PERCEPTIONS OF STUDENTS AND TEACHERS TOWARDS THE REVISED INTEGRATED BUSINESS STUDIES CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN NANDI EAST DISTRICT, KENYA

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A Thesis submitted to the Department of Educational Research and Evaluation, Faculty of Education in Partial Fulfillment of the requirements for the Degree of Master of Education in Research and Evaluation at The Catholic University of Eastern Africa

August, 2013
Declaration

I declare that this Thesis is my original work. It has never been presented to any other university for academic credit.

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Dedication

This Thesis is dedicated to my dear and loving wife, Dinah Jerono for the support she has given me throughout the entire course. She understood the need to sacrifice our resources for this noble course. I also dedicate this work to my two loving children, Victorine and Ken for their understanding over my long absence from them during the course of this study.
Abstract

This study focused on the perceptions of students and teachers towards the revised Integrated Business Studies Curriculum in public secondary schools in Nandi East District. The study was guided by five research questions; What are the perceptions of students towards the revised integrated business studies curriculum in secondary schools in Nandi East District? What are the perceptions of teachers towards the revised integrated business studies curriculum in secondary schools in Nandi East District? To what extent is the revised integrated business studies curriculum implemented in secondary schools in Nandi East District? To what extent are the resources adequate in teaching the revised integrated business studies curriculum in secondary schools in Nandi East District?, and what are the challenges facing the implementation of the revised integrated business studies curriculum in secondary schools in Nandi East District? The knowledge gaps identified in this study was filled by literature review and empirical findings from 150 sampled respondents using stratified and simple random sampling techniques. Mixed method was the main design used in this study. Both Quantitative and Qualitative methods of collecting data were used in carrying out this study. Using ten schools based on each category, the sample comprised 20 Business Studies teachers, 10 HoD’s (Applied Science) and 120 Business Studies students in form four. The instruments for collecting data comprised questionnaires, interview guide and document analysis. The instruments were tested for validity and reliability for objectivity and accuracy. Descriptive and inferential statistics were derived summarizing the data into frequencies, percentages and means. Qualitative data were transcribed then organized into themes, after which it was reported verbatim. The findings of the study revealed that both teachers and students have a positive attitude towards the revised business studies curriculum. Majority of the students noted that teachers use extra time in covering the syllabus. Majority of the teachers agree that subjects making up business studies are well integrated although some teachers are not comfortable teaching some topics. In addition the findings indicated that majority of the teachers have never attended any In-service course on business studies and are not supervised while teaching the subject. The findings also showed that majority of the teachers neither embrace the use of non print media nor integrate ICT in teaching business studies. The study recommends that KIE review business studies syllabus with a view of removing difficult topics and concepts which are challenging to both teachers and learners. They should also raise the text book evaluation threshold and organize more In-service courses for business studies teachers. In addition teachers should embrace methods of teaching that are learner centered and KNEC should train business studies teachers as national examiners. TSC should appoint qualified teachers as Heads of Departments.
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# Table of Contents

Declaration........................................................................................................................................ ii

Dedication........................................................................................................................................ iii

Abstract.......................................................................................................................................... iv

Acknowledgements.......................................................................................................................... v

Table of Contents............................................................................................................................. vi

List of Tables ...................................................................................................................................... x

List of Figures ................................................................................................................................... xii

List of Abbreviations and Acronyms................................................................................................. xiii

**CHAPTER ONE** .............................................................................................................................. 1

1.0 INTRODUCTION ....................................................................................................................... 1

1.2 Statement of the Problem.......................................................................................................... 9

1.3 Research Questions .................................................................................................................. 10

1.4 Significance of the Study ......................................................................................................... 11

1.5 Scope and Delimitations of the Study .................................................................................... 12

1.6 Theoretical Framework ......................................................................................................... 13

1.7 Conceptual Framework ........................................................................................................... 15

1.8 Operational Definition of Key Terms ..................................................................................... 18

**CHAPTER TWO** .......................................................................................................................... 20
REVIEW OF RELATED LITERATURE ......................................................................................... 20

2.0 Introduction ......................................................................................................................... 20

2.1 Curriculum Integration from an International Perspective .................................................. 20

2.2 The Integrated Curriculum: The Kenyan Perspective ......................................................... 23

2.3 Perceptions of Students’ Towards Business Studies ............................................................ 29

2.4 Teachers’ Perceptions Towards the Integrated Business Studies Curriculum ..................... 33

2.5 Teaching Strategies in Business Studies ................................................................................. 37

  2.5.1 Conventional Models ........................................................................................................ 37

  2.5.2 Problem-Based Curriculum Learning (PBL) ..................................................................... 38

2.6 Implementation of the Revised Integrated Business Studies Curriculum .............................. 43

2.7 Resources for the Revised Integrated Business Studies Curriculum ..................................... 48

2.8 Challenges Faced in the Implementation of the Revised Curriculum .................................... 52

2.9 Summary of Literature Review ............................................................................................ 54

CHAPTER THREE .................................................................................................................. 57

RESEARCH DESIGN AND METHODOLOGY ................................................................. 57

3.0 Introduction ......................................................................................................................... 57

3.1 Research Design ................................................................................................................. 57

3.2 Target Population ............................................................................................................... 58

3.3 Sample and Sampling Procedures ....................................................................................... 58

3.4 Description of Research Instruments .................................................................................. 61

  3.4.1 Questionnaire for Students ............................................................................................. 61
3.4.2 Questionnaire for Business Studies Teachers ........................................... 62
3.4.3 Interview Schedule for HOD’S (Applied Science) ................................... 62
3.4.4 Document Analysis Guide ................................................................. 63
3.5 Pilot Testing ............................................................................................ 63
3.6 Reliability and Validity of the Instruments ............................................. 64
  3.6.1 Validity ............................................................................................... 64
  3.6.2 Reliability ........................................................................................... 64
3.7 Data Collection Procedures ..................................................................... 66
3.8 Data Analysis Procedures ....................................................................... 67
3.9 Ethical Considerations ........................................................................... 68

CHAPTER FOUR .......................................................................................... 69

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS OF THE FINDINGS ......... 69

4.0 Introduction ............................................................................................ 69
4.1 Business Studies Students ....................................................................... 69
4.2 Business Studies Teachers ....................................................................... 71
4.3 Heads of Department of Applied Science ............................................... 76
4.4 Perceptions of Students Towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District ......................................................... 79
4.5 Perceptions of Teachers Towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District ......................................................... 85
4.7 Adequacy of the Resources Employed in Teaching the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District.................................................................96

4.8 Challenges Facing the Implementation of the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District .................................................................104

CHAPTER FIVE .............................................................................................................. 107

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ............................................ 107

5.0 Introduction................................................................................................................107

5.1 Summary of the Findings..........................................................................................109

5.2 Conclusion ................................................................................................................113

5.3 Recommendations......................................................................................................116

5.4 Suggestions for Further Study ..................................................................................118

REFERENCES .................................................................................................................. 119

APPENDICES .................................................................................................................. 125

Appendix 1 ......................................................................................................................125

Questionnaire for Students...............................................................................................125

Appendix 2 ......................................................................................................................131

Questionnaire for Business Studies Teachers .................................................................131

Appendix 3 ......................................................................................................................140

Interview Guide for Head of Department (Applied Science) ........................................... 140

Appendix 4: .....................................................................................................................145

Document Analysis Guide ..............................................................................................145
List of Tables

Table 3.1 Sample size and sampling design for the target population .................. 60
Table 3.2 Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis for Students’ Questionnaires ................................................................. 65
Table 3.3 Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis for Teachers’ Questionnaires ................................................................. 65
Table 3.4 Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis Teachers’ Questionnaires ................................................................. 66
Table 4.1: Gender(sex) .................................................................................. 69
Table 4.2: Age Bracket in Years .................................................................... 70
Table 4.3: Discipline Trained to Teach ........................................................... 75
Table 4.4: Gender ......................................................................................... 76
Table 4.5: Age .............................................................................................. 77
Table 4.6: Experience in Teaching ................................................................. 77
Table 4.7: Experience as HoD ..................................................................... 78
Table 4.8: Job Group .................................................................................... 79
Table 4.9: Research Question One ............................................................... 80
Table 4.10: Attitude of Students Towards Business studies ......................... 85
Table 4.11: Research Question Two ............................................................. 86
Table 4.12: Research Question Three ........................................................... 88
Table 4.13: How Difficult Topics are Taught ................................................. 91
Table 4.14: Whether there are other Topics to be Included ........................... 92
Table 4.15: Number of In-service Courses attended since 2007.................................................................92

Table 4.16: Whether Business Studies Teachers are Supervised Teachers response……94

Table 4.17: Whether Business Studies Teachers are supervised HoDs response………94

Table 4.18: Level of Satisfaction Towards Business Studies.................................96

Table 4.19: Ratio of Business Studies Textbooks in Schools.................................97

Table 4.20: Main Class Textbook in Business Studies........................................97

Table 4.21: Whether Students Access Business Studies Resources......................99

Table 4.22: Adequacy of Business Studies Resources........................................100

Table 4.23: Whether Business Studies Resources are Adequately Purchased..........102

Table 4.24: Person Responsible for Purchase of Business Studies Resources in School....102

Table 4.25: Whether Teachers Integrate ICT in Teaching Business Studies..........103
List of Figures

Figure 1.1 Conceptual Framework ................................................................. 17

Figure 4.1: School categories ........................................................................ 71

Figure 4.2: Gender ......................................................................................... 72

Figure 4.3: Age Bracket ................................................................................ 73

Figure 4.4: Teaching Experience ................................................................... 74

Figure 4.5: Academic Qualification ............................................................... 74

Figure 4.6: Level of Difficulty ....................................................................... 84

Figure 4.7: Topics Uncomfortable in Teaching ............................................. 90

Figure 4.8: Marking of National Exams ......................................................... 93

Figure 4.9: How often supervision is done .................................................... 95

Figure 4.10: Whether Teachers use other resources .................................... 98
List of Abbreviations and Acronyms

B.O.G : Board of Governors
C.D : Compact Discs
C.P.D : Continued Professional Development
C.R.E : Christian Religious Education
DQASO : District Quality Assurance Standards Officers
G.o.K : Government of Kenya
H.o.D : Head of Department
H.R.E : Hindu Religious Education
I.C.T : Information Communication Technology
I.M.F : International Monetary Fund
K.C.S.E : Kenya Certificate of Secondary Education
K.I.E : Kenya Institute of Education
K.N.E.C : Kenya National Examination Council
M.E.D : Master of Education
M.o.E : Ministry of Education
P.B.L : Problem Based Learning
P.H.D : Doctor of Philosophy
P.T.A : Parents Teachers Association
T.S.C : Teachers Service Commission
W.B : World Bank
CHAPTER ONE

1.0 INTRODUCTION

This chapter highlights a brief overview of the problem the researcher intends to conduct. The researcher has laid bare the issues that have brought the need for the current study. This is outlined in different sections of this study including the background of the study, problem statement, research questions, significance of the study, scope and delimitations of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.1 Background to the Study

Education is the fundamental way through which a Nation aspires to fulfill its needs that are expressed in the National goals of Education. According to the Ministry of Education (2008) the national goals of Education are: foster nationalism, patriotism and promote national unity; promote the social, economic, technological and industrial needs for national development; promote individual development and self fulfillment; promote sound religious values; promote social equality and responsibility; promote respect for and development of Kenya’s rich and varied cultures; promote international consciousness and foster positive attitudes towards work and other nations; promote positive attitudes towards good health and environmental protection.

The kind of education a nation plans for its people is articulated by the curriculum as well as any planned formal and informal experiences that learners undergo. The experiences are organized into formalized teaching content or subjects.
Once a curriculum is put in place, it requires constant review to reflect the changing societal needs. According to Ogula (2002) the content of the existing curriculum is critically examined to determine the extent to which it meets the requirements of the students and the needs of the society.

At the time of independence in Kenya in 1963, the government adopted the existing western system of Education which involved 8 year Primary, 4 year Secondary and 2 year University Education (8-4-2) system. Later in 1966 it changed to 7 year Primary, 4 year Secondary, and 2 year advanced Secondary and minimum 3 year University Education (7-4-2-3) system (Eshiwani, 1993). The Mackay report of 1981 proposed introduction of 8-4-4 system to replace the old system of Education of 7-4-2-3.

Among the recommendations made by the working party was the lengthening of University Education from at least 3 to 4 years and introduction of 8 year Primary and 4 years Secondary Education as a consequence. The team further argued that the 8-4-4 system of education would, among other things, give Primary School Children one more year at school which would enable them mature physically and better prepared educationally for Secondary School and for the world of work. It was also argued that it would transfer the advanced Secondary School level course to the University where it belonged as it had been meant to be a preparation for University and not a general programme as it had become by default (Oluoch, 2006).
According to Makori (2005), the 8-4-4 policy was designed to encourage students to become self-reliant and better oriented towards self-employment. It contained a rather broad curriculum at both primary and secondary levels, with a strong emphasis on practical subjects sitting alongside a rather traditional approach to academic subject. Business education was introduced into upper primary as an evident of encouraging self-employment. As well as Business education’s focus on providing basic knowledge and skills on issues such as record keeping, there was a cross-curricular emphasis on attitudinal orientation towards self-employment.

Business studies discipline can be traced to the Secondary School level Business Education Project. It was based on the results of the 1965 Manpower required for the growing commercial enterprises in the country. According to Oluoch (2006), 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 within two years of the launching of the project. Again, the programme had to be kept very tightly controlled lest it grew beyond the means to sustain it. However, because of IMF/WB influence reduction of funding for education, the number of schools offering Typing and Office practice went down.

According to Amutabi (2003), implementation of the 8-4-4 system of education was done without adequate preparations. He notes that implementation should have waited until all the necessary infrastructures were set up. For instance sufficient classrooms and workshops for the extra class in standard eight should have been prepared prior to implementing the new policy.
Owino (1997) notes that vocational subjects and activities continued to be seen as an extra burden both in practical daily activities in schools and in national examinations.

The Kamunge report (Republic of Kenya, 1988) as cited in Owino (1997) raised the issue of curriculum overload. It observed that the primary education curriculum was overcrowded in terms of the number of subjects being studied and examined in relation to the time available. Concern was also expressed that this would result in a superficial coverage of the curriculum, which could not give pupils enough grasp of the basic principles and concepts. There were overlaps within subjects for example the topic Trade was taught in History, Geography and Business Education. This had a bearing on cost for example more teachers were required to teach the many subjects and that the wide content meant that extra time was required to cover the syllabus.

The new system placed a substantial financial burden on parents. Physical facilities including workshops and home science classroom had to be constructed to cater for the new vocational training curricula. The financial responsibility for constructing these facilities rested on parents, school committees and the local community. The additional subjects to be taught under the new curriculum also increased the financial requirements for the textbooks (Makori, 2005).

Also by the time technical and vocational education was introduced within the 8-4-4 policy, there was a serious shortage of qualified teachers for vocational subjects. Many of the teachers were untrained. Untrained teachers increased sharply from 70% in 1990 to 96.6% in 1998. Indeed the lack of technically and vocationally qualified teachers and weak infrastructure constrained the system from achieving one of its fundamental objectives of equipping the youths with employable skills (Bedi et al, 2002).
Due to the above criticism against the 8-4-4 system of Education by stakeholders, the Koech commission Mandated Kenya Institute of Education (KIE) to carry out a needs assessment survey of the curriculum in 1999 (Republic of Kenya, 1999). The main objective of the survey was to establish whether the secondary education objectives were being achieved. Secondly, to determine the relevance of the 8-4-4 curriculum, and whether it was responding to the needs of the society.

The Koech Commission (Republic of Kenya, 2009) established that: Secondary education objectives were not being achieved fully due to an overloaded curriculum, inadequate resources and inadequate preparation of teachers. Secondly the curriculum was too broad with many subjects. Thirdly the curriculum content in various subjects was overloaded and it had overlaps within and across subjects. Some content especially in some subjects like Economics were not ideal for Secondary school level for example Elasticity and Market structures. Finally, many pertinent issues had emerged within society that the curriculum was not adequately addressing for example HIV/AIDS, environmental concerns, gender issues, integrity, social responsibility, human rights, civic education, corruption and industrialization. These issues needed to be brought on board the curriculum to make it relevant to the needs of the society; The Government and households found it difficult to meet the high cost of Secondary education. These were some of the reasons cited for the poor performance of some subjects like Economics in National Examinations (KNEC, 2005). These factors led to the review of the 8-4-4 system of education done between 2000 and 2002 resulting into the new syllabus. The main action was to reduce and merge the subjects in order to address the issue of number of subjects, content and overlaps (Republic of Kenya, 2002).
Business education was heavily affected by the above factors. There were five different business education subjects before namely Business Education in forms one and two, Commerce, Economics, Accounting and Office Practice. These subjects shared the first fifteen topics namely Satisfaction of Human wants, Production, The Office, Home trade, Forms of Business units, Government and Business, Transport, Communication, Ware housing, Insurance, Product Promotion, Recording the Net worth of a Business, The Cashbook, Business Transactions and The Ledger. For example in the topic entitled The Office,’ the same content would be taught in Accounting, Commerce, Economics and Office Practice. Therefore it suffered from overlaps. The need to reduce the number of subjects led to the merging of the five subjects into one called Business Studies as an alternative to Business Education being left out altogether.

The new Business Studies syllabus incorporated fundamental aspects of the various Business disciplines, leaving out the more specialized concepts for post school education and training. The aim of the subject is to provide the learner with opportunities to acquire basic business knowledge, skills and positive attitudes necessary for the development of self and the nation (Republic of Kenya, 2002). The new subject Business Studies had a total of thirty three topics (Republic of Kenya, 2002) derived by merging fundamental aspects of the various Business Studies disciplines. Nine topics were drawn from Economics. These were Demand and Supply, Theory of the firm, Product Markets, National income, Population and Employment, Inflation, International Trade, Public Finance, Economic Development and Planning.

Seven topics were drawn from Accounting namely Incomplete Records, Financial Statements, Source documents and books of original entry, The Cash Book, The Ledger, Business transactions, Determining the Net worth of a Business.
Fifteen topics were drawn from Commerce, these were Introduction to Business Studies, Business and its Environment, Satisfaction of Human wants, Production, Managing a Business, Home trade, Forms of Business units, Government and Business, Transport, Communication, Warehousing, Insurance, Product Promotion, Chain of Distribution, Money and Banking. One topic (The Office) was drawn from Office Practice. Entrepreneurship was also included as a topic of its own. This was because of the emerging importance of Entrepreneurship to solve unemployment problems in Kenya.

Since the implementation of the curriculum in 2003, Kenya Institute of Education has carried out monitoring of each phase of implementation (Republic of Kenya, 2005). The key to successful monitoring is the provision of regular, timely decision oriented information to the project management about the progress of a project. Such findings from monitoring exercises are very important because they provide early warnings so that interventions can be put in place. The Business Studies curriculum was revised again in 2007 and it was implemented in January 2009 in forms 1 and 2. The revised curriculum was examined for the first time in 2011 (Republic of Kenya, 2008).

The revision of Business Studies curriculum was necessitated by the findings of monitoring studies carried out in 2004, 2005 and 2006 (Republic of Kenya, 2008). One of the major findings of the needs assessment survey carried out in 1999 was that the curriculum was too broad in many subjects thus necessitating extra tuition to cover the syllabus (Republic of Kenya, 1999).

The findings of the monitoring studies also revealed that the syllabus was still very wide and that majority of the subjects including Business Studies required extra tuition to cover the wide content.
The performance of Business Studies nationally has been on a downward trend since 2006 when the Integrated Business Studies syllabus was tested for the first time (Republic of Kenya, 2010). According to Wanyonyi (2012) in a Paper presented during Business Studies Workshop at Bishop Delami secondary school, Eldoret on 23rd March 2012, the pass mark in Business studies Paper 1 and 2 (2006-2009) were as follows; in paper 1 in the year 2006 an A- was a score of 80 and by 2009 it had dropped to just an A- of 64. Similarly, in paper 2, in the year 2006, an A- was a score of 68 and by the year 2009 it had dropped to 62. This clearly indicates that the performance in Business Studies has been on a downward trend.

