

CAUSES OF POOR PERFORMANCE IN BUSINESS STUDIES

CASE STUDY MAAGONGA SECONDARY SCHOOL

EKERENYO DIVISION, NYAMIRA DISTRICT,

KENYA

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DECLARATION

I Onguso John, declare that this work is as a result of my own research and it has never been submitted to any other institution for any academic award.

Signed..........

Onguso John

Date..........

APPROVAL

I hereby present my report for approval.

By Supervisor: Carol Kobusingye

Signature.....

Remarks.....

DEDICATION

To my father, Mr. James Onguso , this work is part of an accomplishment of your dream, for me to complete University education.

To my mother, Mrs. Catherine Nyaboke, this is just a continuation of your effort to promote education of children for future development.

To my wife, Mrs. Linet Onsongo for supporting me throughout my education
Finally to my colleagues and my students, i hope this effort will improve your status.

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LIST OF ACRONYMS

- KLB - Kenya Literature bureau
- MED - masters of education
- UNESCO - United Nations Educational, Scientific, and Cultural Organization
- KCSE - Kenya Certificate of Secondary Education
- S.D.A - Seventh Day Adventist
- T.S.C - Teachers Service Commission
- P.D.E - Provincial Director of Education
- DEO - District Education Officer
- KIU - Kampala International University

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CHAPTER ONE

1.0 Introduction

1.1 Background of the problem

Business Studies is a very important subject, as it is an exact Business Education which deals with the way our Business communities operate as well as the Economic progress of the country, i.e. It is a live subject. It is studied in schools as either a compulsory or an optional subject.

The current education system in Kenya is designed to achieve specific national goals. The recommendations of September 1981 saw the introduction of the 8-4-4 system. Kenya is aiming to fully be entrepreneurised by the year 2020. If this goal is to be achieved, it means better performance in Business Education, of which Business Studies is part and parcel forming the backbone of Entrepreneurship in the country.

Even though Business Studies and its applications are so important in every day life and in business activities, its performance in Kenya Certificate of Secondary Education (KCSE) continues to be poor. It is matter of concern to both the government and the general public that few students select Business Studies and even those who do perform very poorly. Many people have done research in students' performance and have come up with different possibilities that could be leading to poor performance. They have come up with suggestions on how to overcome the problem and it is not clear why up to now the situation has not changed. Most suggestions given by researchers appear not to be effective. Ways and means must be found to ensure that the parties concerned know where the problem lies.

1.2 The Research problem.

The failure to understand the factors leading to poor performance limits the ability of the policy makers and teachers in general to improve on the 8-4-4 system of education and the Business Education subjects in general. Since the factors leading to the problem have not been researched on, corrective measures have not been ~~not been~~ put in place, therefore teaching

of the subject has not been efficient and performance remains poor. This study has determined the causes of poor performance in Business Studies as a subject, given recommendations which, if adopted could improve the performance of the subject in schools.

1.3 Purpose of the study

In order to identify the problems encountered in learning Business Studies and how these problems either partially or wholly are instrumental in affecting performance, the following research questions are offered.

- Does the syllabus coverage affect performance in Business Studies?
- Is there any relationship between the negative attitudes of the students' to the performance in Business Studies?
- Do teaching methods and characters of Business Studies teachers influence performance in the subject?
- Does the nature of the school administration contribute to performance in Business Studies?
- Does lack of practice in numerical questions by students contribute to poor performance in Business Studies?
- Is lack of libraries a factor that affects performance in Business Studies?
- Is the teachers' experience a factor affecting performance in Business Studies?
- Does the class size (number of students) affect the performance in Business Studies?
- Does lack of facilities (books, libraries,) affect the performance in Business Studies?
- Does participating in Business Congress determine performance in Business Studies?

1.4 objective of the study

1.4.1 General

The study will determine the performance of students in Business Studies as a subject in Maagonga S.D.A Secondary School in, Ekereny Division, Nyamira District , Kenya.

1.4.2 Specific

- the profile of the Business Studies subject
- social demographic data
- age
- gender
- class
- the level of performance for the last five years
- to determine the influence of experience of teachers on the student's performance in Business Studies
- To determine the nature of administration in schools and how it affects performance of students in Business Studies

1.5 Scope of the study

Due to the following reasons, the study may be affected both in its depth and the extent of coverage (scope).

The study is a case finding only one school i.e. Maagonga S.D.A Secondary School. This is due to the short time within which the study will be conducted.

Other limitations may include lack of finance , school commitments like teaching and other administrative duties and lack of personnel, which may not allow the researcher to reach out to people like parents, former students and other stakeholders. It is however, hoped that the study will give an overview of the state of Business studies' performance not only at Maagonga S.D.A Secondary School' fraternity but also in Kenya at large.

The research will be conducted in, Ekereny Division, Nyamira District in Kenya.

CHAPTER TWO

Introduction

2.0 Review of the Related Literature

The research will review a number of factors that could easily contribute to Performance in Business Studies. The nature; of .teaching and learning is confronted with many problems which are experienced by Business Studies' teachers and students.

