

**THE EFFECTS OF INTEGRATION OF BUSINESS STUDIES ON THE
TEACHING METHODOLOGY OF SECONDARY SCHOOL
TEACHERS IN NAIROBI SOUTH DISTRICT, KENYA**

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BED/14324/62/DF**

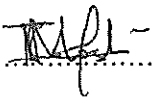
**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN
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DECLARATION

(a) Candidate

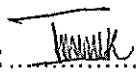
Joshua K. Musyoka hereby declare that the research project submitted for the bachelor of education degree, at Kampala international university, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

Signed: 

Date: 10/10/2009

(b) Supervisor

This research project has been submitted for examination with my approval as the candidate's university supervisor.

Signed: 

Date: 10/10/2009

DEDICATION

This study is dedicated to my mum Jennifer, my dad Julius, Brother John and sister Faith for their love, support, prayers and understanding.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to my supervisor, Mr. Immanuel Kiweewa for his positive attitude and guidance.

I thank my Pastor, Rev. John Masumba for inspiration, motivation and support. My heart-felt thanks go to my friends, my family, particularly my work colleague Paul Masibo.

I appreciate the effort made by the editor of this work, Ann Ndunge, Thank you.

This study was carried out in various libraries. I want to pay tribute to immense help I got from Mrs. Mwangi of *Kenya institute of education* reference section and more so the employees of *Kenya national library services*. (KNLS) Nairobi.

Above all, God Almighty has been forever faithful in granting me His steadfast love and mercies. I am thankful.

TABLE OF CONTENT

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENT.....	iv
ABSTRACT.....	vi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 OVERVIEW.....	1
1.1 BACKGROUND.....	1
1.2 STATEMENT OF THE PROBLEM.....	3
1.3 OBJECTIVES OF THE STUDY.....	4
1.4 RESEARCH QUESTIONS.....	4
1.5 SCOPE OF THE STUDY.....	5
1.6 LIMITATIONS AND DELIMITATIONS.....	5
1.7 SIGNIFICANCE OF THE STUDY.....	5
CHAPTER TWO.....	6
LITERATURE REVIEW.....	6
2.0 INTRODUCTION.....	6
2.1 TEACHING METHODS.....	6
2.2 CURRICULUM CHANGE.....	8
2.3 COPING UP WITH THE CHANGE.....	9
2.4 CURRICULUM DEVELOPMENT PROCESS.....	10
2.5 TEACHER TRAINING.....	11
2.6 RELEVANT SYSTEM.....	14
3.7 CONCLUSION.....	15
CHAPTER THREE.....	17
RESEARCH DESIGN AND METHODOLOGY.....	17
3.0 RESEARCH DESIGN.....	17
3.1 STUDY LOCATION.....	17
3.2 POPULATION.....	17
3.3 DESCRIPTION OF SAMPLE AND SAMPLING PROCEDURE.....	17
3.4 RESEARCH INSTRUMENTS.....	18
3.5 RESEARCH PROCEDURE.....	18
3.6 DATA ANALYSIS.....	18
3.7 CONCLUSION.....	19
CHAPTER FOUR.....	20
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	20
4.0 INTRODUCTION.....	20
4.1 BACKGROUND INFORMATION.....	20
4.2 TEACHING METHODS.....	22

4.3 HOW TEACHERS THAT GRADUATED BEFORE THE INTEGRATION
COPE WITH THE CURRICULUM CHANGE.....24

4.4 DIFFICULTY EXPERIENCED BY TEACHERS.....26

4.5 CONCLUSION28

CHAPTER FIVE.....29

DISCUSSION OF FINDINGS, CONCLUSIONS AND ECOMMENDATIONS.
.....29

5.0 INTRODUCTION29

5.1 DISCUSSION OF FINDINGS29

5.2 CONCLUSIONS31

5.3 RECOMMENDATIONS.....33

REFERENCES34

APPENDIX ONE.....39

QUESTIONNAIRE.....39

ABSTRACT

This research was designed to identify the effects of integration of business studies on the teaching methodology of secondary school teachers in Nairobi South district, Kenya. It focused on the effect of merging related subjects into one subject and how this can influence the teaching methods of teachers

Effects of these changes on the teaching methodology were examined. A descriptive research design was used in this study. Fifty Business studies teachers were involved as respondents. The teachers were selected from twenty-five secondary school in Nairobi South district. A questionnaire was the research instrument used in this study. The study confirmed several consequences of integration of business studies on the teaching methodology.

The study recommended in-service training to assist the teachers move in line with the curriculum changes. Sufficient time for training is required to avoid covering an excessive amount of work during too short a time.

Teachers should not be encouraged to be resilient whenever they encounter challenging effects of changes in the curriculum. The ministry of Education should put a lot of effort in supporting and guiding the teachers to become a force for the change of the curriculum

2

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter deals with the background to the problem, the problem, the problem statement, purpose, objectives, research questions, scope and significance of the study.

1.1 BACKGROUND

In an effort to improve the quality of education in Kenya, various changes have taken place in the education system. The major change was the adoption of 8-4-4 system of education introduced in the year 1989. With several changes, the system has undergone metamorphosis with it being more and more refined each passing day.

In the year 2003, the Ministry of Education announced a change in the curriculum. Among the great changes was the reduction in the number of examinable subjects from 32 to 22 in the secondary system. Some of the subjects were scrapped, some spared and others merged into one. At primary level, the number of examinable subjects was reduced from seven to five. Some subjects at this level were to be taught but not examined while others were completely done away among them being business education.

"Among the new changes in the exams is the merger of some subjects into one, specifically, Accounting, commerce, economics and office practice, which used to be examined separately, have been combined and will be tested as one subject - Business Studies." News Article by David Aduda the Nation (Nairobi) October 23, 2006. Previously the following subjects were examined and tested on their own: Economics, Accounting, Commerce and

Office practice. At form two-selection class, students depending on their area of interest separately selected the above-mentioned subjects.