The performance in the year 2010 and 2011 was not any better. Wanyonyi (2012) stated that majority of students scored low marks. In the year 2010 in a centre with 256 candidates 203 scored between 0-35 marks. Only 1 student scored above 71 marks while in a centre with 76 candidates only one candidate scored above 85 marks. In the year 2011 out of the five centers sampled no student scored a mark of 70 marks and above. Majority of the students scored between 0-29 marks. This is worrying given that Business Studies curriculum has been revised twice in a period of ten years.

There is no available information that has been documented on the perceptions of students and teachers on the revised Integrated Business Studies Curriculum in secondary schools in Nandi East District since it was revised in 2007. It is as a result of this background that this research seeks to assess the perceptions of students and teachers on the Revised Integrated Business Studies Curriculum in Public secondary schools in Nandi East District.
1.2 Statement of the Problem

The merging of the five disciplines into one integrated subject called Business Studies brought fundamental challenges. First is the challenge of teachers who had trained in the specific Business Studies subjects and were now required to teach the content from the five disciplines under one Integrated Business Studies subject. Some teachers continued to teach the specialized concepts that had been intended for higher level, tertiary and universities. The Integrated Business Studies curriculum was meant to be a basic introductory course for higher level training to students intending to pursue Business related careers. Findings from the monitoring studies also revealed that the curriculum still had concepts beyond the level of the learners, the content in the syllabus was still wide and the integration of the disciplines that make up Business Studies subject had not been effectively designed.

In addition certain topics proved difficult for both the teachers and students. The topics which were complained about were: topic 2 Business and its Environment; topic 6 Managing a Business; topic 16 Demand and supply; topic 17 Theory of the firm; topic 18 Product Markets; topic 20 National Income and topic 28 Incomplete Records.

Other stakeholders felt that the syllabus was lacking in two respects: First the idea of Business Plan due to the increasing importance of Entrepreneurship and Business planning. Secondly the idea of the Stock Exchange which has become a very important Business aspect in Kenya. This had not been incorporated in the initial Business studies curriculum revised in 2002.
After considerations of these findings it was very necessary to revisit the new Business studies syllabus with a view of removing and reviewing the difficult topics and incorporating the important aspects of Business plan and Stock Exchange. This led to the present revised Business Studies syllabus of December 2007 which has 31 topics as opposed to the previous one of 33. Topics such as Managing a Business and Incomplete Records were removed completely with the others being substantially changed to suit the needs of both the teachers and the students.

Studies have been conducted on factors affecting successful implementation of the Integrated Business Studies curriculum that was revised in 2002 and implemented in 2003. Limited information exists on the Integrated Business Studies Curriculum that was revised again in 2007. There is a need therefore to assess the perceptions of students and teachers towards the revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District.

1.3 Research Questions

This study was guided by the following research questions:

1. What are the perceptions of students towards the revised integrated business studies curriculum in secondary schools in Nandi East District?
2. What are the perceptions of teachers towards the revised integrated business studies curriculum in secondary schools in Nandi East District?
3. To what extent is the revised integrated business studies curriculum implemented in secondary schools in Nandi East District?
4. To what extent are the resources adequate in teaching the revised integrated business studies curriculum in secondary schools in Nandi East District?
5. What are the challenges facing the implementation of the revised integrated business studies curriculum in secondary schools in Nandi East District?

1.4 Significance of the Study

Teachers would be the primary beneficiaries of the feedback provided by the students’ perception on their preparedness in implementing the revised Integrated Business Studies Curriculum.

The findings of this study will assist the teachers determine whether the current classroom practices they use are participatory, interactive, and incorporate the learners experiences. The information would highlight strengths and weaknesses in their teaching Methodologies.

The findings of this study will provide evidence on the students’ perceptions towards the revised Integrated Business Studies Curriculum. This information will assist career teachers in advising students during selection of the subjects.

Head teachers are daily supervisors of their institutions. Findings of this study will assist them to supervise the teaching and learning of Business Studies in their schools thus ensuring successful implementation of the revised curriculum.

Findings of this study will enable parents’ get acquainted with the curriculum content their students are experiencing. This awareness will enhance their ability to discuss and ask relevant questions about their children’s’ progress in Business Studies. This will enable them advice their children on future careers based on their progress. The Quality Assurance and Standards Officers (QASO’s) will also benefit by getting information on the areas to lay emphasis on during field supervision.
This study is necessary in order to provide evidence which will assist KIE in determining whether the challenges that arose after the first revision have been specifically addressed by the second revision. This study will help unravel the reasons for the current national decline in performance in Business Studies subject despite the revision of the curriculum. Further the findings of this study will show whether the curriculum has met its objectives and achieved the expected outcomes.

The findings of this study will assist policy makers in the Ministry of Education to plan for the curriculum for example information on student text book ratio in Business Studies (high or low), Internet and Communication Technology (ICT) integration in teaching of business studies will enable the policy makers’ increase or reduce funding.

The society will be the primary beneficiary of this study since students will be better prepared to serve with relevant and practical skills required in the world of Business. These skills will enable Business Students face and tackle emerging challenges in the business world.

1.5 Scope and Delimitations of the Study

This study was conducted in Nandi East district. Due to limited time ten schools were used in the study. The target population includes Business Studies teachers since they implement the Business Studies Curriculum at class level through teaching. Teachers of other subjects like Mathematics, English, Kiswahili, Biology, Chemistry and Physics have been left out deliberately because they do not teach Business Studies.
Business Studies students at form four were involved in this study. Business Studies students in other classes were left out deliberately since they had not completed the syllabus. Students who do not take Business Studies are not part of the study since they are not the recipients of the Business Studies curriculum. Heads of Department (Applied Science) were also involved because they supervise the implementation of Business studies curriculum at school level. This study focused on the Secondary level of Education. Primary and Tertiary levels are not part of the study. The revised Integrated Business Studies Curriculum is not implemented at these levels.

1.6 Theoretical Framework

This study was guided by the Adaptive Evolutionary Theory. The adaptive evolutionary theory proposed by Stenhouse as quoted in Fullan (1983) was used for this study. The theory accepts that the innovation as it has been devised will be modified in the course of its implementation. This approach claims that it is conceptually unsound, socially unacceptable and empirically impossible to solve the implementation problem through detailed elaborations of the desired practice. Similarly programming the persons concerned with putting the innovation into reality through step by step specifications for the process of implementation may not yield the desired results. Rather, innovators to provide their innovation, for example, a new curriculum, to their audience as “Intelligent hypotheses” but invite practitioners to rethink it and further develop it for the specific circumstances they are working in. They should aim to stimulate practitioners to use their practical situational knowledge for implementation and for modifying the original models according to the demands and the resources of the specific locality.

The main actors of implementation in adaptive-evolutionary approach are the practitioners themselves (teachers), because they are responsible for the educational
process and they cannot pass on this responsibility to external agencies. External agencies and persons, such as researchers, curriculum developers, In-service trainers may support and stimulate the development of practice. Decisions about initiating development and the control over its direction are the realms of practitioners’ professional judgment (Fullan, 1983).

If one aims at quality practice one cannot wish that practitioners take a curriculum proposal literally. They must work towards a one-to-one translation of the curriculum proposal into practice. They should apply it to the local practice as true as possible to the original intentions. At the initial stages it is preliminary, hypothetical, incomplete, more or less de-contextualized and worth of being scrutinized and developed. Teachers should take the specific circumstances of their locality and of their constituencies (students, parents and society) into account in order to produce and evaluate a local version of the curriculum which is adapted to what is productive and feasible under these specific circumstances.

1.6.1 Application of the Adaptive Evolutionary Theory

The revised Integrated Business Studies Curriculum was developed in 2002. But society is dynamic in nature; its needs also change with time. As such, the curriculum had to change with time in order to address the changing needs of the society, thus it was revised again in 2007 to suit the level of the learners and also respond to the changing societal needs.

This study therefore endeavors to assess the perceptions of students and teachers on the Integrated Business Studies curriculum to determine whether the revised curriculum (innovation) is addressing the needs of the society.
In other words are stakeholders in education now satisfied with the revised curriculum, or does it require further revision.

1.6.2 Strengths of the Adaptive Evolutionary Theory

The theory is strong in adapting an innovation to situational characteristics. It also postulates that complex changes necessitates relearning and, thus, invites participants to participate actively in the process of implementation which is seen as a prime opportunity for internalizing the main characteristics of the innovation. Issues that were not addressed at the initial stage of the innovation can be incorporated in the improved version. Finally it enables stakeholders to give their views about the success or failure of the innovation.

1.6.3 Weaknesses of the Adaptive Evolutionary Theory

The needs of the society change constantly with time therefore the innovation require constant revision which requires a lot of resources. The society may suffer losses between the time of innovation and when it is revised.

1.7 Conceptual Framework

The conceptual framework has both the independent and the dependent variables. The independent variables are resources, personnel (teachers) and students. The dependent variable on the other hand is perceptions (teachers and students) that entail positive and negative reactions on the revised Integrated Business Studies Curriculum.

Teachers and Students interact through resources. Teachers’ perceptions on the revised Integrated Business Studies Curriculum will be assessed based on their responses on appropriateness of the content to the level of the learners, Integration of disciplines that make up Business Studies subject, relevance of content, content coverage and organization in the syllabus.
Students’ perceptions on the revised Integrated Business Studies Curriculum will be assessed based on their responses on teachers competence, teaching methodologies employed in Business Studies subject, Pedagogical skills of the teacher and classroom management.
Fig. 1.1 Conceptual Framework showing the interaction of Business Studies Teachers and Students through the resources

Independent Variables

**Teachers**
- Appropriateness of the content to the level of the learners
- Integration of disciplines
- Content relevance
- Content load
- Organization of the content

**Resources**
- Print (Textbooks) and electronic media
- Resource persons
- Relevant business environment

**Student**
- Teacher competence
- Teaching methodologies
- Pedagogical skills
- Classroom control

Dependent Variable

**Teachers’ perceptions**
Positive/Negative reactions on the revised integrated curriculum

**Students’ perceptions**
Positive/Negative reactions on the revised integrated curriculum

Feedback
Satisfied/Not Satisfied

Source Adopted and modified from Ndambuki (2008).

The figure shows the relationship between business studies teachers and students through the utilization of resources. It adopted the effectiveness of Business Studies teachers in the implementation of Business Studies Curriculum in Secondary Schools in Nairobi Province (Ndambuki, 2008) with an integration of other key factors that may enrich the study and provide solutions to some them.
In the conceptual framework, the independent variables (teachers and students) interact through the resources. These have an impact on the dependent variable perception which entails positive and negative reactions on the revised Business studies curriculum. From the feedback the curriculum will continue to be implemented the way it is or be reviewed.

1.8 Operational Definition of Key Terms

7-4-2-3- System of Education with 7 years of Primary, 4 years of Secondary, 2 years advanced Secondary and 3 years University.

8-4-2- System of Education with 8 years Primary, 4 years of Secondary and 2 years of University.

8-4-4- System of Education with 8 years Primary, 4 years of Secondary and 4 years of University.

Infusion- This is to incorporate a contemporary message like HIV/AIDS in a topic and content in Business Studies subject.

Integrated Business studies Curriculum Business Studies curriculum developed in 2002 and implemented in 2003 by integrating various disciplines such as Commerce, Accounting, and Economics and Office practice that were previously separate.

Integration – This is the merging of Business Education, Economics, Accounting, Commerce and Typing with Office Practice previously taught separate into one discipline called Business Studies.

Job group- The level of grade a teacher attains following promotion after serving for a given number of years.
**Perception**- A way of conceiving and developing a concept in the mind and forming opinions, attitudes and feelings which can be expressed verbally or through actions.


**Secondary School**- Institution in the second level of education in Kenya after eight years of primary school.

**Students**- students learning Business studies as a discipline in secondary schools in Kenya.

**Teachers**- teachers employed by T.S.C or B.o.G to teach Business studies discipline in secondary schools in Kenya.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of related literature in this study is aimed at establishing a scholarly critique of what other researchers have done on the Integrated Business Studies Curriculum in secondary schools. This literature has been organized in themes as follows:

2.1 Curriculum Integration from an International Perspective

According to Holsinger and Cowell (2000), higher education including secondary education in Europe and America began with training in religion and philosophy. Its purpose was to prepare leaders, especially religious leaders, and its curriculum reflected this purpose. As time passed, general topics for more applied professions were added as part of secondary and higher education curricula, and the curriculum was broadened accordingly.

Over time both knowledge and the structure of knowledge changed and expanded. One method already familiar to curriculum developers in wealthy nations is that of integrating previously isolated subjects into one new more general subject. Although this kind of integration reduces an overcrowded curriculum it may upset traditionally minded scholars who believe that time tested courses and traditional academic disciplines, each with its own unique way of discovering, presenting and validating knowledge, are violated for reasons of expediency (Currie & Knights, 2003).
When important new topics or areas of study emerge, for example, HIV/AIDS, Industrialization, Urban mass migration) or when old areas acquire new importance to current affairs such as ecology and the environment, ethnic conflict) they are infused into the already existing subjects as establishing them as separate subjects is complicated by the fact that the curriculum is already crowded and by constraints from available hours in an instructional time table and days in an academic calendar (Holsinger & Cowell, 2000).

Godfrey, Alles and Bery (2005) and Currie and Knights (2003) recommended that Business schools implement a holistic and integrated Business curriculum for both undergraduate and graduate business degree programs. A study by Athvale and Myring (2008) identified that leaders of Business education programs recognize the need for integration of disciplines in the Business programs. In their study, they surveyed 143 business school deans from accredited colleges. The purpose of this survey was to identify whether these deans recognized the need to integrate the undergraduate core curriculum. Their survey revealed that 81% of the deans identified the need to provide their students with an integrated curriculum. Both Athvale and Myring (2008) and Godfrey et al (2005) highlighted that a multidisciplinary approach to curriculum better allows students to examine the critical connections between the key functional areas of an organization. As a result, students have more inclusive information, which helps them make better decisions as more benefits and consequences of such decisions are discussed in the classroom environment. This study was done at undergraduate level while the current study is done at the secondary level.

Secondly this study was done outside Kenya while the current study endeavors to assess the perceptions of students and teachers on the revised Integrated Business studies curriculum in Kenya.
Delivering a more integrated approach allows Business education students to more effectively assimilate into the Business world upon graduation. The challenge, however, is creating a program that effectively integrates each Business discipline with proven benefits for the students and future employer. While Business education leaders agree that several approaches can be used to achieve curricula integration, there is no consensus on how to achieve that goal (Athvale & Myring, 2008). According to Weber and Englehart (2011) Business educators are now faced with the challenge to provide opportunities for students to explore Business from a more integrated and holistic perspective.

Providing an Integrated Business curriculum can benefit students in several ways. First, integrated methodologies allow students to examine business problems from multiple perspectives. This would be achieved by the exploration of the implications and interactions of each solution to a business problem. Second, many of the assignments that employ the integrated curriculum also provide students with the opportunity to develop their interpersonal, communication, and leadership skills. Govekar and Rishi (2007) found that new college graduates often are lacking in these skills when entering the workforce. Thus, providing teamwork and group activities commonly found in integrative programs can allow students to improve these skills prior to beginning their careers. Third, if Business educators are going to create individuals with a greater humanistic perspective, they must provide opportunities for students to examine their ethics and values. Finally, educators must balance the skills specific for graduates to enter a specific career with a holistic understanding of the Business environment. In the post secondary level, employers will be seeking graduates with a specific skill.
Thus, the need still exists to deliver curriculum from that more transactional approach, particularly if Business schools are going to create graduates that can perform specific jobs. However, in today’s Business world, participants at all levels need to recognize that each business decision has far reaching implications beyond those that are immediately recognized. These implications not only impact on the sustainability of the company, but also involve stakeholders. This calls for a more comprehensive or integrated approach to Business education.

2.2 The Integrated Curriculum: The Kenyan Perspective

According to wool man (2001) after independence, African educational policies were refocused on the priority of national development which encompassed the goals of Africanization, National Unity and economic growth. The motivation for these changes was a reaction against policies of colonialism that had imposed a Euro-centric, divisive and exploitative regime upon Africa. Concern for empowerment of African people brought the promise of social reconstruction. In Kenya, Mali, Mozambique and Nigeria, development and education policies reflected acceptance of economic westernization in the form of either capitalism or socialism, with expansion of educational systems of European design, modified to fit the needs of colonialism.

According to Moja (2000) Nigeria’s “National Policy on Education,” published in 1977 and revised in 1981 and 1990. The policy document was revised to ensure that the policies address the perceived needs of the government in power and to try to ensure that the education sector was supportive of government development goals.
Following recent political changes, which saw the re-introduction of democracy in the country, the government acknowledged the need to revise and update the National Policy on Education once more to ensure that the education system meets the needs of a new democracy. In Kenya since independence the secondary education curriculum has undergone many reviews to align education to the demands of the democratic state (Republic of Kenya, 2002). The revised integrated Business studies curriculum is one of these reviews.

In Kenya and Nigeria, educational policy at independence was most concerned with using schools to develop manpower for economic development and Africanization of the civil service. Consequently, in Kenya, expansion of secondary and tertiary education was the top priority with less concern for basic primary education. The Ominde Report of 1964 called for education to serve Kenya’s National development (Kay, 1975). Racially-segregated colonial schools were phased out to provide Africans with the same quality of education once reserved for white settlers. Otherwise, the old system was left intact. However, strong popular demand for education resulted in the establishment of many Harambee schools by fund-drives organized for wealthy patrons. These examples of communal generosity demonstrate a linkage of African tradition with Nation-building.

Nevertheless, grass root demand for education in the 1960s and government neglect of the rural sector caused Kenya to shift policy in the 1970’s toward integration of education with rural development. Primary schools were to prepare students for agriculture, family welfare and community development. Secondary schools were called upon to promote national unity, economic growth, individual development, social equality, respect for Kenya’s “rich and varied cultures” and International understanding (Kay, 1975).
The study of curriculum development in Kenya (Republic of Kenya, 1972) proposed the enhancing of curriculum in subjects that were directly linked to economic activities of the country such as agriculture to boost the agricultural sector and foreign languages for the tourism and hospitality industry. It also emphasized capacity building for Kiswahili teachers in order to enhance the teaching of Kiswahili in schools.

The National Committee on Educational objectives and policies also known as Gachathi commission was set up in 1976 to review educational objectives and policies. The committee emphasized the need to expand access, equality and retention rates at basic education levels as a means to improve the quality of education (Republic of Kenya, 1976). It also called for general improvement of content and relevance of the curriculum. At Secondary education level, the committee proposed adoption of science oriented curriculum and an end to the gap that existed between technical and Secondary schools, in a bid to emphasize a technologically oriented curriculum. The Gachathi report recommended a broad based curriculum that included aspects of ethical and social values as well as pre-vocational skills.

The presidential working party on the second university in Kenya was established in 1981 (Mackay Report, 1981). Borrowing from the Gachathi report (1976), the Mackay report made recommendations that led to the review of the structure of the education system and its change from 7-4-2-3 to 8-4-4 system of education in 1984. With the adoption of the 8-4-4 system of education basic education scheme was dropped once again, secondary and tertiary education became the priority (Republic of Kenya, 1976).

Critical reviews of the 8-4-4 system in 1985 and 1990 resulted in recommendations for re-organization of content and reduction of subjects due to student over load (Woolman, 2001).
A recent high level-reform effort, the Koech commission, made sweeping recommendations. These included new efforts to build patriotism, national unity, mutual social responsibility, moral and ethical standards; education for all, including early school leavers; provision for continuous learning; quality and relevance based on science and technology for rapid industrialization; and legal guarantees of each person’s rights to education. The report also specified twelve years of the compulsory basic education. Current policy calls for modification of the 8-4-4 system by reducing subjects and strengthening curriculum with emphasis given to industrialization, Environmental Education, HIV/AIDS awareness, gender equality, and elimination of child labor and poverty (Woolman, 2001).

