

**FACTORS INFLUENCING THE IMPLEMENTATION OF INTEGRATED
BUSINESS STUDIES CURRICULUM IN PUBLIC SECONDARY SCHOOLS
OF NANDI NORTH SUB-COUNTY, NANDI COUNTY, KENYA.**

BY

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DECLARATION**BY THE CANDIDATE**

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DEDICATION

I dedicate this study to my beloved husband, Solomon Ngetich, our son Ryan and baby Rhian. Their presence in my life was a big source of inspiration to work harder and smarter. I cannot forget my grandmother Elizabeth Songok who saw me through my Primary and Secondary Education, my parents Martha Magut and Thomas Magut for their spiritual nourishment throughout this period. Last but not least to my parents-in-law, William Mwei and Susana Mwei, for their support and encouragement this remained the source of my strength throughout my postgraduate studies.

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ABSTRACT

In 2003, Economics, Commerce, Accounting and Typing with Office Practice was integrated. This innovation gave birth to Business Studies Curriculum examinable as one single subject in the K.C.S.E. The purpose of this study was to assess factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya. Specifically, the study sought to: assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum, assess the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum, establish the teaching methods and Strategies used by teachers in the implementation of the integrated Business Studies curriculum and to assess the extent of administrative support in the implementation of the integrated Business Studies curriculum. This study was based on the ideas and concepts of curriculum theorists; Gross *et al.*, Tyler, Fullan, and Shiundu and Omulando, who noted that, the degree for a successful curriculum implementation, depends on the extent to which several factors would be considered. The study employed a descriptive survey design. The study took a census inquiry and thus purposively collected data from all (85) Business Studies teachers and head teachers of all (56) public secondary schools in Nandi North Sub-County. Questionnaires for Business Studies teachers and interview schedule for head teachers were used to collect data. Validity of the research tools was determined by having experienced supervisors in the School of Education, Moi University who checked the questionnaires and the interview schedule, while reliability of the research instruments was established by a pilot study. Analysis of data was done using descriptive statistical techniques. Research findings revealed that, majority (68%) of the teachers were employees of the B.O.M while about a third of the teachers were untrained. A large number of Business Studies teachers were trained in the orientation of the old Business Studies curriculum. Another (71%) of the teachers had not received any form of in-service training. Even with the latest trend in ICT, about a third of the teachers did not use internet at all. In addition, majority (59%) of the teachers said that teaching and learning resources were inadequate. Discussion and question-answer methods were used regularly by more than eighty percent of the teachers while lecture method was used regularly by (37%) of the teachers. Team teaching and storytelling was regularly used by about half of the teachers while a small number of the teachers regularly used debates and guest speakers. Apart from provision of technical support from the head teachers, other essential management supports such as provision of teaching resource, technical advice from QASO officers and school committees were inadequate. This study recommends that; TSC should hire more professionally trained Business Studies teachers and organize more in-service training courses; teacher training institutions should offer relevant training program in all areas of the subject; timely acquisition and provision of teaching and learning resources; teachers should be encouraged to use learner-centered teaching methods and Strategies and that; the Ministry of Education and B.O.M should continuously provide technical advice and supervision of teachers. It is hoped that the findings from this study will be utilized by the Ministry of Education and other education stakeholders in coming up with strategies that enhances the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

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LIST OF ABBREVIATIONS

BOM	Board of Management
CBTE	Competence-Based Teacher Education
GOK	Government of Kenya
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
QASO	Quality Assurance and Standards Officer
ROK	Republic of Kenya
SWOT	Strengths, Weakness, Opportunities and Threats
TIVET	Technical, Industrial, Vocational and Entrepreneurial Training
TQM	Total Quality Management
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction to the Chapter

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, and the assumptions of the study. It also provides the justification, the significance, the scope, limitations of the study, theoretical framework and the conceptual framework. The chapter ends with the definitions of the operational terms used in this study.

1.2 Background to the Study

The realization by the Kenyan government that education remains a key factor in the process of economic and social transformation has brought about expansion of educational opportunities and training at all levels. Education is not only a means of understanding, controlling and developing the natural environment but also as a tool for the enhancement of life and enrichment of the human spirit (Akinkugbe & Kunene, 2001). According to Psacharopoulos and Woodhall(1985), education provides the means of developing knowledge, skills and productive capabilities of the labour force and which is ultimately the backbone of the successful operations of both the formal and the informal sectors of any economy.

During the 20th century, a number of countries especially in Africa witnessed new challenges in their educational sectors. These challenges were observed in all the practical aspects of education; for example advancement in technology and complexity in the society has made it necessary for change in instructional technologies. These trends in

instructional technologies have, in turn impacted on the process of designing, developing and managing the process of planning for instruction at all levels of education and training. Although many teachers may be familiar with the new and emerging trends in curriculum changes, they may not effectively implement the new curriculum innovation and therefore may not attain desirable learning outcomes. Kafu (2010) observes that there is need for further training so that teachers are able to cope up with new challenges in the implementation of new curriculum innovations.

Education system in Kenya has evolved over time. The major changes began immediately after independence with the adoption of 7-4-2-3 education system and curriculum. In 1984, the '7-4-2-3' structure was replaced with the '8-4-4' structure. The 8-4-4 education system introduced a broad-based curriculum at every level of education and training. The 8-4-4 system was aimed at making education more relevant to the world of work by producing skilled and high level workforce to meet the demands of the economy (UNESCO, 2010). Any curriculum change may involve changes at the classroom or school level or reforms of the whole education system in any country (Marsh and Willis, 2007). Taba (1962) notes that curriculum change is a never ending process. It entails alteration in the curriculum design, goals, content, learning activities, scope and sequence from time to time.

In Kenya, the change from 7-4-2-3 education system to the current 8-4-4 system of education brought about radical changes. This necessitated curriculum changes in all the subjects at all levels of education and training. The goal of a radical shift in the education system was to make education and training more relevant to the world of work. The

vocationalisation of the education and training became the cornerstone of the 8-4-4 system of education in Kenya. At the close of the 20th century, the National Needs Assessment Survey which was carried out in 1999 brought about reorganization of education and training curriculums at all levels. In the area of secondary school Business Studies curriculum, the teaching of Business Studies embraced the integrated approach which brought together all major areas of Business Education as one subject called Business Studies. Business Studies is currently offered from form one to form four and at the end of the fourth year of secondary school cycle, students sit for KCSE examination. The main aim was to reduce the workload for both teachers and pupils. Before the 2002 curriculum revision, the approved subjects for the first two years of secondary education (form one and form two) was Business Education and in form three, areas of specialization were introduced. There were four distinct areas of specialization which were provided. They were Accounting, Commerce, Economics and Typing with Office Practice.

From January 2003, a new secondary school Business Studies curriculum was implemented. The process of curriculum implementation, as observed by Shiundu and Omulando (1992), is a complex one because the degree of its success depends on the extent to which several factors would be considered. Oluoch (1982) emphasizes the need to design educational programme for teachers involved in the implementation of new curriculum. Dalton (1988) contends that reforms can be good but their implementation may be inhibited by the way they are delivered.