The problems that face teachers include, poor facilities, shortage of teaching aids, student; with negative attitudes towards Business Studies, Students who are poor in English hence may not understand Business Studies' concepts due to language barriers. Poor school administrators also contribute to poor performance in Business Studies. Most of the principals will only buy books during the K.C.S.E examination. When they buy the books they often go for cheap ones which do not even have the required information. The head teachers claim that they can't afford to buy the required books.

2.1 Literature related to Physical facilities

Availability of the necessary physical facilities plays a role in enhancing good performance in any subject. Sauna (1988 page 21) concurs when he says: "it is generally assumed that better facilities in school should lead to better performance in examinations." He further notes that a teacher who has a class with lockable doors and windows for example will be motivated to make a variety of teaching aids, as he knows he can store them unite safety-.

Views on the cause's enrolment in examination are many and varied. These views range from personal discipline, poor administration etc. Writing on ways to help students pass, Nyama (1984 page 7) poses the following questions: What makes students pass? Is it good desks, good buildings good diets, good books or good teachers?

Though he gives his own answers to these questions, a thorough look is needed to find out the effects of each on enrolment. This can be discerned from a comment by Oyier, (1986) where he laments that despite schools in Nyamira District having qualified staff and permanent physical facilities, the K.C.S.E: candidates in the district do not enroll equally in all Business Education subjects. This comment shows that it is not fair to blame the teachers and facilities for poor performance in Business Studies. Time urgency of rectifying this situation calls for a look at the student, the parents and maybe, the environment to explain the deteriorating performance in schools. In this respect Oniamo (1992) expressing concern over Performance to explain the deteriorating enrolment of Business Studies in Nyamira District felt disappointed with present generation in that even Gucha District which has the poorest facilities, takes education seriously and not for granted yet Nyamira with the best facilities wires to the contrary.

On inequitable distribution of facilities and personnel among other factors Gichaga (1902 page 10) adds, "... if the government could give same treatment priority to both rural and urban schools by supplying equipments on time, rural schools could also compete favorably with urban schools."

There is need for a complete re-appraisal of the kind of experiences provided in the school laboratories. Despite the rigidity of our examination oriented syllabus, it should be realized that more sense can be got over to the students, by use of common books other than elaborate equipment unlikely to be met in later life. Eshiwani (1996 page 6) in one of his studies in Business Education found that: - "there is need to introduce Entrepreneurship in our Business Education curriculum given the fact that the present secondary school Education is geared towards University education, when the majority of the candidates sitting these examinations, could become entrepreneurs in the rural areas

A supportive administration plays a big role in enhancing enrolment of business Education in schools. This is because the principal controls the finances and could avail a lot of teaching aids for the Economics.

Some of the teaching aids includes modules, Manila papers, charts, graph paper, Business Studies reference books, fund Entrepreneurship projects for Business congress, fund Business Studies teachers for Business Education seminars. Writing on this issue Mbithi, (1982 page 3) says that "It is important because a curriculum design has practical meaning when the school has required support materials." for trips and practical based teaching makes Business Studies interesting and more motivating. It gives the student confidence in the subject and enhances good enrolment.

2.2 Review related to students attitude towards Business Studies

The negative attitudes of students also contributes to poor performance in Business Studies in Eshiwani (1996 page 348) explains why the students develop a negative altitude "The courses are overloaded abstract and each topic is treated superficially with results that, pupils forget what they have learnt." Bell (1990 page 80) felt that what we learn in school and at home are very closely tied.

"Attitude and subjects are not learnt separately but simultaneously, through complex interactions." Therefore, whatever happens in school and more so from the teacher influences the pupils' attitudes towards everything in school and this may affect the performance. Therefore teachers should have their continuous attention directed towards creating developing, maintaining and reinforcing positive attitudes in the students.

Another area that has received some attention is the effect of attitude to schooling or altitude to a particular subject on performance .If the parent believe in education, if the\ support the school, in ii efforts and their aims are similar to those of the teacher then their children will have an advantage over pupils who come from home less enthusiastic parents. Kapiia (1980, page 30) concurs in his findings is some Nairobi school that "children whose parents make frequent visits to school did better academically than those whose parents did not pay a visit.

2.3 Review related to teacher attitude, academic, professional qualifications and experience

The teaching methods of a teacher play an important role in motivating of learners. Eshiwani (1996 page 350) writing on this, observes "The teacher in the classroom should be particularly concerned with personal developments of the child, the stimulation curiosity and a critical outlook. The materials should be presented in such a way that interests pupils and encourages them to think /or themselves" Mangy Thou in seminar paper 52 concurs by saying that teaching should be in steps, the lesson building up with the students actively involved. Illustrations, examples and demonstration should be given relating to the experiences and environment of the child. The teacher should aim at changing the negative attitude in students and could do this by making the lesson more interesting, practical, and real and also let the students know what jobs to expect in Business Studies- related fields. In other words the teacher should market the subject.

Some teachers lack interest in teaching the subject .This may be because they are not motivated properly for their tasks. There is no distinction between hardworking teachers and those who do not take their work seriously, Mangy Thou (1985 page 21) concurs by saying that teachers need to be rewarded for work well done. Their salaries and incentives need to be reviewed from time to time. Otherwise we will be lamenting poor performance of students in Business Studies while we have been ignoring the contributory facts. Trained teachers and those with teaching experience also contribute to good performance. Sidhuks (1882) notes "successful teaching experience is a valuable asset."