The secondary school curriculum was substantially revised with adoption of the 8-4-4 system in 1985. In part this was in response to the crisis caused by growing numbers of unemployed secondary school graduates. The secondary school curriculum was vocationalised to improve the correlation of schooling with the world of work. In addition to Communication, Mathematics, Science, Humanities, Physical Education and foreign languages, the theme of Applied education provided opportunities to study Agriculture, Industrial Education, Home Science, Art and Music. Business Education was added in the 1990s along with social skills, ethics and cultural subjects (Woolman, 2001).

The commission of inquiry into the Education system of Kenya commissioned K.I.E to conduct a needs assessment survey on the secondary education curriculum (Republic of Kenya, 1999). The results of the needs assessment led to the revision of the secondary education curriculum in 2002. First the revised curriculum was expected to be manageable. Secondly to provide the youth with requisite knowledge, skills and attitudes, be acceptable to the Kenyan and international communities.
Thirdly promote nationalism and patriotism. In addition prepare Kenyans for the challenges and opportunities for the 21st century and lay a foundation for a literate society interested in further training. Further stimulate innovative ideas for the enhancement of industrialization and modern technology and finally to cater for development of individual talents and interests.

The curriculum is centrally determined. There is need for curriculum transformation in order to take into consideration the changes that are taking place in the nation as well as in the World. The transformed curriculum will have to be responsive to new needs in society and be updated to include new knowledge. Social issues, such as those pertaining HIV/AIDS and to the introduction of new technologies, need to be addressed in appropriate ways as part of curriculum change. Curriculum transformation will have to take into consideration the availability of teaching and learning resources as well as the support of facilities such as libraries, Laboratories and computer facilities. The approach adopted for the curriculum has been an integrated curriculum as opposed to emphasis on single subjects. The Comparative Study and Adaptation Center in 1984 and the Federal Ministry of Education in 1985 in Nigeria provided guidelines for this integrated approach. Implementation of the curriculum, however, indicates that the teachers as implementers never understood the underlying approach.

Teachers continued to teach the way they themselves were taught. The failure in implementation was due to lack of support through rigorous re-training of teachers and continued support during implementation (Moja, 2000). The 8-4-4 reform proposed a reduction of reliance on competitive examinations, a legacy of the British colonial system (Woolman, 2001). Criticism of the Kenyan secondary program in the 1990s stressed that too many subjects were overloading students and contributing to failure.
The rationalization and consequent revision of the secondary school education curriculum was no doubt a landmark policy decision. The revision saw reduction of subjects from 35 to 21, namely: Mathematics, English, Kiswahili, Biology, Physics, Chemistry, History and Government, Geography, Agriculture, Business Studies, French, German, Arabic, Home science, Music, Art and Design, Computer Studies, Physical Education, C.R.E, I.R.E and HRE. The implementation was phased in progressively over a period of four years as the old curriculum was phased out. K.I.E monitored each year of implementation and the findings documented (Republic of Kenya, 2005).

According to Republic of Kenya (2010), the rationalization resulted in new learning areas such as Home science, Art and Design and Business studies. Curriculum load was reduced as indicated in the session paper (Republic of Kenya, 2005) to make it more manageable and cost effective. According to Tanner (1971), the first half of the 20th century was marked by notable attempts at restructuring the curriculum in the secondary schools and colleges, particularly for general education purposes by merging subjects that previously were separated by departmental domain.

It had become increasingly evident that students could not be expected to synthesize and transfer their learning when the curriculum consisted of subjects organized as separate and insulated entities.

The Integrated Business Studies subject is derived by merging the content of the four different subjects that had made up Business Education namely Commerce, Accounting, Economics and Office Practice (Republic of Kenya, 2002). Business Studies borrow from all these disciplines including Entrepreneurship. The rationale for integration was that ideally, Business Studies is supposed to be a general introductory basic course containing only fundamental concepts of Business education.
The objectives of Business Studies is that it should be taught as introductory and preparatory to interested learners, expose them to broad areas of study and leave them to specialize at post secondary level. For those who will not go for further studies, the objective is to prepare them for the development of self and the Nation. The knowledge and skills gained should enable such candidates to start and operate a business. Business Studies being a living subject, takes into account the need to address contemporary issues, trends in Business and current economic issues in society (Republic of Kenya, 2002).

2.3 Perceptions of Students’ towards Business Studies

According to MoE (2006), students’ perceptions towards Business Studies can have a significant effect on the achievement of their expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively.

In addition, the diversity of subjects and approaches represented in the Business curriculum will allow students to find courses that are well suited to their particular learning styles and interests. Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the Business world. It is essential to emphasize the relationship of Business Studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affect their lives, the communities, and the world.
In all courses, consideration should be given to including student conferences, visits from a range of guest speakers with diverse backgrounds and experiences, and trips to local businesses. Students develop a better understanding of various aspects of the study of business when they can see and experience actual examples of what they are studying. Such experiences also give them a better appreciation of the unique features of the business communities that affect their daily lives. The complex nature of business today, influenced by the restructuring of the economy, rapid advances in technology, and the globalization of the marketplace, requires that students be given varied opportunities to learn about current business realities and practices. By ensuring that students engage in experiential learning and real-world applications, teachers can help them develop the practical, current business knowledge and skills they need (MoE, 2006).

Kipchenger in Ndambuki (2008) researched on factors affecting enrolment of students in Economics in secondary schools of Nakuru District. The researcher used survey design and systematic random sampling to pick from three students doing business-related subjects.

The instruments used were questionnaires and interview schedule for Economic teachers and students. Interview schedule was also used to gather information from Head teachers and School Inspectors. The study found out that Head teachers do not pay attention to teaching of optional subjects. This made teachers to neglect and give less emphasis to the subject, making students to develop negative attitudes towards the subject. Recommendations included provision of adequate resources, organization of In-Service courses and motivation of teachers.

This study focused on Economics discipline while the current study focused on the Integrated Business Studies made up of five separate disciplines namely Economics, Accounting, Commerce, Typing with Office Practice and Entrepreneurship.
Secondly this study used questionnaire and interview guide as instruments of data collection while the current study uses questionnaire, interview guide and document analysis guide. Thirdly this study was done in Nakuru District while the current study was done in Nandi East District.

Jepkuruny (2010) researched on Analysis of Implementation of the Secondary School Integrated Business Studies curriculum in Baringo District. The researcher used descriptive survey and naturalistic designs. Stratified simple random sampling was employed to categorize schools into provincial and district schools. This was further categorized into ‘mixed’, ‘Boys’ and ‘Girls’ schools. Simple random sampling was used to select 520 students from ten secondary schools out of an estimated 2160 students enrolled in Business Studies. The instruments used were questionnaires for students and teachers. Interview guide was used to collect information from Business Studies teachers and Heads of Department for Technical subjects and creative Arts.

Documents Analysis guide was used to seek information on the objectives and topics in the Business Studies curriculum and the teacher preparedness by examining professional documents.

The researcher found out that the formulation of the objectives of the Business Studies curriculum was a well thought out process although there were certain aspects of content for instance inadequacy, difficulty, progressive presentation and sequence limited achievement of objectives. Secondly teaching learning strategies and assessment method used were inappropriate for example teaching in most classrooms was teacher centered and content driven. In addition attitude of boys towards Business Studies curriculum was more favorable than girls.
Recommendations were: students’ text books and teachers guide books should infuse content relevant to HIV and AIDS, Drugs and substance abuse within appropriate topics or subjects (Jepkuruny, 2010).

Secondly curriculum review should be carried out in order to integrate ICT practical learning within Business Studies. Thirdly content that has been proved to be unsuitable to learners at the secondary school level should be moved to higher educational levels, removed or made simpler. Learning activities that are more student centered and practical oriented should be added to the Business Studies curriculum so that students’ can develop positive attitude towards the subject. Suggested research studies included: A study on factors that bring about lower attitude of Business Studies teachers than students, Comparative studies on the different teaching learning strategies and assessment and finally Comparative studies on effectiveness of various teaching learning materials in achieving learning objectives (Jepkuruny, 2010).

This study was done in Baringo District while the current study was conducted in Nandi East District. Secondly this study was done when the revised Integrated Business Studies Curriculum had not been implemented up to form four while the current study is being done when the revised Integrated Business Studies Curriculum has been implemented up to form four and the first candidates were examined by KNEC in 2011. Thirdly the current study will assess whether the attitude of male and female students is still different after the revision of the Integrated Business Studies curriculum and whether Business Studies content is now relevant to the secondary level.

Mwale in Omao (2007) carried out a survey on Secondary school learners’ attitudes towards the teaching and learning of the Integrated English curriculum.
The purpose of the study was to examine the learners’ attitudes towards learning English and their effect on performance. Mwale’s study found out that majority of the learners disagreed that they hated English. The learners had a strong desire to learn English. However, teachers frustrated them by embarrassing them. His study used a Likert scale as the main instrument for the study, which is an appropriate instrument in measuring attitude. His study further found out that the learners can be interested but if the teachers cannot use positive reinforcement, they kill the morale in the learners. This study did not investigate teachers’ perceptions on the integrated curriculum while the current study focused on students and teachers perceptions towards the revised Business studies curriculum.

2.4 Teachers’ Perceptions towards the Integrated Business Studies Curriculum

Teachers are the most important element in delivering quality education (Greyling, 2009). The most direct and effective way of raising instructional quality is to improve teachers knowledge and pedagogical skills through In-service, and to ensure that the organizational conditions under which teachers work promote effective instruction and focus on students’ learning out comes (Liu & Linggi, 2009).

One of the main factors that affect teacher competence is their ability to embrace the concept of life long learning. Teachers cannot be expected to work effectively for their working career with no additional support or training. Christie et al (2004), say that continuing professional development (CPD) is necessary, not only to help teachers deal with a revised curricula and evolving methods, but also to re-energize and motivate them.

Gross, Giacquinta and Bernstein (1971) noted that for effective curriculum implementation there is a need to consider the quality of implementers who are charged with the responsibility of putting the curriculum into practical terms.
The implementation of the new curriculum therefore must consider teachers’ understanding of the innovation. If their understanding is ambiguous, they will be confused about what is expected of them.

The cascade model type of CPD is the mostly widely used, delivered through short-term workshops (Anderson, 2002). Although this model is suitable for some kinds of material, Monk (1999) and Higginson (1996) argue that there are a number of practical difficulties with this model: the course are usually short; teachers often do not see the need or don’t have the skills to adopt new practices; the training is divorced from the content of the school; and trainers rarely have practical classroom experience with the new programme or methods.

When the revised curriculum was rolled out in 2002, the cascade model was used to orient teachers and QASO’s. The MoE is mandated to carry out In-service of teachers on any new curriculum on its interpretation and implementation. K.I.E is also expected to orient not only teachers but also education officers and other stakeholders on the salient issues of the curriculum. In August 2002, in preparation for the roll out of the curriculum in 2003, a national induction of QASO’s and HoD’s was carried out at regional and district levels using a cascade model. The induction was organized by the Directorate of Quality Assurance and Standards that engaged K.I.E specialists. The findings of the monitoring studies however indicated that the training was not effective beyond the District level (Republic of Kenya, 2005).

The one day training at the district level was also insufficient. On the other hand, some subjects such as Business Studies, Home Science, Art and Design, English and Kiswahili had experienced major changes during the review.
Teachers for these subjects therefore are required to have more intensive and regular In-service beyond the one day orientation (Republic of Kenya, 2005). According to Republic of Kenya (2010) teacher capacity building was especially critical for the revised Business Studies curriculum. During the 2002 curriculum revision, Accounting Economics, Commerce, Typing with Office practice were integrated into one subject called Business Studies. A teacher who had not studied any of the subjects making up the integrated Business Studies is bound to experience challenges with respect to content knowledge in some topics. As a result, In-serving the teachers on such content mastery gaps are imperative. The secondary strategy (MoE 2007) also recommends training teachers of English to address the merging of literature and language in English. It calls for K.I.E, in liaison with DQAS, to continuously identify challenging areas in subjects other than science and Mathematics and organize In-service courses.

Some teachers have continued to have a negative attitude towards Business studies. They strongly held to their areas of specialization and refused to change to the needs of the new subject. They adversely influenced some students to believe that Business studies were impossible and difficult. The current study seeks to assess the level of preparedness of the Business Studies teachers to teach the revised Integrated Business Studies Curriculum as perceived by the learners in secondary schools in Nandi East District.

Ndambuki (2008) researched on effectiveness of Business Studies teachers in the implementation of Business Studies curriculum in Secondary schools in Nairobi Province. The researcher used descriptive survey design and stratified random sampling to select the following categories of public schools: National, Provincial, District, Boys and Girls schools.
Two schools were selected from each stratum using simple random sampling bringing the total number of selected schools to ten. The instruments used were questionnaires for students and teachers, interview guide was used to collect information from head teachers and document analysis was used to establish whether teachers prepare teaching records like schemes of work and lesson plans and whether they use them when teaching. The researcher found out that the teachers are faced with a major challenge of integrating the subjects that make up Business Studies into one. Secondly the syllabus was still too wide to be covered in four years.

In addition few teachers were comfortable teaching Business Studies as an integrated subject; indeed few teachers attended In-service training before the implementation of Business Studies curriculum in Secondary schools. Other findings were poor teaching and learning strategies characterized by over reliance on question-answer method, inadequate or proper utilization of the available teaching and learning resources.

The recommendations were Business Studies teachers to use the available resources or improvise where possible for effective implementation of the curriculum; K.I.E to revise Business Studies curriculum (Ndambuki, 2008). Suggestions for further research studies included a study to investigate why teachers are not satisfied with the Business Studies curriculum and what hinders Business Studies teachers from using a variety of teaching methods.

This study focused on effectiveness of Business Studies teachers in the implementation of Business Studies curriculum in Secondary schools. Teachers are not the only factor that determines the effectiveness of the implementation of a curriculum. Other factors like teaching methodologies, resources also affect the implementation.
The current study sought to assess the perceptions of students and teachers on the revised Integrated Business Studies Curriculum in Secondary schools. Secondly this study was conducted in Nairobi Province while the current study was conducted in Nandi East District. Finally the study focused on the Business Studies curriculum implemented in 2003 while the current study focused on the Integrated Business Studies curriculum revised in 2007 and implemented in 2009 in forms one and two.

2.5 Teaching Strategies in Business Studies

2.5.1 Conventional Models

Traditional instruction is characterized by a teacher-centered approach, the use of lectures delivered in theatre-like settings, and learning goals and assignments that are predominantly set by the teacher (Albanese & Mitchell, 1993). Boshuizen (2009) identified the following problems inherent to teacher-centered academic curricula: a lack of horizontal and vertical integration of the subjects taught (referring to a lack of multidisciplinary coherence and a gap between theoretical and practical relevance); a constant overload and an overemphasis on the principles of the separate disciplines. Consequently, students have to fill the gaps between the separately presented discipline knowledge and the integrated professional application in real life practice.

Students are socialized in predominantly memorizing isolated facts and learning for the test, immediately forgetting such non-real life facts after the exam. Van & Kester (2008) call this situation “the transfer Paradox”: Methods that work best for reaching isolated specific objectives are often not the methods that work best for achieving integrated objectives and the transfer of what has been learned to professional practice.
Consequently employers either complain that academics cannot put their knowledge into practice (Pfeffer & Fong, 2002; Renkl, Mandl & Gruber, 1996), or search for work experience or extra-curricular activities in graduates’ resumes as indicators for practically oriented competences (Vermeulen & Kerstens, 2007).

Teachers' decisions about content may be influenced by the actions of other individuals in the educational system, as well as by the teachers’ own beliefs about the subject he/she teaches (Schwille, Potter & Grant, 1980). Teachers have been known to restrict their instruction to topics that appear in the national examinations although the national objectives of education do not encourage that. Certain external factors may force the teachers to omit topics in certain instructional materials and accept those topics which individual persons, institutions or parents feel ought to be taught. In some other cases classroom teachers have tended to avoid topics that they find difficulty to teach or those that are not part of the traditional curriculum. Other teachers would wish to introduce in their instruction some topics because they are associated with fund activities (Floden et al., 1981).

2.5.2 Problem-Based Curriculum Learning (PBL)

Problem based curricula learning (PBL) already exist more than half a century, predominantly in the medical domain in response to students’ unsatisfactory performance in clinical practice (Hung, Jonassen & Liu, 2008). In medical practice students are confronted with clinical problems that are characterized by complex multidisciplinary characteristics, and it has been argued that PBL better prepares students in reasoning and problem solving from a multidisciplinary perspective.
Empirical evidence underpinning the labor market effectiveness of PBL curricula in the medical domain has indicated that PBL students’ fill better prepared for practice and more confident about their teamwork and communication competences than students in traditional curricula (Prince, Van Eijs, Boshuizen, Vander Vieuten, & Scherbier, 2005).

Similar patterns have been revealed in PBL curriculum evaluations (Ramaekers, 2004) and PBL-alumni career evaluations (De Vries, 2006) in Economics and Business Administration. In addition to this type of self-perception studies Allen and Ramaekers (2006) have conducted a survey amongst employers of PBL-graduates in Economics and Business Administration. Their study has indicated that employers rate PBL-graduates above average regarding their interpersonal skills and problem-solving skills, which suggests a direct relation with the PBL curriculum and its emphasis on such generic competencies.

As alternative teaching/learning methods, it is suggested that Business Students could shadow actual business professionals to gain experience in the field (MC Carthy, 2006). In fact, the real business environment should be stimulated in educational material for business students. Actual business environments present the most relevant setting. Proponents of this approach see this observation as further justification for combining the practical business out in the field with business education in schools (Di conti, 2004). Braun (2004) suggests that critical thinking must be incorporated into the business education curricula as it is demanded by the business world.

According to Sithole (2010) a study was conducted to determine the extent to which the teaching practices of Business studies teachers in Botswana junior secondary schools conform to pedagogical practices recommended by curriculum practices.
The study adopted a descriptive survey design in which both qualitative and quantitative data were collected from the teachers participating in the study. Data collection instruments used were questionnaire and interview guide.

The sample consisted of 28 secondary school Business studies teachers who were selected from secondary schools which the researcher visited during teaching practice supervision. The teachers were chosen using purposive sampling and they were chosen because they taught Business studies. Findings showed that teachers try, to some extent, to employ teaching approaches relevant to Business subjects. Teacher-centered methods such as lecture are prevalent as indicated by 61% of respondents who use the method most of the time. Interactive strategies such as simulations, games and case studies are used most of the time by only 18% and 14% of the respondents respectively. From the questionnaire responses local business community resources are grossly underutilized.

32% of respondents indicated that they never took students on field trips. 68% have never used local business people as resource persons. With regard to the use of ICT although majority of the respondents (75%) indicated that they use in their teaching 44% indicated that computers are not enough in their schools (Sithole, 2010).

This study was done in the junior secondary schools of Botswana while the current study was done in public secondary schools in Nandi East District in Kenya. Secondly this study endeavored to determine the extent to which the teaching practices of Business studies teachers conform to pedagogical practices recommended by curriculum planners while the current study focused on the perceptions of both students and teachers on the revised Business studies curriculum. Thirdly this study mainly used questionnaires and interview guide while the current study used questionnaires, interview guide and document analysis guide.
Business Studies is a living subject. This means that it is dynamic since it is influenced by social, political and technological changes among others (Republic of Kenya, 2008). Activities carried out in the business world are practical to the student’s life and the society as a whole. Therefore the approaches needed to teach the subject should be participatory in nature. The teachers should provide opportunities to the learners to share their experiences (Republic of Kenya, 2007). This study sought to determine the perceptions of the learner in the ability of Business Studies teachers to use practical oriented-approaches and real objects to explain concepts in Business Studies.

Oketch (1990) carried out research on Analysis of Curriculum Problems in Kenya and their influence on the Teacher’s decision making about subject matter to be taught. The primary concern of this study was to analyze factors that affect classroom teachers in decision making about the subject matter they teach in Kenya. This study also describes how teachers’ response to curriculum planning and instruction is related to prevailing situations which do not represent the way these teachers would like to teach. The subjects of this study were made up of 600 primary school teachers, 330 men and 270 women who were randomly selected from twenty schools in each province: Western, Nyanza, Rift-Valley and Nairobi.