Thirty (30) subjects are currently offered in Kenyan secondary school curriculum grouped in six learning domains: Mathematics, Languages, Sciences, Applied Sciences, Humanities, Technical subjects and Creative arts. At the end of the secondary cycle, the students sit an examination administered by Kenya National Examination Council. After completing secondary school cycle, students are expected to proceed to university or post-secondary training colleges based on their performance of their KCSE results. Business Studies is placed under Technical, Industrial, Vocational and Entrepreneurial Training (TIVET) at the post-secondary school level.

Good performance of students in examinations requires proper implementation of the curriculum. Thus, any factor that affects effective curriculum implementation is of concern to educationists and other stakeholders. Awoniyi (1982) says that the best teaching resource is still the teacher. The issue of inadequate teaching and learning resources has been a cause of poor curriculum implementation in Kenya (Mananua, 1998). This scarcity of resources, especially course textbooks, has led to a rush by authors to publish them. The main purpose of this study was to assess the factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya.

1.3 Statement of the Problem

Business Studies, as a subject, has undergone several curriculum changes in the recent past. These have come as a result of attempts to improve the quality of the learning outcomes and to make it relevant to the changing needs of the society. The reviewed 2002 Business Studies curriculum for secondary school cycle was intended to be an

improvement of the 1984/85 which was the syllabus introduced at the beginning of the 8-4-4 system of education. The review after 1999 gave birth to the present integrated Business Studies curriculum in which Commerce, Accounting, Office Practice and Economics elements of the subject matter were integrated to be taught as one single subject.

Before the implementation of the new curriculum in 2002, teachers had been trained to teach one of these subjects; Economics, Accounting, Commerce or perhaps with a combination of other non-business subjects. Business Studies, is considered a living subject. It is a practical subject. As a result one would expect high enrolment and also desirable performance of the subject in the KCSE. However, this has not been the case as indicated by the reports from the KNEC. Documents from Nandi North DEOs office are shown in Table 1.1 below.

Table 1.1 Enrolment and Mean Score per Subject (Technical and Vocational)

2009 – 2011

S/no	Subject	2009		2010		2011	
		Entry	Mean Score	Entry	Mean Score	Entry	Mean Score
	Business						
1	Studies	741	5.8069	697	5.4062	715	6.4559
2	Home Science	29	6.8167	43	8.5893	56	6.7624
3	Agriculture	965	6.8627	1021	5.8072	1322	6.4953
4	Computer	4	3.5001	3	6.7501	5	9.7002
-		1739		1764		2098	

Source: District Education Office(Kabiyet)

Table 1.1 above shows that in the years 2009, 2010 and 2011 the District's mean score for Business Studies in KCSE results were 5.8069, 5.4062, and 6.4559 respectively. Enrolment too oscillated at 741, 697 and 715 respectively. Comparing Technical and Vocational subjects, the performance in Business Studies is relatively lower than the mean score in KCSE results of both Home Science and Agriculture. The enrolment in Business Studies was lower compared to candidates enrolled in Agriculture. The low performance, as well as the low enrolment in comparable terms of Technical and Vocational subjects compelled the researcher to assess major factors which influence the implementation of the integrated Business Studies Curriculum in Kenyan secondary schools.

1.4 Purpose of the Study

The purpose of this study was to assess factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya.

1.5 Objectives of the Study

The objective of this study was to assess factors influencing the implementation of the integrated Business Studies curriculum in Kenyan secondary schools. Specifically this study was set to achieve the following objectives:-

- (i) To assess preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

- (ii) To assess the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.
- (iii) To assess the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.
- (iv) To assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

1.6 Research Questions

The following were the research questions which guided the study;

- (i) To what extent are Business Studies teachers prepared in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools?
- (ii) What is the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools?
- (iii) To what extent are the teaching methods and strategies used by Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools?
- (iv) What is the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools?

1.7 Significance of the Study

The Kenya Institute of Curriculum Development will find this study useful in the review of secondary school Business Studies curriculum. The findings and the recommendations of the study will also be useful to school administrators in making appropriate decisions on the utilization of teaching and learning resources at the secondary school level. The study contributes significantly to decision-making, planning, and implementation of curriculum reforms in education. The results of this study add new knowledge to the existing literature in the teaching and learning of Business Studies at the secondary school level both nationally and internationally.

1.8 Justification of the Study

Business studies is a living subject. One of the subjects in the secondary school curriculum expected to contribute a lot to the targeted goals, for example achievement of entrepreneurial culture contained in the Vision 2030. Effective implementation of the secondary school Business Studies curriculum is therefore important. Furthermore, the current secondary school Business Studies curriculum is an integrated subject containing contents of Commerce, Accounting, Office Practice and Economics. Prior to its integration and implementation, this subject had been taught separately, teachers had also been trained in one area of the subject. This study therefore is justified in order to assess factors influencing the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

1.9 Assumptions of the Study.

In this study, the following assumptions were made-;

- i. That all the subjects offered in the schools were given similar attention.
- ii. That the respondents were honest in their responses and they provided a true picture of what they were practicing.
- iii. That all teachers supported the implementation of Business Studies curriculum.

1.10 Scope of the Study

The purpose of this study was to assess major factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Nandi County, Kenya. The study was carried out in Nandi North Sub-County of Nandi County, Kenya in 2013. More specifically, the study sought to; to assess preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum, to assess the extent of utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum, to establish the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum, to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum. This study collected data from the Principals and Business Studies teachers of all the public secondary schools in Nandi North Sub-County, Nandi County, Kenya.

1.11 Limitations of the Study

The study aimed at assessing factors which influence the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County of Nandi County, Kenya. Ideally, this study should have been conducted in all the schools in the county, but time and financial constraints limited the study to Nandi North Sub-County. The location of Nandi North Sub-County may limit the generalizability of the findings to other Sub-counties but is useful for exemplification and the beginning of a serious discussion. Although this data was supported through interviews of the head teachers, the data relied on teacher's self-reported data. The findings may not reflect what actually happens in the classroom because observation of the real classroom settings was not carried out.

Furthermore, this study was limited to the teaching of Business Studies in Kenyan secondary schools. Quality implementation might have been affected by factors, some of which may be outside the school context because this study studied school conditions only. Many factors contribute to curriculum implementation but this study limited itself to teacher preparedness, instructional materials, administrative support and instructional methodologies and assessed how they influenced the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Nandi County, Kenya.

1.12 Theoretical Framework

This study was based on the ideas and concepts of curriculum theorists; Gross *et al.*, (1971), Tyler, (1949), Fullan (1982) and Shiundu and Omulando (1992), who all were in agreement that for successful curriculum implementation, the degree of its success would depend on the extent to which several factors would be considered. The factors outlined by the curriculum theorists include the extent to which members of the school organization possess the capabilities and competencies needed to carry out the process of curriculum implementation, availability of resources, provision of management support and clarity and awareness of the objectives of the innovation, the attitudes of the implementers, recipients and other stakeholders.