It will enable the teacher to acquire certain recommendable characteristics such as promptness, adaptability, efficiency, the ability of arousing and maintaining interests. Adequate command of instructional material and ability to face the class since he will use appropriate (caching aids, prepare' lesson plans, illustrations, and exercises and give proper instructions to the students.

The Daily Nation Newspaper Editorial of 13/11/2000 quotes in part "not a single month passes without lament from teachers against salary delays, at times 10 days late. More annoying is the

fact that despite numerous complaints by teachers, over the Matter, the government has done nothing to resolve it. In a story, The Black Hoard (Daily Nation Newspaper), the TSC chairman. Mr. Abraham Hussein, says teachers should not blame the commission for the delays. The problems, he says, lies with government computer center, T.S.C secretary Mr. Gabriel, was quoted attributing the problem to the bureaucratic procedures among T.S.C., Ministry of Education and the Treasury.

Kihumaba Kamotho of East African Standard 13/1 1/2000 quotes: "four years ago UNESCO devoted its 45th session on the international conference on education analyzing the role of teachers in a changing world. During the conference, the quality of teachers, their working conditions and their role in a changing world, acquired very significant dimensions. Delegates agreed there was need for re - engineering education, so that learners received an education, based on four pillars of learning. They were learning to be instrumental in this appropriate education. But at the same gathering, one of the salient point to emerge was most of the worlds 60 million workers work under very difficult conditions for very little pay, relative to the task they accomplish. "

Governments argue that due to their number it is not possible to pay them a salary commensurate with the role they perform. Other than the working conditions, the meeting noted that, in some countries, teachers go without salaries for months. In the Daily Nation (15-4 -2001). Muse Randomly noted: "religious groups that sponsor schools must not take part in institution management, central P.D.E, Macharia P. ordered teachers to immediately stop taking orders and direction on how to run their schools from sponsors." It has come to my knowledge that even that even the so-called sponsors are going to extent of demanding money from head teachers, some of whom are giving out willingly. He added that sponsoring churches have gone as far as closing schools even private one if they did not meet the necessary requirement. He was speaking to more than 600 school heads, their deputies and other teachers at Kimathi Institute of Technology Nyeri during the winding up of the from one selection exercise.

On Friday (12-10-2001), three catholic Priests from Kisii district were reported to have defied a government order to re-open five schools until the head teachers were transferred. "Sponsors role in the institution is only spiritual, he quotes. Some religious denominations have appointed officials known as education secretaries. Be warned that these people do not know anything about education to dictate to you on how to run your institution. He told DEO and secondary school heads to ensure that all members of the schools Board of Governors have at least a form four level of education and the chairman degree. Mr. Macharia said most members of the school boards were illiterate and easily manipulated by errant head teachers. He claimed that many school were doing extremely poor in national examinations because most of their board members are illiterate (East African standard (10/1/201) editorial).

The ministry of education had undertaken one of the most comprehensive transfers of head teachers in recent time. Hundreds of head teachers have been moved in the exercise while others have been demoted. The government says that the move has been necessitated by the persistent inability to perform. Transfers, if well managed, can improve the realisation of a country's educational goals through proper implementation of the curriculum and proper managing of learning activities and facilities, the recent transfers are geared towards that.

2.4 Review related to methodology

To facilitate the collection of the data, the researcher, after collecting the sample, will collect timetables and schemes of work and then make a visiting schedule, where the table will be filled in when the lesson is in progress related to the methods of teaching and presentation. The teacher will not be informed of the researcher's intention. To eliminate any side effects, questionnaires will be used in order to help in probing into what people really feel and think and it will be also time and money saving but also may have its limitations in that is often difficult for subjects to give frank and truthful responses on form and also when some fail to respond, the sample is biased. They are not easy to prepare as will have to be constructed and retested. To facilitate presentation and analysis of data tabular layouts will have to be used. Harper observes that the

use of tabular layouts would enable any desired figure to be presented. Also to help in comparison between two different categories to be made more easily, percentages and means could be used.

2.5 Conclusion

From the reviews, it is evident that many studies will be carried out to find out the factors that had led to poor performance among students in Secondary schools.

The researcher's aim is to find out if those factors apply to Maagonga S.D.A secondary school. The researcher will use questionnaires to collect data from students and from Business Studies' teachers. since most of the problems facing performance in Business Studies are common to many schools in Kenya, it is important that the sessions, involving students, parents and teachers be held in order to create awareness and decide on solutions which could be implemented to reverse them. Even with this realization, there are yet other causes of poor performance in Business Studies that have remained elusive. Awino (1986, pp. 3) cited the case of Lwaki Girls High school which has been the pride of Nyanza province in both "O" and "A" level examination but the trend is no longer the same. "What reasons are behind such a rapid decline in performance?" She asks.

Kizito (1986-page 23) quotes: "research into the study of Business Education and the improvement of teaching methods, has been of interest to researchers, as well as from various journals and books in this subject .The findings of these studies, have centered on such areas as relevance of Business Education auricular, teaching methods facilities for teaching methods facilities for teaching subject and the school environment" on the question of average of Business education being offered in our schools.