This change affected the teachers who prior to this were being trained to handle the component of Business Studies separately. This integration saw the introduction of pure accounting and economics in the last two years of the Secondary Education system while more of Commerce and a topic picked from Office practice in the first two years. Introduction of new topics in the first year of Secondary Education caused a lot of discomfort among teaching fraternity. Since these new topics need different approaches and perception which the concerned are not familiar with.

Whereas the methodologies of the four components are different, teachers who had specialized in one area were required to tackle other areas of the combined subject to remain relevant. The content delivery was very difficult for some teacher who had not taught the other components of the new subject. The organization of the topics to be covered has brought about interruption of similar topics flows since there is little connection between methodology of Accounting and Economics.

Many teachers therefore have shyed away from the subjects and instead have opted to teach more of the other subjects they specialized at the college level. This then has resulted to making the subject very unpopular among the teachers and students.

On the issue of employment, some schools went ahead and refused to call teachers for interviews who had been trained for the components of Business Studies. At work places teachers who had graduated after the

change of integration of the components of the syllabus had a low opinion of teachers who had graduated earlier since the latter would request them to handle some of the topics on their behalf that they felt they were not comfortable with!

There is need to evaluate the quality of education in a country from time to time and as this happens, change is inevitable. "These changes have brought about an education system that is more relevant and equitable than that inherited from Britain at Independence". Kenya High Commission: Education. It is worthwhile noting that these changes should help to make the education to improve as well as bring harmony and understanding in all the stakeholders. Education is not and cannot be divorced from other sectors of society and is a significant factor driving change processes (Angelis, Lolwana, Marock, Mttlhaela, Mercorlo, Tsolo & Xulu, 2001: 25).

The present study therefore attempts to find out from the teachers who teach Business Studies how its integration has affected their teaching methodology and how they cope up with it.

1.2 STATEMENT OF THE PROBLEM

There have been several changes in the education system in all levels. However, despite these changes, which mostly are geared, to help the learners, little has been done to analyse the impact of these changes on the custodians of education in Nairobi south district. This is a serious omission since for these changes to be successful their effects need to be looked at before they are affected. If teachers are required to teach different and new contents in order to remain relevant using ineffective methods, the recipients are likely to be affected as this may hinder understanding as well

as increase the lack of interest in the subject concerned in the country as a whole.

The increased cases of indiscipline, school unrest and declining performance raises concerns about the extend to which these changes have been effective. If the issue of integration of subjects and teaching methodology is not addressed, opportunities to engage in entrepreneurship will be lost due to poor choices of subject combinations. This in the end will make it difficult for Kenya to attain the vision 2030, national goals of education as well as empower its citizen through business knowledge.

1.3 OBJECTIVES OF THE STUDY

The aim of the study was to find out the effects of Integration of Business Studies on the teaching methodology of Secondary School teachers in Nairobi, Kenya.

The specific objectives of the study were to:

- (a) Determine the different teaching methods used in teaching Business Studies.
- (b) Investigate how the teachers who had graduated before the integration cope up with the subject.
- (c) Find out the difficulty experienced by teachers in teaching the newly merged Business Studies.

1.4 RESEARCH QUESTIONS

The following hypothesis were tested in the study

- (a) What methods do teachers use in teaching Business Studies?
- (b) In what ways do the teachers who graduated before the integration of Business Studies cope up with the curriculum change?

- (c) What are the difficulties experienced by teachers in teaching the newly merged Business Studies?

1.5 SCOPE OF THE STUDY

This study covered most secondary school teachers in Nairobi south district and how they have been affected in terms of the teaching methods and delivery of the content to students. The study looked at the implication of merging subjects previously taught separately

1.6 LIMITATIONS AND DELIMITATIONS

The study was conducted in Nairobi south district. Only Business Studies teachers were involved in the study.

1.7 SIGNIFICANCE OF THE STUDY

The study will contribute to the understanding of the effects of integrating subject. The researcher hopes to find solution to how the teaching methodology can be altered to suit the needs of a curriculum. Curriculum change forms an integral part of any education system. It is a belief of the researcher that the study will adds knowledge to the existing information about effects of curriculum change.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter deals with a review of related work previous done. Areas such as teaching methodology, curriculum change, coping up with the changes, curriculum development process, teacher training and relevant system are discussed. A conclusion is given at the end.

2.1 TEACHING METHODS

The importance of using effective instructional methods and their effects has become an area of major focus in recent years. According to Nair and Fisher (2001:69) in their study of primary and secondary school classroom environments, found that the quality of instruction resulting from using relevant instructional methods is one of the factors contributing to the performance. In a similar study by the same authors using tertiary/higher and senior secondary school education levels, it was found that students at the tertiary levels highly consider their performance in terms of the innovative teaching methods employed by their instructors in their classes. Formal lecture system, which is often passive, was noted to contribute to low retention rate and boredom with students. Thus, teaching methods that enable students to get involved with the teaching material, stir thinking and encourage less memorization are consequently perceived more favorably (World Bank, 2002).

According to a World Bank report (2000), teaching methods in developing world schools are often outmoded. Further, the report stated that rote learning is common, with teachers doing little more in the classroom than dictating notes to the students. These passive approaches to teaching have little value in a world where creativity and flexibility are at a premium. The

current generation of students requires instructional methods that emphasize active intellectual engagement, participation and discovery, rather than the passive absorption of facts (World Bank, 2000). This, as McClatchy (1964:57) observed, promotes the fullest intellectual development. With the merging of subjects it is a very important point to note that using teaching methods that help the learner to understand and retain content delivered is crucial therefore, the use of instructional methods that give students an opportunity to practice thinking skills cannot be underestimated.

A method of education is also a general concept that includes methods of teaching and procedures undertaken by the teacher to achieve set objectives notes Sindabi (1992:27). She adds that teaching is a process that involves the learner. Some of the methods of teaching have certain various objectives for the students. They include, distance learning, practical demonstration, lab, group work, discussions, lecturing, discovery, inquiry, problem solving, programmed instructions among others.

It is very common to see teachers combining effort where need arises. As Looch (2003:213) notes "Team teaching enables teachers with different endowment to concentrate on doing things they can do best or that they like doing it". The need for teachers to co-operate and help each other is essential. In teaching, some teachers may lack interest of some sections in their area of specialty, other teachers who may have a great appetite in those areas may help their colleagues and vice versa. Williams (1986), Chauhan (1992) and Eiser (1994) concur that effective teaching methods are the core to successful learning. Martin (2006:73) claims that development of new techniques of education offers scope for great benefit and great harm.