Fullan (1982) suggested some indicators that can be seen as important determinants of effective implementation of a curriculum. These include clarity of the school policy with respect to the objectives of the curriculum, the organization of the staff development activities, the establishment of procedures for monitoring and evaluating the curriculum and the supply of technical support to the teachers in need of help. Fullan (1982) further notes that curriculum change has certain implications for the funds, physical facilities, equipment and material resources, human resources and time. This study focuses on the assessment of the major factors influencing the implementation of the integrated Business Studies curriculum in Kenya secondary schools.

1.13 Conceptual Framework

This study was carried out to assess factors influencing the implementation of the integrated Business Studies curriculum in Kenyan secondary schools. The researcher

developed a conceptual framework for this study. The conceptual model encompasses the major variables and their patterns of influence on each other. The assumption is that the independent variables (IV) influence the dependent variable (DV). Figure 1.1 below presents researcher's conceptualization of the interaction of the variables in the study.

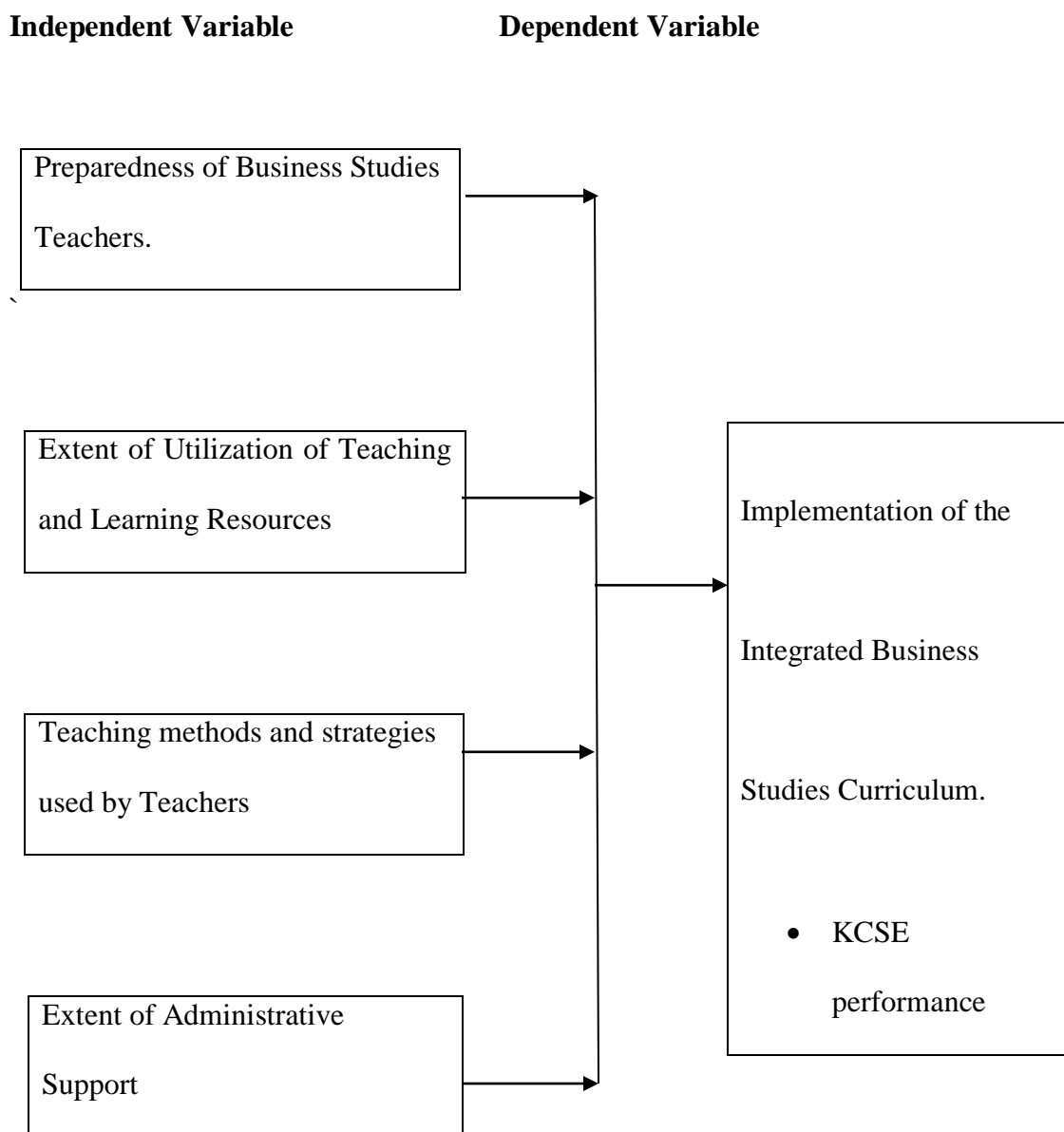


Figure 1.1 Factors Influencing Implementation of Business Studies Curriculum

Source: (Author, 2015)

Figure 1.1 above shows that a successful implementation of the integrated Business Studies curriculum depends on a variety of factors such as preparedness of teachers through pre-service and in-service training, extent of utilization of teaching and learning resources, choice and use of appropriate teaching methods and strategies and sufficient management support. Thus, there were four independent variables considered namely;

preparedness of Business Studies teachers, the extent of utilization of teaching and learning resources, teaching methods and strategies used and sufficiency of management support against one dependent variable which was the implementation of the integrated Business Studies curriculum.

1.14 Definition of Operational Terms

Business Studies; Refers to a course offered in the secondary school curriculum covering elements of – Economics, Commerce, Accounting, and office Practice

Curriculum implementation; It is the course of action of putting into practice the program of integrated Business Studies.

Influence; Influence is to have an effect on; make a difference to, a person or thing with the capacity to persuade someone or something.

Integrated; This means combination of Economics, Commerce, Accounting and office Practice into Business Studies.

Management Support; This refers to the effort given to Business Studies teachers by the school management and Ministry of Education officers in the implementation of Business Studies curriculum.

Preparedness; It is used to refer to the extent to which Business Studies teachers are ready to implement the curriculum.

Teaching and Learning Resource; Things that facilitates learning, such as materials that may be used in enabling learning to take place. This includes textbooks, computer, charts, news papers, teacher's guides.

Teaching Method; This is an interactive process through which the teacher shares knowledge and skills with the learners with a view to improving their understanding.