CHAPTER THREE

Introduction

3.0 Methodology

This chapter explains the methods the researcher used to select the geographical areas from which research was carried out and methods of selection of respondents. It also explains the method that was used to collect, process and analyze data.

3.1 Research Design

The research study is applicable to all secondary schools in Kenya but these as a case study of Maagonga S.D.A Secondary School. Those involved in data collection were Business Studies' teachers, the Principal the deputy principal, Head of departments, library assistant and students. Maagonga S.D.A Secondary School is a mixed, day school. Girls and boys were selected in an equal number. In each class, 30 students were selected of which 15 were girls and 15 were boys.

3.2 Study Population

Since there are four classes, 120 students were selected

| Form | Gender |
|--------------|---------------------|
| 1 | 15girls &15boys |
| 2 | 15girls &15boys |
| 3 | 15girls &15boys |
| 4 | 15girls &15boys |
| Total | 120 students |

These 120 students formed the students sample; the four Business Studies' teachers in the school formed the teachers' sample. The principal, deputy principal and the head of Business Education department formed the administration sample

| Population | No of students | Sample |
|---------------------|-----------------------|---------------|
| Form 1 & Form 2 | 180 | 60 |
| Form 3 & Form 4 | 178 | 60 |
| Teachers | 4 | 4 |
| Administrators | 3 | 3 |
| Total sample | | 127 |

3.3 Environment

The research was conducted in Maagonga S.D.A secondary school, Ekerenyo Division in Nyamira District, Kenya.

3.4 Subjects

Since Maagonga S.D.A Secondary School is a single streamed mixed school, girls and boys were selected randomly in equal numbers. In each class i.e. from 1,2,3 and form 4, 30 students were selected; 15 girls and 15 boys in each and since there are four classes, 120 students were therefore selected to form the students' sample while the Four Business Studies' teachers in the school formed the teachers' sample and the Principal , Deputy Principal and the Head of Business Education Department formed the administrator's sample.

3.5 Ethical consideration

Permission to conduct this study was given by the KIU authority; high confidentiality was assured to the interviewees. No harm was expected to ensue as a result of this study. All children included in the study provided their acceptance for the interview; no force was used to interview the students who were not willing.

3.6 Research Instruments

The study utilized a variety of research instruments as listed and explained herein under

Questionnaires

Students' questionnaire.

This sought the following information

- entry behavior
- frequency of practicing in numerical questions
- performance in Business Studies
- frequency of practical lesson

Teachers' questionnaire.

This sought for the following information

- professional qualifications
- years of experience (service)
- sex
- seminars (in-service course) attendance
- work load (number of lessons per week)
- performance in Business Studies

The questionnaires were self completed by the respondents. The instruments were pretested to establish their reliability and validity, some teachers and students from the school who did not form part of the sample for study were used.

Interviews

Administrative staff interviews were used in order to make staff more comprehensive and ensure it rendered itself results productive and easily understandable on stating the problem, reference books and other school facilities

Student performance

This was extracted from official result sheets

3.7 Data Collection Procedures

There was no research assistant in this study and the data was collected in two phases.

The researcher administered the questionnaires personally to the selected sample in their respective areas. The purpose of the questionnaires and the instructions followed was explained to the respondents. The respondents were given 2 days after which they responded to the questions and the researcher collected the questionnaires.

The KCSE results slip sheet was collected from the Principal as he was interviewed

3.8 Statistical treatment of the data

This involved finding analysis and interpretation of the findings. To facilitate presentations and analysis of data, tabular layouts were used (descriptive statistical methods). This involved calculating percentages and through tabulation method the data analyzed. This enabled any desired figure to be located more quickly and it also helped in comparison between the two different categories made more easily.

Chapter Four

4.0 Data Analysis and Presentation

4.1 Findings

4.1.1 Break down of workload of teachers per week

The study found out that the teachers are overworked as most of the teachers had more than twenty lessons per week. Some complained that due to the workload they have, they are forced to work non-stop from one class to the next and this made them to be late to some lessons because they had to take a break to take tea and to relax a bit before proceeding to the next class. Majority of the teachers overworked were the male teachers. The table below shows the distribution of the workload for teachers.

Table 1: Break down of workload of teachers per week

| Number of lessons | Number of teachers | Percentage (%) |
|-------------------|--------------------|----------------|
| 5-9 | 1 | 10 |
| 10-14 | 0 | 0 |
| 15-19 | 1 | 10 |
| 20-24 | 2 | 20 |
| 25-29 | 3 | 30 |
| 30-34 | 2 | 20 |
| 35-39 | 1 | 10 |
| 40-44 | 0 | 0 |
| 45-49 | 0 | 0 |

4.1.2 Break down of the number of subjects enrolled by students and their

Performance in business studies.

In an interview with the teachers and students the study showed that most of the respondents(students) took maximum number of subjects with a few taking minimum subjects. In this study the researcher found out that those students with less subject enrolment performed better than those with more subjects. This is clear from the table below.