2.2 CURRICULUM CHANGE

Change is both evident and imminent notes McCormick, C.B. & Pressley, M. (1997) According to Naicker, S.M. (1999:32) sources of change come from two main points; The changing psychological knowledge of the child and teaching process which teachers and others have come to have and cumulative pressure of new subject in the curriculum and by the increase in the content of existing subject. McCombs & Whistler (1997:166) maintain that change is facilitated by empowering contexts in which individuals feel ownership, respect, personal support, and trust.

Chall (2000:32) confirms that teaching is more difficult today. He suggests that rapid changes in knowledge, society and society make keeping abreast of things more difficult, teachers need to know more. The result of knowing more ensures that the teacher is indeed confident about him and can answer challenging questions from student perfectly. Kimberly (2005:54) agrees that it is necessary for every individual to continue learning at all ages, in all environments, in all circumstances. In our modern world, that is undergoing perpetual and revolutionary transformation, one need is obvious: the necessity for everyone to adapt efficiently to rapid and constant change.

Griffiths (1975:54) poses that the attitude of teachers whose teaching situation has changed greatly by the reforms are more negative than that of those whose situation has remained largely unchanged. A famous statement eludes that a person attitude affects his altitude. Whereas changes cannot be avoided, it is essential to note that teachers at all levels should be optimistic in any setting. As fear is contagious so is positive or negative attitude.

Mutunga and Kiai (1996:67) are of the opinion that teachers must be adaptive and maintain the conviction that learning must be supported by curriculum change in schools. If to be successful, there should be a great deal of emphasis and time spent on developing an explicit and shared perception of the problem and / or clearly identified and shared reasons for the change.

Martin (2006:79) says that development of education is likely to be difficult in circumstances where change is imposed on a whole group of teachers and taught. Changes are likely to be far more effective when cooperation is sought. The purpose and plans for change must be understood and accepted by all stakeholders (McCombs & Whisler, 1997:166). Further, Hamburg (1984) tell us that he imagined that many failures at reforms occur not through choosing wrong general objectives but from neglect to work out the detailed modification needed to suit the particular staff and facilities available. Any change in the curriculum should in particular consider the availability of resource and the impact on the morale of teachers. Changes that threaten the job security of majority of teachers should be done away with.

2.3 COPING UP WITH THE CHANGE

A research by Mwai (2004:89) postulated that within any subject the pressure is always for new knowledge to be added to the existing stock. Problems arise which are concerned with the relationship of these subjects to each other and how to select which subjects each students shall study. It is worth noting that most subjects are related, the difference being the degree of similarities and differences. Related subject are easier for students to understand than subjects that have no relationship at all.

Helen (2003:47) asserts that each teacher should find his own lifestyle and be able to go ahead while at the same time adapting to existing conditions. For this purpose, each teacher must develop capabilities of imagination, innovation and creativity in order to participate in/ promote evolution. Adaptability is important to the teaching profession. In addition, this of late is becoming a necessity. Dealing with various individuals requires tolerance for different ideas, different behaviour different perceptions and different interpretations.

2.4 CURRICULUM DEVELOPMENT PROCESS

Martin (2006:19) suggests that when the curriculum is presented in terms of number of subject and in precise terms it is called syllabus. Davis (1999:46) in his research attempts to evade the question of choice and selection by using the weapon of abundance. I.e. no man can know everything about his own subject even if he were a Nobel Prize winner. What we need today is to give people the tools, which will open up the storehouse of human knowledge. This seems to contradict what Oskamp (1991:22) thinks that being a jack of trade can be dangerous. Where a student is required to tackle a lot of content at the same time, great challenges are set to be encountered.

Victoria (2001:34) emphasizes that the whole process of curriculum planning and design needs to be transparent and the people involved need to spend a major part of their time talking to educators about the need for the change. Curriculum developers ignore this part. The inclusion of all stakeholders and especially the teachers in each and every step is a recipe for a proper curriculum and earns the support of those involved. In support of this, V.L. Griffiths (1975:43) tells us "I worry about creative teachers being handed "canned" curriculum to be delivered to students. I worry that the idea that

teachers should be encouraged and mentored in the creation of active curriculum for their students will go the way of the dinosaurs. When you take the creative piece away from bright, passionate, dedicated teachers and ask them to deliver instead of teach, it places unnecessary obstacles in the way of teaching and learning. Removing curriculum design from the hands of the teachers who truly know their students and replacing it with a "one-size-fits-all" approach drives teachers away from the profession and turns students off to learning. It's frustrating to know that, if given the opportunity, knowledgeable teachers could create a more meaningful curriculum that teaches, engages, and inspires students".

Seymour Sarason (2007:56) made it clear that for the last several decades, teachers in general have been expected to be the analog of technicians, performing functions defined by others with materials designed largely by others for purposes decided largely by others, and measured by standards created largely by others. Education decision-making has been a top-down affair that separated the curriculum direction and selection from the majority of teachers who implemented and who were held accountable for student learning. Unless the trend changes, curriculum implementation cannot be successful there will always be resistance from the people who matter.

2.5 TEACHER TRAINING

According to John vaizey (1969:42) in the training of teachers, emphasis has been towards an understanding of the nature of learning process and of the way that the teacher can organize material, phase his presentation of it and use his understanding of social relations to ease the process of acquiring knowledge. But now it is being realized that the task of training people to organize new knowledge yet unknown is itself something, which is the fundamental task of the teacher. This seems to be in support of Holland, R.W. (2003) who claims that that some teachers are old and experienced in

the game, others are new and out of college, some people know how to organize other, some do not.