1.15 Organization of the Rest of the Study

The rest of the study is organized into four chapters. Chapter two covers the review of related literature. Chapter three of this study deals with the research design and methodology. Chapter four deals with data presentation, analysis, interpretation and discussions of the research findings. Chapter five presents a summary of the major findings of the study, conclusions and recommendations. Chapter five finally ends with suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with a review of the literature related to the study. This study assessed major factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya. Studies related to this study were reviewed. The first Section comprises the background information of the study and discusses education in general in Kenya. This is followed by curriculum reforms and curriculum implementations in Kenya. The third section discusses professional teacher training in Business Studies. The fourth section looks at the utilization of teaching and learning resources in the process of curriculum implementation and in particular reference to Business Studies. Contributions of teaching methods and strategies and management support in curriculum implementation and specifically in relation to Business Studies comes in the fifth and the sixth section respectively. Finally, the chapter ends with a summary.

2.2 Curriculum Reforms and Implementations in Kenya

The provision of education remains one of the most important pillars of socio-economic development in Kenya. Kenya's Vision 2030, the nation's futuristic development blue print, recognizes education and training as one of the social pillar alongside the economic and political pillars that are considered cornerstones in the transformation of Kenya into newly industrializing middle income economy by the year 2030. The desirable expected outcome of this blue print is to improve quality of life of Kenyan citizens by the year 2030. Kenya's vision 2030, for the education sector, is to have

globally competitive quality education, training and research. The trajectory path to vision 2030 is to provide, promote, and co-ordinate the provision of quality education, training and research for the empowerment of citizens to become responsible, productive and above all, entrepreneurial. To achieve the vision, strategic areas namely; access, quality, equity, science, technology and innovation in education, have been identified for support because of their impacts on the economic, social and political pillars of Vision 2030 (Republic of Kenya, 2007).

Furthermore, provision of education is seen as the fundamental right to every Kenyan. Education promotes the principles of political equality, national unity, social justice and human dignity. The general goal of education is to prepare and equip the Kenyan citizens to function effectively in their environment and to be useful and productive members of the society. Education should foster nationalism, patriotism and promotion of national unity as well as the social, economic, technological and industrial needs for national development, individual development and self-fulfillment. It has also been asserted that the provision of education promotes development of Kenya's rich cultures, international consciousness, positive attitudes towards good health and environmental protection(UNESCO, 2010).

In 1984/1985, the Kenyan government launched the 8-4-4 curriculum, which emphasized the provision of vocational subjects at all levels of education and training. This system sought to make education more responsive to the needs of the nation and the learners, and to prepare the youth for self-employment, training in life skills and further education. Since the current 8-4-4 Secondary Education Curriculum was introduced in 1984, the

curriculum has been evaluated and revised a number of times. It was first evaluated and revised in 1992 because the curriculum was found to be too broad with unnecessary overlaps across subjects at all levels. Despite the reduction of overload, the curriculum was still perceived as overloaded and expensive in its implementation in terms of resources and manpower. A National Needs Assessment Survey was carried out in 1999 by the Kenya Institute of Education (K.I.E). The survey revealed, among other things, that the objectives were not fully achievable within the time stipulated and resources available. The challenges reported in 1999 National Needs Assessment Survey were high overhead costs, lack of equipment for practical skills, inadequate teacher preparation, inadequacy of the curriculum in addressing emerging issues like HIV and AIDS pandemic, drug abuse, gender parity, children rights, morality, industrial transformation and environmental education.

In its recommendations to the Government, the Academic Board of the Kenya Institute of Education proposed the reduction of subjects in secondary schools from 35 to 21. The Academic Board expanded the national goals of education and recommended off-loading of some content to more appropriate levels and eliminating overlaps by situating the content in the most appropriate levels. Subjects were not only reduced but also the content incorporate vital and emerging social, political and economic issues such as HIV and AIDS and Life Skills Education into the primary and secondary school cycles.

In January 2003, a new curriculum was implemented with the aim of reducing the workload for both teachers and pupils. The curriculum reduced the numbers of examinable subjects from 7-5 in primary school level and 10 to 8 in the secondary school

level. Between 2002 and 2005 a number of vocational subjects were removed from primary and secondary school cycle level following further review of the 8-4-4 curricula (UNESCO, 2010).

The Ministry of Education is responsible for formulating the curriculum and overseeing its implementation. The Kenya Institute of Curriculum Development review the curriculum at all levels of schooling and training and develops the curricula support materials while the Kenya National Examination Council is responsible for student assessment. Stakeholders in education, in Kenya, comprising religious organizations and parents, always voice their concerns on the appropriateness of the curriculum (UNESCO, 2010)

Curriculum reform may be evolutionary or revolutionary. Factors to consider include, an analytic assessment of existing curriculum to justify reforms, establish consensus relating to curriculum reforms, determine curriculum objectives, content and teaching methods appropriately, provision of materials to support the implementation of the curriculum, avail personnel for design, implementation and evaluation of the reformed curriculum, among others, (UNESCO, 1999). While curriculum reforms may be well intentioned, such intentions are only meaningful if they are implementable. Oketch and Asiachi (1992) concede that the implementation of curriculum innovations is not easy in Kenya given that plans and policies of the new curriculum changes are enforced by the political establishment disregarding inputs from stakeholders.

The process of curriculum implementation, as has been observed by Shiundu and Omulando (1992), is a complex one because reforms or changes in curriculum often translate to changes in teaching and learning methodologies at the implementation stage. Depending on their involvement in the reforms, teachers determine the effectiveness and efficiency of implementing the reformed curriculum. A reformed Curriculum, according to Chimera (1997) presents challenges in classroom organization and control. It may involve more active styles of pupil's learning and sometimes reforms may be in advance of the initial teacher training. Teacher trainers may not respond immediately to the new curriculum in their planned pre-service courses. School of education in Kenya's public universities often delays in reviewing their teacher training programs in line with the new curriculum innovations.

Oluoch (1982) emphasized the need to design educational programmes for teachers involved in the implementation of the new curriculum. Teachers must understand and accept the ideas contained in the new curriculum being proposed or implemented. Teacher training programme should not concentrate only on pre-service training but also in-servicing of serving teachers so that serving teachers are abreast with the new curriculum.

Eshiwani (1993) notes that an analysis of curriculum development in Kenya shows that there is a growing gap between what he terms as theoretical pronouncements and actual implementation. The mode of curriculum development has not always been followed due to the hurriedness to cope with fast changes socially and economically and this defies the process of waiting for accurate research studies preceding curriculum innovation. These

challenges, as Oketch and Asiachi (1992) lament, lead to the imposition, on schools, the curriculum for which teachers were neither prepared for nor have the inclination to effectively implement change.

According to Ornstein and Hunkins (2004) curriculum drafters, administrators, teachers and supervisors must be clear about the purpose or intent, the nature, and the real and potential benefits of the innovation. Ornstein and Hunkins (2004) further argue that, successful implementation of curricula is realized through careful planning. Planning processes address needs and resources requisite for carrying out intended action. Ornstein and Hunkins (2004) further note that whatever one's orientation to the curriculum, there is no denying that implementation and enactment requires planning, which focuses on three factors; people, programs and processes. It is therefore critical that teacher training at both pre-service and in-service levels and their attitude towards teaching, are useful ingredients in the process of curriculum implementation.