Table 2: Break down of the number of subjects enrolled by students and their performance in business studies.

| Number of subjects | Number of Of students With marks Above average | (%) | Number of Students with Marks Below average | (%) | Number of Students with Average mark | (%) |
|--------------------|--|-------|---|-------|--------------------------------------|-------|
| 7 | 6 | 66.67 | 1 | 11.11 | 2 | 22.22 |
| 8 | 3 | 25 | 5 | 41.67 | 4 | 33.33 |
| 9 | 2 | 13.33 | 9 | 60 | 4 | 26.67 |
| Total | 11 | 30.56 | 15 | 41.67 | 10 | 27.78 |

4.1.3 Teachers workload and performance of students in business studies

As indicated on the table below, the teachers who had few lessons produced a better performance in business studies than those teachers who had more lessons per week. The teachers were required by the researcher to produce their mark books to the researcher. The researcher used the mark books and the teachers questionnaires to draw conclusions. The question posed to the teachers was "How many lessons do you handle per week.

Table 3: Teachers workload and performance of students in business studies

| Number of lessons per week | Students below Average | % | Students above average | % | Students with average marks | % |
|----------------------------|------------------------|------|------------------------|-------|-----------------------------|-------|
| 20-24 | 15 | 37.5 | 22 | 59.45 | 20 | 55.56 |
| 25-29 | 25 | 62.5 | 15 | 40.54 | 16 | 44.44 |
| Total | 40 | 100 | 37 | 100 | 36 | 100 |

4.1.4 Breakdown of the students rating of business studies as a subject

The respondents were supposed to answer the question “How do you rate business studies as a subject?” the researcher wanted to know whether the students liked the subject. Most of the respondents said that the subject was hard and that the maths section made it hard. The form four candidates said that the form three work and form four work was the most difficult as it was recently altered to produce candidates who were competitive in the job market. Most of the form one however said that they were satisfied with the content of the subject in form one. Teachers complained that the recent attempt by the government to restructure the business syllabus had made the subject more difficult for high school students. The students responses as to how they rated the business studies subject is tabulated on the table below.

Table 4: Breakdown of the students rating of business studies as a subject

| Rating of business studies | Number of students | Percentage (%) |
|----------------------------|--------------------|----------------|
| Very hard | 60 | 50.00 |
| Hard | 20 | 16.67 |
| Easy | 25 | 20.83 |
| Very easy | 15 | 12.50 |

4.1.5 Transition rate for students in business studies from form two to form

three

The researcher investigated the enrolment pattern of students in form two in the years 2006-2007 from the school's official records. This was in order to determine the number of students who drop out the subject in form three as the subject is optional. The study show that in the years under study, most students drop the subject and opt for agriculture as their option. The study shows that out of 100% enrolment in form two is only 10% of the students who take business studies as their subject of choice in form three. The results were founds to be consistent for all the three years under study. The table below shows the outcome of the study on the students who prefer business studies as their subject of choice.

Table 5: Transition rate for students in business studies from form two to form

Three.

| Year | Enrolment of students in form two | Enrolment of students in business studies in form three | Percentage (%) |
|------|-----------------------------------|---|----------------|
| 2006 | 45 | 5 | 11.11 |
| 2007 | 90 | 9 | 10.00 |
| 2008 | 35 | 4 | 11.43 |

4.1.6 Student book ratio

It was established that the business study text books were few for the students. By calculating the average of the text books available per class the researcher found that one business study text book was shared amongst ten students. Most students who owned the textbooks came from rich homes. The textbooks were still not enough as per the administration because the

government had not fully dispatched the funds for free secondary education responsible for the textbooks vote head as the school had not fully satisfied the conditions for the award of money for free secondary education.

4.1.7 Professional qualifications of teachers seminar attendance, marking of national exams and teaching experience.

Most teachers interviewed were diploma holders and most of them had never turned up for refresher courses or in-service courses. Three teachers were graduates while two five were form four school leavers who had excelled in their form four exam. A few indicated that they had at a few times attended seminars on the improvement of business studies while most said that though the seminars were called for they ignored the call. Most of the teachers who were given questionnaires to fill were young in the profession and had a teaching experience of at most seven years. The oldest teacher interviewed in the profession had worked for twenty five years. None of the teachers interviewed had ever marked the national examination or set the national examinations. In the school of research there was only one female teacher and the rest were male teachers.

4.1.8 Reference books for teachers

There were only two reference materials for the teachers in the library. The teachers interviewed said that these reference materials were outdated and were shallow. On the side of the administration, the books were few because the school was still small and that the free secondary education funds had not been dispatched on time for them to buy the required reference materials and student's textbooks.

4.1.9 Practical lessons, marking of exercise books and students evaluation.

The study indicates that the students had been taken out for practical lessons only once per term. The question put to the students to confirm this was "How many times are you taken out

for a practical lesson?" the researcher then found the average number of times that the students had been taken out for a practical lesson.

The researcher found that the business studies exercise books were marked termly by the teacher to ensure that the students had copied the notes or had done the numerical sums given by the business studies teacher.

The researcher established that the students were given exams only at the end of the term. Only the form fours were examined more than once. The questions given during the end of term exams were few as observed by the researcher.