Lewis (1998) demonstrate that teachers must be educated to develop their art, not to master it, for claim to mastery merely signals abandoning of aspiration. Teaching is not to be regarded as static accomplishments like riding a bicycle or keeping a ledger; it is like all arts of high ambition, a strategy face of an impossible task. Ruth Kane (2006:7) poses a similar concern as she discusses the Otago teacher-training programme in New Zealand. She makes critical notes about two situations. The first refers to the fact that teacher education institutions, which generally still function along the lines of a 'transmission model of teaching' and therefore fail to prepare teachers who are reflective about their teaching and able to engage students meaningfully in learning. Secondly, national policies suggest that competent teaching is learnt in the field rather than in academic situations where there are often rifts between theory and practice.

Teacher training is one of the nerve centres of education system. More can be done to raise standards of education and at a less cost through teacher training than any other activity. However, in the underdeveloped countries relatively little attention has been paid to this urgent remarks Dekker, E. (1997:147). Peterson and Patricia (1997:161) suggest otherwise that teachers need to be supported and encouraged to take increased responsibility for their own learning and professional development. There is a growing realization that training alone is not enough: If teacher performance in the school and classroom is to be improved, then we need to invest more time and money in professional support activities. Teachers need to be trained and require information relating to the present skill levels, experience and teaching styles necessary to facilitate the

implementation of a new curriculum. Perceived problems in the training of educators can constitute a major force for change towards the introduction of a new curriculum.

With the introduction of basic education, the need has already become evident for a teaching force which would be in a position to transmit the knowledge, skills and social attitudes explicitly intended by the reforms Okuni, A, & Tembe, J.H (1997:97). "Curriculum alone will not be enough without quality infrastructure and a quality workforce operating in conjunction," Oldroyd, D. & Hall, V. (1991:46) they recommend that the Government should work with the states on a national partnership to boost teacher quality and give them greater support.

Moreover studies done by Martin (2006:29) demonstrate that the way change, of course is accelerated is when the whole training and education of teachers has prepared them for an open minded approach to new techniques of education and to introduction of new ideas. Asked the reasons why teaching is unpopular, most responses showed that teacher education does not prepare teachers well for the actual job of teaching. (Rao, 1990; Sindabi, 1992) confirms that existing teacher training does not prepare the teachers to adequately for their role vis - a- vis changes. There is however the need to maintain a continuous removal of school curricula. Infact a study by (Heppner, Kivlighan, Good, Roehlke, Hills & Ashby, 1994:76) demonstrates that properly trained teachers especially if there is an opportunity for them to increase their qualification and to obtain in service training, consist of an important segment of the community.

2.6 RELEVANT SYSTEM

An education system, which fails to prepare people for jobs, is clearly out of place and by definition inefficient. This does not mean that education is the answer to unemployment but a significant factor in our every day lives. 8-4-4 must be refined so that it strikes a balance between utilitarian purpose and academic acquisition.

Education has to be firmly rooted in the needs of the local societies. Further studies by Sanya, P. (2001:15) show that education has many and close links with the economy. (Makinde, 1984:32) shares the same view by showing that it is common for education planners to draw attention to the link between the economy in the shape of work force and education at all system.

Curricular should be relevant and appropriate to current, anticipated future needs of the individual, society, commerce, and industry says Oskamp (1991:67). A perfect curriculum if any should help the country to achieve short term, medium and long-term plans of a country. It should also be appropriate and flexible to the requirements of the targeted group and the country at large.

According to the article by Aduda, D. (2006 October 23), the crisis in Kenyan education system is a result of challenges in access, equity, curriculum relevance and quality the education system has suffered over the years. The report, say the recent unrest in more than 300 secondary schools during second term of 2009 could be a tip of the iceberg that defines a failed education system. In order for a country to get the best it should it should give the best. To produce workforce that is competent and effective, the curriculum should promote such a culture right from the beginning.

3.7 CONCLUSION

In this chapter, the researcher has tried to highlight the issues relevant to this study from learners and researchers' perspective. The literature review revealed that appropriate teaching methods are needed in teaching. The need of using proper methods of teaching cannot be underestimated. The affect the outcome of the learning process. Most teachers feel incompetent and lacking in skills to implement changes.

Curriculum changes are necessary for learner-centred education and should address the need of the target group. Change is not always easy, people may be threatened by it, and therefore support to teachers during a major curriculum change could act as a positive force that could drive a change in the curriculum. It also pointed out that people must be changed from subordinates to followers hence the need to consult all the stakeholders before a change in the curriculum is implemented. Change offers a chance for growth and progress but also stirs fear and suspicion; it challenges competence and power, it brings resistance, creates confusion and conflict and risks the loss of continuity and meaning. The key to change is the attitude of educators. The inclusion of all stakeholders in the curriculum process is of importance.

Training of educators constitutes a major force for change for the introduction of a new curriculum. Teachers must undergo professional development nevertheless; teacher-training preparation sometimes is not adequate to enable them for easy adaptation to future changes. There is lack of time for major retraining. Teachers feel uninformed and unprepared for change. Training of teachers who will use proper teaching methods and adapt to changes is essential

Curricular should be relevant and appropriate to current and anticipated future needs of the individual, society, commerce and industry. Education has many and close links with the economy. A relevant system is appropriate.

The literature also revealed that educators may also welcome change, but without adequate training, they lacked capacity to lead the transformation. It is from this background that this study intends to bridge the gap caused by changes by looking at the effects of integration of Business Studies on the teaching methodology of secondary school teachers. In this study, attention was focused on Nairobi south district secondary school teachers.. The next chapter discusses the methodology that was employed in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 RESEARCH DESIGN

The research design that used in this study was a descriptive survey design. The study aimed at collecting information from respondents on their methods used in teaching Business Studies as well as their opinion on integration of Business Studies in Nairobi south district.

3.1 STUDY LOCATION

The study was carried out in Nairobi south district, Kenya. Purposive sampling was used to select the study site since it had the largest number of secondary school in Nairobi province. The district has the highest number of schools that offers Business Studies as a subject in their curriculum. The area is also accessible and convenient to the researcher, and this will in turn minimize the budget cost.

3.2 POPULATION

The population for this study was secondary school teachers who teach Business Studies in Nairobi south district province. The estimated number of teachers teaching Business Studies in the province is 300.