Lawton (1989) says that the implementation of curricula reforms and change in assessment makes it necessary for teachers to have a wider range of skills and improved opportunities for professional development. The emerging trends in education have put to test the established, conventional principles and practices of developing and providing education in schools in the developing world. They have brought new demands which require the use or application of new educational technologies and management skills. Kafu (2010) outlines management skills as Total Quality Management (TQM) and the strengths, weakness, opportunities and threats (SWOT) models which are useful in the process of planning for instruction.

Oketch and Asiachi (1992) argue that implementation of curriculum innovation is not effectively done in Kenya. They lament that plans and policies of new curriculum change come from the political establishment and with little input from teachers who incidentally and greatly influence the success of curriculum implementation. Before the implementation of the integrated Business Studies curriculum in Kenya in 2002, teachers were not in-serviced. It was also noted that pre-service preparation of teachers to handle effectively and competently the new integrated Business Studies curriculum was not done immediately. Teacher training reforms and programs in universities in Kenya were not undertaken immediately. This study therefore sought to assess major factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya.

2.3 Teacher Training and Curriculum Implementation

The role of the teacher in the implementation of a curriculum need not be overemphasized. Teachers interpret and translate the broad aims and goals of the curriculum into instructional objectives. They determine the organization of learning experiences and method of presenting the content. Kafu (2010) notes that, for instructional process in schools to be efficient, teachers must be equipped with relevant competencies to enable them adapt to the new trends in education and adopt the process of planning for instruction to these trends. Ornstein and Hunkins, (2004) notes that, teachers influence students learning and thus better teachers foster better learners. Teachers cannot be excluded in implementation because much of curriculum implementation is done in the classroom. Teachers control the classroom activities most directly related to the learning process. Teachers organize and manage the learning

experiences and environment. Teachers are integral to the thinking that drives curriculum development and implementation. Teachers need to be aware of the assumptions behind the process and be involved in making the process of curriculum development and implementation even more effective.

Due to the central role the teachers play in education, teachers require effective and sufficient education to be able to adequately carry out their roles and responsibilities. Otiende, Wamahiu & Karagu (1992) acknowledge that trained teachers are vital for quality education. Otiende et al., (1992) note that teaching is an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself/herself and his/her knowledge to promote the learning and welfare of others.

A teacher, according to Shiundu and Omulando (1992), is the most important person in the teaching and learning who sees that educational programmes are successfully implemented. To educate learners, one should have been professionally trained. Working as a professional requires the acquisition of content, knowledge and relevant skills and positive attitudes to handle complex situations. Teachers need the self-confidence to carry out their duties under extremely demanding and unique situations. They need to implement their expertise in such a way that their customers, stakeholders and colleagues trust them (Isopahkala, 2005). They need research-based and research-informed knowledge and be open to acquire and assess local evidence (Scardamalia and Bereiter, 2003).

Thus teacher training alone or in the combination with other strategies is the single most widely employed strategy to improve instructional quality in the developing world. Ogembo and Sang (2007) note that teacher training institutions should introduce specialized and comprehensive training programmes alongside the concurrent pre-service teacher training. Teachers are thus seen as playing a significant role in the implementation of curriculum and hence, need for training. Scholars have agreed that teachers play a very critical role in school management and more specifically at department level (Nyakweba, 2003). Blandford (as cited in Ogembo and Sang, 2007) emphasized other roles of teachers which include the evaluation of learning and the day-to-day running of the schools. Kafu (2003) says that teacher education is ostensibly designed, developed and administered to produce school teachers for the established system of education.

According to Otunga, Isaac, Odero&Barasa(2011) the curriculum is interpreted and given meaning by teachers in schools. Through classroom teacher decisions, curriculum is actualized. Given this central role of teachers in the implementation, training and positive attitude of teachers thus becomes an integral part in actualizing the curriculum. Stones (as cited in Otunga et al., 2011) argue that a teacher's fundamental role is to bring a change in the functioning of learners' brains in one-way or another. To perform this task, teacher needs training so as to be equipped with pedagogical skills and knowledge of the content. Shulman (1983) identified three different types of knowledge;-the content knowledge, pedagogical knowledge and curricula knowledge. Teacher training is therefore paramount in the hope that these types of useful knowledge are developed. Training is acknowledged to be important and necessary for preparing people for respective jobs and

responsibilities. Maranga (as cited in Ogembo and Sang, 2007) holds that teacher training provides knowledge, skills and attitudes necessary to perform teaching and related work competently. Thus teacher training both pre-service and in-service remain good ingredients in implementation of the curriculum. One of the objectives of this study was to assess the preparedness of Business Studies teachers in the implementation of Business studies curriculum.

2.3.1 Pre-service Training of Teachers and Curriculum Implementation

Hugh (1982) argues that implementation of curriculum change and the continuation of the new approaches in schools depend not only on the retraining of teachers but also on knowledge, skills and attitudes fostered during initial training of teachers. Hugh (1982) further observes that pre-service education of teachers, which is supposed to facilitate curriculum implementations, is, in most countries, riddled with problems. According to Hugh (1982), colleges and their teacher preparation curricula are remote from the realities of school and that students are prepared for what should be rather than what is. College curricula are overloaded often with academic content some of which is of doubtful value to the teacher in his classroom. The study of education theoretically is too academic and irrelevant and thus ignoring local problems and realities. Links between colleges, curriculum development and pre-service programmes may be a good deal less close than they should be (Hugh, 1982).

The Kenyan government has made every effort to meet the growing demand for teachers at all levels. The non-government bodies have continued to sponsor teacher training in private colleges in Kenya. Since 1990, new teachers' colleges in Kenya have been

established. Similarly schools of Education have been established in nearly all the public as well as private universities. They have embarked on an extensive staff development programs to satisfy their teaching work force (UNESCO, 2010). The Kenya government also recognized the importance of technical education (Republic of Kenya, 2007). It is for this reason that the country recently spend at least 25 million dollars with the assistance of the Netherlands government to buy modern equipments to train teachers in 13 new Polytechnics and technical training institutions where each province is expected to have at least one polytechnic (Nganga, 2010).

Teacher education programmes are planned to cater for all levels of education and training (including special education). Teacher education is expected to develop communication skills, professional knowledge, skills and attitudes to enable teachers to identify teaching and learning needs (UNESCO, 2010). The preparation of teachers of Business Studies in the pre-service colleges and universities has not been satisfactory. The new Business Studies curriculum has the integration of the elements of Economics, Accounting, Commerce and Office Practice as one subject. Most of the teachers of Business Studies were not initially prepared in their pre-service training for the new integrated approach. Initially Business Studies teachers were trained to handle Economics, Accounting, Commerce or Office Practice with another non- Business Studies subject. For example, in 1970s, 1980s, and 1990s, Kenyatta University, which has for a long time been the center of excellence in teacher training, was training teachers of Business Studies with two teaching-subjects combinations such as Business Studies/Economics, Economics/Geography, Mathematics/Economics and Business Studies/ Geography. However, the introduction of the integrated approach to Business

Studies presented new challenge to these graduates. Some of these graduates could not handle effectively some content areas of the new curriculum (for instance Accounting). Currently some universities in Kenya have not developed Business Studies education programme to handle all the areas of Business Studies. Moi University now offers a Business Studies Education programme which equips the students in all areas of Business Studies. However, this new Business Studies Education programme was recently introduced long after the introduction of the Business Studies as an integrated subject in 2002.