4.1.10 Guidance and counseling and motivation

It was established that the teachers offer little or no guidance and counseling to their students on how best they can improve their academic performance in business studies and other subjects. Because of the introduction of free secondary education, the teachers interviewed that they no longer motivate their students by use of rewards because it is not provided for in the vote heads of free secondary education.

4.1.11 Class enrolments

The researcher used the records from class registers and the ones given by various class teachers so that he can conclude on the effects of class enrolments on the students performance in business studies. The study showed that form one and form two had the highest enrolments. Classes which had a more enrolments had relatively a lower performance in business studies as compared to those classes that had fewer students.

4.2 Analysis

The performance of students in business in the recent times has declined. As the research has shown there are a number of causes for these poor results. The teachers workload per week is more as can accommodate and therefore the teacher has no enough time to prepare and this causes poor delivery of lesson and the learners end up not understanding and thus their poor

performance. The heavy workload on the side of teachers also makes them to deliver lessons which are teacher centred and this has led to lose of interest by the students on business studies subject as they lack concentration.

Poor results in business studies have also been caused by heavy workload on the side of students. The researcher found that those students who took seven subjects in total in their final examinations had performed better than the students who had enrolled in eight subjects. The explanation for this as found by the researcher is that those students with less subjects enrolment had more time to do revision as compared to those students with more subjects hence the difference in performance.

Top positions taken in various classes in academics were taken by those students who responded that the business studies was an easy or very easy subject. Now that the researcher had requested the students not to write their names on the questionnaires he determined this by in addition asking the students to rate their performance in business studies and those students who had rated it easy or very easy responded that their performance was above average while those who rated it a hard subject said that their performance was below average.

The research also established that a few students enrolled in agriculture because agriculture is a more practical lesson as there is always a practical paper and because of these, the a few who remained in business studies took the subject to be hard and this led to their poor performance.

The numbers of textbooks in business studies were found to be too few and this led to the poor performance of the students as they did not have a variety of materials to do practice from. This was confirmed as the students whose responses were that they had business studies textbooks had their response that they had an average performance or more.

Teachers who had marked or set national examinations had their students perform better than those teachers who had not marked or set the exams. In making this conclusion, the researcher used the official results of students performance as provided by the administration. By looking at the class the results and the teacher in charge of that class, the researcher came up with the

above conclusions. The research also showed that those teachers with high academic qualification showed a better performance than those with low academic qualifications.

Because of lack of reference books the performance in business studies was generally low as the teacher had no enough reference materials to give to the students and this led to shallow content. Lack of motivation by the teachers for the students is another cause for poor performance of students in business studies.

Classes with more students had lower marks as compared to those classes with fewer students this is because the increased population was not given enough attention by the teachers because of limited time and the workload the teachers had.

Chapter Five

Summary, Conclusions and Recommendation

5.1 Summary

This study was aimed at finding the causes of poor performance in business studies with the case study being Maagonga secondary school.

The finding of this research shows that poor performance of students in business studies has been caused by various factors. They include; heavy workload on the teachers which makes them to have less time in their preparation. Students who take more subjects perform poorer than the students who take fewer subjects. It was also found that lack of reference materials on the side of teachers and lack of textbooks on the side of students is another cause for declining performance of students in business studies.

Low student enrolment in business studies in form three from form two serves as another discouraging factor for students who take business studies as they feel that it is hard. Lack of practical lessons on the side of students is another contributing factor to poor performance in business studies. Delivering of teacher centred lessons is another cause for poor performance as the students are not involved and this makes them to lose concentration as the lesson tends to be boring.

Lack of student evaluation or limited student evaluation to assess what they have learned is another cause for poor performance in business studies. Employing of form four school leavers as business studies teachers is another cause for poor performance. Lack of refresher courses for teachers to equip them with new skills on how to handle this subject is another cause for poor performance of students in business studies. Others include unequal attendance to the students problems, lack of guidance and counseling for students, lack motivation for teachers and many more. A large class enrolment is another cause for poor performance of students because the students are not uniformly attended to making some to give up as they lag behind

and cannot concentrate. Lack of motivation by teachers demoralizes the students and this leads to their withdrawal hence poor performances.

5.2 Recommendations

5.2.1 The Government

The government of Kenya must submit the free secondary education funds in time to enhance the buying of textbooks, reference materials. The government should increase the funding for free secondary education to ensure that students are rewarded for their good performance to ensure that they improve in performance in business studies and other subjects as a whole. More teachers should be employed by the government to ensure that the teachers workload is reduced so that their efficiency is increased. The government should also increase the funding for free secondary education to ensure that more classes are built and more teachers are employed so that the classes with more enrolment can be split to ensure that each and every student is attended to by the teachers.

5.2.3 To Parents

Parents should inspect their children's work and report cards regularly in order to advise the teachers in case signs of dropping of their children in the performance of business studies is noticed. They should also advise their children regularly on the need to work hard to ensure that their children are always on track.

5.2.2 To Teachers

Teachers should start business studies club to ensure that the students are motivated to enroll in business studies. Guidance and counseling classes must also be set so that students taking business studies can air the problems they encounter in business studies so that they can be guided accordingly by the teachers to improve their performance. Teachers must give equal treatment to all students irrespective of gender, performance and others to ensure that the

performance is improved because it was discovered that girls are discriminated than the boys and this has led to gender disparity. Teachers must read prior to delivering the lessons to ensure that they are well equipped with knowledge to when teaching.

