975) emphasizes the need for a wide variety of methods for the basic topics and also for the additional depth and breadth topics in order to cope with individual interests and abilities. According to M.O.E and H.R.D Kenya (1999), a teacher ought to be familiar with a variety of teaching techniques and learn to use them appropriately. Lessons can be made less challenging if teachers make more use of local environment and provide learners with opportunities to develop their own skills, knowledge and attitudes. Deciding what to teach and how to teach it is the stuff of the teaching profession. Teachers make these decisions daily by selecting the content, texts and materials, modes of presentation, learning activities and evaluation methods to construct classroom curriculum (Hawthorne, 1992).

Tuckman (1978) observes that inductive reasoning starts with specific observations (empirical events) and then combines them to produce a generalized statement of

relationship. According to Atkinson (1987), inductive logic involves starting from the known and proceeding to the unknown, that is, beginning from the specific and proceeding to make generalized statements or conclusions. Deductive logic on the other hand, as per Tuckman (1978), involves starting from the unknown and proceeding to the known, that is, starting with the general and deriving a specific statement of conclusion.

Experiences that make it easier to move from known to unknown with some measure of confidence are necessary. In this process words are less important than experiences. Many educators emphasize the child-centered approach to education. Dewey (1916) inspired this approach and the modern view of the teacher as a helper, challenging the learner to discover things for him or herself.

Despite such advice by educators named above, research shows that teachers in most classroom situation in Kenya today are still controlling, restricting, inhibiting and do most of the talking. Flanders (1970) in the U.S records that 70% of the talking in the average primary and secondary classroom is done by the teacher. In Kenya's educational history, the same concern over teaching techniques and methodology was voiced in the Kenya Education Commission (1964). The report blames the drill method of teaching, neglect of activity and pupil participation methods for the low achievement in education. The report encourages teachers to adjust their instructions to the needs of particular children and to use activity methods so as to make education child-centered. The same concern was taken up by the Gachathi Report (1976). One of the basic requirements of making education relevant to the day to day problem of learners is to enable them to

observe phenomena in the environment, gather data about them, interpret the data and then use the findings to solve problems.

Despite the recommendations, teachers have not changed much even after undergoing the relevant training. From these, the researcher intended to find out how the new Business Studies syllabus was taught in Kenyan Secondary Schools and whether the learner-centered methods advocated for were being used or not and the reasons for each.

2.4. – Importance of Learning Resources.

Resources in education have been in use for a long time. In 15th century Eramus worked out an elaborate system of teaching aids including alphabets in bone and even biscuits, maps, pictures, charts and real objects (Walton & Ruck, 1975). Presently a wide variety of resources is being used in more teaching and learning occasions than ever before.

To cope with individual interests and abilities, Lawton (1975) emphasized the need for a wide variety of materials to be made available for the basic topics and also for the additional depth and breadth topics. Where this kind of careful preparation and planning takes place criticisms of mixed ability teaching do not hold; but in addition to curriculum materials being available, we also need to have teachers whose attitudes to pupils' learning do not impose unnecessary limitations on their level of achievements.

Resources form a very vital part in instruction. The American Library Association of Schools (1975), for example states that through their use, a student acquires and

strengthens skills in reading, observing, listening and communicating ideas. The teacher should make full and varied use of educational event in which the students can see, hear, touch, plan, make, do and try. This will ensure that teaching becomes personal and thus generate eagerness within the learner to learn and discover.

Psychologists further add that humans learn 1% from the sense of taste, 1.5% from the sense of touch, 3.5% from smell, 11% from hearing and 83% through sight (Sampath 1982). This means that 94% of what we learn is from the combined sense of hearing and sight. Vision and hearing are the two most important channels of communication. He further tells us that we remember 10% of what we read 20% of what we hear, 30% of what we see, 70% of what we said, and 90% of what we said and did.

Learning resources provide the opportunity for learner-centered methods of education. They arouse interest, stimulate imagination, and raise questions, discussions and desire to find out more or solve some problems. This encourages thought, action, participation and learning through doing or discovery. Piaget (1972) agrees with this view when he asserts that, it is through his/her own activity that the child constructs his/her intelligence. The subject's manipulations of real objects become a way of asking questions and of solving problems.

Despite the above recommendations research has shown that secondary schools in Kenya rarely or don't use learning resources. This is due to the constraints that are facing both the government and the parents, which have made it impossible to provide every school with the necessary facilities, equipment and material for teaching (Aduda, 1993) in Daily

Nation. This concern is seen in the Koech Report (1999), when he recommends that schools be allowed to offer only those subjects for which they have all the required physical facilities, resources, equipment and materials.

Besides the inadequacy in resources, some teachers tend to ignore using learning resources where they are available claiming that their use consume much time which could otherwise be used to cover the syllabus. It is from the foregoing that the researcher intended to find out the challenges in the teaching of Business Studies.

2.5. - The Influence of Examinations on Teaching.

Curriculum reforms imply improvement in the process of teaching, such as emphasis on discovery, experimentation, problem-solving and practical activities (World Bank, 1980). Changes in teaching methods similarly entail changes in examination setting and orientation.

For some time, examinations have been accused of inadequately covering a given curriculum content and objectives. Examinations are alleged by Blaug (1973) to be responsible for the educated unemployed problem and not caring for the needs of terminal students (World Bank 1980).

Blaug (1973) recommends that all examinations relying on remembering of facts should be systematically eliminated because they neither excite students' intellectual curiosity nor prove the relevance to daily life of what is taught. Teachers, however, resist the use of aptitude tests because of the heavy workload involved, the tendency the tests have for penalizing slow learners and devalue individual effort (Blaug 1973).

More than one form of assessment is needed to fulfill all the requirements of curriculum. According to Ross et al. (1990) different knowledge, skills and values need different assessment methods. Examinations can have different types of items and formats such as essay types, objective types, data response types, project assignments and group or class discussions as forms of assessment.

Kenya tends to over-rely on public examinations that are based on fact memorization. It thus became the researcher's concern on what exactly challenges the teaching of integrated Business Studies syllabus.

2.6. - Previous Studies on Business Studies.

That Business Studies is a vital subject in the curriculum is echoed in all the major educational commission reports.

The study by Obikoya (1975) set out to investigate the extent to which the existing secondary school's business education programmes in the Western State of Nigeria, were able to serve the vocational needs of business graduates. 80% of the final respondents believed that, the course was reliable for self-reliance, but stressed on Business English, Accounting and Book Keeping as being of the greatest value.

According to Gutman (1990), skills need for business include: communication, comprehension, computation, problem solving, team work, initiative, creativity, evaluation, decision making, literacy and bargaining skills. These skills are essential in one's day to day life.

Despite such a good start, subsequent policies have seen to relegation of the subject from its worthwhile position. Notable among these was the Mackay Report (1981) which recommended for more concentration on the science oriented subjects. This was basically in the belief that this would hasten the country's technological development.

Problems of ignoring non-science subject started being witnessed and from this view the Koech Commission (1999) called for the more serious approach for the teaching of technical and vocational subjects among them was Business Studies. This study intended to find out whether there are such challenges in the teaching of Business Studies.