Furthermore, since the introduction of the integrated approach in the teaching of Business Studies in Kenyan secondary school curriculum, some graduate teachers especially those with Business Studies/Economics combination of teaching subject were rejected by the TSC. Business Studies/Economics were considered as one teaching subject and the graduates of this combination were required to enhance their teacher professionalism by going back to their former universities and college to take a second teaching subject.

It is also notable that the teaching profession in Kenya has been attracting a number of untrained graduate teachers since independence (UNESCO, 2010). These teachers lack professionalism and especially in the art of implementation of the integrated Business Studies curriculum. Most of the untrained teachers of Business Studies are currently using teaching as a stepping stone to other careers of their choice. Most of these untrained teachers are not effective implementers of the new Business Studies curriculum. Their lack of preparedness, their attitude and morale impact negatively on the implementation of the Business Studies curriculum at the secondary school level in Kenya.

Mukwa (2007) suggested strategies for strengthening teachers' education in Kenya. Mukwa (2007) proposes that teacher trainers should combine and apply ICT's in their pedagogical practices. Applications of technologies in microteaching and teaching practices can be cost-effective and cost-efficient if ICT are employed. Mukwa's (2007) paper also notes that evaluation approaches, both formative and summative, should be applied in all the stages of the implementation and appropriate feedback made available to all stakeholders.

The staffing norm in public secondary schools is based on the Curriculum-Based Establishment (CBE) that takes into account the subjects taught and the teaching requirements. The school teaching load on average 45 periods of 40 minutes each per week, and the average teaching workload for a classroom teacher is 25 lessons per week (UNESCO, 2010). The need to maintain a real world focus in the teaching of Business Studies is necessitated by the fact that the Business Studies Curriculum is vocational and practically orientated training (Ottewill and Macfarlane, 2003). This study sought to assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

2.3.2 In-service Training of Teachers and Curriculum Implementation

In-service training covers those activities directed towards remedies of perceived lack of skill understanding. It is an on-going process that promotes professionalism and personal growth for teachers (Daresh and Playko, 1995). In-service education is necessary and appropriate when people need special training to correct deficits in their skills. It takes place anytime, either as full time or part time, during the professional life of a teacher (Namunga and Otunga, 2012). Daresh and Playko (1995) give useful guidelines about in-

service education which ensure that programmes are directed towards local needs and participants are actively involved.

Teachers need regular in-service opportunities within the educational system to enhance their teaching methodology. They need to equip themselves with new forms of knowledge, new teaching methods and Strategies and purpose and scope of a new curriculum. Because in-service training programs must reach their intended audience, they should be accessibly scheduled for curriculum implementers. It is expected that the teachers should receive their first professional support from the head teachers of their respective schools. The inspectorate personnel support the teachers through supervisory visits. They also organize refresher courses, especially when new curriculum innovations are being introduced. The Teacher Advisory Centers, staffed with the more experienced teachers, have served as valuable resource centers where teachers meet to update themselves on the latest of preparing teaching materials (UNESCO, 2010).

Shiundu and Omulando (1992) note that the in-servicing of teachers greatly improves the quality of curriculum implementation. Hugh (1982) says that the tried and tested way of introducing a new curriculum is by offering a series of specially organized in-service programmes for teachers. Hugh (1982) further maintains that when teachers are afforded this opportunity, they are in-serviced and the extent of such in-servicing varying greatly from one day, one evening, one weekend to longer residential courses depending on the availability of money and manpower.

Ornstein and Hunkins (2004) observe that in-service programmes that work have resulted from collaborative efforts and have addressed the needs of those who are to be affected

by the new curricula. Effective in-service training has the necessary flexibility to respond to the changing needs of the staff. Ornstein and Hunkins (2004) further argue that not all details of in-service training can be planned prior to implementation, and all problems and concerns cannot be anticipated. In-service training therefore prepares teachers for their role in curriculum implementation. This study sought to assess the preparedness of Business Studies teachers to implement the integrated Business Studies curriculum in Kenyan secondary schools.

2.4 Utilization of Teaching and Learning Resources in the Curriculum Implementation.

The process of the implementation of any curriculum begins with planning for instruction. The process of planning for instruction is demanding. It is time consuming and requires effort, energy and resources to develop and administer it. The process of curriculum implementation requires a large variety of items, teaching and learning resources which may be in the form of teaching personnel, office, storage space and instructional materials (Kafu, 2010).

According to the views of Otunga, et al., (2011), availability of teachers and other resources in a school are prerequisites in the implementation of the curriculum. These teaching and learning resources include instructional documents, such as the syllabus, schemes of work, lesson plan, records of work and students' progress records. These are important tools of instructional process which help the teacher to effectively and appropriately plan for and carry out the implementation of a curriculum.

Most of the teaching and learning resources needed for the process of planning for instruction have cost implications. They range from simple materials like stationary to sophisticated infrastructure, like computer laboratories. When planning for the acquisition of these instructional materials, teachers should consider the cost within the institutional means. In this respect, teachers are encouraged to improvise some of the resources and facilities that are required. It is essential to utilize the immediate environment when doing this. Thus, teachers are able to demonstrate their talents of imitativeness, creativity and innovations (Kafu, 2010).

Mananua (1998) points out that the issue of inadequate teaching and learning resources has been the cause for poor curriculum implementation in Kenya. Awoniyi (1982) says that the best teaching resource is still the teacher. Awoniyi (1982) adds that it is the quality of teaching that largely determines the quality of education that pupils achieve. Teaching aids merely assist in the effective delivery of lesson and these can range from machines, diagrams, charts, film strips, textbooks, resource persons, the blackboard, the library, pictures, broadcasts, museums and exhibitions.

Okombo (2001) asserts that the more resources we have the more we can do in teaching. Unfortunately, as Mananua (1998) notes, economic constrains in Kenya worsens the issue of the provision and availability of curriculum materials. In the implementation of the Business Studies curriculum, there have been reports that teachers lack the basic resources like textbooks. Incidentally, curriculum developers suggest that schools require a wide range of teaching and learning materials besides textbooks.

Given both theoretical and applied nature of Business Studies, teachers need to strike an appropriate balance between theory and practice by using entrepreneurial pedagogies that ensure that any learning that takes place is a combination of theory and practices (Heinonen and Poikkijoki, 2006). Challenges relating to the context in which the teachers teach relate to the adequacy of teaching resources. The teaching of Business Studies should include teaching resources on both the theoretical and the practical aspects.