3.3 DESCRIPTION OF SAMPLE AND SAMPLING PROCEDURE

Purposive sampling was used in selecting the subjects of the sample. In this research, the subjects were secondary school teachers who teach Business Studies. The teachers were selected as a sample since they possess the required knowledge related to the study area in order to achieve the objectives of the study.

Fifty Business Studies teachers were selected from twenty secondary schools that offer Business Studies. The teachers were both male and female with a minimum of a diploma in education as qualification. Regardless of their marital status, teachers with an experience of over one year were included. The researcher visited twenty secondary schools in Nairobi south district.

3.4 RESEARCH INSTRUMENTS

The research instrument used in this study was the questionnaire. This instrument was selected because it helps in keeping confidentiality of the respondents and the time available for the study. The questionnaire included close- and open-ended questions. Close-ended questions were intended for straightforward answers while open-ended enquiries gave freedom to respond more widely. Questionnaires could reach a large number of respondents; it is less expensive and less time consuming.

3.5 RESEARCH PROCEDURE

Permission for access into schools was secured and granted by the various school heads. Arrangements concerning dates and times for administering questionnaires, were made with the stakeholders. The researcher visited and administered questionnaires from the identified school. The main task was to collect the intended information. The questionnaires were hand-delivered to the respective schools and given to the teachers. The researcher confirmed whether the respondent had finished filling the questionnaire by calling.

3.6 DATA ANALYSIS

In this study content analysis and specifically assertion, analyses were used. The results for the question alongside with their response and respective frequency are shown. At the end, a brief narration is given.

3.7 CONCLUSION

In this chapter, methodological aspects of the study were introduced. Conventional ways of collecting quantitative data and descriptive data were described. A sample of twenty schools was chosen for this research through random sampling. For data collection, questionnaires and literature study were used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

An analysis of effects of integration of Business Studies on the methodology of secondary school teachers is made in this chapter. This chapter also analyses the questionnaires administered to secondary school teachers who teach Business Studies.

4.1 BACKGROUND INFORMATION

Table 4.1.1 Description of respondents by gender (n=50)

GENDER	FREQUENCY	PERCENTAGE
MALE	29	58%
FEMALE	21	42%
TOTAL	50	100%

In Table 4.1.1, it can be seen that twenty-nine male respondents, 58% participated in the study while twenty-one female respondents, 42% were included in the study. This implies that the males dominated the study.

Table 4.1.2 Age of the respondents. (n=50)

AGE	FREQUENCY	PERCENTAGE
UNDER 25	9	18%
26 - 35	14	28%
36 - 45	22	44%
ABOVE 45	5	10%
TOTAL	50	100%

Table 4.1.2 shows that nine respondents, 18% were under the age of twenty-five, fourteen respondents, 28% were of age between 26 years and 35 years. Twenty-two respondents, 44% aged between 36 years and 45

years while five respondents, 10% were above 45 years. This indicate that majority of the respondents were of age between 26 years and 35 years.

Table 4.1.3 Academic Qualification of the respondents (n=44)

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
DIPLOMA	13	29.55%
BACHELOR OF EDUCATION	29	65.91%
MASTERS	2	4.45%
TOTAL	44	100%

Table 4.1.3. show that thirteen respondents, 29.55% were of diploma level. Respondents who had a degree in education were twenty-nine, 65.91% while two respondents, 4.45% were of master's level. The implication is that a high number of the respondents were degree holders

Table 4.1.4 Time of Graduation for the Respondents (n=50)

YEAR OF GRADUATION	FREQUENCY	PERCENTAGE
BEFORE 2003	31	62%
2003 ONWARDS	19	38%
TOTAL	50	100%

According to Table 4.1.4, thirty-one respondents, 62% had graduated before the year 2003 while nineteen respondents, 38% had graduated in 2003 or after 2003. Majority of the respondents did graduate the integration of the business subject.

Table 4.1.5 Teaching experience of the Respondents (n=50)

EXPERIENCE	FREQUENCY	PERCENTAGE
BELOW 5 YEARS	23	46%
5 YEARS AND ABOVE	27	54%
TOTAL	50	100%

Table 4.1.5 highlights that twenty-three respondents, 46% had an experience of less than 5 years. On the other hand, twenty-seven respondents, 54% had an experience of five or more years. More teachers were with an experience of five or more years were included in the study.

4.2 TEACHING METHODS

Table 4.2.1 Methods used in teaching Business Studies (n=50)

RESPONSE	FREQUENCY	PERCENTAGE
LECTURING	48	23.76%
PROBLEM SOLVING	12	5.94%
GROUP WORK	45	22.27%
DEMONSTRATION	17	8.42%
DISCOVERY	33	16.34%
DISCUSSIONS	47	23.27%
TOTAL	202	100%

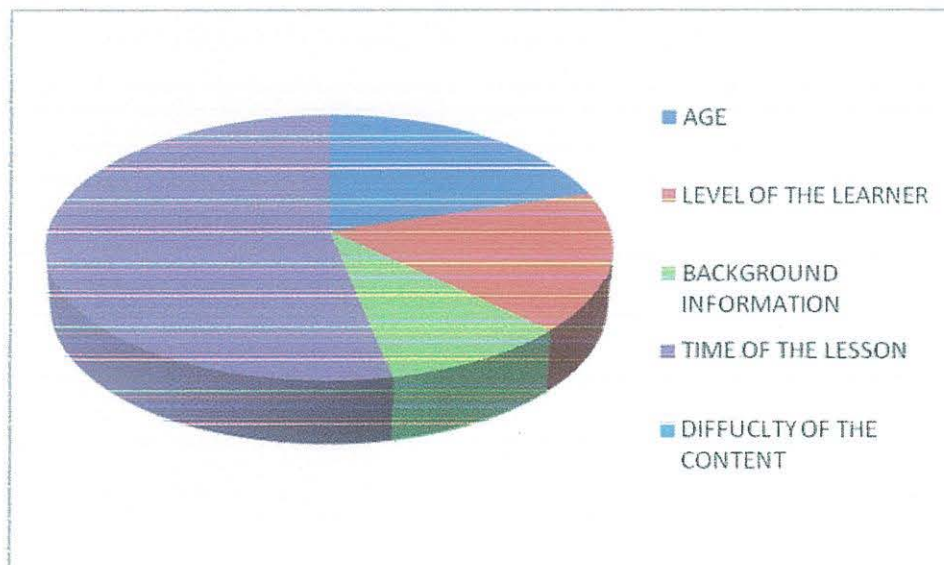
It emerged that 48 respondents, 23.76% indicated that they used lecture method to deliver the content. Twelve respondents, 5.94% cited that problem solving method was their preference. Forty-five respondents, 22.27% admitted to use group work while seventeen respondents, 8.42% preferred demonstration. Thirty-three respondents, 16.34% indicated that discovery was a method they used. Forty-seven respondents, 23.27%, used discussion method. This implies that the most commonly used methods are; lecturing, group work and discussion.