2.7. - Supervision of the Implementation of the Business Studies

Curriculum

The teachers are charged with the responsibility of ensuring that learners get quality education (MOEST, 2000). The heads manual 1987 stipulates that the principal should enhance the standards of education provided by making references to schemes of work, registers, lesson plans, records of work covered, learners' exercise books as well as supervision of classroom teaching.

Gerald et al. (2001) observes that principal should monitor the school progress as far as the coverage of the syllabus is concerned. Researches show that principals do not attach a lot of value to supervision of the implementation of the curriculum. Mutune (2005) observes that principals shunned supervision of the teaching-learning process and regarded it as an avenue for demoralizing teachers and hindering them from conducting their duties effectively. Earlier studies by Kimosop (2002), Kimani (2002) and Kamindo

(1998) shared the same sentiments. This study attempted to find out the views of principals on the implementation of Business Studies curriculum.

2.8. – Summary of the Literature Review

The literature was reviewed under six themes namely, the role of a teacher in curriculum; teaching techniques and methods; importance of learning resources; influence of examinations on teaching; previous studies on Business Studies; and the supervision of the implementation of the Business Studies curriculum.

The theme on the role of a teacher looked at the need for teacher preparation both in pre-service and continuing professional development. Involvement of teachers in curriculum development was also emphasized. On the teaching techniques and methods, emphasis was put on the use of a variety of methods and local environment that provide learners with opportunities to develop their own skills, knowledge and skills. A teacher should act as a helper or facilitator and use inductive logic that is, starting from the known and proceeding to the unknown. Under teaching resources, use of a wide variety was looked at and the importance of resources. Most of what is learnt is from the combined sense of hearing and sight and also resources provide opportunity for learner-centered methods of education. On the influence of examinations on teaching, changes in teaching entails changes in examination setting and orientation. Examinations were alleged for the educated unemployed problem and not caring for the needs of terminal students. Emphasis was put on need for more than one assessment to fulfill the requirements of curriculum and the elimination of examinations relying on remembering of facts.

Previous studies on Business Studies indicated that skills in Business Studies are essential in one's day to day life. Problem of ignoring non-science subjects was witnessed calling for more serious approach for the teaching of technical and vocational subjects. Under the supervision of the implementation of curriculum, the head manual of 1987 stipulates that the principal should enhance the standards of education provided by making reference to schemes of work, registers, lesson plans, records of works covered, students' exercise books as well as supervision of classroom teaching. Majority of the principals shun supervision of teaching-learning process and regard it as an avenue for demoralizing teachers and hindering them from conducting their duties.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1- Introduction.

This chapter describes and justifies the design and research procedures of the study.

The target population, sample size and the sampling procedure, preparation and administration of instruments of data collection and analysis are discussed.

3.2- Design

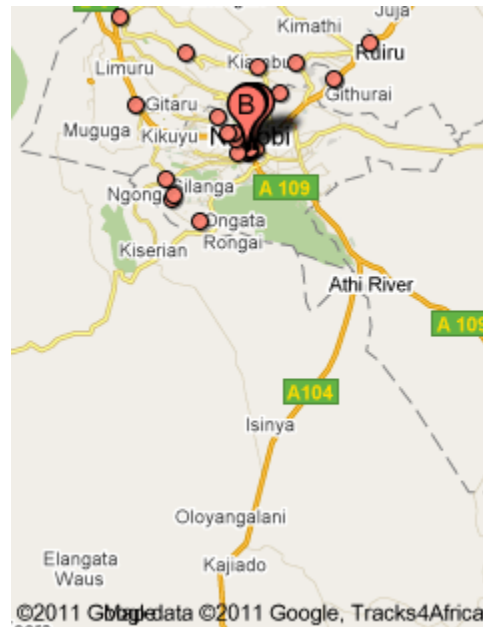
The study adopted a descriptive survey design to investigate the implementation of integrated business studies curriculum. This method was best because it had no control over variables; it only reported what was happening in the teaching and learning of Business Studies.

Descriptive survey designs according to Orodho (2003) are best used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.

Borg and Gall (1989) notes that, descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3. – Locale of the Study

A Map Showing Kajiado County



The locale of study was Kajiado County in Kenya, since it was not possible to interview all teachers and students in the country. Kajiado County is 22.43 kilometers or 13.94 miles south west of Nairobi and includes Ngong, Silanga, Kiserian and Ongata Rongai . It covers an area of 21,105 square kilometers which had a population of 495943 by 1999.

The indigenous people of the area are predominantly the Maasai whose main economic activity is livestock production. However, immigration and trans-boundary movements have made the area very cosmopolitan with many people from other communities such as the Kikuyu, Luo, Luyia, Kisii and Kalenjins living in the area; indeed many of the people have settled and bought land and other assets in the areas. The regions though predominantly livestock producing, sand-harvesting has in recent days become a major

source of income for residents. In the recent past as well, the area has embraced farming: horticulture, floricultural activities and maize production.

The landscape consists of plains and some volcanic hills and valleys. The region's weather and climate is characterized by very long dry spells and some erratic rains during the rainy seasons. The area is officially designated as semi-arid with annual rainfall varying from 500-1250mm. One of the main rivers is the River Olkejuado.

3.4. – Target Population.

All the secondary school principals, teachers and students constituted the population of this study. All the terms and people under consideration in any field of inquiry constitute a universe or targeted population (Orodho 2005). There were 49 secondary schools in Kajiado County of which 24 were public schools and 25 were private schools.

There were 135 male teachers and 209 female teachers in the public schools while there were 98 male teachers and 147 female teachers in the private schools. This made a total of 589 teachers in the County. The number of boys and girls in public schools was 3143 and 3534 respectively while in private schools there were 2146 boys and 2422 girls. This made a total of 11,245 students in the County.

3.5. - Sampling Techniques

In order to arrive at a list of potential schools for the study, the researcher consulted the District Education Officer (DEO) in Kajiado County who had good contacts with

schools. Systematic sampling was used to select ten schools from the list: top five and bottom five schools in the district as per the 2010 KCSE results, representing 20% of the total number of secondary schools in Kajiado County. In the selection of principals, a purposive sampling technique was used since each principal in the sampled schools had to inform the study. Similarly through purposive sampling at most two teachers of Business Studies were selected from each of the sampled schools. Using both stratified sampling and simple random sampling, at most twenty students from each school were picked from Forms three and four. Students in each of the two classes were grouped into two: those doing Business Studies and those not doing Business Studies. Through simple random sampling using basket method, five students were selected from each of the four groups formed. This was regardless of the sex because other schools were purely Boys' and Girls' schools.

3.6. – Sample Sizes

The study targeted principals, teachers of Business Studies and Form three and four students in 10 secondary schools representing 20% of the schools in Kajiado County. The sample comprised of 10 principals, 14 teachers of Business Studies since in six of the schools sampled there was only one Business Studies teacher and 200 students. The total number of respondents was 224.

3.7. - Research Instruments

Three instruments of data collection were developed by the researcher for use in the collection of data from the subjects. The methods were questionnaire (structured and

open ended), oral interviews (semi-structured and unstructured) and participant observation. The use of a variety of data collection techniques enable the study to gain “insight into various levels of meanings associated with the case” (Orum, Feagin & Sjoberg, 1991). According to Simons (2009), qualitative researchers use multiple means of data gathering in order to have “a ‘rich’ data base from which to tell the story of the case.”