The instruments used were questionnaires. In the findings, it was significant, then, that performance on national examinations, teaching aids, and text books supplied to schools have a strong influence on the decision making of the subject matter to be taught. The definite constraints on the teachers’ experience are the children performance on the Kenya Certificate of Primary Education, lack of teaching aids, lack of time to teach effectively, insufficient textbooks, and teaching many subjects than they can handle.
These constraints were ranked high on the list of 15 categories of curriculum pressures (Oketch, 1990). Of great concern was the teachers’ ranking of employable skill as having little constraint on their decision making on what to teach. It is in fact, a grave cause for concern in the schools and at the national level. The Mackay report (1981) for example emphasizes the teaching of intellectual and practical skills useful for living in both urban and rural areas. In addition to this grave concern, however, primary school teachers ranked last the community’s beliefs on what should be taught. This study focused on Primary schools while the current study focuses on Secondary schools. Secondly this study focused on curriculum problems and their influence on the teachers’ decisions on the subject matter to teach. The current study focused on perceptions of students’ and teachers’ on the revised Business studies curriculum (Oketch, 1990).

Migwi (2009) researched on Assessment of Public Secondary School preparedness in integrating ICT for instruction: A Case of Ruiru Division, Thika District. The researcher employed a descriptive survey, combining both qualitative and quantitative research strategies. Twelve schools constituting 44% of the 27 schools in Ruiru Division were sampled. Proportionate sampling was used in the selection of schools to ensure fair representation within the three strata National, Provincial and District schools. Fair representation within school types (Boys, Girls and Mixed) was ensured by selecting respondent teachers and head teachers along school type category.

From each of the schools, the researcher used simple random sampling to select five teachers giving a total of 65 teachers. All the 12 head teachers from the 12 schools participated in the study. The research instruments used were head teachers’ questionnaire, teachers’ questionnaire and DEO’s interview schedule.
The researcher pre-tested the questionnaires using two schools in the division. Split half technique was employed to ensure reliability, whereby the pilot questionnaires were divided into two equivalent halves and the correlation coefficient of 0.81 was obtained which is high enough to judge the research instruments as reliable. The findings were that although 62% of the respondents had received training on the use of computers up to 84% of the respondents thought that the schools were not prepared to integrate ICT for instruction citing teachers’ negative attitude towards ICT and related infrastructure and heavy workload among teachers. The recommendations were that there is need for intensive training in the use of ICT for instruction with school based courses and ongoing support through refresher courses. Secondly apart from teachers acquiring certain fundamental skills in ICT, the emphasis needs to be placed on how these skills can be applied in teaching.

Recommendations for further research were that a comparative study be carried out to assess the status of ICT integration in private and public secondary schools. This study focused on assessment of public secondary school teachers’ preparedness in integration of ICT for instruction while the current study assessed the perceptions of students and teachers on the revised Integrated Business Studies curriculum in public Secondary schools in Nandi East District. It assessed the extent to which ICT has been integrated by the teachers in teaching Business Studies content in Ruiru Division, Thika District while this is on public secondary schools in Nandi East District.

2.6 Implementation of the Revised Integrated Business Studies Curriculum

According to Moja (2000), a Business Studies program was introduced in 1982 into the Nigerian secondary school curriculum in order to address the country’s economic and technological deficiencies.
The objectives were to create an opportunity for students to have a broad understanding of business activities, their functions, interrelationships between business organizations, and to provide students with skills for processing information. The approach adopted was similar to the approach adopted for the prevocational and Technical Studies, i.e. the integrated approach. The Business Studies subjects were meant to be integrated as opposed to being taught as individual subjects, with each subject covering its own specific sphere and nothing else. It was believed that having a basic broad knowledge of all business concepts was far more beneficial than specialization in one specific field, especially for emerging graduates who needed to be job creators rather than job seekers.

Ekpeyong as quoted in Moja (2000) suggests that the integration of Business Studies subjects has not been successful. The research report concludes that in an attempt to integrate the system, subjects were merely clustered arbitrarily together.

Three approaches used in other countries are suggested, namely, organization around a theme, teaching methods being left to the discretion of the teachers, and the need for sequencing the materials to be learnt. The whole implementation process of the Business Studies Curriculum in the junior secondary school in Nigeria needs to be reviewed (Moja, 2000).

The current Business Studies syllabus was revised in 2007. The revised Secondary Business Studies replaced the one which was introduced in schools in 2003. The revision was prompted by the findings of curriculum monitoring in 2004 and 2005 (Republic of Kenya, 2007). The syllabus was found to be overloaded and the content from the constituent disciplines had not been well integrated.
The monitoring studies also revealed that the syllabus still had concepts beyond the level of the learner and the integration of the disciplines that make up Business Studies had not been effectively designed. Certain topics proved difficult for both the teachers and students for example Business and its Environment, Managing a Business, Demand and Supply, Theory of the Firm, Product Markets, National Income and Incomplete Records.

The syllabus was found to be too wide necessitating extra tuition. According to Republic of Kenya (2010) when learners were asked whether tuition is offered in their Schools, 72.4% indicated that they are taken through tuition, an indication that the syllabi was still too wide in terms of content forcing teachers to create time for syllabus coverage. This implies that despite the policy against it, extra tuition still goes on in many Schools. It is also interesting to note that tuition programmes in schools were not need driven; rather it was an extension of normal class lessons for whole classes. The highest percentage of learners (75.5%) mentioned Mathematics as the subject in which extra tuition is offered, followed by Chemistry (65.8%), Biology (56.3%), Business studies (54.8%), English (45.4%), Kiswahili (41.4%) and physics (31.3%).

This could be result of high stakes examinations, an argument supported by Bray (1999) and Kwok (2004) who contend that high stakes examinations give rise to private tutoring and cramming leading to examination-oriented knowledge in many settings. The need for private tutoring could be an indicator of either an overloaded curriculum, syllabi with concepts beyond the cognitive level of the learner or testing of concepts outside the prescribed curriculum (Republic of Kenya, 2010).
There was need to revise the Business Studies curriculum in order to address these issues. In order to be relevant, the revised curriculum objectives incorporated emerging issues such as technological advancement, environmental education, drug abuse, HIV and AIDS, human rights among others (Republic of Kenya, 2008). This study sought to assess the perceptions of students and teachers whether the above findings: content load, integration of disciplines, appropriateness of the content, integration of the content, sequence of the content, content coverage, relevance, omission of relevant topics, infusion and integration of emerging and contemporary issues have been addressed by the revised Integrated Business Studies Curriculum in public Secondary schools in Nandi East District.

According to Ombisi (2007), on Analysis of factors affecting the implementation of the revised curriculum in public primary teacher training colleges; found that teachers had not been inducted on how to integrate emerging issues in the various subjects.

Among the recommendations were In- Service training for all tutors on the revised curriculum, provision of relevant resources and reduction of content in various subjects. In-servicing of teachers alone may not make teachers effective. This research focused on primary teacher training colleges while the current study focuses on secondary schools. Secondly this study focused on the revised curriculum of primary teacher training colleges while the current study focused on revised Integrated Business Studies Curriculum in secondary schools in Nandi East District.

It assessed whether emerging issues have been properly integrated in the revised syllabus. It also established teachers’ perceptions on In-Service and content of the revised Integrated Business Studies subject.
Mokaya (2005) researched on Status of Economics at the Secondary School level: The Case of Nyamira District. The researcher used Ex Post Facto research design. 36 secondary schools were randomly selected from a box which contained their code numbers in every division. The researcher used purposive sampling where selection of schools was based on criteria that were objectively pre-determined by the researcher. Such criteria contained certain characteristics like schools offering Economics. The research instruments used were questionnaire for students, questionnaire for teachers. The Interview Schedule was used to gather information about the role of Inspectorate in relation to teaching at the Secondary School level. The findings of the study were: the variety of instructional materials supposed to be used by Economics teachers was very limited; majority of the teachers only used text books and rarely used journals, magazines and electronic media; both the trained and untrained teachers taught Economics. The majority of the teachers had taught for less than five years therefore they lack teaching experience, which has greater influence in enrolment. Finally, the clustering of subjects as compulsory and optional affected the enrolment of Economics. Economics as a subject was optional and few students selected it.

The recommendations of Mokaya (2005) were: The need to review the present curriculum once more to accommodate Economics as an independent subject; Training of teachers should incorporate the value of Educational Technology. The teachers ought to be In-Serviced for the new syllabus as well as train them on how to use Computer Technology to access materials from the internet. Suggestion for further research was the need to assess and carry out research on the Implication of the new Business Studies Curriculum on Economics as a subject at the Secondary School level.
The study focused on Economics as a subject of its own in the Secondary School curriculum and it was done in Nyamira. The current study focused on the revised Integrated Business Studies Curriculum of which Economics content has been integrated and assessed the perceptions of students and teachers towards it in Secondary Schools in Nandi East District.

2.7 Resources for the Revised Integrated Business Studies Curriculum

According to Mc Aliney (2009), resources in education play a very important role in facilitating learning. It is difficult to envisage learning without resources. Education resources in Business Studies include both Print and Non-Print materials. Print resources include textbooks, teachers’ guides/ handbooks, charts, maps, teachers’ notes, photographs/ pictures, business documents / specimen. Non-Print resources consists mainly media resources: Educational radio programmes, Video programmes, Compact discs (CDs) programmes, Magnetic tapes and films.

Other sources of resources include publishers and book sellers, Libraries, Newspaper vendors, Resource persons from relevant business organizations and immediate business environment and any other learning environment that provides a learning experience to a learner (Republic of Kenya, 2008).

Education resources are, therefore selected and used to stimulate interest and motivate learning. Too (1996) in the study carried out on the availability and use of media resources for mathematical instruction in Nandi District reveals that instructional media resources make it easier for learners to follow understand, respond and retain the contest of the lessons by adding concreteness to any learning situation. The instructional media come in a variety of forms namely, graphics, project, non-projected audio, audio-visual and multimedia systems.
This study focused on availability and use of media resources in Mathematics subject while the current study assessed the perceptions of students and teachers on the use of these resources in the revised Integrated Business Studies curriculum in Secondary schools in Nandi East District.

The textbook is a critical resource in the teaching learning process. According to monitoring reports, Republic of Kenya (2005), teachers rely heavily on the approved textbooks some of which have factual and language error. The textbook evaluation criteria require that approved textbooks meet a threshold of only 80% creating a possibility of errors in the approved materials. This criterion is as a result of the MoE National policy for textbooks Evaluation. According to the policy, KIE is mandated to prepare syllabus and guidelines for use in schools while publishers will have the responsibility of producing textbooks and other materials on the basis of the official syllabuses and guideline.

KIE will retain the important function of receiving textbooks from the publishers and carrying out independent evaluation and vetting and approval for all books for use in schools (MoE, 2002). In Tanzania and Rwanda publishers are required to correct any errors identified during evaluation and re-submit the books even after they are considered appropriate for use in schools. Business Studies, being a very dynamic subject, takes into account the need to address contemporary issues, trends in business and current economic issues in society. The teacher, as well as the learner, is therefore expected to update themselves on these trends by making use of resources such as print and electronic media, resource persons and interaction with the relevant business environment (Republic of Kenya, 2007).
The challenge of resources in Education for Secondary schools is not just about availability but also lack of varied education resources. For example, most schools do not have charts, posters and other non-book resources. Further, the utilization of these resources in the learning process is sometimes ineffective (Republic of Kenya, 2010). This study therefore sought to find out the perceptions of Business Studies students and teachers on the resources for the revised Integrated Business Studies Curriculum in Secondary schools in Nandi East District.

According to Nasimiyu (1997), teacher training in instructional resources is essential because when teachers are not adequately prepared there will be a discrepancy between the intent of the curriculum and the actual classroom situation. Taba (1962) quipped that to change a curriculum implies to change people and even the institutions.

This implies that the change in putting greater emphasis on the use of media resources cannot be done independent of the focus created on situations in which teachers should take more and more responsibility in creating conducive conditions for more effective learning through adequate training in resource use.

Warwick (1975) in Nasimiyu (1997) contends that the role of the teacher is as dynamic as the society in which he/she lives. To keep with the changing times, the teacher has to go through In-Service courses to acquaint himself/herself with the latest educational innovations in his/her area of study. This includes educational technology. Oketch and Asiachi (1992) agree that for any curriculum to be implemented successfully, teachers should be fully involved because no curriculum can achieve its objectives without the input of trained teachers. The quality of teachers in the curriculum implementation process is of paramount importance.
A curriculum is only as good as the quality of its teachers. The most serious problem in the developing countries is the alarming number of untrained teachers teaching in schools. The training that the researcher is inferring is that of the quality use of instructional media resources to make the learning of Business subjects effective and meaningful.

Obegi (2000) researched on the Impact of the Use of Media Resources on Students’ Learning in Business Subjects: A case of Secondary Schools in Nandi District. The researcher used Descriptive survey design and simple random sampling method to select 15 secondary schools from a list of 56 secondary schools. Data collection instruments used was teachers’ questionnaire, students’ questionnaire and interview schedule for students and teachers. Interview schedules were developed and conducted to supplement and compliment the limitations of the questionnaires.

The findings were that Secondary Schools in Nandi District do not have an adequate supply of Media Resources for Business instruction in schools. The recommendations were that Media Resources be supplied to all Secondary schools teaching Business Studies subjects, there should be In-Service education programmes for the Business Studies teachers focusing on Media Resources. This study focused on the use of Media Resources alone and it’s Impact on Students learning in Business Subjects while the current study focused on assessing the Perceptions of students and teachers on all aspects ( including the use of media resources) of the revised Integrated Business Studies Curriculum in Secondary Schools. In addition the study was conducted when the subjects making up Business Studies were taught as separate. The current study was done when the subjects making up Business Studies had been integrated and taught as one subject.
Gakungu (2004) researched on Determinants of Accounting Students’ performance at National Examinations in Private and Government Training Institutions in Uasin Gishu District. The researcher used both quantitative and qualitative paradigms. The population for the study comprised students and trainers in both government and private training institutions. The study targeted the KATC 1 students. The study used two questionnaires; one was filled by the trainees and the other by the trainers. The questionnaires had both structured and open ended questions. The findings established that students’ performance was affected by lack of revision, non completion of the syllabus, poor teaching methods by the lecturers and students not taking their studies seriously. The study also established that most lecturers (75%) in Government Institutions rarely use teaching aid while 12.5% never used it at all.

Among the recommendations were that there is need to provide adequate textbooks for both lecturers and students. Secondly, where possible lecturers should use teaching aid. Thirdly lecturers should always finish the syllabus within the stipulated period. This study focused on post secondary level while the current study focused on the Secondary level. Secondly this study focused on Accounting as a subject on its own while the current study focused on Business Studies in which Accounting discipline has been integrated. Thirdly this study was conducted in Eldoret Municipality in Uasin Gishu District while the current study was conducted in Nandi East District.

2.8 Challenges Faced in the Implementation of the Revised Curriculum

Governance and management are critical factors that influence the quality of education offered in Secondary school (Mc Aliney, 2009). An improved institutional environment demands better governance, and effective management to deliver on the desired outcomes.
BoGs in Kenya were created to establish a more direct link between MoE and Secondary Schools. They have the main administrative and financial management authority of the school. They determine the amount of school levies using government guidelines, ensure sound financial, management, mobilize resources, set priorities for spending and ensure that all expenditures are authorized.

In addition, they oversee school facilities and monitor school performance (GoK 2002). Each secondary school also has a PTA, which monitors school performance, raises funds to supplement the school budget and participates in making decisions on the use of these funds. An elected PTA executive committee member is the liaison to the BoG. The school head is directly accountable to the DEO and the BoG and reports to the PTA, especially on the use of resources. Lack of documentation limits the ability of PTAs to monitor finances, to understand how money is spent and to approach the education authorities.

According to Ayiro (2009) School Principal experience increasing pressure to address issues of higher standards and accountability and are faced with the task of providing for the academic needs of diverse student populations in the ever-changing society. The study also found out that these principals have been asked to align their leadership methodologies to support new initiatives such as Free Day Secondary Education and to enforce increased accountability through student performance in National Examinations. The HoD’s supervise the subject teachers in his/her department. They also coordinate the activities in the department by ensuring that the teachers’ prepare professional documents like schemes of work, lesson plans, record of work and progress records. They also ensure that the lessons are taught as timetabled. This study endeavored to assess the perceptions of students and teachers in supervision of the revised Integrated Business Studies Curriculum in Secondary schools in Nandi East District.
According to Kiarie (2006) on Study of factors affecting implementation of English curriculum in secondary schools in Kiambu District. The researcher found out that teachers do not prepare lesson plans. The researcher in the current study established whether teachers prepare schemes of work, lesson plans, records of the work, progress records while teaching the revised Integrated Business Studies in the current study. The current study also established whether Business Studies teachers are effectively supervised.

2.9 Summary of Literature Review

Most of the reviewed studies show that teachers have continued to perceive business studies subject negatively. Some strongly held to their areas of specialization and refused to change to the needs of the new integrated business studies subject.

A teacher who had not studied any of the subjects making up business studies is bound to experience challenges with respect to the content knowledge in some topics. In addition the subjects making up business studies had not been effectively designed. The problem was compounded by the fact that certain topics were perceived as difficult by both students and teachers. Consequently, KIE revised business studies subject by removing/ or reviewing the difficult topics and incorporated important aspects of Business plan and Stock exchange hence the revised Integrated business studies curriculum.

The reviewed literature has revealed that most studies were done when the subjects making up business studies: Accounting, Economics, Commerce, and Typing with Office Practice were taught as separate. Limited studies exist on the Integrated Business Studies curriculum.
The limited studies that have been done show that the teachers are faced with the problem of integrating the subjects that makes up business studies into one, wide syllabus which is difficult to be covered in four years, limited In-Service programs, poor teaching and learning strategies, inadequate resources among others. The current study assessed whether the disciplines making up business studies subject have been effectively integrated as perceived by the students and teachers.

Despite all the researches done, performance of Business studies in national examinations has been on a downward trend. The current study endeavored to assess the perceptions of students and teachers towards the revised business studies curriculum after some topics were removed and content reviewed in others. Their perceptions show whether they are now comfortable with the revised curriculum.

In addition studies on the integrated business studies curriculum were done when the curriculum had not been implemented up to form four. The current study was done when the revised curriculum has been implemented up to form four. Form four students were used in this study since they have fully experienced the revised integrated business studies curriculum thus the researcher anticipated to get an accurate assessment of students and teachers perceptions on the revised curriculum. The revised curriculum emphasizes student-teacher interaction using resources print and non-print. The current study sought to assess perceptions of students and teachers on the use of these resources in teaching the revised integrated curriculum. It also assessed the challenges facing the implementation of the revised integrated business studies curriculum (including ICT integration in teaching Business studies) as perceived by the students and teachers. The researcher also assessed ways of tackling these challenges.
Most of the studies mainly used questionnaires. Questionnaires are not exhaustive. The current study used questionnaires, interview guides and document analysis guides. The interview and document analysis guides sought to get in-depth information which was not captured by questionnaire. Finally from the above literature review no study had been done in public secondary schools in Nandi East District on the revised integrated Business studies curriculum hence the need for the current study.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter highlights the Methodology used in carrying out this research. It consists of research design, target population, description of the sample and the sampling procedures, description of the research instruments, pilot testing, validity and reliability of the instruments, data collection procedures, data analysis procedures and finally, ethical considerations.