Table 4.2.2 Effectiveness of the Method Used in teaching. (n=50)

RESPONSE	FREQUENCY	PERCENTAGE
VERY EFFECTIVE	19	38%
MODERATELY EFFECTIVE	22	44%
LESS EFFECTIVE	9	18%
TOTAL	50	100%

Table 4.2.2 shows that nineteen respondents, 38% said that the methods they use were very effective. Twenty- two respondents, 44% told that methods they use were moderately effective while nine respondents, 18% said that the methods were less effective. Most respondents said that the methods they were using were moderately effective.

FIGURE 4.1 Factors considered in choosing a teaching method (n=50)



In figure 4.1, indicate that, thirty- nine respondents considered age, thirty- two respondents considered the level of learners, twenty-nine respondents put into consideration the issue of background information, time of the lesson was considered by seventeen while twenty-nine respondents considered the difficulty of the content.

Table 4.2.4 Importance of Prior knowledge of Business studies to the teachers (n=44)

RESPONSE	FREQUENCY	PERCENTAGE
YES	42	95.45%
NO	2	4.55%
TOTAL	44	100%

It can be seen in Table 4.2.4 that forty-two respondents, 95.45% agreed that prior knowledge helps in content delivery while two respondents, 4.55% said it was not necessary. Thus majority of the respondents said that prior knowledge helps in delivery of content.

4.3 HOW TEACHERS THAT GRADUATED BEFORE THE INTEGRATION COPE WITH THE CURRICULUM CHANGE.

This section concerned only teachers that graduated before the curriculum was changed.

Table 4.3.1 How teachers cope with curriculum change. (n=44)

RESPONSE	FREQUENCY	PERCENTAGE
TEAM TEACHING	4	12.9%
OWN METHOD(S)	19	61.51%
KEEPING UP TO DATE WITH CURRENT TRENDS OF TEACHING	5	15.92%
ATTENDING IN-SERVICE TRAINING	3	9.67%
TOTAL	31	100%

In responding to this question, 12.9% indicated that they used team teaching to adapt to the changes. Nineteen respondents, 61.51% said that they used their own methods while five respondents, 15.92% cited that keeping up to date is how they adapt. Three respondents, 9.67% showed to have been attending in- service training. The most commonly used way was own method(s).

Question: **How effective are the ways you use to cope up?**

FIGURE 4.2 Effectiveness of ways used to cope up with the change (n=50)

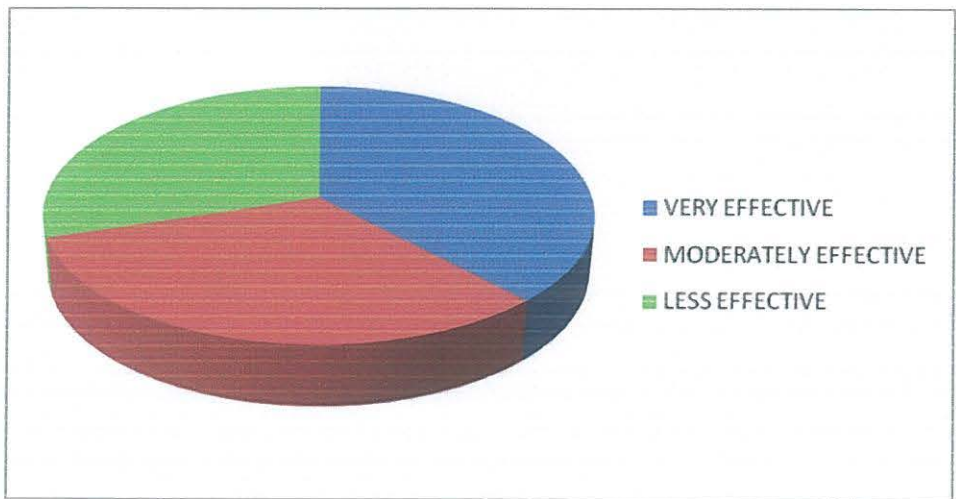


FIGURE 4. 2 shows that nineteen respondents, 38% said that the way used are very effective compared to sixteen respondents, 32% who told that the ways were moderately effective. Fifteen respondents, 30% said that they were less effective. Thus more respondents said that the methods they used were very effective.

Table 4.3.3 Response to whether teacher training is adequate. (n=50)

RESPONSE	FREQUENCY	PERCENTAGE
YES	33	66%
NO	17	34%
TOTAL	50	100%

It can be observed from Table 4.3.3 that thirty-three respondents, 66% agreed that teacher training helped them to respond and cope up with the changes while seventeen respondents, 34% said it did not. Implying that majority of the respondents said teacher training helped them to respond and cope up with the changes.

Question: Table 4.3.4. **the need for curriculum change** (n=50)

RESPONSE	FREQUENCY	PERCENTAGE
YES	45	90%
NO	5	10%
TOTAL	50	100%

Table 4.3.4 shows a high number of respondents, forty-five respondents, 90% agreed that there is at times a need for curriculum changes. Only five respondents, 10% indicated that there is no need for curriculum changes.

More respondents supported change of curriculum.