3.7.1 – Questionnaires

The questionnaires structured reflected the objectives of the research with items relevant to the information looked for. According to Nkpa (1997), a questionnaire may be used to ascertain facts, opinions, beliefs, attitudes, and practices. Questionnaire for teachers had 14 items in three major sections: “A” School, “B” Personal and “C” Teacher’s curriculum emphasis scale. Section “A” required the respondents to give the name and status of the school. Section “B” required the respondents to check the boxes as it applied to them, which included their gender, teaching experience, professional qualifications and teaching subjects. Section “C” required respondents to rate a list of items on the implementation of Business Studies using a “Likert” scale of 1to5:

- Strongly agree (SA)
- Agree (A)
- Undecided (U)
- Disagree (D)
- Strongly disagree (SD)

Questionnaire for students had 11 items in three major sections: “A” School, “B” Personal and “C” Student’s opinion. Section “A” required the respondents to give the name and status of the school. Section “B” required the respondents to check the boxes as it applied to them, which included their gender and class/form. Section “C” required respondents to give their opinion on the implementation of Business Studies.

The questionnaires were easy to comprehend with simple selected language that all respondents had no difficulties in responding to. They were short and specific avoiding double barreled items. The respondents were asked to complete the questionnaires themselves. Responses took 15 minutes.

Anonymity was assured to all the respondents by the researcher.

3.7.2. – Oral Interviews Schedule

The rationale for using interview was to gather information on how integration of Business Studies was implemented and attitude towards the subject. Semi-structured interviews with open-ended questions for principals and unstructured items for students and teachers of Business Studies were used.

A semi-structured interview with 15 items consisting of a sequence of themes to be covered as well as suggested questions were developed. The flexibility of the semi-structured interview allows the study to change the sequence and forms of question in the interview guide in order to follow up the answer given and the stories given by respondents (Kvale, 1996). In a semi-structured interview, the interviewer asks certain

pre-set questions but is open to what the interviewee feels is relevant and important to talk about (Alvesson, 2002; Elliot, 1991; Ortiz, 2003).

The principal's interview schedule included three major sections: "A" School, "B" Personal and "C" Principal curriculum emphasis scale. Section "A" required the respondents to give the name and status of the school. Section "B" required the respondents to give details on their gender, teaching experience and teaching subjects. In section "C", the interview schedule was based on the "Likert" Scale where individuals were expected to present their opinion in any of the five ways:

Strongly agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly disagree (SD)

3.7.3. - Participant Observation Schedule

This study had the researcher getting involved in Business Study class lessons so as to observe and note how teaching was conducted and the challenges therein. Observation can confirm what participants said during the interviews (Mabry, 2008). Furthermore, observations afford the researcher the opportunity to gather live data from live situations and a chance to see and discover things that might otherwise be unconsciously missed or things about which participants might not freely talk in interview situations (Cohen et al, 2007).

The observation schedule had a number of items in four major parts: “1” Teacher talk, “2” Talk and activity initiated and/or maintained by pupils, “3” Teaching/learning strategies and “4” Reference/teaching aid. Part “1” required information about the nature of teacher’s statements, questions and direction of pupils to sources of information. Part “2” required information on how pupils consulted and referred to their teacher. Part “3” dealt with the teaching/learning strategies used during the lesson and part “4” required information about the references or teaching aids used during the lesson.

3.8. – Piloting of Research instruments

The instruments for this study were test-piloted in two schools of the neighboring Nairobi County. The purpose of the pilot study was to determine the validity and reliability of the instruments. It assisted in the refinement of the research instruments. According to Orodho (2008), piloting is important because deficiencies in the pre-testing, for example, unclear directions, insufficient space to write the response, clustered questions and wrong phrasing of questions could be detected; questions which were vague were to be revealed in the sense that the respondents would interpret them differently; and the pilot was to reveal if the anticipated analytical techniques were appropriate. It was observed that my instruments valid and reliable for the study.

3.8.1. – Validity

Validity refers to the degree to which an instrument measures exactly what it purports to measure and nothing else. Validity is always specific to some particular use. According to Nkpa (1997), an instrument may be valid for one purpose but not for another. Content validity for the instruments was measured through expert judgment. Two experts in the department of educational management, policy and curriculum studies were asked to assess the relevance of the contents used. Review by faculty members was used to ensure face validity.

3.8.2. – Reliability

Reliability refers to the degree of internal consistency of a measuring instrument. According to Nkpa (1997), a reliable instrument yields the same results for the same individuals regardless of when it is administered and who the scorer is. Test-retest or coefficient of stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments. The following steps were followed when conducting test-retest:

1. The developed instruments were given to a few identical subjects to the ones sampled for the study.
2. The answered items were scored manually.
3. The same instruments were administered to the same group of subjects after one week.
4. The responses were again scored manually.

5. A comparison between answers obtained in 2 and 4 above was made.

A Pearson's product moment correlation coefficient, $r = \frac{\sum xy}{\sqrt{\sum x^2 y^2}}$, for each instrument was calculated to establish the extent to which the contents of the instruments were consistent in eliciting the same responses every time the instruments were administered. Students' questionnaire had a correlation coefficient of 0.85, teachers' questionnaire had a correlation coefficient of 0.77, principals' interview schedule had a correlation coefficient of 0.73 and the observation schedule had a correlation coefficient of 0.7. A correlation coefficient of about 0.8 according to Orodho (2008) should be considered high enough to judge the instruments as reliable for the study. I therefore found my instruments reliable for the study.

3.9. - Data Collection Procedure.

The researcher got a permit and a letter of introduction from the Permanent Secretary in the Ministry of Education through the Graduate school of Kenyatta University to introduce her to the respondents. A copy of permit is hereby attached at the back of the project document. The researcher inquired from the respondents about their convenient time to be interviewed to avoid inconveniences.

The researcher and assistant visited each school sampled in order to collect data using the three instruments developed. The assistant administered students' questionnaires to students in Form three and Form four under the supervision of the principal researcher. The students were instructed on how to complete the questionnaires which were returned after 15 minutes to the assistant. The researcher with her assistant then requested at most

two Business Studies teachers to complete teachers' questionnaires and then gave them back.

The researcher then arranged for interview with the principal. Using the developed interview schedule, the researcher conducted an in-depth interview in order to have a better understanding of how integrated Business Studies curriculum was implemented and the challenges faced. The interview lasted for about 30 minutes.

Observations were used to cross-check and triangulate interview and questionnaire data. In lesson observation, informed consent was obtained from all participants. Brief interviews were conducted with teachers before the lesson took place to find out about the lesson objectives. Data was collected using field notes whereby the researcher sat at the back of the forms whose lessons were observed throughout the lesson and took notes to describe the setting, the transactions that took place as well as comments on the observation made. In addition, the researcher also collected curriculum materials related to the lessons observed, including lesson plans, worksheets, handouts and other curriculum materials. After the lesson, the teachers were also asked to comment on how far they felt the targeted learning objectives had been achieved. The researcher had to seek permission and help from the teachers to invite a group of four students from Form three and six students from Form four to stay behind after the lesson for a focus-group interview. This was to seek students' views on the attractiveness and effectiveness of the lesson activities.

The researcher after the above activities ensured that all the instruments and relevant data collection materials were packed before they left the school compound.