3.1 Research Design

Ogula (2005) notes that research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. The objective of the researcher is to obtain students’ and Business studies teachers’ perceptions on the revised Integrated Business Studies Curriculum. The descriptive survey was mainly used complemented with a qualitative component under the Mixed Method design. Creswell (1994) noted that it is advantageous to combine methods to better understand a concept being tested or examined. Borg and Gall (1989) note that survey research design is intended to produce statistical information about aspects of education that interest policy makers and educators. The survey design was adopted because it determines and reports the way things are; and that one type of descriptive survey research involves assessing attitudes or opinions towards individuals, organizations and procedures (Gay, 1996).
3.2 Target Population

The target population in this study comprised of all public secondary schools offering business studies in Nandi East District, all form four students taking Business Studies, all Business Studies teachers and all HoDs (Applied Science). There are twenty schools in the district, fourteen mixed, three boys only and three girls only (N=20). The HoDs (N=20) were included in the study because they are supervisors of departmental activities. They were expected to give information on their supervision in the implementation of the revised integrated business studies curriculum. Business studies teachers (N=40) were included since they implement the business studies curriculum at the classroom level through teaching. They therefore gave information on how they perceive the revised integrated business studies curriculum.

Students taking business studies in form four (N=480) were used in this study because they have experienced the entire Business Studies syllabus and have formed substantial opinions about the revised curriculum. According to Creswell (2003), target population refers to people or objects to which the findings of the study can be inferred.

3.3 Sample and Sampling Procedures

Sampling is the process of selecting subjects or cases to be included in the sample by use of a sample frame (Mugenda and Mugenda, 1999). Creswell (2003) states that the larger the sample, the lower the sampling error. Ten schools (n=10) were used in this study; six mixed, two boys’ only and two girls’ only bringing the number to ten. There are twenty secondary schools in Nandi East District therefore ten is 50% which is representative enough of the population. Stratified sampling was first used to categorize the schools into three groups as per the gender of their students.
This was because stratification ensures that different groups of population are represented in the sample. The first group consisted of all the mixed schools in the District covered by the study. The second group was composed of the homogenous boys’ only and the third girls’ only schools.

Simple random sampling procedure was used to select six schools from the mixed school category for the main study. Simple random sampling is the type of sampling which provides equal chance to every member in the population to be included in the study (Creswell, 2003). The procedure involved writing the names of the fourteen mixed schools on equal strips of paper, folding of the papers and putting them into an empty tin. The tin was shaken to mix them up. The folded papers were then poured on a table. The first ball picked was spread out and the name of the school noted down. The process was repeated for the next five balls giving the names of the mixed schools that were used in the main study. Simple random sampling procedure was also used in selecting two schools each from the boys’ only and girls’ only categories.

Purposive sampling was employed in selecting form four business studies students, business studies teachers and HoDs’ (Applied Science) who took part in the study. Purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study (Mugenda & Mugenda, 1999). Form four students were used in this study since they had experienced the whole of business studies syllabus. Business studies teachers were used since they implement the business studies curriculum in the classroom through teaching. HoDs (Applied Science) were used since they supervise the implementation of the revised business studies curriculum at the departmental level.
There were four hundred and eighty business studies students in form four in Nandi East District (N=480). 25% (n=120) of the students were selected for the study. About 25% of the students taking business studies in form four from each selected school with an average of about fifty were used in the study. 25% of fifty translates to around twelve students. Students in the mixed schools were first stratified per gender into separate homogenous class lists. Students in each stratum were assigned a number and every n\textsuperscript{th} element was picked. Systematic sampling procedure was used to select six students from each gender so as to make a total of twelve students. In systematic sampling every n\textsuperscript{th} case in the population frame is selected for inclusion in the sample (Mugenda & Mugenda, 1999). Systematic sampling procedure was also used to select twelve students from the two schools each in the boys’ and girls’ only categories thus bringing the total number of students used in the study to one hundred and twenty (n=120).

Table 3.1 Sample Size and Sampling Design for the Target Population

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Actual Sample</th>
<th>Sampling design</th>
<th>Sampling Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency (f)</td>
</tr>
<tr>
<td>Schools</td>
<td>20</td>
<td>Stratified/simple random</td>
<td>10</td>
</tr>
<tr>
<td>Students</td>
<td>480</td>
<td>Purposive/stratified/ Systematic</td>
<td>120</td>
</tr>
<tr>
<td>Business studies</td>
<td>40</td>
<td>Purposive</td>
<td>20</td>
</tr>
<tr>
<td>HoDs</td>
<td>20</td>
<td>Purposive</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 560 160 175

Source: Nandi East District D.E.O’s Office
3.4 Description of Research Instruments

To carry out this research the following research instruments were employed: questionnaire for students, questionnaire for teachers, interview guide for HoD’s (Applied Science) and content analysis guide. The use of triangulation or multiple collection methods is a way of enhancing the credibility of data collected (Wiersma, 2000). HoD’s in Applied Science department were involved since they supervise the implementation of business studies curriculum.

Questionnaires for students and teachers were used. This is because they have the ability to collect a large amount of information with limited time, do not need personal presence and ensures confidentiality (Orodho, 2005). It consisted of open ended and close ended items. Close ended items are those that have alternatives from which an answer is selected. Likert scales are able to rank subjective and intangible components in research. Open ended items allow respondents the freedom to respond in their own words. This may reveal hidden information, motivation, interests, feelings and decisions that cannot be captured in close ended questions (Mugenda & Mugenda, 1999).

3.4.1 Questionnaire for Students

The questionnaire was used because it has the ability to collect a large amount of information within limited time (Mugenda & Mugenda, 1999). The first page of the instrument contains a brief introduction and instructions on how to respond to the items. The questionnaire consisted of three sections. Section A sought demographic information about the students which include gender, type of school; whether boys only, girls only or mixed. Section B composed of structured items put in likert-type scale.
The study explored the students' perceptions on the revised integrated business studies Curriculum for example clarity of concepts, content coverage, attitude of students’ towards the subject, students’ perception about the teaching traits of the teachers e.g. competence, pedagogical skills, teaching methodologies. Section C explored the students’ perceptions towards teaching and learning approaches in Business studies. Section D had open-ended items seeking the opinions of the students on the teaching and learning resources in business studies e.g. availability, their use, relevance etc. It explored the challenges students face in business studies.

3.4.2 Questionnaire for Business Studies Teachers

The first page of the instrument contained a brief introduction and instructions on how to respond to the items. The instrument was divided into three sections A, B and C. Section A contained demographic information of the teachers. Section B composed of structured items put in likert-type scale. The items sought the respondents’ candid perceptions on the revised integrated business studies curriculum e.g. appropriateness of the content to the level of the learners, integration of disciplines, relevance of the content, coverage, sequence, resources, their perception on the level of preparedness to implement the curriculum, resource persons, relevant business environment etc. Section C had open ended questions seeking the opinions of the teachers on teaching and learning resources in business studies. It explored the challenges teachers face when implementing the revised integrated business studies curriculum at classroom level.

3.4.3 Interview Schedule for HOD’S (Applied Science)

The researcher chose this method because it is applied in descriptive research where opinions and perceptions of respondents are necessary (Khan, 2008).
Besides, interviews give more accurate and reliable information as doubts could be clarified and respondents cross-checked. The data collected through questionnaires were complemented with interviews in the sample. The interview guide was designed to cross check teachers responses on their perceptions towards pedagogical issues outlined in the questionnaire. The interview schedule had three sections: Section A will consisted of HoD’s background information. Section B and C sought information regarding HoD’s role in supervision of the curriculum at departmental level, resources used in implementing the revised curriculum, level of motivation among Business Studies teachers, ways of improving the revised Business studies curriculum and their opinions about challenges that students and teachers face in implementation of the revised curriculum.

3.4.4 Document Analysis Guide

The document analysis guide was used to collect information on teachers records for example schemes of work, records of work, lesson plans, progress records and lesson notes.

3.5 Pilot Testing

Instruments were pilot tested in two schools in Nandi East District which were randomly selected. The two schools that were used in pilot testing did not take part in the main study. The data collected during the pilot test was prepared, analyzed and interpreted.

The results got from pilot testing were used to help in rectifying any misleading questions in the instruments before the study was carried out therefore making the instruments valid and reliable.
3.6 Reliability and Validity of the Instruments

3.6.1 Validity

Validity refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right (Anastacia, 1982). It implies that we want to obtain what we are supposed to measure. So if whatever we use in the study enables us to get what we want to get then there is validity. A valid instrument is one whose content is relevant for the purpose of the study. The questionnaires, and interview schedules were prepared on the basis of the research questions and the information discussed in the literature review. These were given to the supervisors and curriculum specialists to ascertain content validity.

Research experts in education at the Catholic University validated the instruments. Their feedback was used to improve the research instruments. The researcher also ensured content and context validity (Gay & Airasian, 2006).

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). Cronbach’s alpha coefficient was computed to establish the internal consistency or reliability of the independent variables in measuring perception. The coefficient was computed on quantifiable instruments using SPSS for windows at the pilot testing stage with four teachers and twenty four students. A reliability coefficient of 0.70 (alpha) or higher is considered acceptable reliability (Mc Millan & Schumacher, 2001). The higher the score the more reliable the generated scale is.
The pilot testing enabled the researcher to identify sensitive or ambiguous items in the instruments and undertake the necessary modification on them. The researcher adopted the 0.7 coefficient to check whether the instruments were reliable or not.

**Table 3.2: Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis for Students’ Questionnaires**

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases =24</td>
</tr>
<tr>
<td>Number of items=14</td>
</tr>
<tr>
<td>Alpha =0.7104</td>
</tr>
</tbody>
</table>

Table 3.2 which deals with the Likert scale on students’ questionnaires yielded an Alpha reliability coefficient of 0.7104. This confirms that the items were reliable in collecting the needed data.

**Table 3.3: Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis for Teachers’ Questionnaires**

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases =4</td>
</tr>
<tr>
<td>Number of items=8</td>
</tr>
<tr>
<td>Alpha =0.6670</td>
</tr>
</tbody>
</table>

Table 3.3 which deals with first Likert scale on teachers questionnaires yielded an Alpha of 0.6670 (0.7000). This confirms that the items were reliable in collecting the needed data.
Table 3.4: Pilot Testing Cronbach Alpha Coefficient Technique: Reliability Analysis for Teachers’ Questionnaires

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases =4</td>
</tr>
<tr>
<td>Number of items=6</td>
</tr>
<tr>
<td>Alpha =0.7285</td>
</tr>
</tbody>
</table>

The second Likert scale on teachers’ questionnaires gave an Alpha reliability of 0.7285 as shown in the table above. This coefficient level is interpreted to mean that the responses given by the teachers were consistent and that the items on the questionnaire were not ambiguous. Reliability was also enhanced by ensuring that the subjects in the instruments are heterogeneous. The researcher also ensured that there is clarity of instructions in the instruments.

3.7 Data Collection Procedures

The research permit was sought from the Ministry of Education through the Department of Post Graduate studies Catholic University of Eastern Africa. The researcher reported his intention to conduct the study to the DEO Nandi East District in order to be given permission to carry out the research. The researcher visited each of the sampled schools and discussed with the Principals on the most suitable days, time and procedure to follow in conducting the study.

The help of the principals and teachers was handy in accessing the class registers or lists, and in the assembling of the respondents. Since the students were the main participants, the data collection exercise was carried out during long breaks after lessons or evening preps.
The respondents were assembled in dining halls or any spacious rooms. The instruments were personally administered and collected by the researcher to guarantee maximum return rate. The questionnaires were first administered to the respondents. The HoD’s (Applied Science) were then interviewed. The questions as prepared in the interview schedules were read loudly and directed at the respondents. While the respondent responded to the questions the researcher took notes. The researcher personally checked the availability of the teachers’ records as the document analysis guide was filled. The HoD’s assistance was sought.

3.8 Data Analysis Procedures

Descriptive and inferential statistics were used in the analysis of data. Statistical Package for Social Sciences (SPSS) version 17.0 was used in order to give frequencies and percentages. Responses from open-ended items were coded into numerical data and its frequencies and percentages obtained using the SPSS instrument. Tesch (1990) provided steps of analyzing data collected from interviews. The researcher first read through all the responses carefully, jotting down the main ideas. Then a list of all topics was made followed by the clustering of similar topics. The topics were abbreviated as codes. The researcher found the most descriptive wording for the topics and turned them into categories.

Then the data belonging to each category was assembled and meaning derived. A summary report was developed identifying major themes and the associations between them.
3.9 Ethical Considerations

Researchers are people genuinely concerned about peoples’ quality of life; they must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others (Mugenda and Mugenda 1999). Ethical considerations were observed by seeking permission from the ministry of higher education to get a permit for the study. Permission was sought from the DEO and all participants before the study. Confidentiality and anonymity of respondents were guarded, where applicable numbers were used instead of names. The purpose of the study was explained to the respondents either verbally or written instruction.

Plagiarism was avoided by acknowledging the sources of data or information from other people in the study. Integrity was maintained throughout the study. No respondent was coerced or forced to answer questions they were not willing to respond (Kombo & Tromp, 2006).
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS OF THE FINDINGS

4.0 Introduction

This Chapter presents the data and discussion of the findings in tables, frequencies and percentages. The first section presents the demographic information of the participants, namely the students, business studies teachers and Heads of Departments for Applied Science. This is followed by other sections which are presented thematically according to the research questions.

4.1 Business Studies Students

The demographic information of the students included Gender, Age and Category of school.

4.1.1 Gender (Sex)

Gender was deemed necessary in determining the distribution of male and female students taking business studies in form four in secondary schools in Nandi East District. The frequency and percentage of students in terms of sex is as shown in table 4.1 below.

Table 4.1: Gender (Sex)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of the student respondents 63 (52.5%) who participated in the study were male while 57 (47.5%) were female. This indicates that slightly more male students chose business studies as an elective subject compared to female students in secondary schools in Nandi East District.

### 4.1.2 Age

Age was considered essential in determining whether students are in the secondary school going age in secondary schools in Nandi East District. The frequency and percentage of students in terms of age is as shown in table 4.2 below.

<table>
<thead>
<tr>
<th>Age Bracket in Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-16 years</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>17-20 years</td>
<td>107</td>
<td>89.2</td>
</tr>
<tr>
<td>21 and above</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of student participants, 107 (89.2%) were between 17 to 20 years, 11 (9.2%) were between 13 to 16 years while only 2 (1.7%) had 21 years and above. Majority of the students were between 17 to 20 years, the age secondary school students are expected to be. The finding indicates that few students in secondary schools in Nandi East District repeat classes.
4.1.3 Category of School

The category of school was deemed necessary in identifying the type of school the student sample was drawn from. The category of school from which student participants were drawn is as shown in Figure 4.1.

Figure 4.1: School Categories

![Pie Chart showing school categories]

Majority of student participants 72 (60%) were drawn from mixed schools, 25 (21%) were from Boys’ only category while 23 (19%) were from Girls’ only category. This shows that majority of schools in Nandi East District are of mixed type. The almost symmetrical distribution of boys’ only and girls’ only schools in this study could have been due to the propositional sampling procedures that were used.

4.2 Business Studies Teachers

The teachers’ demographic information focused on gender, age, duration one has taught, academic qualification and the discipline in the integrated business studies subject one was trained to teach.
4.2.1 Gender (Sex)

Teachers’ gender was considered an essential component in identifying the composition of business studies teachers teaching in secondary schools in Nandi East District. Majority of business studies teachers 16 (80%) are male while a small number 4 (20%) are female. This is as shown in Figure 4.2 below.

Figure 4.2.: Gender

![Gender Pie Chart]

Male teachers were four times their female counterparts. The big gender disparity noted in the study could be attributed to the fact that more male teachers trained to teach business studies compared to their female counterparts in Nandi East District.

4.2.2 Age

Age was perceived as essential in identifying the old business studies teachers who may possible have not studied during the computer era and could therefore have challenges with integration of ICT in teaching business studies. The frequency and percentage of business studies teachers age is as shown in figure 4.3.
Majority of business studies teachers 12(60%) in Nandi East District are below 30 years old, a small number 6 (30%) were between 31 and 40 years old. A minimal number 1 (5%) were between 41 and 50 years old and a similar number were above 50 years old. Majority of business studies teachers are below 30 years old because most schools in Nandi East District are new hence most teachers are in their first stations. Those above 40 years are few because others have opted for other opportunities in the business world.

4.2.3 Teaching Experience

The duration business studies teachers had taught was deemed relevant in knowing the extent to which they could understand curriculum-related challenges and adapt solutions to them. Their experience is as shown in figure 4.4 below.
Majority business studies teachers 13 (65%) have taught for less than 10 years, 5 (25%) have taught between 11 and 20 years and a minimal number 1(5%) have taught between 21 and 30 years. A similar number 1 (5%) have taught for more than 30 years. The findings shows that since most business studies teachers in Nandi East District are below 30 years old therefore they have not taught for long.

4.2.4 Academic Qualification

Academic qualification was essential in determining whether business studies teachers’ were trained and competent. The Academic qualification of Business studies teachers is as shown in figure 4.5 below.

Figure 4.5: Academic Qualification
Majority of business studies teachers 16 (80%) are holders of Bachelors degree in education, a small number 2(10%) have diploma qualification. A minimal number 1(5%) have masters and a similar number 1 (5%) hold other qualifications. The findings show that generally an overwhelming number of business studies teachers have undergone training in education. Therefore they have been trained in special methods of teaching one of the subjects making up business studies hence they are well prepared to teach the subject.

4.2.5 Discipline Trained to Teach

The discipline a teacher was trained to teach was necessary in determining whether teachers could teach the integrated subject. The frequency and percentage of discipline business studies teachers were trained to teach is as shown in table 4.3 below.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Accounting</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Most business studies teachers 12(60%) were trained to teach Economics while 5(25%) were trained to teach Accounting, 2 (10%) were trained to teach Commerce and a minimal number 2 (5%) were trained to teach other subjects. The findings indicate that most business studies teachers in Nandi East District have been trained to teach only one of the subjects making up business studies. Therefore they face challenges in teaching concepts from the subjects they have never been trained.
4.3 Heads of Department of Applied Science

The demographic information of the Applied Science HoDs was vital as it was meant to give characteristics of the participants and their ability to implement and supervise the revised integrated business studies curriculum in secondary schools in Nandi East District. The demographic information of the HoDs included Gender, Age, teaching experience, HoD experience and the job group.

4.3.1 Gender of the HODs

Gender was necessary in determining the distribution of the HoDs between male and female teachers. This is as shown in Table 4.4 below.

Table 4.4: Gender (Sex)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority 5 (50%) of the HoD respondents who participated were male while 4 (40%) were female. The almost symmetrical distribution of male and female HoDs’ indicates that both female and male teachers have an equal chance of heading the Applied Science department in secondary schools in Nandi East District.
4.3.2 Age of the HODs

Table 4.5 Age

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Between 31-40 years</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Between 41-50 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate that over half (60%) of the HoDs’ are between the age of 31 and 40 years, a small number 2 (20%) are below 30 years and a minimal number 1(10%) are between 41 and 50 years. This finding shows clearly that Applied Science departments in secondary schools in Nandi East District are headed by relatively young teachers. Therefore they are not effective in supervision of the revised integrated business studies curriculum.

4.3.3 Experience of the HODs in Teaching

Experience in teaching was deemed necessary in determining whether HoDs are able to supervise the implementation of the revised curriculum.

Table 4.6 Experience of the HODs in Teaching

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Between 6-10 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Between 11-2 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Above 21 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The findings in table 4.6 indicate that 4 (40%) of the HoDs’ have taught for less than 5 years, a few 2 (20%) have taught for between 6 to 10 years. A similar number 2 (20%) have taught between 11 to 20 years. Only 1 (10%) have taught for over 21 years. Thus majority of the HoDs’ are not effective in guiding business studies students and teachers in matters pertaining to the integrated business studies curriculum.

4.3.4 Experience as HOD

Experience as HoD was deemed necessary in determining whether they have mastered the necessary skills to supervise the revised curriculum effectively.