As a result of the advancement in ICT in education, there is need for adequate ICT infrastructure in schools. Although the use of ICT in teaching is common, teaching of Business Studies in some African countries such as in Botswana's junior secondary schools, shortage of ICT facilities, particularly computer laboratories and the limited availability of internet connections hamper the use of the internet in teaching (Boitshwarelo, 2009; Sithole, 2010). And at times utilization of the available teaching and learning resources may determine how effective any curriculum is implemented in schools.

According to Psacharopolous and Woodhall, (1985) text books are a major input for performance in examination. This view is shared by Munda et al., (2000) who observes that availability of and the quality of textbooks in a secondary school is strongly related to achievement. Mwiria (2005) observes that the cost of teaching vocational subjects in Kenya, with exception of Business Studies, has proven to be higher on average than that of teaching all other non-vocational subjects. One of the main objectives of this study was to assess the extent of utilization of teaching and learning resources in the

implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

2.5 Teaching Methods and Strategies in Curriculum Implementation

Teaching is an interactive process through which knowledge and skills are shared with students, with a view to improving students' understanding and ability to manipulate the social, economic, political and physical environments in the business world. The main objective of teaching Business Studies is to bring about desirable learning outcomes in students. In this regard, students are expected to develop appropriate knowledge, skills and attitudes which are necessary in solving practical problems in the world of business. In most cases, the teacher initiates communication and influences students to think in a particular way as guided by the objectives of the syllabus (Flanders, 1970 & Brown, et al., 1982).

Instruction methods chosen are guided by teaching approaches used. Educators of the contemporary world have identified two main approaches, the teacher-centered and learner-centered approaches. In the teacher-centered approach to learning, teachers are the main authority, while students passively receive information. While in student-centered approach to learning, teachers and students play an interactive role in the learning process. In the student-centered approach, the teacher's primary role is to facilitate student learning (Ahmad & Aziz, 2009). McDowell (2001) notes that teaching methods and Strategies that encourage memorization and reproduction of facts may not be effective in the attainment of knowledge, skills and attitudes which can be used to solve practical problems in new situations. Tella et al., (2010) notes that teacher-centered

methods often result in students not enjoying lessons and missing the benefits of intellectual discovery. Such methods may not be effective in implementing a curriculum.

There are many teaching methods and Strategies a teacher may use in the delivery of a lesson. The commonly used teaching methods and Strategies in teaching and learning are lecture, question and answer, discussion, field trip, role play and story-telling. All these methods are also used in the teaching of Business Studies. However, there are challenges associated with some teaching methods and Strategies. For example, field trips require a whole day and an elaborate plan to consult other teachers to surrender their lessons. This method also involves a lot of resources in terms of time, money and materials. This methods strain the teachers and the school administration and especially in terms of money, time and efforts (Ruto & Ndaloh, 2013).

In Botswana, Sithole (2010), in his study on the pedagogical practices relating to the teaching of Business Studies, came to the conclusion that teachers in Botswana rarely used action-oriented instructional methods, such as visit to relevant business environments, demonstration, symposium, role plays and project work, because they fear sacrificing syllabus coverage in-depth at the expense of coverage in breadth. Where such considerations are made, wholesome curriculum implementation may be a tall order.

According to Froyd (2007), the standard features of a learner-centered pedagogy include collaborative learning, connecting new information to previous knowledge and critical thinking. Some scholars refer to learner-centered pedagogy as interactive learning. According to Dufresne, et al., (2010), interactive learning process within classrooms involves facilitating presentation of questions for small group work. Interactive pedagogy

may also include the use of media and the involvement of students in fieldwork activities. Furthermore, teachers who use interactive pedagogy allow for diverse learning strategies among their students and encourage active involvement of all students. These teachers help learners to improve in their individual weaknesses (Curtin, 2005). Through interactive pedagogical methods, students are also encouraged to ask questions, define problems and lead conversations (Chika, 2012). Besides, such methods connect students' experiences with learning pursuits in the classroom (Bush, 2006; Kumar, 2006).

A study conducted by Dunkin (1997) found that student learning achievement was significantly related to the teaching methods and Strategies used by teachers. In this regard, the methods used to deliver lessons had a greater impact than the content covered in a course of study. In another study, Chang (2010) investigated the effectiveness of teacher-centered and learner-centered pedagogical methods on the performance of students. Chang (2010) found that learner-centered methods were more effective in influencing the perception of students towards science subjects. Students placed more value on active participation in-group discussions than attendance of lectures. Learner-centered methods foster greater flexibility in teaching and stimulate intellectual engagement with teachers and among students themselves (Chang, 2010).

Kang'ahi et al., (2012) investigated the influence of teaching styles on learners' achievement in Kiswahili language in secondary schools. The study found a positive relationship between teaching styles and learners' academic achievement. Besides, learning achievement was seen to increase with more learner-centered teaching styles. Furthermore, Muraya and Kimano (2011) found that cooperative learning (learner-

centered) approach resulted in significantly higher mean scores achievement compared to regular teacher-centered approach. The study concluded that learner-centered teaching methods were more effective in the teaching and learning process.

The teaching style approach used by teachers in sharing knowledge with students is a factor influencing learning achievements in all the tiers of the education system. While appropriate teaching methods and Strategies are likely to enhance learning achievement, inappropriate approaches are known to stifle knowledge retention and realization of learning objectives (Brown et al., 1982; Henson, 2004; Chang, 2010). Consequently, aligning teaching methods and Strategies with the needs and preferences of the students is considered important for higher learning achievement (Zeeb, 2004). As noted by Odundo (2003), students who experience a mismatch between teaching methods and Strategies used during teaching and their preferred styles often feel that their learning needs are being addressed using unfamiliar language. The mismatch poses a difficulty for some students in internalizing the materials delivered, leading to lower grades (Odundo, 2003). Similarly, Zeeb (2004) indicates that students whose styles are not matched with teaching methods and Strategies that are used by teachers are less likely to develop interest in learning. In the absence of learner interest in a subject, concentration level drops and learning achievement is greatly impaired (Odundo, 2003).

Although the Government and other education stakeholders continue to provide a relevant curriculum, physical infrastructure and human resource, such measures alone may not improve learning achievement without appropriate teaching methods and Strategies. Inappropriate teaching methods and Strategies have been associated with low

academic performance in science and arts-based subjects in the national examination (Muraya&Kimano, 2011; Kang'ahi, et al., 2012). For the case of Business Studies, the linkage between teaching methods and Strategies and learning achievement at the secondary school level remains scanty in terms of lack of research findings. It appears there is need for a research on teaching styles of Business Studies teachers in secondary schools in Kenya. The literature reviewed on this section is generally related to other subjects but however, it influenced the conduct of this study. This study sought to establish the teaching methods and Strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

2.6 Management Support and Curriculum Implementation.

Provision of management support is key to the success of curriculum implementation. The school is the center of curriculum implementation. Although teachers play an important role in curriculum implementation, the strengths of individual teachers are ascertained if they are synchronized and supported. Stenhouse (1975) noted that teachers should be effectively co-ordinated and supported to realize desirable learning outcomes. Challenges and possibilities of curriculum innovation may effectively be negotiated at the school level. Head teachers, for instance, are either conservatists or innovators depending on their professionalism and the attitudes they hold. Generally, headteachers are assumed to be aware of curriculum changes and how to effectively implement the curriculum.