3.10. – Data Analysis.

The principal researcher supervised the fieldwork during the data collection. The actual data collection was undertaken by the researcher and her assistant. The principal researcher also guided the research assistant through the process of data editing, while a computer programmer carried out the entry and the initial analysis. The analysis was done using the Statistical Package for Social Science (SPSS). Data collected was analyzed using descriptive statistics. This is because descriptive statistics reports what is observed and also enables the researcher to use one or more numbers (e.g. the mean, median, mode, variance, and standard deviation) to indicate the results and the variability of scores of a sample (Orodho, 2009). This data analysis critically looked at the information gathered. Findings were reported as frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND INTERPRETATION

4.1. - Introduction

This chapter presents the results of the study on the basis of research questions. The study sought to examine the implementation of integrated Business Studies in secondary schools. The study was guided by seven research questions which formed the themes of the study:

1. How many schools implement Business Studies in the area of study?
2. What are the academic qualifications of Business Studies teachers?
3. What are teachers views on the challenges brought about by the integration of commerce, accounting and economics in Kenyan secondary schools?
4. What resources are available for teaching Business Studies as an integrated subject?
5. What is the appropriateness of the teaching-learning strategies used by Business Studies teachers?
6. What are the views of the principals on the implementation of Business Studies?
7. What is KNEC's report on the performance of Business Studies?

4.2. - How many schools implement Business Studies in Kajiado County?

From the District Education Officer (DEO) it was noted that all secondary schools in the district teach Business Studies but with very few students pursuing it in Forms three and four since it is optional. Other factors that made students not to choose the subject included past poor performance, lack of proper career guidance and lack of interest in the

subject. Some simply avoided the subject because it is not in line with their career aspirations. A study by Athanasou (1998) indicated that interest in a subject was dependent upon factors such as ability as well as the importance and relevance of the subject. Students are thus likely to put effort to excel in subjects they consider of relevance to their career aspirations while the entry behavior of prospective students for a certain subject usually exhibits high motivation and desire to excel. Students on the other hand can influence one another to either like or dislike a certain subject. Students' interest, liking of a subject and performance in the classroom, according to Smerdon and Burkam (1999), influence curriculum implementation process. Cheung (2006) and Cousins (2007) suggest that students should be motivated to always put in their best to the study of a subject. Mungiti (1984) noted that teachers' attitudes have been known to attract more students in their classes and hence promote achievement in the subject they are teaching.

4.3. – What are the academic qualifications of Business Studies teachers?

The second research question sought to find out the preparation of teachers of Business Studies. To answer this question, respondents were asked to state their qualifications.

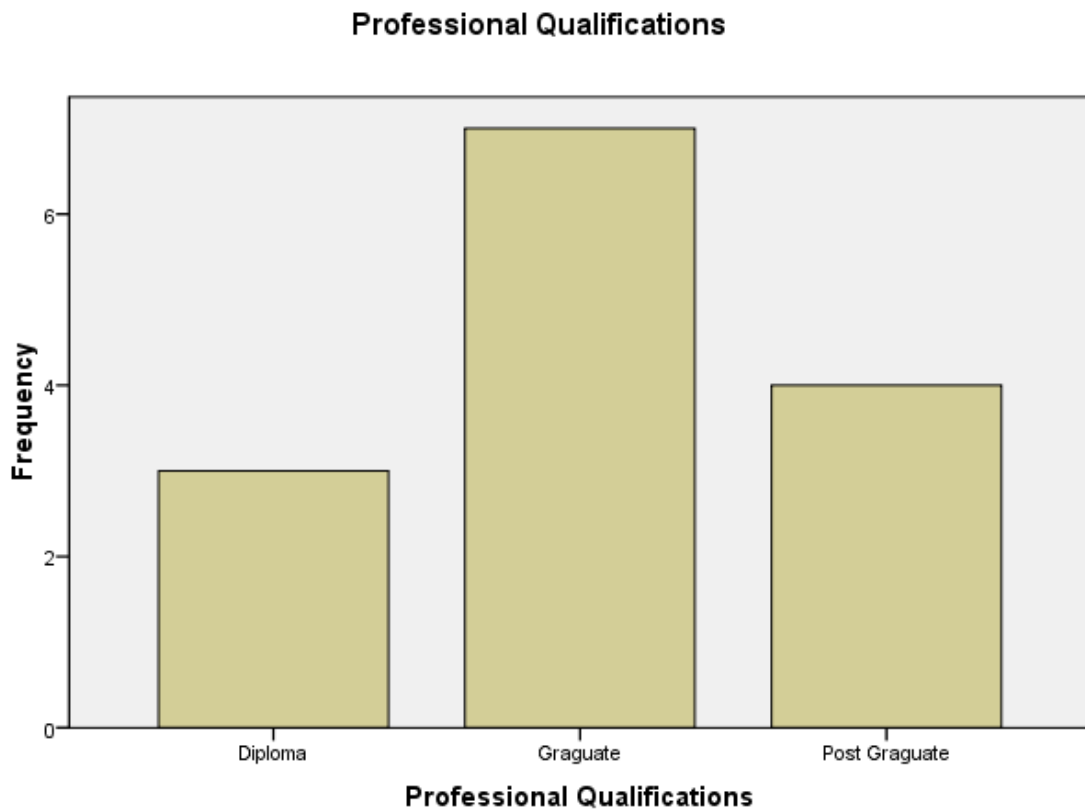
Table 4.1 and figure 4.1 shows the qualifications of Business Studies teachers:

Table 4.1. – Academic Qualifications of Business Studies teachers

N=14

Qualifications	Frequency	Percent
Diploma	3	21.4
Graduate	7	50
Post Graduate	4	28.6
Total	14	100

Figure 4.1.



From the above, three teachers (21.4%) were diploma holders, seven (50%) were graduates and four (28.6%) were post graduates. All the teachers studied were qualified to teach in secondary schools as they had undergone training though most of them were not adequately trained to handle Business Studies. This is because majority either trained in one or two of the integrated subjects. Only one teacher was trained in all the integrated subjects. Most of them had difficulties in handling Economics and Accounting especially if not trained in those areas. Lucas (1968) asserts that teacher education is the main pillar of any established system of education and the custodian of the society's culture. Mugiri (1981), in his survey indicated that pre-service teacher training plays a major role in preparing teacher for the implementation programs once they graduate.

To teach all students according to today's standards teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 1987). Teachers need to understand what they teach and, when possible, to understand it in several ways. Rivkin, Hanushek, and Kain (1998) identify teacher quality as the most important school-related factor influencing student achievement. They conclude that while school quality is an important determinant of student achievement, the most important predictor is teacher quality.

The integration was done without consultation and no in-service course was offered to orientate them to the integrated curriculum. Cole (1971) cites that intensive pre-service

and in-service training as the main reasons of success in curriculum usage. Intensive in-service training is an important strategy for curriculum implementation. In-service education can change a teacher's pedagogical knowledge but this new knowledge may not be directly expressed in changed classroom practice (Gwimbi & Monk , 2003) . According to Kisirikoi et al. (2008), teachers need to be prepared and oriented to enable them to interpret the curriculum accurately and implement it effectively. Teachers can only teach what they understand and therefore it is important for them to be well grounded in their areas- of specialization. They should read widely to be updated in a dynamic world on changes in their areas of specialization and issues on education. The teacher should be trained, better deployed and developed.