Table 4.7 Experience as HoD

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Between 1-5 years</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Between 6-10 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On experience as HoDs’, the data in Table 4.7 indicate that majority 5 (50%) have been HoDs’ between 1 to 5 years while 2 (20%) have been HoDs’ for less than 1 year. A minimal number 1 (10%) have been HoDs’ between 6 and 10 years. A similar number 1 (10%) have served as HoDs’ for over 10 years. This scenario indicates that majority of the HoDs’ are not experienced in performing their functions. Therefore they are not effective in supervising the revised business studies curriculum in secondary schools in Nandi East District.
Table 4.8 Job Groups of HODs

The Job Group of the HoD was necessary in determining whether they are qualified to serve as HoDs. Qualification is important to be a successful HoD.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>L</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>M</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Any other</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Lastly the findings in Table 4.8 show that majority 3 (30%) of the HoDs’ are in job group L while 2 (20%) are in job group K. Those in job group M and above are few 4 (40%). This indicates that majority of the HoDs’ in Nandi East District are not qualified and are serving in an acting capacity. This demonstrates that the HoDs’ are not effective in supervising the implementation of the revised integrated business studies curriculum.

4.4 Perceptions of Students towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

In this question the researcher was interested in finding out from the students their rating on different aspects of the revised integrated business studies curriculum. A 5 point likert scale was used. Table 4.9 below summarizes the students’ responses.
Table 4.9: Research Question One

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA f</th>
<th>SA %</th>
<th>A f</th>
<th>A %</th>
<th>N f</th>
<th>N %</th>
<th>DA f</th>
<th>DA %</th>
<th>SD f</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Objectives in the syllabus are clear</td>
<td>40</td>
<td>33.1</td>
<td>69</td>
<td>57.0</td>
<td>5</td>
<td>4.1</td>
<td>3</td>
<td>2.3</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>ii. Business studies content is adequate</td>
<td>49</td>
<td>41.9</td>
<td>48</td>
<td>41.0</td>
<td>7</td>
<td>6.0</td>
<td>9</td>
<td>7.7</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>iii. Teachers explain the concepts clearly</td>
<td>61</td>
<td>51.7</td>
<td>45</td>
<td>38.1</td>
<td>5</td>
<td>4.2</td>
<td>4</td>
<td>3.4</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>iv. There are some concepts that are difficult even to the teachers</td>
<td>22</td>
<td>19.3</td>
<td>23</td>
<td>20.2</td>
<td>17</td>
<td>14.9</td>
<td>27</td>
<td>25.7</td>
<td>25</td>
<td>21.9</td>
</tr>
<tr>
<td>v. Teachers attend to lessons in time</td>
<td>53</td>
<td>44.5</td>
<td>46</td>
<td>38.7</td>
<td>5</td>
<td>4.2</td>
<td>10</td>
<td>8.4</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>vi. Teachers are always in control of the class during lessons</td>
<td>56</td>
<td>47.9</td>
<td>44</td>
<td>37.6</td>
<td>4</td>
<td>3.4</td>
<td>11</td>
<td>9.4</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>vii. I was forced to take Business Studies</td>
<td>1</td>
<td>0.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>11.7</td>
<td>105</td>
<td>87.5</td>
</tr>
<tr>
<td>viii. Teachers use extra time to cover the syllabus on time</td>
<td>43</td>
<td>36.8</td>
<td>42</td>
<td>35.9</td>
<td>8</td>
<td>6.8</td>
<td>16</td>
<td>13.7</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td>ix. Teachers provide opportunities for students to participate and share their experiences</td>
<td>65</td>
<td>54.2</td>
<td>45</td>
<td>37.5</td>
<td>4</td>
<td>3.3</td>
<td>3</td>
<td>2.5</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>x. Teachers use teaching aids (real objects) to explain certain concepts</td>
<td>43</td>
<td>36.1</td>
<td>33</td>
<td>27.7</td>
<td>14</td>
<td>11.8</td>
<td>12</td>
<td>10.1</td>
<td>17</td>
<td>14.3</td>
</tr>
<tr>
<td>xi. Teachers give exercises regularly</td>
<td>40</td>
<td>33.3</td>
<td>46</td>
<td>38.3</td>
<td>18</td>
<td>15.0</td>
<td>13</td>
<td>10.8</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>xii. Teachers check students' work regularly</td>
<td>34</td>
<td>28.3</td>
<td>47</td>
<td>39.2</td>
<td>15</td>
<td>12.5</td>
<td>14</td>
<td>11.7</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>xiii. Teachers assist weak students to comprehend difficult concepts</td>
<td>59</td>
<td>50.0</td>
<td>42</td>
<td>35.6</td>
<td>7</td>
<td>5.9</td>
<td>4</td>
<td>3.4</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>xiv. There are concepts in the textbooks that are not in the syllabus</td>
<td>29</td>
<td>24.6</td>
<td>17</td>
<td>14.4</td>
<td>16</td>
<td>13.6</td>
<td>18</td>
<td>15.3</td>
<td>38</td>
<td>32.2</td>
</tr>
<tr>
<td>xv. Business studies subject adequately prepares me to take a career in business</td>
<td>93</td>
<td>78.2</td>
<td>20</td>
<td>16.8</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
<td>1.7</td>
<td>1</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Majority of the students 109 (90.1%) agree that the objectives in the business studies syllabus are clear while 6 (4.8%) do not agree. Only 5(4.1%) are undecided.
Majority of the students 97 (82.9%) agree that business studies content is adequate while 13 (11.1%) do not agree. Only 7 (6.0%) are undecided. When objectives in the syllabus are clear and the content is adequate students will find it easier to comprehend concepts in the subject. This indicates that business students do not experience difficulties in learning the subject. On whether teachers explain the concepts clearly majority of the students 106 (89.8%) agree while only 7 (5.9%) do not agree. A minimal number 5 (4.2%) are undecided. Slightly a higher number of students 52 (45.6%) do not agree that there are some concepts that are difficult to the teachers compared to 45 (39.5%) who agree while 17 (14.9%) are undecided. This indicates that although teachers are able to teach the integrated business studies subject some concepts are difficult to teach. The reason is because teachers have not been trained in all the disciplines that make up business studies.

Majority of the students 99 (83.2%) agree that teachers attend to their lessons in time compared to 15 (12.6%) who do not agree that teachers keep time. 5 (4.2%) were undecided. A higher number of students 100 (85.5%) agree that teachers are always in control of the class during lessons compared to 13 (11.1%) who think otherwise. Only 4 (3.4%) were not decided. Majority of the students 85 (72.7%) agree that teachers use extra time to cover the syllabus while 24 (20.5%) do not agree. A minimal number 8 (6.8%) were undecided.

The findings indicate that although teachers are prompt in attending to their lessons and are in control of their classes the time for teaching business studies is not enough. Republic of Kenya (2010) noted this scenario. When learners were asked whether tuition is offered in their schools, 72.4% indicated that they are taken through tuition.
Indeed 54.8% of the learners mentioned that business studies are one of the subjects in which extra tuition is offered. Further some of the HoDs’ who were interviewed said that limited time in covering the syllabus is one of the major challenges facing business studies teachers.

A higher number of students 76 (63.8%) agree that teachers use teaching aids when teaching business studies compared to 29 (24.4%) who do not agree, a few 14 (11.8%) were undecided. Majority of the students 110 (91.7%) agree that teachers provide opportunities for students to participate and share their experiences while 6 (5.0%) do not agree. A minimal number 4 (3.3%) were undecided. The findings show that although students thought teachers tried to use teaching aids and allow them to interact there is still a good number of them who have stuck to the traditional methods of teaching that are predominantly teacher-centered (Sithole, 2010). This makes the lessons boring.

When HoDs were interviewed whether teachers prepare teaching records majority agreed. They noted that although teachers prepare schemes of work the resources indicated are not adequate. Majority of the HoDs noted that teachers do not prepare lesson plans. The findings indicate that majority of the students 86 (71.6%) agree that teachers give exercises regularly while 16 (13.3%) do not agree, 18 (15.0%) were undecided. A small number of students 24 (20%) agree that teachers do not check students’ work regularly while majority 81 (67.5%) agree, 15 (12.5%) were undecided. Majority of the students 101 (85.6%) agree that teachers assist weak students while 10 (8.5%) do not agree. A minimal number of students 7 (5.9%) were undecided.
The findings indicate that although students are given exercises regularly there are some teachers who do not check their work consequently they are not corrected in time leading to poor performance. Weak students are also given attention.

The findings indicate that 46 (39%) of the students agree that some concepts in the textbooks are not in the syllabus while slightly a higher number 56 (47.5%) do not agree, 16 (13.6%) were undecided. The findings indicate that the textbooks approved for use in business studies may not be inline with the syllabus. The reason for this state of affairs is that the text book evaluation criteria adopted by the government require that approved text books meet a threshold of only 80% creating a possibility of errors (Republic of Kenya, 2005).

Majority of the students 119 (99.2%) responded that they took business studies willingly. A minimal number 1 (0.8%) said they were forced. Most students 113 (95%) agree that business studies subject adequately prepares them for a career in business while only 3 (2.5%) think otherwise. A similar number were undecided. The findings indicate that teachers allow students to choose subjects willingly and majority of students are aware that the subjects they study will have a bearing on their future careers.

Students were asked to state the level of difficulty of business studies subject. Their responses were summarized in figure 4.6 below.
Majority of the students 81 (68.6%) said they are moderately difficult while 22 (18.6%) said they are simple, 8 (6.8%) responded by saying they are difficult, 6 (5.1%) thought they are very simple. Only 1 (0.8%) said they are very difficult. The findings indicate that business studies is viewed by students as neither difficult nor simple. The reason is that business studies comprise of various disciplines. Some disciplines are appealing to the students while others are not. Students were asked to give their attitude towards business studies. Their responses are summarized in table 4.10.
Table 4.10: Attitude of Students towards Business Studies

<table>
<thead>
<tr>
<th>Attitude of students</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>65</td>
<td>54.2</td>
</tr>
<tr>
<td>Positive</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the students 117 (97.5%) have a positive attitude while a minimal number 2(1.7%) have neutral attitude. This indicates that business studies is preferred by majority of the students. The reason is that business studies is an elective subject. Therefore it is chosen by only those who prefer the subject.

4.5 Perceptions of Teachers towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

On this question, the researcher was interested in finding out their rating on different aspects of the revised curriculum. Table 4.11 next summarizes the teachers’ responses.
Table 4.11: Research Question Two

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA f</th>
<th>SA %</th>
<th>A f</th>
<th>A %</th>
<th>U f</th>
<th>U %</th>
<th>DA f</th>
<th>DA %</th>
<th>SD f</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Business Studies content is appropriate to the level of the learners</td>
<td>4</td>
<td>20.0</td>
<td>15</td>
<td>75.0</td>
<td>-</td>
<td>1</td>
<td>5.0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ii) Sequence of content in Business Studies is appropriate</td>
<td>3</td>
<td>15.8</td>
<td>12</td>
<td>63.2</td>
<td>2</td>
<td>10.5</td>
<td>2</td>
<td>10.5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>iii) Business Studies content is relevant to the learner</td>
<td>7</td>
<td>5.0</td>
<td>13</td>
<td>65.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Subjects that make up Business Studies are well integrated</td>
<td>3</td>
<td>15.0</td>
<td>12</td>
<td>60.0</td>
<td>1</td>
<td>5.0</td>
<td>4</td>
<td>20.0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>v) Assessment methods in the revised Business Studies syllabus are adequate</td>
<td>3</td>
<td>15.8</td>
<td>12</td>
<td>63.2</td>
<td>2</td>
<td>10.5</td>
<td>2</td>
<td>10.5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>vi) Emerging issues are infused into relevant topics appropriately</td>
<td>8</td>
<td>40.0</td>
<td>10</td>
<td>50.0</td>
<td>-</td>
<td>2</td>
<td>10.0</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii) Time allocated to teaching Business Studies content in the revised syllabus is adequate</td>
<td>1</td>
<td>5.0</td>
<td>14</td>
<td>70.0</td>
<td>-</td>
<td>4</td>
<td>20.0</td>
<td>1</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>viii) Business Studies subject adequately prepares students for further training in Business related courses</td>
<td>1</td>
<td>50.0</td>
<td>10</td>
<td>50.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Majority of the teachers 19 (95%) agree that business studies content is appropriate to the level of learners while only 1 (5%) disagreed. Majority of the teachers 15 (79%) agree that the sequence of business studies content is appropriate. A minimal number 2 (10.5%) disagreed while a similar number 2 (10.5%) were undecided. All the teachers 20 (100%) agreed that business studies content is relevant to the learner.
The findings indicate that majority of the teachers agree that the content in business studies subject is appropriate and relevant to the learner. The reason is that when business studies was revised again in 2007 topics which were difficult to the students like Incomplete Records and Managing a Business were completely removed from the syllabus. Others were substantially changed by removing difficult concepts like Demand and Supply and Product Markets (Republic of Kenya, 2007).

Majority of the teachers (75%) agree that subjects making up business studies are well integrated. A few (20%) do not agree. A minimal number (5%) were undecided. Majority of the teachers (90%) agree that emerging issues are infused into the relevant topics appropriately while a few (10%) do not agree. The findings indicate that although majority of the teachers agree that subjects making up business studies are well integrated there are still a few who think otherwise. These teachers are not comfortable teaching business studies as an integrated subject.

Majority of the teachers (79%) agree that assessment methods in business studies syllabus are adequate. A few (10.5%) disagree. A similar number (10.5%) were undecided. This indicates that teachers generally are contended with the methods of assessment prescribed in the syllabus. When HoDs were interviewed on progress records majority said they are available and work is given to students but not marked regularly. Although majority of the teachers (75%) agree that the time allocated to teaching business studies is adequate a few (25%) disagreed.
When HoDs were interviewed whether teachers teach outside the recommended lessons majority said teachers teach in the morning, evening and weekends. This indicates that not all teachers are satisfied with the time allocated for teaching business studies in the syllabus. All the teachers 20 (100%) agreed that business studies subject adequately prepares students for further training in business related courses. These findings indicate that teachers think that students’ knowledge of business studies in secondary school influences ones career.


To answer this question the researcher sought to find out from the students and teachers their views on the implementation of the business studies curriculum. Teachers are tasked with implementing the curriculum at the classroom level while students are the recipients so their views are important. To answer this question students were first asked to the rate the extent to which various approaches are used by teachers in the teaching the curriculum. Their views are summarized in table 4.12.

Table 4.12: Research Question Three

<table>
<thead>
<tr>
<th>Approach</th>
<th>A f</th>
<th>A %</th>
<th>V f</th>
<th>V %</th>
<th>O f</th>
<th>O %</th>
<th>R f</th>
<th>R %</th>
<th>N f</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>95</td>
<td>79.8</td>
<td>11</td>
<td>9.2</td>
<td>11</td>
<td>9.2</td>
<td>2</td>
<td>1.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Question and Answer method</td>
<td>48</td>
<td>40.7</td>
<td>23</td>
<td>19.5</td>
<td>26</td>
<td>22.0</td>
<td>20</td>
<td>16.9</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>54</td>
<td>46.2</td>
<td>27</td>
<td>23.1</td>
<td>24</td>
<td>20.5</td>
<td>12</td>
<td>10.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Visits to relevant business environments (field trips)</td>
<td>3</td>
<td>2.5</td>
<td>4</td>
<td>3.4</td>
<td>9</td>
<td>7.6</td>
<td>47</td>
<td>39.5</td>
<td>56</td>
<td>47.1</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>25</td>
<td>21.2</td>
<td>9</td>
<td>7.6</td>
<td>18</td>
<td>15.3</td>
<td>36</td>
<td>30.5</td>
<td>30</td>
<td>25.4</td>
</tr>
<tr>
<td>Speeches from Resource persons</td>
<td>12</td>
<td>10.2</td>
<td>5</td>
<td>4.2</td>
<td>29</td>
<td>24.6</td>
<td>32</td>
<td>27.1</td>
<td>40</td>
<td>33.9</td>
</tr>
</tbody>
</table>
On explanation majority of the students 95 (79.8%) said it is always used while 22 (18.4%) said it is often used. A minimal number 2 (1.7%) said it is rarely used. This indicates that in most cases teachers use explanation method of teaching in Nandi East District. On Question and Answer method 48 (40.7%) of the students said it is always used while 49 (41.5%) said it is often used, 20 (16.9%) said it is rarely used. A minimal number 1 (0.8%) said it is never used. This indicates that Question and Answer method is also a preferred method of teaching in Nandi East District.

On group discussion most of the students 54 (46.2%) said it is always used while 51 (43.6%) said it is often used, a few 12 (10.3%) said it is rarely used. This shows that group discussion is generally preferred by most business studies teachers in Nandi East District. On field trips majority of the students 56 (47.1%) responded by saying it has never been used while 47 (39.5%) said it is rarely used, 13 (11%) said it is often used. A minimal number 3 (2.5%) said it’s always used. Field trips are expensive and it consumes time. It also requires prior arrangements. These discourage teachers from using them.

On demonstrations 36 (30.5%) responded by saying it is rarely used while 30 (25.4%) said it has never been used. 27 (22.9%) said it is often used, 25 (21.2%) said it is always used. These findings indicate that demonstrations are not used by most teachers. Demonstrations require that schools purchase materials and specimens appropriate for business studies. These are expensive and majority of the schools cannot afford.

On guest speakers majority of the students 40 (33.9%) said it is never used while 32 (27.1%) said they are rarely used. 34 (28.8%) said it is often used. Only 12 (10.2%) said it’s always used. This indicates that guest speakers in most cases are rarely or not used at all. The right resource persons need to be identified and facilitated to attend.
The few cases they are used is when students are about to sit for the national examinations. When HoDs were interviewed on whether they invite business studies examiners to talk to students on how to answer questions in national examinations all of them responded by saying they are invited at form four after completing the syllabus.

From the findings it is clear that explanation, question and answer and group discussion methods of teaching are preferred by teachers in most secondary schools in Nandi East District. Teaching methods which enhances students’ participation like demonstrations, field trips and talk from resource persons are rarely or never used at all. Business studies is a living subject, activities carried out in the business world are practical to the students life therefore the approaches adopted to teach the subject need to be participatory in nature (Republic of Kenya, 2008).

Teachers were asked whether there are other topics in business studies they are not comfortable teaching their responses are as shown in figure 4.7 below.

**Figure 4.7: Topics Uncomfortable in Teaching**
The findings indicate that most business studies teachers 11 (55%) are not comfortable in teaching some topics in the revised curriculum while few 9 (45%) are comfortable. Ndambuki (2008) noted this scenario that few teachers were comfortable teaching the revised subject as an integrated curriculum. Teachers were trained to teach only one of the subjects that make up business studies. Topics which teachers find difficulties in teaching are: National income, Accounting, Demand and Supply, Business and its Environment and Economics.

Teachers were asked how they teach these topics as a way of noting the limitations and creativity they were using in teaching. Their responses are summarized in table 4.13.

**Table 4.13: How Difficult Topics are Taught**

<table>
<thead>
<tr>
<th>Assistance to learners</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a colleague to step in</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Put students into groups to discuss</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Invite a resource person</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Get material from the internet</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate majority of the teachers 7 (35%) ask their colleagues to assist while 6 (30%) use group discussion. A few 2 (10%) invite resource persons. A minimal number 1 (5%) use the internet and a similar number 1 (5%) use other methods.
This shows that teachers are creative in using other methods to assist the students although they are not reliable since they cannot be measured. Further teachers were asked whether they think there are other topics which ought to be included in the revised syllabus. The findings are as shown in table 4.14.

Table 4.14: Whether there are Other Topics to be Included

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers 12 (60%) said none while a few 7 (35%) said there are some topics which should be included. The topics suggested for inclusion were the use of ICT, Business Management, Incomplete records, Stock exchange, Product promotion and Economic planning. The last three topics are in the revised syllabus indicating there are some teachers who are not conversant with the syllabus. Teachers were asked to state the number of times they have attended In-service courses since the business studies syllabus was revised in 2007. The findings are summarized in table 4.15 as shown.

Table 4.15: Number of In-service Courses Attended since 2007

<table>
<thead>
<tr>
<th>Course attendance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Twice</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Three times</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Majority of the teachers 8 (40%) said they have never attended any In-service course, 7 (35%) said they have attended twice, 3 (15%) said they have attended only once while a few 2 (10%) said they have attended thrice. This finding indicates that teachers in Nandi East District are rarely facilitated to attend In-Service courses. The findings clearly demonstrate that teachers are not well prepared to implement the revised business curriculum.