5.3 Conclusion

This research had its problems like lack of enough money, which in one way or another limited the number of questionnaires printed. Lack of funds also led to the delay in finishing this project, not as earlier anticipated.

The research methodologies used gave generally estimated results, not 100% correct. Nonetheless the results are a representative of reality in the field, and can be relied upon.

The ministry of education has a challenge to do proper research on the causes of poor performance of students in business studies in order to improve the results of schools. Teachers and parents have tried to ensure that their children improve in the performance in business studies schools in order to better the performance of pupils, but more still need to be done especially the cooperation of the teachers and parents in order to succeed.

Appendix A:

Transmittal letter

Kampala International University,
P.O .Box 20000,
Kampala.

The Principal,
Maagonga S.D.A Secondary School,
Nyamira District,
Kenya.

RE: MR. ONGUSO JOHN

This is to introduce to you the bearer of this letter, Mr. Onguso John, a student at Kampala International University who is carrying out his research on **'The Causes of Poor Performance in Business Studies as a Subject'** in your school.

This letter therefore purposes to request you to allow him carry out the research in your school and also avail him with the necessary resources to gather the required information.

Your positive response is highly welcome.

Yours faithfully,

.....

Carol Kobusingye

SUPERVISOR.

Appendix B: Questionnaires

(a) Teachers' Questionnaire

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information obtained will be deemed confidential and will be used for the purpose of this particular study.

1. Sex Male Female

2. Professional qualifications

| | |
|--------------------|--|
| Diploma | |
| Untrained graduate | |
| Graduate (B.ED) | |
| Masters | |

3. Years of experience in teaching Business Studies?
.....

4. Have you attended any seminar since employment?

Yes

No

5. If, yes how many times?
.....

6. How many years have you taught?

(a) Form one studentsyears

(b) Form two studentsyears

(c) Form three studentsyears

(d) Form four studentsyears

7. Teaching load per weeklessons

8. Have you been involved in setting any National Examination?

Yes

No

9. Have you been involved in marking any National Examinations

Yes

No

10. Do you have enough reference books in the library?

Yes

No

11. Do your students have enough textbooks?

Yes

No

12. In very few words, what is your attitude towards Business Studies?

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

13. Does that school administration support Business Education Department?

Yes

No

14. You are to express in agreement between the feeling expressed in each statement and your personal feelings towards Business Studies?

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

Undecided (U)

Put a tick beside the letter (s) which best expresses your feelings

a. I feel good when going to teach Business Studies

SA/D/A/SD/U

b. I feel a sense of insecurity when teaching Business Studies

SA/D/A/SD/U

c. My mind goes blank and I'm unable to think clearly when solving numerical question in Business Studies

SA/D/A/SD/U

d. I have loved Business Studies since I was in form one and have always enjoyed studying it

SA/D/A/SD/U

15. Is it teachers who determine the science subject the student are to take?

No

Yes

16. Do you guide and counsel the students regularly on their performance?

Yes

No

17. Briefly explain the kind of motivation you give to your students to ensure that you improve their performance

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

18. What is the enrolment of students in;

Form one.....

Form two.....

Form three.....

Form four.....



(h) Does your business studies teacher offer academic consultation/counseling/goes out of his/her way to assist the student academically?

Yes

No

(i) Does the teacher monitor the students' progress through appropriate evaluation tools (ex., short quizzes, and exams).

Yes

No

(j) Does the teacher mark the assignments objectively and submit the results on time?

Yes

No

(k) Does your teacher present the lesson clearly, with mastery of subject matter and employs varied teaching strategies?

Yes

No

(l) Do you have your own textbook in business studies?

Yes

No

(m) How do you rate your performance?

Below average

Above average

Average

Appendix C

Plan for Data Presentation

Table 1: Break down of workload of teachers per week

| Number of lessons | Number of teachers | Percentage (%) |
|-------------------|--------------------|----------------|
| 5-9 | | |
| 10-14 | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |

Table 2: Break down of the number of subjects enrolled by students and their performance in business studies.

| Number of subjects | Number of Of students With marks Above average | Number of Students with Marks Below average | Number of Students with Average mark |
|--------------------|--|---|--------------------------------------|
| 7 | | | |
| 8 | | | |
| 9 | | | |

Table 3: Teachers workload and performance of students in business studies

| Number of lessons per week | Students below Average | Students above average | Students with average marks |
|----------------------------|------------------------|------------------------|-----------------------------|
| 20-24 | | | |
| 25-29 | | | |

Table 4: Breakdown of the students rating of business studies as a subject

| Rating of business studies | Number of students | Percentage (%) |
|----------------------------|--------------------|----------------|
| Very hard | | |
| Hard | | |
| Easy | | |
| Very easy | | |