4.4. - What are the teachers views on the challenges brought about by the integration Commerce, Accounting and Economics in Kenyan secondary schools?

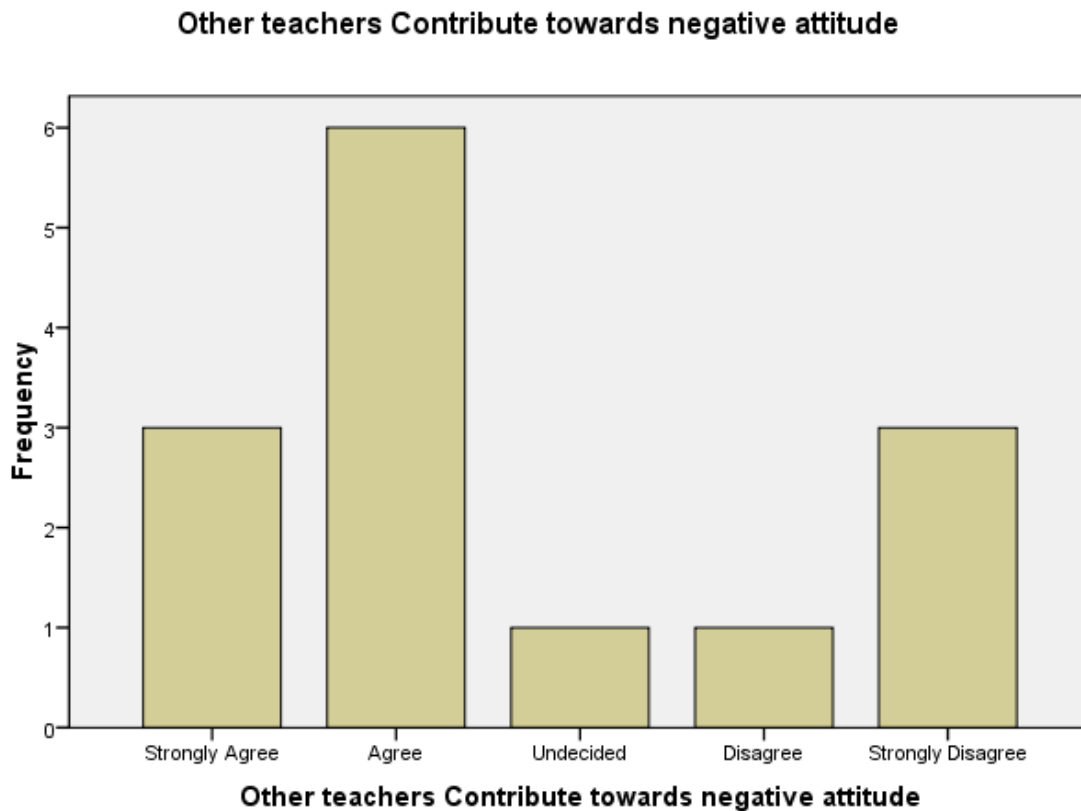
When teachers of Business Studies were asked to rate their views on the problem they faced in implementing the Business Studies curriculum, they stated that they found the negative attitudes of other teachers greatly influenced students' attitudes towards the study of Business Studies as shown in table 4.2 and figure 4.2.

Table 4.2. - Other teachers Contribute towards negative attitude

N=14

Views	Frequency	Percent
Strongly Agree	3	21.4
Agree	6	42.9
Undecided	1	7.1
Disagree	1	7.1
Strongly Agree	3	21.4
Total	14	100

Figure 4.2.



It can be seen that nine teachers (64.3%) admitted that other teachers were very influential in students' negative attitude towards Business Studies, one (7.1%) was not sure while four (28.5%) were in favor of other teachers. According to Bandura (1971) teachers are, invariably, role models whose behaviors are easily copied by students. Many teachers seldom realize that how they behave and interact with students can be more paramount than what they teach. Teachers' attitudes towards Business Studies play a significant role in shaping the attitudes of students towards learning Business Studies. A student's attitude towards a subject greatly influences performance. It affects the individual's organized manner of thinking, feeling and reacting on a subject (Evans, 1972). Hamachek (1971) observes that an individual's attitude towards a subject will influence his or her ability in academics. Students' attitudes towards a subject lead to academic success (Popham, 2005; Royster, Harris & Schoeps, 1999). Since attitudes develop and change throughout life, a teacher needs to know how they can be modified and inculcated in order to instill favourable ones in the students.

Teachers had also difficulties in teaching the integrated curriculum because one was either trained in one or two of the subjects comprising of Business Studies and another alternative subject like Mathematics and Geography as shown in table 4.3.

Table 4.3. – Teaching Subjects

N=14

Subjects	Frequency	Percent
Business Studies and Mathematics	7	50
Business Studies and Geography	3	21.4
Business Studies and English	1	7.2
Business Studies only	3	21.4
Total	14	100

Majority of the teachers in the schools under study were teaching Business Studies and Mathematics with only a few teaching it and Geography. The two subjects handled by the same teacher meant that more time for preparation was needed and yet time seemed to be inadequate.

Teaching experience according to Martin et al. (2006) and Webster et al. (2008) can be differentiating aspect among secondary school teachers in classroom management skills or selecting and using appropriate methods for teaching in their classrooms. However, results of this study indicated that majority of the teachers with an experience of above five years had difficulties in developing and applying the new teaching strategies since they were used to their traditional teacher-centered teaching and learning strategies.

Those with less experience either imitated what the senior teachers were doing or were

more rigid in their classroom teaching strategies due to ideals instilled in them during their teacher-education thus facing similar challenges. Teachers' years of experience are represented in table 4.4.

Table 4.4. – Teaching Experience of Business Studies Teachers

N=14

Number of Years	Frequency	Percent
0-4	5	35.7
5-9	3	21.4
10-14	1	7.2
15-19	2	14.3
20-24	3	21.4
Total	14	100

Other challenges included inadequate training of Business Studies teachers, inadequate time, and lack of variety of resources, poor performance due unfair setting of national examinations, and no proper career guidance to learners, more emphasis put to sciences and not Business Studies and the fact that Business Studies is more theoretical than

practical. One female teacher also complained about the teaching work load being heavy since she was handling the subject together with English in the whole school, a total of 41 lessons a week.

4.5. - What resources are available for teaching Business Studies as an integrated subject?