4.4 DIFFICULTY EXPERIENCED BY TEACHERS.

Table 4.4.1 Challenges encountered in teaching business studies. (n=50)

RESPONSE	FREQUENCY	PERCENTAGE
DIFFICULTIES IN CONTENT DELIVERY	11	22%
LACK OF RESOURCES	7	14%
CONTENT NOT RELATED	5	10%
TOO MUCH THEORY	9	18%
LACK OF INTEREST IN THE SUBJECT BY STUDENT	8	16%
LACK OF INTEREST IN THE SUBJECT BY THE TEACHER	10	20%
TOTAL	50	100%

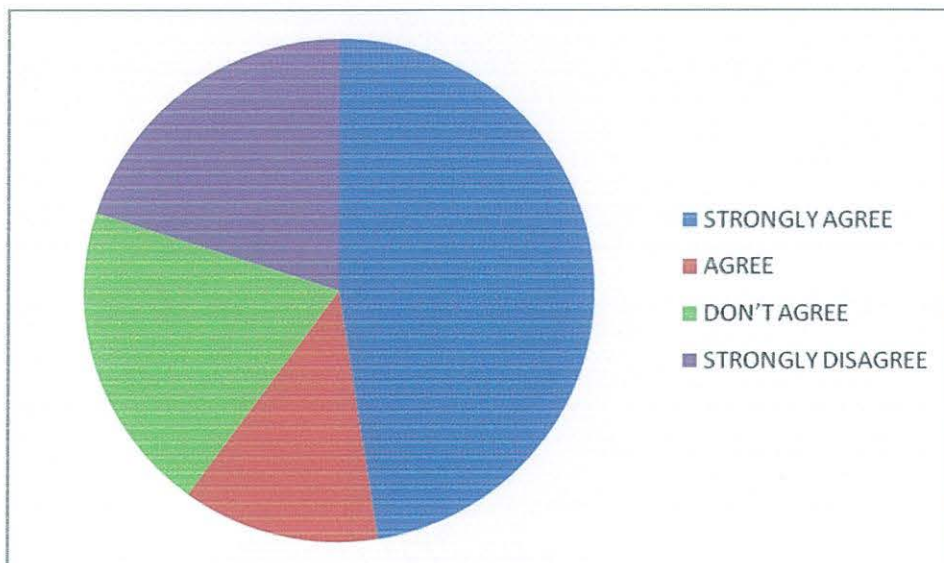
eleven respondents, 22% indicated that they face difficulties in delivering content. Seven respondents, 14% cited that lack of resources as a challenge to teaching. Five respondents, 10% indicated that the content was not related, eight respondents, 16% indicated that students lacked interest in the subject while ten respondents, 20% admitted that they lacked interest in the subject.

Table 4.4.2: Extent of challenges.

RESPONSE	FREQUENCY	PERCENTAGE
GREAT EXTENT	19	38%
MODERATE EXTENT	16	32%
LESS EXTENT	9	18%
TOTAL	50	100%

As shown in Table 4.3.4 nineteen respondents, 38% said that the extent of challenges were great, sixteen respondents, 32% indicated that the challenges were moderate while nine respondents, 18% told that the challenges were less. Thus more respondents said the challenges were of a great extend.

Figure4.3: Response to whether challenges affect performance.



According to FIGURE 4.3 nineteen respondents strongly agreed that the challenges they face affect performance, fifteen respondents agreed that the challenges they face affect performance, eight respondents do not agree

that such challenges face affect performance while another eight respondents strongly disagree that such challenges affect performance. More respondents strongly agreed that the challenges they face affect performance.

4.5 CONCLUSION

Although there are effects of integration of Business Studies on secondary school teachers, the situation can be still remedied. Since teachers remain within the system, it is constructive that they should be ready and willing to be productive. The questions now are who should be helping them as they stand hoping for support and how much damage is being done to the innocent learners as the teachers try to apply the new curriculum for which they do not feel competent.

In Chapter 5, the researcher, discusses the findings, draws conclusions and finally offers recommendations from the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND ECOMMENDATIONS.

5.0 INTRODUCTION

The study focused on the effects of integration of Business Studies on secondary school teachers as part of curriculum change. The ministry of Education's main purpose for curriculum changes aims to develop the full potential of each learner as a citizen of a Kenya. In this chapter the findings are discussed recommendations are given after conclusion of each objective.

5.1 DISCUSSION OF FINDINGS

With regard to the effects of integration of Business Studies in Nairobi south distict, Kenya. The responses obtained are a sign that the teachers need continuous and immediate guidance to implement the curriculum changes. As long as things are changing, even the needs of people and or nation are no longer the same, curriculum will inevitably change to accommodate new developments and address the needs of people in that particular time. The teachers feel that use of using effective methods is not up to date. The methods of teaching used by teachers in teaching business studies included lecturing, problem solving, group work, demonstration discovery and discussions. Teachers also put into consideration some factors before employing a method(s) of teaching. Prior knowledge of the content at previous levels was highly pointed out as a factor that can enhance content delivery.

Concerning the teacher who had graduated before the integration of business studies coping up with the changes, it was pointed out that many

teacher used their own methods. Very few teachers attend in service course to keep in touch with the current trends. It appears that a lot needs to be done in order to improve curriculum issues. Teachers are the ultimate implementers of policies with regard to huge curriculum changes, which the ministry of Education is the initiators. It was also discovered that well-prepared teachers guarantee success. This emphasizes that the in-service training that the teachers rarely get is crucial to their professional development. This will also encourage teachers to remain in the profession.

In order to cope well with the constantly changing knowledge and type of education now, the teachers need some form of capacity building so that they can confidently implement the curriculum changes without feeling incompetent and unworthy of their vocation. Most teachers felt that teacher training equipped them with skills to handle changes. It was disclosed in the answering of the questionnaire that that some teachers considered that change related problems were unfairly handled. For example if a teacher seeks assistance from his/her colleagues, they considered him/ her to be unable to teach and sidelined him/her. Situations like this lower the morale and ability of teachers. Measures to address this frequently experienced situation must be put in place so that in future educators can cope.