Warwick in Nasimiyu (1997) noted that to keep with the changing times, the teacher has to go through In-service courses to acquaint him/her self with the latest educational innovations in the area of study. Those who have attended In-service courses were further asked whether they have improved their skills in business studies. Majority responded that they have adequately improved while a few said they have not.

Teachers were also asked whether they are involved in marking business studies in national examinations. The findings are summarized in figure 4.8 as shown.

Figure 4.8: Marking of National Exams
From the findings majority of the students 18 (94.7%) are not national examiners while a minimal number 1 (5.3%) are national examiners. This indicates that business studies teachers are not adequately prepared to guide students to tackle national examinations which lead to poor performance. Teachers were asked whether they are supervised while teaching business studies. Their responses are as shown in the next table 4.16.

Table 4.16: Whether Business Studies Teachers are Supervised; Teachers Response

<table>
<thead>
<tr>
<th>Supervision of Business studies’ teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers 11 (55%) said they are not supervised while 9 (45%) said they are supervised. The same question was posed to the HoDs’ during the interview and their responses are as shown in table 4.17 below.

Table 4.17: Whether Business Studies Teachers are Supervised; HoDs Response

<table>
<thead>
<tr>
<th>Supervision of Business studies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the HoDs’ 6 (60%) said that teachers are not supervised while a few 3 (30%) said they are supervised.
This indicates that teachers are not supervised in secondary schools in Nandi East District. Those teachers supervised were asked how often supervision is done. Their responses are as shown in figure 4.9 below.

**Figure 4.9: How often Supervision is done**

![Bar chart showing how often supervision is done](chart.png)

Majority of the teachers 5 (55.6%) said it is done once per term while 2 (22.2%) said once per week. A minimal number 1 (11.1%) said once per month. A similar number 1 (11.1%) mentioned that supervision is done at any other time. These findings indicate that majority of business studies teachers in secondary schools in Nandi East District are not supervised. This means that they are not kept in tandem with the curriculum requirements. Finally teachers were asked to give their level of satisfaction towards the revised integrated curriculum. The findings are as shown in table 4.18 below.
Table 4.18: Level of Satisfaction towards Business Studies

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers 18 (90%) are satisfied with the revised curriculum while a minimal number 1 (5%) are neutral. The findings indicate that business studies teachers have a positive attitude towards the subject.

4.7 Adequacy of the Resources Employed in Teaching the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

Teaching and learning resources are necessary for the effective implementation of the revised integrated business studies curriculum. Teachers and students were asked about the availability and adequacy of these resources.

First students were asked about the ratio of business studies textbooks in their schools and their response is as shown in table 4.19 below.
Table 4.19: Ratio of Business Studies Textbooks in Schools

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>1:2</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>1:3</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>1:4</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the students 57 (47.5%) said the ratio is 1:2 while 43 (35.8%) said it is 1:1. 11 (9.2%) said it is 1:3, 6 (5.0%) said it is 1:4. A minimal number 1 (0.8%) use other ratios. These findings indicate that the ratio of textbooks to students in most schools in Nandi East District is fairly good. Students were also asked the main class text used in business studies. Their responses are as shown in table 4.20 below.

Table 4.20: Main Class Textbook in Business Studies

<table>
<thead>
<tr>
<th>Text book</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventor secondary business studies (KLB)</td>
<td>116</td>
<td>96.6</td>
</tr>
<tr>
<td>Any other</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The findings indicate that majority of the students 116 (96.6%) use Inventor secondary business studies while a few 2 (1.7%) uses other books. These indicate that most schools in Nandi East District rely mainly on one text yet there are several other texts approved for use. Students were also asked whether teachers use other resources apart from text books in teaching business studies. Their responses are as shown in figure 4.10 below.

**Figure 4.10: Whether Teachers use other Resources**

![Pie chart showing 53% of teachers do not use other resources and 47% use other resources.]

Majority of the students 64 (53.3%) responded by saying teachers do not use other resources while 56 (46.7%) said they use. The findings indicate that teachers rely heavily on textbooks with limited use of other resources. Republic of Kenya (2005) noted that teachers rely heavily on the approved textbooks some of which have factual and language errors. Those who agreed that teachers use other resources mentioned past papers, computers and projectors, guest speakers, Newspapers, T.V and Radio programmes. Finally, students were asked whether they access these resources. Their responses are shown in table 4.21 below.
Table 4.21: Whether Students Access Business Studies Resources

<table>
<thead>
<tr>
<th>Access to Business studies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53</td>
<td>44.2</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>46.7</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of students 56 (46.7%) said they do not access the resources while a lesser number 53 (44.2%) accessed. The findings indicate that although some schools use other resources apart from textbooks, students are not facilitated to access them therefore they are not effectively used in learning business studies. This may have a direct relationship with the students’ performance and consequent interest in business studies at the secondary school level. This only left resilient students who could maneuver their way to perform well in the subject.

When teachers were asked about the availability and adequacy of various resources in the implementation of the revised integrated business studies curriculum, their responses are as shown in table 4.22.
### Table 4.22: Adequacy of Business Studies Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>VA f (%)</th>
<th>A f (%)</th>
<th>U f (%)</th>
<th>N f (%)</th>
<th>NA f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Text books</td>
<td>5 25</td>
<td>15 75</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>ii) Business documents/Specimens</td>
<td>1 5.9</td>
<td>6 35.3</td>
<td>2 11.8</td>
<td>6 35.3</td>
<td>2 11.8</td>
</tr>
<tr>
<td>iii) Teachers' guides/handbooks</td>
<td>2 10.5</td>
<td>11 57.9</td>
<td>1 5.3</td>
<td>4 21.1</td>
<td>1 5.3</td>
</tr>
<tr>
<td>iv) Educational Radio Programmes</td>
<td>1 5.6</td>
<td>1 5.6</td>
<td>1 5.6</td>
<td>3 16.7</td>
<td>12 66.7</td>
</tr>
<tr>
<td>v) Video Programmes</td>
<td>1 5.3</td>
<td>3 15.8</td>
<td>3 15.8</td>
<td>2 10.5</td>
<td>10 52.6</td>
</tr>
<tr>
<td>vi) Compact Discs (CDS) Programmes</td>
<td>2 11.1</td>
<td>1 5.6</td>
<td>1 5.6</td>
<td>3 16.7</td>
<td>11 61.1</td>
</tr>
</tbody>
</table>

On text books majority of the teachers 15 (75%) said they are adequate while 5 (25%) said they are very adequate. This indicates that there are enough text books to teach business studies in Nandi East District. On business documents 7 (41.2%) said they are adequate while almost similar number 6 (35.3%) said they are inadequate. A few 2 (1.8%) said they are not available. A similar number were undecided. This indicates that business documents are not effectively used in teaching business studies in Nandi East District.

On teachers guides/ hand books majority of the teachers 13 (68.4%) said they are adequate while a few 4 (21.1%) said they are not adequate. A minimal number 1 (5.3%) said they are not available while a similar number were undecided. The finding indicates that although majority of the teachers use teachers guides there are some schools which may not have. Guide books point out the areas which teachers must lay emphasize while teaching.
On Educational Radio programmes majority of the teachers 12 (66.7%) said they are not available while 2 (11.2%) said they are adequate. 3 (16.7%) said they are not adequate. A minimal number 1 (5.6%) were undecided. This finding indicates that majority of the teachers do not use Radio programmes to teach business studies in Nandi East District.

On Video programmes a higher number of teachers 10 (52.6%) said they are not available. 4 (21.1%) said they are adequate while 2 (10.5%) said they are not adequate. 3 (15.8%) were undecided. This finding indicates that Video programmes are rarely used by teachers in teaching business studies in Nandi East District.

Finally on the use of Compact Discs (CD’s) majority of the teachers 11 (61.1%) said they are not available while 3 (16.7%) said they are adequate. A similar number 3 (16.7%) said they are not adequate. A few 1 (5.6%) were undecided. This shows that few teachers use Compact Discs in teaching business studies in Nandi East District.

These findings shows that most teachers of business studies in secondary schools in Nandi East District heavily relies on text books with limited use of non print media. Non print media make it easier for learners to follow, understand, respond and retain the concepts longer (Too, 1996). HoDs’ were interviewed whether the resources are adequately purchased for business studies teachers. Their responses are as shown in table 4.23 below.
Table 4.23: Whether Business Studies Resources are Adequately Purchased

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the HoDs’ 6 (60%) said they are adequately purchased while a few 3 (30%) said they are not. Further, HoDs’ were interviewed on who is responsible for the purchase of business studies resources in the school. Their responses are as shown in table 4.24 below.

Table 4.24: Person Responsible for Purchase of Business Studies Resources in Schools

<table>
<thead>
<tr>
<th>Person responsible for purchase</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>D/Principal</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>HoD</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicate that 4 (40%) said the Principal is responsible. A similar number 4 (40%) mentioned the HoDs as the people responsible. A few 1 (10%) mentioned the Deputy Principal as the person responsible.

These findings indicate that although business studies resources are adequately purchased it is the school administration which is responsible for the purchase.
The administration may not establish the resources needed by the teachers. Finally, teachers were asked whether they integrate ICT (Twitter, You-tube, Internet) when teaching business studies. Their responses are as shown in table 4.25 below.

Table 4.25: Whether Teachers Integrate ICT in Teaching Business Studies

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the teachers 11 (55.0%) said they do not integrate ICT when teaching business studies while a lesser number 9 (45%) integrate. When HoDs’ were interviewed whether teachers integrate ICT when teaching business studies majority of them said they do not except a few. Topics taught by integrating ICT in business studies are Communication, Product promotion, International trade, Entrepreneurship, Accounting, Public finance, Current trends in business, Emerging issues in business, Warehousing, Economic planning, Inflation, Office practice and Transport. The findings indicate that although ICT is an important teaching and learning tool there are few teachers who integrate ICT in the teaching of business studies in Nandi East District.
4.8 Challenges Facing the Implementation of the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

In this question the researcher was interested in finding out whether students and teachers face any problems while experiencing and implementing respectively the business studies curriculum. The HoDs’ were also interviewed on the challenges facing students and teachers as they implement the revised curriculum and possible solutions.

The students were asked the challenges they face while learning business studies. The following are their responses: inadequate teaching and learning resources, difficult terms and concepts in business studies, inadequate number of business studies teachers, limited time for learning and revision, lack of practical application of business studies concepts, negative attitudes towards business studies, different teachers teaching one class and lack of support and discouragement by others.

When teachers were asked about the challenges they face while integrating ICT and teaching business studies these were their responses: lack of access to resources and facilities, limited time, poor learner attitudes, slow learning students, difficult concepts still retained in the revised curriculum, inadequate number of teachers, lack of separation of the various aspects and topics in business, lack of support from school administration and different books which give varied explanations on the same concepts.
HoDs’ were interviewed on the challenges facing business studies teachers and students as they implement the curriculum. The following are the responses that were given during the interview: Absenteeism, competition for resources by other departments, limited time, difficult topics for level of learners, some topics not well captured, useful concepts in examination were removed, confusion when topics were removed but later tested, large classes, inadequate facilities, failure to attend seminars, frequent changing of teachers affecting students, inadequate trainers, not being trained in all subjects that entail business studies curriculum and negative attitudes towards mathematics which affects learning of accounting part in business studies.

Students were asked to give solutions to the challenges they face in learning of business studies. These are their responses: schools and government to provide adequate resources, KIE to simplify business studies concepts, employing more teachers, allocate more time to difficult concepts, expose students to real applications of business concepts, more practice and group discussions, invite quest speakers and examiners to speak on the subject, assign one teacher per class, students to consult teachers more and maintaining positive attitudes.

Teachers were also asked to give solutions to the challenges they face as they implement the business studies curriculum. They gave the following responses: Provision of enough resources, government and schools to increase funding, split subjects for in-depth analysis, introduce business studies in primary, curriculum to be reviewed to remove and/ simplify difficult concepts, conduct mass education on subject importance, having tuition on board, KIE to approve books carefully, more time allocation, employ more business studies teachers, provide In-service courses.
HoDs’ were interviewed on the solutions to challenges facing business studies students and teachers and these were their suggestions: Text book information on the same concepts be harmonized, wide topics to be reviewed, more accounting topics to be introduced, regular In-service of teachers, more teachers to be employed, government to facilitate equipping of schools in ICT, topics to be reviewed to the level of learners and benchmarking of schools.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The summary, conclusions and various recommendations are presented in this chapter. These were derived from the findings of the study. The study intended to assess the perceptions of students and teachers towards the revised integrated business studies curriculum in secondary schools in Nandi East District. The study was guided by the following research questions:

1. What are the perceptions of students towards the revised integrated business studies curriculum in secondary schools in Nandi East District?
2. What are the perceptions of teachers towards the revised integrated business studies curriculum in secondary schools in Nandi East District?
3. To what extent is the revised integrated business studies curriculum implemented in secondary schools in Nandi East District?
4. To what extent are the resources adequate in teaching the revised integrated business studies curriculum in secondary schools in Nandi East District?
5. What are the challenges facing the implementation of the revised integrated business studies curriculum in secondary schools in Nandi East District?

After reviewing literature, it was found out that studies on the perceptions of students and teachers towards the revised integrated business studies curriculum in secondary schools had not been sufficiently done. Most of the studies were done when the subjects making up business studies were taught separate.
In addition the few studies on the integrated business studies were done when the curriculum had not been revised. Finally most of these studies mainly used questionnaires to collect data thus information may not have been exhaustive. The target population was all public secondary schools, all heads of departments (Applied Science), all business studies teachers and students in public secondary schools in Nandi East District.

The sample comprised of ten (10) secondary schools sampled using stratified and simple random sampling techniques. The sample consisted of one hundred and twenty (120) students in form four, twenty (20) teachers and ten (10) heads of departments (Applied Science). This made a total sample of one hundred and fifty (150) participants. Teachers and heads of departments were selected using purposive sampling procedures. However, simple random sampling procedures were used to select students with stratified sampling being applied in mixed secondary schools.

The researcher used SPSS (Statistical Package for Social Sciences) version 17.0 for windows to process the collected data. Descriptive statistics such as frequencies and percentages were used to summarize the data. Both quantitative and qualitative methods were used. Data analysis enabled the researcher to come up with the following findings based on the research questions.
5.1 Summary of the Findings

The findings of this study were summarized in line with the research questions that guided this study in a list of statements concerning the revised integrated business studies curriculum which were given to students as discussed below.

5.1.1 Perceptions of Students Towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

A list of statements concerning the revised integrated business studies curriculum was given to students ranging from clarity of objectives, adequacy and relevance of the content, assessment methods, time for learning the subject and methodology of teaching.

Students were also asked about difficulty of concepts and their attitudes towards business subject. The findings showed that students do not experience major difficulties learning the subject since objectives are clear and content adequate. Majority of students 117 (97.5%) have a positive attitude towards business studies. However, majority of the students 81 (68.6%) find concepts in business studies moderately difficult. Majority of the students 85 (72.7%) noted that teachers use extra time for covering the syllabus.

5.1.2 Perceptions of Teachers Towards the Revised Integrated Business Studies Curriculum in Secondary Schools in Nandi East District

A list of statements about the revised integrated business studies curriculum was given to the teachers. These included appropriateness, sequence and relevance of the content. Others were integration of business studies disciplines, infusion of emerging issues, assessment methods and time allocation prescribed in the syllabus. The findings of the study showed that teachers hold certain perceptions towards the revised curriculum.
Majority of the teachers agreed that business studies content is appropriate and relevant to the learner. When business studies was revised for the second time in 2007 difficult topics were removed from the syllabus completely while the remaining topics were made simpler by removing/and reviewing difficult concepts. From the findings majority of the teachers 15 (75%) agreed that subjects making up business studies are well integrated. However some teachers find difficulties teaching business studies as an integrated subject.

The findings show that teachers are generally contented with the time allocation and assessment methods prescribed in the syllabus. All teachers agreed that business studies adequately prepare students for further training in business related courses.


To answer this research question the researcher sought to find out from the students and teachers their views on the implementation of the business studies curriculum. Teachers implement the curriculum at the classroom level through teaching while students are the recipients. The students were asked to give their views on the teaching methodologies used while teachers were asked about the various aspects of pedagogy. They were also asked about their In-servicing, supervision and their level of satisfaction on the revised business studies curriculum.

With regard to teaching approaches the study found out that majority of the students 95 (79.8%) responded by saying that explanation method of teaching is always used. Other methods of teaching preferred by teachers as per students’ responses are Question and Answer method and Group discussions.
The study also found out that majority of students responded by saying that field trips, demonstrations and guest speakers are rarely used or have never been used at all by business studies teachers. Generally according to the study teaching of business studies in most secondary schools in Nandi East District is teacher centered.

The study also found out that majority of business studies teachers 11 (55%) are not comfortable teaching some of the topics in business studies like National income, Accounting, Demand and Supply, Business and its Environment and Economics. In these topics most teachers request a colleague to assist or put students into groups to discuss. The findings also showed that up to 8 (40%) of the teachers have never at all attended any In-service course on business studies since it was revised in 2007. The study also showed that an overwhelming majority of business studies teachers 18 (94.7%) are not national examiners thus are unable to guide students well for national examinations. The study also indicated that majority of the teachers 11 (55%) said that they are never supervised while teaching business studies. This was confirmed by 6 (60%) of the HoDs’ during the interview thus are not kept in tandem with the curriculum requirements in business studies.
5.1.4 Adequacy of the resources employed in teaching the revised integrated business studies curriculum in secondary schools in Nandi East District

Students and teacher respondents were asked questions relating to teaching and learning resources in business studies. Students were asked questions on the type of textbooks, ratio and availability of other resources in business studies. Teachers were given a list of the resources used in teaching and learning business studies to which they were to show the level of adequacy in their schools. They were also asked on ICT integration in business studies. HoDs’ were interviewed on purchase of business studies resources.

Majority of students 57 (47.5%) said the ratio of books to students in business studies is 1:2 which is fairly good. However the study found out that most secondary schools in Nandi East District mainly on one text book. The findings also showed that majority of the students 64 (53.3%) said that teachers do not use other resources compared to 56 (46.7%) who said they use. This indicates that teachers heavily rely on text books. Other resources include past papers, computers, projectors, Newspapers, TV and Radio programmes. Majority of the students 56 (46.7%) do not access these resources. The study found out that majority of the teachers said that text books and teachers guides are adequate while business documents are not effectively used in teaching business studies in Nandi East District. Majority of teacher respondents said that Radio programmes, Video programmes and Compact Discs (CDs’) are inadequate or not available at all indicating limited use of non print media. The study also found out that school administration is responsible for the purchase of business resources. Majority of the teachers 11 (55%) do not integrate ICT in teaching of business studies.
5.1.5 Challenges facing the implementation of the revised integrated business studies curriculum in secondary schools in Nandi East District

Students and teachers were asked to give the challenges that they face as they implement the curriculum at the school level. HoDs’ were also interviewed on the challenges they encounter as they supervise the implementation of the curriculum. The solutions to these challenges were also given. There were a number of challenges identified facing students, teachers and HoDs’ as they implement the revised business studies curriculum.

The main ones include lack of resources and facilities, limited time, difficult concepts retained in the syllabus, inadequate number of business studies teachers, negative attitudes of learners towards business studies, failure to attend seminars and In-service courses, teachers not trained in all disciplines making up business studies, confusion as some concepts were removed but later on tested.

The study found out that the main solutions suggested for solving the above challenges include wide topics to be reviewed, difficult concepts be removed, regular In-service of teachers, employing more business studies teachers, government to facilitate equipping of schools in ICT and KIE to raise the threshold of approving text books to over 80% to minimize errors.