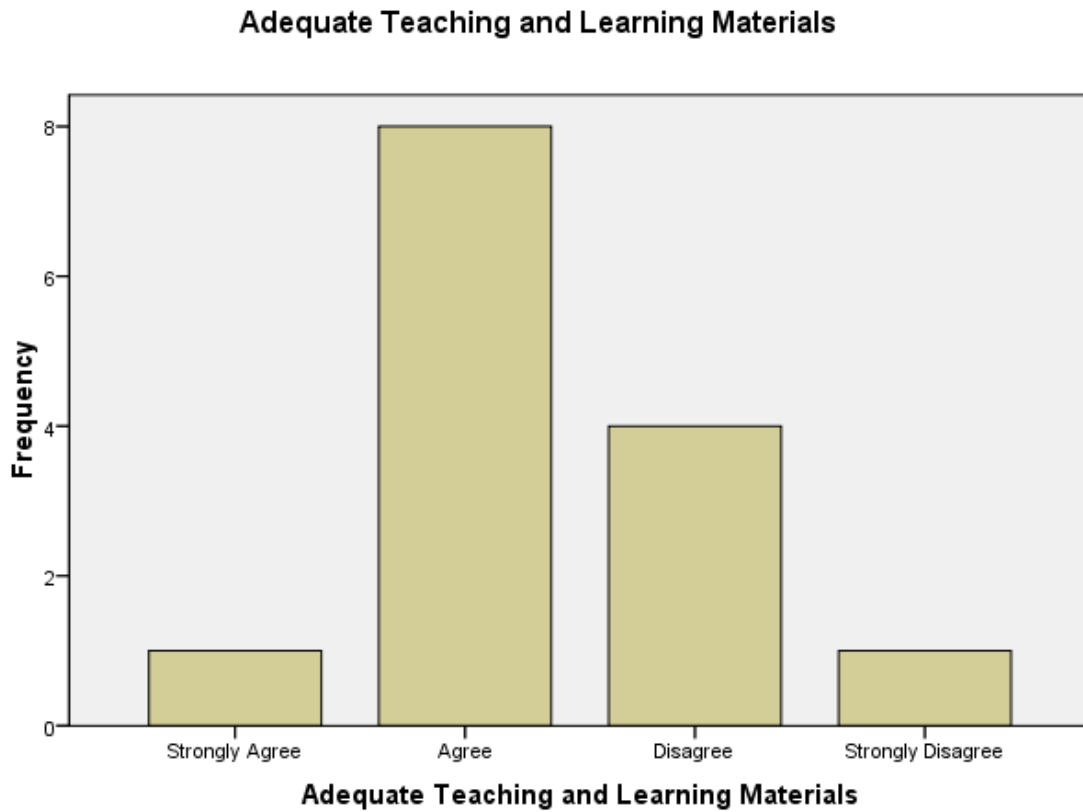
To answer this question, learners, teachers and principals were asked whether the resources available are adequate. Majority cited that the resources were enough. The adequacy of resources, as per teachers of Business Studies indicates that nine teachers (64.2%) felt they were adequate while five teachers (35.7%) felt they were not adequate. This is as illustrated in table 4.5 and figure 4.3.

Table 4.5. – Adequate Teaching and Learning Materials

N=14

Views	Frequency	Percent
Strongly Agree	1	7.1
Agree	8	57.1
Disagree	4	28.6
Strongly Disagree	1	7.1
Total	14	100

Figure 4.3.



Findings indicate that the resources are adequate though there were no variety making textbooks and lesson notes the only available resources. In most private schools, students had to buy textbooks by themselves since only a teacher's copy was provided by the school. In all the sample schools there was overreliance on text books as compared to other teaching-learning resources. It is only in one lesson that a chart was used. This was evidenced by observing the lessons and students' views about the presence of enough textbooks as presented in table 4.6.

Table 4.6. – Have enough text books for study

N=191

	Frequency	Percent
Yes	115	60.2
No	70	36.6
None of the above	6	3.1
Total	191	100

The overreliance on textbooks encourages teacher-centered methods of teaching as opposed to a variety of learning resources which provide opportunity for learner-centered methods of teaching. To cope with individual interests and abilities, Lawton (1975) emphasized the need for a wide variety of materials to be made available for the basic topics and also for the additional depth and breadth topics. The teacher should make full and varied use of educational event in which the students can see, hear, touch, plan, make, do and try. This will ensure that teaching becomes personal and thus generate eagerness within the student to learn and discover.

4.6. - What is the appropriateness of teaching-learning strategies used by Business Studies teachers?

A common thought about teaching a subject is that mastery of content is all that a teacher requires in order to teach. However, teaching requires that a teacher transform

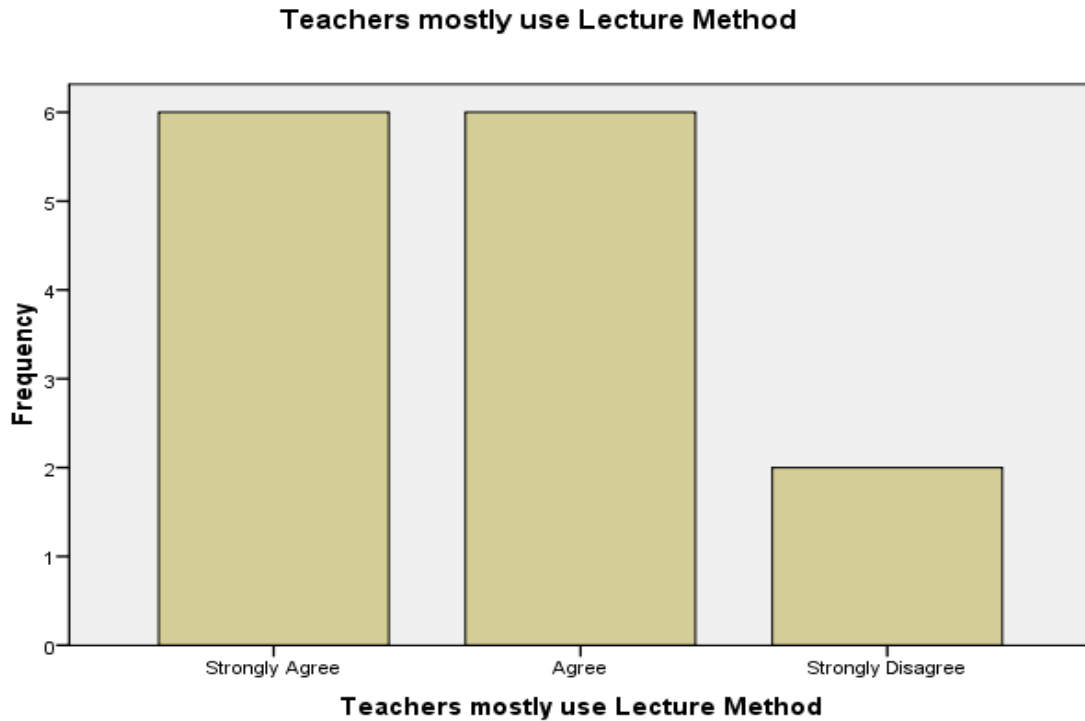
the knowledge possessed into suitable tasks, which promote learning. Thus the question of teaching-learning strategies comes in. The teacher's principle job is to ensure that learners learn. Capel et al (1996), posits that teaching-learning strategy to be used should be left to the discretion of the teacher.

Teachers were asked to indicate the commonly used teaching-learning strategies in implementing Business Studies. It was cited that lecture method was used in all the lessons and it dominated (85.8%) the entire lesson as compared to other methods (14.2%). Their responses are indicated in table 4.7 and figure 4.4.

Table 4.7. – Teachers mostly use Lecture Method

N=14		
Views	Frequency	Percent
Strongly Agree	6	42.9
Agree	6	42.9
Strongly Disagree	2	14.2
Total	14	100

Figure 4.4.



Capel et al. (1996) posits that teaching is not the same as learning thus the teacher should choose a method that engages learners actively so as to promote learning.