Among the challenges, which teachers encounter are; inadequate or lack of resources, inappropriate methods of content deliver lack of interest in the subject among others. These bring bewilderment and disorder to the teachers and lack of discipline becomes an issue. The confusion is enhanced by trying to cover too much work and unrelated content within a short space of time. The teachers indicate that they are willing to meet the challenges

posed and are not necessarily against the changes. They are looking for appropriate ways of addressing the challenges and require assistance from the ministry of Education for them to be able to do so. Only a small number of teachers especially those who graduated before the integration of Business Studies are able to implement the changes comfortably. More need to be done to make a difference to the implementation of curriculum changes. This insignificant number reveals the necessity for more adequate and frequent preparation to enable teachers to effectively apply curriculum changes.

With regard to the current state concerning integration of Business Studies in secondary schools, results illustrate that it is not as good as it should be. This calls for urgent intervention to tackle the stressful circumstances experienced by Business Studies teachers to ensure the smooth and successful execution of the changes as soon as possible.

5.2 CONCLUSIONS

Curriculum changes are meant to be beneficial to learners and teachers. Teachers need to be motivated and made aware of the challenges they may encounter when implementing curriculum changes. They must also be assured that challenges are there to build them up not to destroy them. They require support from the Ministry of education, parents, School Management Teams and other stakeholders to negotiate these challenges. The need to use appropriate methods is essential. It can be deduced that the use of effective methods in teaching cannot be underestimated. This agrees with the world bank report of 2000. Prior knowledge of content is essential since it makes it easy for a teacher to deliver content. In support of the World Bank report, it is essential that before an instructional method is applied, factors have to be considered for it to be successful.

Conducting in-service training will promote effective handling of change. Since quality of teachers, their ability and their knowledge guarantee success, it is imperative that they continue to undergo suitable in-service training. This would go a long way of ensuring that they can comfortably and confidently cope up with the change. Teachers should also be helped to appreciate that during changes one should not rebel against colleagues and school management, but instead to work with others as a team bearing in mind that 'together we stand but divided we fall. Adequate teacher training is of paramount importance.

On the issues of challenges facing teachers, it can be noted that Helen (2003:47) agrees with the opinion that *each* teacher should find his own lifestyle and be able to go ahead while at the same time adapting to existing conditions. For this purpose, each teacher must develop capabilities of imagination, innovation and creativity in order to participate in/ promote evolution. Adaptability is important to the teaching profession. Teachers who were using their own methods are adapting to changes. Instead of panicking teachers should be able to take challenges as part of teaching process and look for ways of easing the burden. Mutunga and Kiai (1996:67) are of the opinion that teachers must be adaptive and maintain the conviction that learning must be supported by curriculum change in schools. This is also the researcher's opinion on the issue.

Consequently, further research could be done along these areas:

- ☐ Suitable in-service training for professional development.
- ☐ The practical implementation of curriculum changes in schools.

The researcher earnestly hopes that this study will be instrumental in Encouraging educators and the ministry as well as the K.I.E to co-operate in trying to address these concerns in order to bring about the desired outcomes of the curriculum changes.

4.3 RECOMMENDATIONS

Some of the recommendations made to improve curriculum changes are provision for frequent and ongoing in-service training for teachers this would help them to gain confidence. Workshops for professional development should be ongoing as considering the inevitable changes around us, because little knowledge and to remain stagnant is harmful to teachers and learners alike. The most effective methods should be applied in teaching. Teachers have also to consider a number of factors before using a particular method of teaching(s).

Post training follow-ups and cluster-visits for guidance purposes should be ongoing; regular feedback helps teachers to effectively apply changes. There is a dire need to disintegrate Business Studies, as this would help specialize in the components of business studies and avoid the problems so far experienced by teachers. Involve teachers in the curriculum process as they would feel part of the initiators of change.

It is important to carry out pilot test before a major curriculum change is important to ensure effectiveness of the project. Incentives, for example certificates of attendance of workshops, long service or even cash bonuses be introduced in order to acknowledge the educators and give them confidence knowing that their efforts are recognized; this will also give them energy and determination to go even.

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APPENDIX ONE QUESTIONNAIRE

PLEASE TICK YOUR ANSWER IN ONE OF THE BOXES PROVIDED

SECTION A BACKGROUND INFORMATION

1. GENDER : ☐ FEMALE ☐ MALE
2. AGE : ☐ UNDER 25 ☐ 26-35 ☐ 36-45
 ☐ ABOVE 45
3. ACADEMIC QUALIFICATION: DIPLOMA ☐ BACHELOR
 ☐ POSTGRADUATE DIPLOMA ☐ MASTERS ☐
OTHERS
4. YEAR OF GRADUATION: ☐ BEFORE 2003 ☐ 2003 and onwards
5. TEACHING EXPERIENCE: ☐ BELOW 5 YEARS ☐ 5 YEARS AND ABOVE

SECTION B INTEGRATION OF BUSINESS STUDIES.

6. What are the method(s) you mostly use in teaching Business Studies?
-
-
-
-
7. How do you rate the effectiveness of the teaching method(s) you use?
- ☐ VERY EFFECTIVE ☐ MODERATELY EFFECTIVE ☐ LESS EFFECTIVE
8. What factors do you consider before using a teaching method(s)?
- ☐ AGE ☐ LEVEL OF THE LEARNER ☐ BACKGROUND INFORMATION
- ☐ TIME OF THE LESSON ☐ DIFFICULTY OF THE CONTENT
9. Does prior knowledge of Business studies at high school level assist the teacher in content delivery? ☐ YES ☐ NO

10. How have you been adapting to the integration of Business Studies as far as teaching is concerned?
-
-
-
11. How effective are the methods you use to adapt?
- ☐ VERY EFFECTIVE ☐ MODERATELY EFFECTIVE ☐ LESS EFFECTIVE
12. Does teacher training help teacher to respond positively and adapt changes in a subject? ☐ YES ☐ NO
13. Is there a need at times for curriculum changes? ☐ YES ☐ NO
14. What are challenges you encountered in the teaching of Business Studies?
-
-
-
15. To what extend are the challenges you have named above?
- ☐ GREAT EXTEND ☐ MODERATE EXTEND ☐ LESS EXTEND
16. Do the challenges named above affect performance?
- ☐ STRONGLY AGREE ☐ AGREE ☐ DON'T AGREE
- ☐ STRONGLYDISAGREE