5.2 Conclusion

The following conclusions were drawn from the research questions and the findings of the study. The findings show that the objectives in the revised business studies curriculum are clear to the students. Students in secondary schools in Nandi East District have a positive attitude towards the subject.
According to the teachers business studies content is appropriate and relevant to the learner. Difficult topics were removed from the syllabus during the revision in 2007 while other topics were simplified by removing/ and reviewing difficult concepts. To a large extent, the findings show that business studies subjects are now well integrated though some teachers are unable to teach business studies as an integrated subject. Teachers were trained in only one discipline. Most business studies teachers are not comfortable teaching some of the topics in business studies like National income, Accounting, Demand and supply, Business and its environment.

Teaching approaches used by majority of teachers according to students’ responses are explanation, Question and Answer method and Group discussions. Teaching methods that enhances students’ participation like demonstrations, field trips, and talk from resource persons are rarely or have never been used at all in most secondary schools in Nandi East District yet business studies is a living subject. Activities carried out in the business world are practical to the students’ life therefore the approaches used need to be participatory in nature. The findings also show that most of the teachers have never attended any In-service course since the curriculum was revised in 2007. This is one of the major impediments to the successful implementation of the revised business studies curriculum. To keep with the changing times, the teacher has to undergo through In-service courses to acquaint him/her self with the latest educational innovation in the area of study.
The findings show that majority of business studies teachers are never supervised as they teach business studies. The little supervision done is once per term. This indicates that most teachers in secondary schools in Nandi East District are not kept in tandem with curriculum requirements. Most of the business studies teachers in secondary schools in Nandi East District are not national examiners. This means that students are not adequately prepared for national examinations. Most business studies teachers are satisfied with the revised curriculum.

On the issue of the resources the student book ratio in business studies is 1:2 in majority of secondary schools in Nandi East District. This is fairly good. The findings show that majority of the teachers rely heavily on the text books with minimal use of other resources. Text books and teachers guides are adequate but the non print media like Radio programmes, Video programmes and Computer Discs (CDs) are inadequate or not available at all. In those schools that have these resources majority of the students do not access them. The findings indicate that majority of business studies teachers do not integrate ICT when teaching the subject. The school administration is responsible for purchase of business studies resources in majority of the secondary schools in Nandi East District.

Research question five is about the challenges facing the implementation of the revised business studies curriculum and the suggested solutions. It is important to note that business studies curriculum was first revised in 2003 when the various disciplines making up business studies were integrated and taught as one.
With this revision a number of challenges arose as per the findings of the monitoring studies carried out in 2004, 2005 and 2006. This necessitated the second revision done in 2007. However from the findings of the study a number of challenges still face the revised curriculum. All the respondents gave several solutions that can be adopted to make the implementation of the revised business studies curriculum successful in achieving the objectives and improving the performance.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

KIE to review business studies syllabus with a view to removing concepts that are still difficult to the students and teachers. They should also consider increasing the lesson allocation for teaching the subject with a view to eliminating the need for extra time to cover the syllabus. Teachers should motivate the students to develop a positive attitude towards the subject. They should use teaching aids since it provides opportunities for students to participate and share their experiences.

KIE to review the text book evaluation criteria threshold of only 80% to over 90% to minimize errors. Publishers should also be compelled to correct any errors identified during evaluation and re-submit the books even after they are considered appropriate for use in schools. The text books recommended for use in teaching business studies should be harmonized with the syllabus.
More In-service courses and seminars should be organized for business studies teachers to enable them acquire skills for teaching business studies as an integrated subjects especially those they were not trained to teach. They will also acquire techniques of teaching difficult concepts since they will share their experiences and familiarize themselves with the syllabus during such forums.

Business studies teachers should use methods of teaching that are learner-centered. Teaching methods that enhances students’ participation like demonstrations, field trips and guest speakers should be emphasized since business studies is a living subject and activities carried out in the business world are practical to the students’ life.

Kenya National Examinations Council should train more business studies teachers as national examiners. This will enable them acquire skills necessary to prepare the students well for national examinations.

The Teachers Service Commission should appoint only qualified teachers to be heads of department preferably those who have had enough teaching experience and are in job group M. This will enhance curriculum supervision. Internal supervision of teachers should be done regularly by the HoDs’ and complemented by external supervision carried out by the DQASOs’. This will enable teachers be in tandem with curriculum requirements.

Schools and teachers should avoid overreliance on print media especially text books to implement the curriculum. Schools should consider setting aside some funds for acquiring resources like Radio, computers, projectors, CDs and Video. Non print media is easier for learners to follow, understand, respond and retain concepts longer. Students should also be facilitated to access these resources.
The school administration should delegate the responsibility of buying teaching and learning resources to the HoDs’ and subject teachers. Teachers are the ones in charge of implementation of the curriculum at the classroom level therefore they know the resources needed.

Other recommendations that arose in the course of the study are: The government through the Ministry of education should provide funds to all public secondary schools for ICT equipment since it is an important learning tool. The government should also build the capacity of teachers in ICT and such training should be compulsory for all teachers. This will enable them integrate ICT in their teaching including business studies.

5.4 Suggestions for Further Study
1. The status of ICT integration in the implementation of the revised integrated business studies curriculum
2. Study on why Non print media is not embraced by teachers in the implementation of business studies curriculum
REFERENCES


APPENDICES

Appendix 1

Questionnaire for Students

Dear student,

I am a post graduate student at the Catholic University of Eastern Africa carrying out a study on perceptions of students and teachers on the revised Integrated Business Studies curriculum. The purpose of this questionnaire is to assist the researcher in assessing the perceptions of students and teachers towards the revised Integrated Business Studies curriculum in secondary schools in Nandi East District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and will only be used for the above study. Put a tick (✓) where applicable and where comments are required, use the space provided. Be as objective as possible.

Section A: Demographic information

1) Indicate your gender
   i) Male (   )  ii) Female (   )

2) What is your age?
   i) 13-16 years (   )
   ii) 17-20 years (   )
   iii) 21 and above (   )

3) What is the category of your school?
   i) Boys only (   )  ii) Girls only (   )  iii) Mixed (   )
### Section B: Perceptions of Students towards the Revised Integrated Business Studies Curriculum

4) The following are statements concerning the revised Integrated Business Studies curriculum. Please indicate with a (✔) to which you agree with the statement.

**KEY:**

SA - Strongly Agree  
A - Agree  
N - Neither  
DA - Disagree  
SD - Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>i  Objectives in the syllabus are clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Business studies content is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Teachers explain the concepts clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv There are some concepts that are difficult even to the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v  Teachers attend to lessons in time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Teachers are always in control of the class during lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii I was forced to take Business Studies subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii Teachers use extra time to cover the syllabus on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix Teachers provide opportunities for students to participate and share their experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x  Teachers use teaching aids (real objects) to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi</td>
<td>Teachers give exercises regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii</td>
<td>Teachers check students work regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xiii</td>
<td>Teachers assist weak students to comprehend difficult concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xiv</td>
<td>There are concepts in the textbooks that are not in the syllabus</td>
<td></td>
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</tr>
<tr>
<td>xv</td>
<td>Business studies subject adequately prepares me to take a career in business</td>
<td></td>
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</tr>
</tbody>
</table>

5) What is the level of difficulty of Business Studies Concepts?

i) Very difficult (  )

ii) Difficult (  )

iii) Moderate (  )

iv) Simple (  )

v) Very simple (  )

6) What is your attitude towards Business Studies subject?

i) Very positive (  )

ii) Positive (  )

iii) Neutral (  )

iv) Negative (  )

v) Very negative (  )
Section C: Perceptions of Students towards Teaching and Learning Approaches in Business Studies

7) Apart from discussion and explanation there are other methods that may be used to teach the revised curriculum. By use of a tick (✓) show the extent to which each of these approaches are used in your school.

KEY:

A – Always (5)  
VO- Very Often (4)  
O- Often (3)  
R- Rarely (2)  
N- Never (1)

<table>
<thead>
<tr>
<th>Method</th>
<th>A</th>
<th>VO</th>
<th>O</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Question and Answer method</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ii Group work</td>
<td></td>
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<tr>
<td>iii Visits to relevant business environments (field trips)</td>
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<tr>
<td>iv Demonstrations</td>
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<tr>
<td>v Speeches from resource persons (guest speakers)</td>
<td></td>
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</tbody>
</table>
Section D: Perceptions of Students towards Teaching and Learning Resources in Business Studies.

8) How many students share a textbook for Business Studies in your school?

   i) One ( )

   ii) Two ( )

   iii) Three ( )

   iv) Four ( )

   v) Any other, specify .................................................................

9) (a) Which is the main class textbook that you use in Business Studies?

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

(b) Apart from the main class textbook are there other books that you use in Business Studies?

   (i) Yes ( )  (ii) No ( )

(c) If yes, list them ..............................................................................

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

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

10) (a) Apart from textbooks, are there other resources that teachers use in teaching Business Studies in your school?

   i) Yes ( )  ii) No ( )
(b) If yes, list them.................................................................

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

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

(c) Do you access these resources?

   i) Yes ( )   ii) No ( )

11) What are the challenges that you face in learning of Business Studies?

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

Thank you for your cooperation.
Appendix 2

Questionnaire for Business Studies Teachers

Dear Sir/ Madam,

I am a post graduate student at the Catholic University of Eastern Africa carrying out a study on perceptions of students and teachers on the revised Integrated Business Studies curriculum. The purpose of this questionnaire is to assist the researcher in assessing the perceptions of students and teachers towards the revised Integrated Business Studies curriculum in secondary schools in Nandi East District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and will only be used for the above study. Put a tick (✓) where applicable and where comments are required, use the space provided. Be as objective as possible.

SECTION A: Demographic information

1) Indicate your gender

   i) Male (  ) ii) Female (  )

2) What is your age?

   i) Below 30 years (  ) ii) 31-40 years (  )

   iii) 41-50 years (  ) iv) Above 50 years (  )

3) How long have you been teaching?

   i) Below 10 years (  ) ii) 11-20 years (  )
iii) 21-30 years ( ) iv) Above 30 years ( )

4) What is your highest academic qualification?

i) Diploma ( ) ii) Bachelor of Education ( )

iii) Masters ( )

iv) Any other, specify..........................

5) Which disciplines in the Integrated Business Studies were you trained to teach?

i) Economics ( ) ii) Accounting ( )

iii) Commerce ( ) iv) Typing with Office Practice ( )

v) Any other, specify....................................

Section B: Perceptions of Teachers towards the Revised Integrated Business Studies Curriculum

6) In this section indicate with a tick (✓) against each statement what you feel about the revised Integrated Business Studies curriculum

KEY:

SA – Strongly Agree (5)

A – Agree (4)

U – Undecided (3)

DA- Disagree (2)
### Statement Table

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>DA</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i  Business studies content is appropriate to the level of the learners</td>
<td></td>
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<tr>
<td>ii Sequence of content in Business Studies is appropriate</td>
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<tr>
<td>iii Business Studies content is relevant to the learner</td>
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<tr>
<td>iv  Subjects that make up Business Studies are well integrated</td>
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<tr>
<td>v   Assessment methods in the revised Business Studies syllabus are adequate</td>
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<tr>
<td>vi  Emerging issues are infused into relevant topics appropriately</td>
<td></td>
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<tr>
<td>vii Time allocated to teaching Business Studies content in the revised syllabus is adequate</td>
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<tr>
<td>viii Business Studies subject adequately prepares students for further training in Business related courses</td>
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</table>

7) (a) Are there other topics in the Integrated Business Studies Syllabus which you are not comfortable teaching?

   i) Yes ( )  ii) No ( )

(b) If yes, which ones

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
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133
(c) How do you assist the learners in these topics?

i) Ask a colleague to step in  ( )

ii) Put students into groups to discuss  ( )

iii) Invite a resource person  ( )

iv) Get material from the internet  ( )

v) Assume and move to another topic  ( )

vi) Ask students to read on their own  ( )

vii) Any other, specify.................................................................

8) (a) How many In-Service courses have you attended since the Business Studies Syllabus was revised in 2007

i) Once  ( )

ii) Twice  ( )

iii) Thrice  ( )

iv) None  ( )

v) Any other, specify.................................
(b) Have these In-Service courses improved your teaching skills in Business Studies?

   i) Very Adequately (   )
   
   ii) Adequately (   )
   
   iii) Inadequate (   )
   
   iv) Very Inadequate (   )
   
   v) Not at all (   )

9) (a) Are there other topics that have been omitted in the revised Integrated Business Studies syllabus that you feel should be included?

   (i) Yes (   ) ii) No (   )

(b) If Yes, which one(s)

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10) Are you involved in marking national exams in Business Studies?

   i) Yes (   ) ii) No (   )
11) What is your level of satisfaction towards the revised Integrated Business Studies curriculum?

(i) Very Satisfied (   )

(ii) Satisfied (   )

(iii) Neutral (   )

(iv) Dissatisfied (   )

(v) Very Dissatisfied (   )

Section C: Perceptions of Teachers towards Teaching and Learning Resources in Business Studies

12) Below is a list of the resources used in teaching and learning Business Studies. Tick (✓) appropriately to show their adequacy for the implementation of the revised curriculum in your school.

KEY:

VA- Very Adequate (5)

A – Adequate (4)

U- Undecided (3)

N- Not Adequate (2)

NA- Not Available (1)
<table>
<thead>
<tr>
<th>Resource</th>
<th>VA</th>
<th>A</th>
<th>U</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Text books</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>ii Business documents/ Specimens</td>
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<tr>
<td>iii Teachers’ guides/hand books</td>
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<tr>
<td>iv Educational Radio Programmes</td>
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<tr>
<td>v Video Programmes</td>
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<td></td>
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<tr>
<td>vi Compact Discs (CDS) Programmes</td>
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</tbody>
</table>

13) (a) Have you been trained on how to use teaching and learning resources?
   
i) Yes ( ) ii) No ( )
   
(b) If yes, which learning resources have you been trained on?
   
........................................................................................................................................
   
........................................................................................................................................
   
........................................................................................................................................
   
(c) Do students access teaching and learning resources in Business Studies in your school?
   
i) Yes ( ) ii) No ( )
   
14) (a) Are you supervised when teaching Business studies?
   
i) Yes ( ) ii) No ( )
(b) If yes, who supervises you?

i) Principal ( )

ii) Head of Department ( )

iii) Any other, specify.................................

c) How often is supervision done?

i) Daily ( ) iii) Once per week ( )

ii) Once per month ( ) iv) Once per term ( )

v) Any other, specify.................................................................

15) (a) Do you integrate ICT (Twitter, Facebook, You-Tube, Internet) in teaching Business Studies in your school?

i) Yes ( ) ii) No ( )

(b) If Yes, list the topics which you taught by integrating ICT.

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

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

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

(c) What are the challenges that you face in integrating ICT in teaching Business Studies in your school?

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

........................................................................................
16) What are the challenges that you face in implementing the revised Integrated Business Studies curriculum?

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

Thank you for your cooperation.
Appendix 3

Interview Guide for Head of Department (Applied Science)

Section A: Background information

Tick what is applicable to you in this section.

1) Your gender

   (i) Male ( ) (ii) Female ( )

2) Your age group

   (i) Below 30 years ( )

   (ii) Between 31-40 years ( )

   (iii) Between 41-50 years ( )

   (iv) Above 50 years ( )

3) Number of years you have been teaching

   (i) Below 5 years ( )

   (ii) Between 6-10 years ( )

   (iii) Between 11-20 years ( )

   (iv) Above 21 years ( )
4) Number of years you have been Head of Department

   (i) Below 1 year (  )

   (ii) Between 1-5 years (  )

   (iii) Between 6-10 years (  )

   (iv) Above 10 years (  )

5) Your job group?

   i) K (  )  ii) L (  )

   iii) M (  )  iv) N (  )

   v) Any other, specify............................

Section B: Supervision of Business Studies Curriculum

6) a) Are Business Studies teachers supervised in your school?

   i) Yes (  )  ii) No (  )

   b) If yes, who supervises them?

   i) Principal (  )

   ii) Head of Department (  )

   iii) Any other, specify..............................

   c) How is supervision done?

   i) Unarranged visits to class during actual teaching (  )

   ii) Making arrangements with the teacher (  )

   iii) Any other, specify..............................

   141
d) How often are Business Studies teachers supervised?

i) Daily (  )

ii) Once per week (  )

iii) Once per Month (  )

iv) Once per term (  )

v) Any other, specify....................................

e) Is feedback given after supervision?

i) Yes (  ) No (  )

f) Is follow up made to find out if the teacher implements the recommendations?

i) Yes (  ) ii) No (  )

Section C: Improving the revised Business Studies Curriculum.

7) a) Are Business Studies teachers facilitated to attend seminars on the revised Business Studies curriculum?

i) Yes (  ) ii) No (  )

b) If yes, how often do they attend?

i) Always (  )

ii) Very Often (  )

iii) Often (  )

iv) Rarely (  )
8) Do you invite Business Studies examiners to come and talk to students on how to answer questions in national examinations?

i) Yes ( ) ii) No ( )

If yes, when?

i) Once per term ( )

ii) At form four on completion of the syllabus ( )

iii) Any other, specify..........................

9) a) Who is responsible for the purchase of Business Studies resources in your school?

i) Principal ( )  

ii) Deputy Principal ( )  

iii) HoD ( )

iv) Any other, specify...........................

b) Are resources required by Business Studies teachers adequately purchased in your school?

i) Yes ( )

ii) No ( )

c) If No, please give reasons

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


d) Do students access teaching and learning resources in Business Studies?

i) Yes ( ) ii) No ( )
10) a) Are Business Studies teachers now motivated to implement the curriculum after the revision?
   i) Yes ( )    ii) No ( )

   b) If yes, what is their level of motivation?
   i) Highly motivated ( )  iv) Very demotivated ( )
   ii) Motivated ( )
   iii) Moderate ( )
   iv) Less motivated ( )

11) (a) Do Business studies teachers integrate ICT (Twitter, Face book, You-Tube, Internet) in teaching Business Studies in your school?

   i) Yes ( )   ii) No ( )

   (b) What are the challenges that teachers face in integrating ICT in teaching Business Studies in your school?

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

12) What are the challenges facing Business Studies teachers as they implement the revised curriculum..........................

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

   Thank you for your cooperation.
Appendix 4:

Document Analysis Guide

<table>
<thead>
<tr>
<th>Document</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of Work</td>
<td>➢ Available&lt;br&gt;➢ Follows approved syllabus and format&lt;br&gt;➢ Up to date&lt;br&gt;➢ Time allocated to topics is adequate&lt;br&gt;➢ Resources indicated, relevant and adequate&lt;br&gt;➢ Is endorsed by HT or HOD</td>
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</tr>
<tr>
<td>Lesson Plan</td>
<td>➢ Available&lt;br&gt;➢ Objectives clearly written&lt;br&gt;➢ In line with schemes of work&lt;br&gt;➢ Remarks provide feedback</td>
<td></td>
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<td></td>
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<tr>
<td>Lesson preparation</td>
<td>➢ Available&lt;br&gt;➢ In line with lesson plan and schemes of work&lt;br&gt;➢ Objectives are clear&lt;br&gt;➢ Specifies all the learning activities to be done during the lesson</td>
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<tr>
<td>Records of work covered</td>
<td>➢ Available&lt;br&gt;➢ Records are up to date&lt;br&gt;➢ In line with scheme of work and lesson plan&lt;br&gt;➢ Format includes all components&lt;br&gt;➢ Is endorsed by HT or HOD</td>
<td></td>
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<tr>
<td>Learners’ Notes</td>
<td>➢ Available&lt;br&gt;➢ Well written&lt;br&gt;➢ Work given regularly&lt;br&gt;➢ Work marked regularly&lt;br&gt;➢ Corrections done</td>
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</tr>
<tr>
<td>Progress record</td>
<td>➢ Available&lt;br&gt;➢ Contains all the marks for the learners&lt;br&gt;➢ Proper recording of marks</td>
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<td></td>
</tr>
<tr>
<td>Time table</td>
<td>➢ Available&lt;br&gt;➢ Time table is updated&lt;br&gt;➢ Business studies subject allocated recommended lessons&lt;br&gt;➢ Extra lessons</td>
<td></td>
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</table>

Thank you for your cooperation.