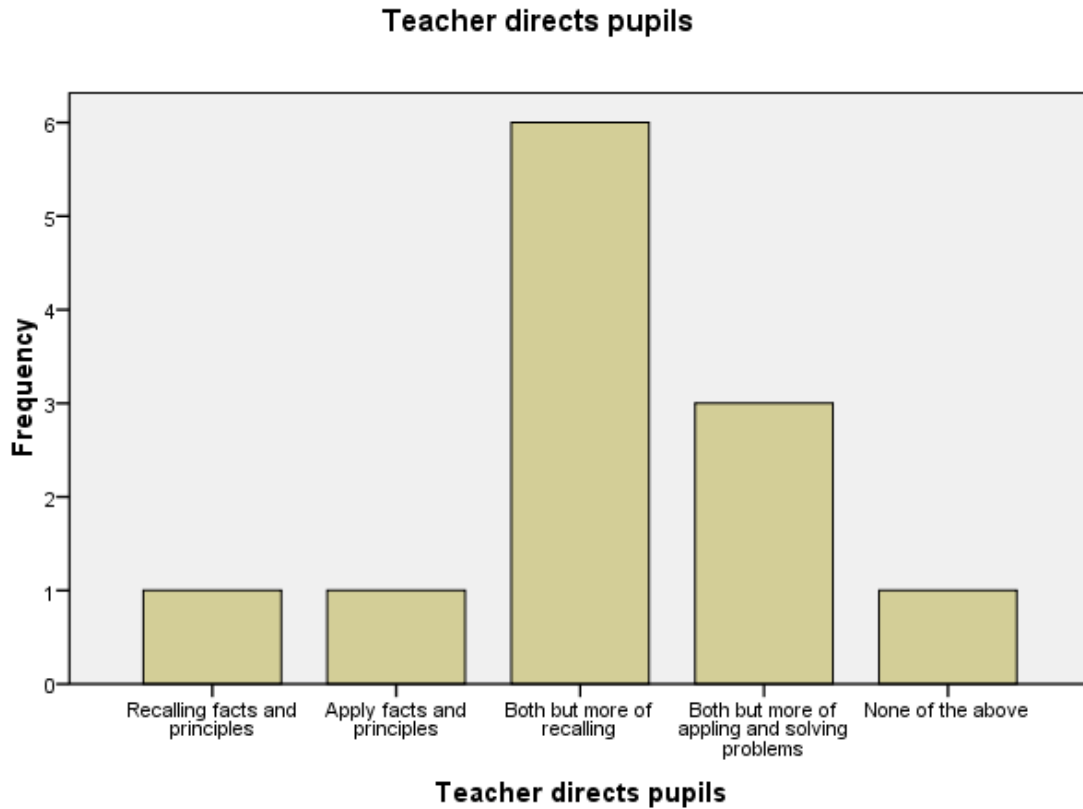
The same information was collected through observation and counter checked for congruence. Classroom observation revealed that cognitive memory questions were quite prevalent. The questions in most cases were one sided only coming from the teacher. These questions do not promote understanding but refresh learners' memory (Capel et al, 1996). Teachers also encouraged memorization of facts and principles other than understanding of the facts and principles. This can be concluded from table 4.8 and figure 4.5.

Table 4.8. – Teacher directs students

N=12

	Frequency	Percent
Recalling facts and principles	1	8.3
Apply facts and principles	1	8.3
Both but more of recalling	6	50
Both but more of applying and solving problems	3	25
None of the above	1	8.3
Total	12	100

Figure 4.5.



Bobbitt-Nolen (2003) calls attention to this focus on memorization of facts and procedures and believes that they might mislead students into thinking of Business Studies as dry, uninteresting, and irrelevant to larger social concerns.

Findings show that teachers in most classrooms were controlling, restricting, inhibiting and did most of the talking. Researchers such as Dewey (1916) and Montessori (1917) argue that effectiveness of teaching and learning are determined by the type of teaching methods applied. Murray et al (1997) postulates that a teacher should employ a wide range of teaching-learning strategies that engage the learner. Lessons can be less

challenging if teachers make more use of local environment and provide learners with opportunities to develop their own skills, knowledge and attitudes.

4.7. - What are the views of Principals on the implementation of Business Studies?

To answer this question, the researcher interviewed the principals and it was noted that most Business Studies teachers were not applying the new methods of teaching as recommended in the teacher’s guide. Majority of the principals were making reference to schemes of work, records of work covered, class registers and students’ exercise books but not supervising the teaching-learning process for fear of making the teachers feel demoralized. Despite the above challenges, all were in favor of Business Studies and advocated that it should continue being offered in secondary schools. Out of the eight officers interviewed, 5 (50%) strongly agreed while 5(50%) agreed and none of them disagreed. This can be seen from table 4.9.

Table 4.9.- Business Studies to Continue Being Offered

N=8		
Views	Frequency	Percent
Strongly Agree	5	50
Agree	5	50
Total	10	100

Skills in Business Studies are essential in one’s day to day life though subsequent policies have seen to relegation of the subject from its worthwhile position. Notable

among these was the Mackay Report (1981) which recommended for more concentration on sciences in the belief that this would hasten the country's technological development. Problems of ignoring non-science subjects started being witnessed and from this view the Koech Commission (1999) called for more serious approach to the teaching of technical and vocational subjects among them being Business Studies.

Teachers should therefore follow guidelines given in their guide on how to teach Business Studies as far as resources and teaching-learning strategies are concerned.

Learner-centered methods should be used to arouse learners' interest and curiosity in the subject. Participation in the innovative process for those expected to implement the new program, for instance, the integrated Business Studies curriculum, is identified by Fullan and Pomfret (1977) as an effective strategy for curriculum implementation.

4.8. - What is KNEC'S Report on the Performance of Business Studies?

To come up with answers to this question, the researcher requested the examination officer in Kajiado North district to give her the examination file where she did document analysis. From an analysis of eight years' (2003-2010) examination results, Business Studies was poorly performed as compared to other subjects in the group like Agriculture, Home Science, Computer Studies and French. Ranking by mean scores, this can be shown as below:

NAME OF SUBJECT	MSS
Computer Studies	7.84575
French	7.3
Home Science	7.16466
Agriculture	5.48
Business Studies	5.4071

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. - Introduction

This chapter gives the summary of the study findings, conclusion and recommendations arrived at. The study sought to examine the implementation of integrated Business Studies. Data for the study were collected from principals, teachers of Business Studies and Forms three and four students in 10 secondary schools in Kajiado County.

5.2. - Summary of the study findings

This study attempted to examine the implementation of Business Studies in secondary schools in Kajiado County. The study sought to find out the number of schools that taught Business Studies in Kajiado county, the academic qualification of Business Studies teachers, the teachers' views on the challenges brought about by the integration of Commerce, Accounting and Economics in secondary schools, the resources available for teaching Business Studies, the appropriateness of the teaching-learning strategies used by Business Studies teachers, the principals' views on the implementation of Business Studies, and the KNEC's report on the performance of Business Studies.

In the study district, all the schools implemented Business Studies and only few students took it in Forms three and four. Most of the students avoided Business Studies because they found it difficult compared to Agriculture, Home Science and Computer Studies; or it was not in line of the careers they had chosen. Others had no interest in the subject and preferred other subjects in the group.