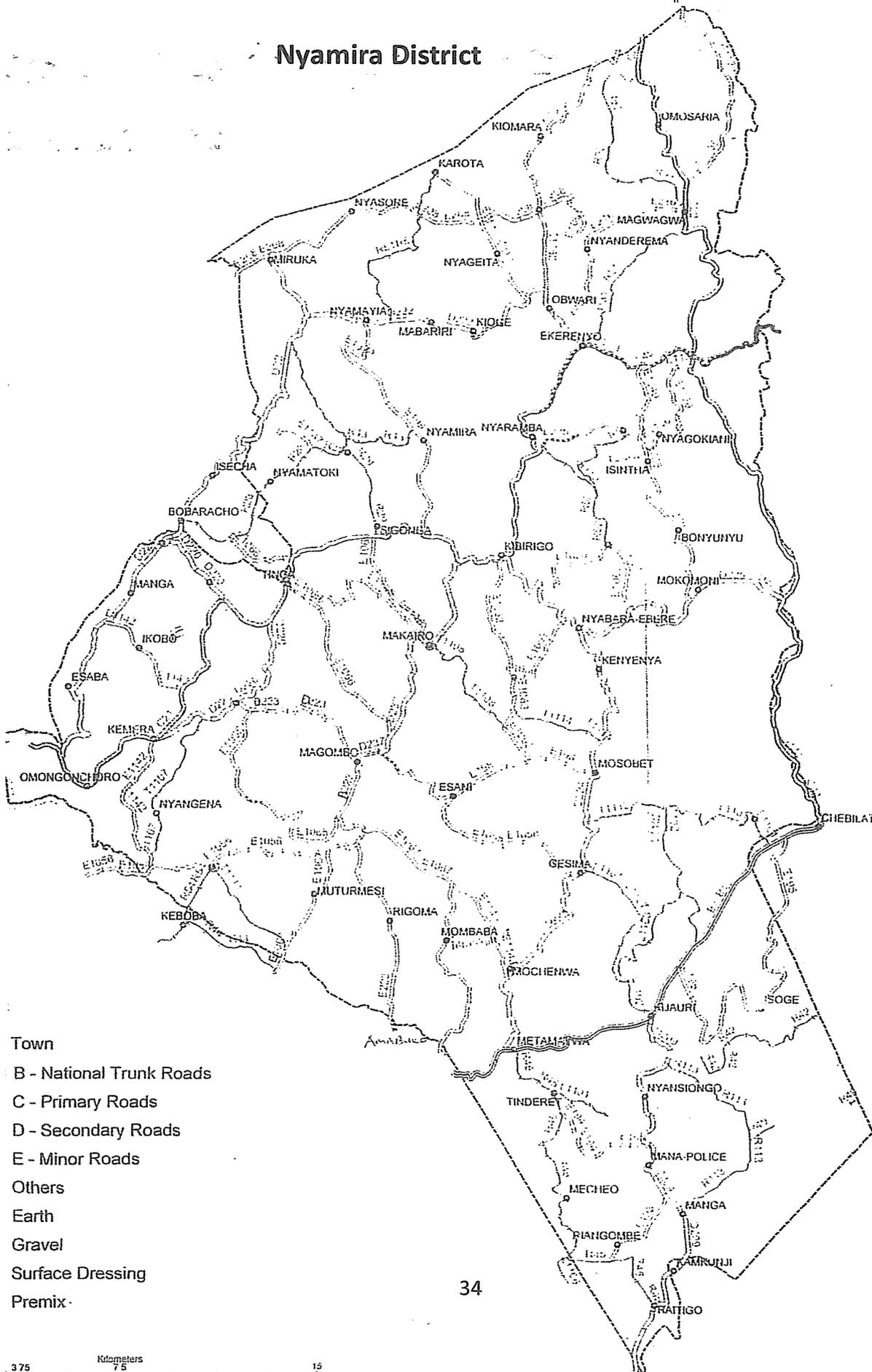
Table 5: Transition rate for students in business studies from form two to form

Three.

| Year | Enrolment of students in form two | Enrolment of students in business studies in form three | Percentage (%) |
|------|-----------------------------------|---|----------------|
| 2006 | | | |
| 2007 | | | |
| 2008 | | | |

Appendix D: Map of Research Environment

Nyamira District



- Town
- B - National Trunk Roads
- C - Primary Roads
- D - Secondary Roads
- E - Minor Roads
- Others
- Earth
- Gravel
- Surface Dressing
- Premix

Budget

The table below shows summary of items and their costs to be used during research.

| S/n | Item | Quantity | Unit price (Kshs) | Total price (Kshs) |
|-----|-----------------------------|----------|-------------------|--------------------|
| 1 | Stationeries | 3 rims | 600 | 1,800 |
| | | 50Pens | 10 | 500 |
| 2 | Transport expenses | 30 days | 300 | 9,000 |
| 3 | Subsistence | 30 days | 400 | 12,000 |
| 4 | Typing and printing charges | - | - | 11,000 |
| | Sub Total | | | 34,300 |
| 5 | Miscellaneous 10% | | | 3,430 |
| | Grand Total | | | 37,730 |

Time schedule

The table below shows stipulated time schedule of research work plan

| S/n | Activities | April | May | June | July | August |
|-----|---------------------------|-------|-----|------|------|--------|
| 1 | Research proposal | X | | | | |
| 2 | Collecting data | | X | X | | |
| 4 | Writing a research report | | | | X | |
| 5 | Final submission | | | | | X |

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