All the teachers who taught Business Studies were trained to teach in secondary schools though most of them were not adequately qualified to handle the subject. This is because one either trained in one or two of the integrated subjects. The integration was done without consultation and no in-service course was offered to orientate them to the integrated curriculum. Other challenges that teachers faced included contribution of other teachers towards the negative attitude to Business Studies by students, teacher's teaching experience, inadequate time, lack of proper career guidance and poor performance among others.

The resources in most schools were enough but not a variety meaning that only textbooks were used. In most private schools, students had to buy textbooks by themselves since only a teacher's copy was provided by the school.

Teacher-centered teaching and learning strategies were commonly used with lecture and question answer methods dominating in the lessons.

According to the principals, Business Studies, though averagely performed, should continue being offered because it is a living and career subject. Teachers should follow guidelines given in their guide on how to teach Business Studies as far as resources and teaching strategies are concerned.

5.3. – Conclusion

In this study an effort was made to examine the implementation of integrated Business Studies curriculum in secondary schools. Findings show that Business Studies was not effectively implemented because teachers of Business Studies were not adequately trained to handle the subject, there was still overreliance on textbooks accompanied by

use of traditional methods of teaching, basically lecture method, and the integration was done without consulting the teachers. Before implementation concerns can be addressed, we must learn more about the realities of individual teachers. All the teachers under study approached the implementation of Business studies from their own perspective. The researcher concluded that no single strategy would address concerns for all the ten schools and certainly not for all the teachers in the ten schools studied. Any effective strategy to support implementation should be preceded by accurate data gathering on implementation realities for teachers and schools. Any effective strategy to support implementation of Business Studies curriculum should be flexible in order to address the wide range of needs present in Kajiado North classrooms and development of such a strategy should involve teachers in a meaningful way. Effective teaching is greatly hampered by lack of transformation of the theoretical skills teachers are exposed to during pre-service training into practice. This in turn influences learning and consequently learners' achievement in Kenya Certificate of Secondary Education (KCSE).

5.4. – Recommendations

Based on the findings of the study, the researcher wishes to make the following recommendations:

1. The Quality Assurance Officers should double their efforts to assist teachers in practicing the recommended mode of teaching. This will ensure that teaching is learner friendly and impact positively on their performance in KCSE.

2. The Ministry of Education should organize frequent in-service courses to keep the teachers abreast with new innovations in curriculum.
3. Improvement in career guidance should be ensured right from when students join form one.
4. Integration of Commerce, Accounting and Economics should start at colleges and universities during the teachers' training and not in the field.

5.5. – Suggestions for Further Studies

1. A study could be carried out to find out whether type of school has an influence on students' choice of Business Studies.
2. A similar study should be carried out in a different location to find out whether similar results will be obtained.

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THE STUDY TIMELINE

First Year

September, 2009 – August 2010

- Course Work
- Develop proposal
- Allocation of supervisor by department

Second Year.

September, 2010 – September, 2011

- Presenting final draft of proposal to supervisors
- Oral defense at the department
- Letter of Introduction to the field of research
- Data Collection
- Data Analysis
- Draft development
- Preparation and revision of final draft
- Give notice of intention to submit the project
- Submit project for examination.

THE BUDGET

Proposal Development

-Desk top	15,000
-Typing and printing	8,000
-Binding	1,000
-Transport	10,000

Data collection

-Developing instruments	15,000
-Research assistant	20,000
-Transport	20,000
- Lunch	10,000

Project

-Typing and printing	10,000
-Binding	1,000
-Transport	10,000

Total **120,000**

INTERVIEW SCHEDULE FOR PRINCIPALS

Section A: School

- 1. Name of School.....
- 2. Status of the School

- Boys' School []
- Girls' School []
- Mixed Boarding []
- Mixed day & Boarding []
- Mixed day []

Section B: Personal

- 3. Sex- Male []
Female []

4 Teaching experience including as a principal.....
.....

5. Teaching subject in order of preference

- 1.....
- 2.....
- 3.....

Section C:

The researcher will tick in the appropriate box depending on the reaction of the principal.

The options are, strongly Agree (SA), Agree (A), undecided (U), Disagree (D) and strongly disagree (SD)

		SA	A	U	D	SD
6	The number of periods allocated to business studies are adequate to cover the syllabus					
7	Students in the school are very much interested in business studies.					
8	Business studies should continue being offered in secondary schools					
9	A student's academic background determines ability in the subject.					
10	There are enough teaching and learning resources or materials for business studies					
11	The teacher(s) in the subject are adequately qualified					
12	The teaching load for business studies is too heavy					
13	The business teacher has a good attitude towards the subject					
14	The teacher is adequately prepared for his classes					
15	There are rarely seminars or workshops organized for business teachers.					

QUESTIONNAIRE FOR BUSINESS STUDIES TEACHERS

The respondents will be required to tick where appropriate or fill in the required information.

Section A: School

1. Name of the School.....

2. Status of the school

- Boys' School []
- Boys' School []
- Mixed Boarding []
- Mixed day and Boarding []
- Mixed day []

Section B : Personal

- 3. Sex Male []
- Female []

4. Teaching experience

.....

5. Professional qualifications

- Certificate [] Diploma [] Graduate [] Post Graduate []
- None []

6. Teaching subjects in order of preference

1. _____
2. _____
3. _____

Section C:

The respondent will tick in the appropriate box depending on his/her reaction. The options are, strongly agree (SA), Agree (A), undecided (U), Disagree (D) and strongly Disagree (SD).

		SA	A	U	D	SD
7	The number of periods allocated to Business Studies is enough to cover the syllabus.					
8	Secondary School students in your school are very much interested in Business Studies.					
9	There are adequate teaching and learning materials in your school.					
10	Business studies teachers have negative attitude towards the teaching of the subject.					
11	Business Studies teachers mostly use lecture method for teaching					
12	Other subject teachers contribute towards a negative attitude towards the subject by the students and the teachers.					
13	Your teaching workload is very heavy					
14	The number of subjects taken by students is adequate					

BUSINESS STUDIES TEACHING OBSERVATION SCHEDULE

Name of observer _____

1. TEACHER TALK

1a Teacher asks questions (or invites comments)

Which are answered by:

a1 recalling facts and principles

a2 applying facts and principles to problem solving

1b Teacher makes statements:

b1 of facts and principles

b2 of problems

1c Teacher directs pupils to sources of
information for the purpose of:

c1 acquiring or confirming facts or principles

c2 identifying or solving problems

**2. TALK AND ACTIVITY INITIATED AND/OR
MAINTAINED BY PUPILS**

2d Pupils seek information or consult

for the purpose of:

d1 acquiring or confirming facts or principles

d2 identifying or solving problems

2e Pupils refer to teacher for the purpose of:

e1 acquiring or confirming facts or principles

e2 seeking guidance when identifying or solving problems

3. TEACHING/LEARNING STRATEGIES

3f Teaching/learning strategies used during the lesson include:

f1 lecture	
f2 question and answer	
f3 discussion	
f4 note-taking	
f5 group work	
f6 assignment	
f7 others (specify)	

4. REFERENCES/TEACHING AIDS

4g Reference/teaching aids used include:

g1 textbook	
g2 handout	
g3 worksheet	
g4 chart	
g5 real object	
g6 posters	
g7 computer	
g8 others (specify)	