The provision of physical facilities, like good classrooms, libraries, playground, laboratory and study areas ,is the primary responsibility of the school administrators. A

school administrator, who can provide high and quality support to instruction, realize effective curricular outcomes. The evaluation of the students' performance should make use of the valid and reliable tools which are periodically reviewed and revised. Students should receive information about their school performance promptly and regularly. Likewise, exemplary teachers should be rewarded with scholarships, certificates and merits. Success of the school curriculum is reflected by student's good performance (Teuzi, 2009).

There is always a curriculum manager or school administrator at any level of curriculum implementation. Infact, for school principals, one of their functions is being a curriculum implementation manager. They supervise curriculum implementation, help Teachers Service Commission (TSC) to select and recruit new teachers, admit students and procure equipment and materials needed for effective curriculum implementation. They also plan for the improvement of school facilities. School administrators play an important role in the process of the implementation of the curriculum. The principle of decision making, command, responsibility and institutional leadership rests on the shoulders of the school administrators. In any academic institution, school administrators have a great stake on or concern about curriculum implementation.

Management or administrative support is one of the critical conditions necessary for successful implementation of a new innovation. According to Gross et al., (1971), the school's head teacher is in the best position to clarify the situation if there is ambiguity or confusion in the minds of the staff concerning the implementation of a new curriculum. The head teacher has the authority to establish training programmes, provide materials

and resources required by the innovation and make necessary changes in the organizational arrangement. More so, the head teacher has the power to effectively handle difficulties that arise and inhibit the maintenance of these conditions. Taba (1962) holds the same views about the school's head teacher's role in the clarification of the situation if there is ambiguity or confusion in the minds of the staff concerning the curriculum implementation.

Studies have revealed that the support from school administrators in curriculum implementation is vital (Fullan, 1992). Furthermore, Fullan (1992) asserts that teachers do not take change seriously unless administrators demonstrate through actions their support. The chief executive officers and other administrators set the conditions for implementation to the extent that they show specific forms of support and active knowledge and understanding of the realities of attempting to put curriculum change into practice. The study of the "Catalytic Role Model" implemented at the Cambire School in America by Gross et al., (1971), failed due to the failure of the management to alleviate conditions such as teachers' overloads and teachers' frustrations. Furthermore, the teachers lacked clarity of the "Catalytic Role Model" due to its ambiguity and the failure of administration to provide effective mechanisms for teachers to obtain clarification about their role expectations. They, hence, also lacked knowledge and skills required to implement the new innovation.

In his studies, Hawes (1979) also established that even if people are willing to implement new policies, they cannot do so unless certain administrative, financial and material criteria are met. It is the administration to ensure that adequate communication takes place so that the demands made by curricula for manpower can be satisfied. Hawes (1979

further pointed out that the administrator's challenge is to ensure that learners and teachers are brought together. Also, teachers who are capable of effectively performing assigned tasks are put in the position of responsibility. According to Loucks (1983), it is the responsibility of the central educational administrator's office to seek for ways of funding and informing the principals so that they can work together.

Kiniale (2000) found that the projects having the active support of the principals were most likely to fare well because teachers are supported both psychologically and materially. Fullan (1992) further, argues that the principals plays a major role in effective implementation because he is the person most likely to shape the organizational conditions necessary for the success, such as development of shared goals, work structures, climate and procedures for monitoring results. The administrator is a problem solver and a facilitator of change. The administrator gives direction, inspires and above all designs, plans and oversees that change is implemented effectively. The administrator is charged with the broad role of transforming the culture of the school, changing the attitudes of the collaborative groups, planning strategies, creating awareness, making adjustments in the general organization of the school as well as finding ways of getting adequate resources. On the other hand, he has to overcome barriers of resistance to the change, make consultations in the central office and supervise how change is carried out.

Studies carried out by Smith and Keith (1971), in Kensington Milford district school in U.S.A, revealed that the principal plays a big role in implementing the individualized instruction programme by reorganizing the school using both horizontal and vertical teaching so as to provide a framework for change. Similarly, Mbiti (1974) observes that

the success of every school curriculum design depends to large extent, on sound educational administration. According to Loucks (1983), principals who give help to teachers who were focused on the new practice, contributed to teacher mastery of curriculum delivery and classroom outcomes. Principals help teachers to change their old instructional practices and master the new practices. Besides, it is important that the administrators and teachers work together in order for change to be implemented successfully.

Fullan (1992) reveals that school improvement can be most effective when teachers and administrators frequently observe each other teaching and providing each other with useful evaluation of teaching. They can jointly plan and prepare teaching materials and share the burden of curriculum implementation. This will also reduce any resistance to change which is a barrier to successful implementation. In addition, Baldrige and Deal (1975) found out that change is most successful when those affected are involved in planning and that nothing makes a person resistant to new ideas than a feeling that the new change is being imposed on him. On the other hand, McNeil (1984) asserts that school administrators are key figures in the implementation of new curriculum innovations because they are aware of and sympathetic to change. The foregoing reviewed literature demonstrates that the implementation of a new curriculum should have administrative support. There was need to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

A study carried out by Teuzi (2009) on an investigation into the implementation of Business Studies syllabus in secondary school in Kwale district, found out that most Business Studies teachers were not trained in the integrated approach to teaching the subject but were adequate in number in the majority of schools. The study further found out that the Business Studies syllabus was overloaded and that there was positive attitude of headteachers, teachers and students towards the integrated Business Studies subject. However there was insufficient administrative support from the Ministry of Education. The current study assessed the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum. The current study also sought to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Nandi North Sub-County. Teuzi's (2009) study and the current study are related but different in terms of research context. The current study sought to assess factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya.

In Botswana, Sithole and Lumadi (2012), in their study on the pedagogical challenges besetting Business Studies teachers in secondary schools, found out that Business Studies teachers face challenges relating to teaching of the subject matter, inadequate teaching and learning resources, and challenges relating to policy. The challenges relating to teachers, the subject matter and teaching and learning resources were mainly concerned with the need for Business teachers to acquaint themselves with the Business Studies knowledge. The overloaded Botswana syllabus made it difficult to use experiential teaching methodologies due to lack of sufficient instructional resources. The study also

identified policy-related challenges facing business studies teachers. The current study assessed the utilization of the teaching and learning resources and teaching methods and Strategies used by teachers in the implementation of the integrated Business Studies curriculum.

In Lesotho, Thetsane and Matsela (2014) examined the pedagogical challenges faced by business education teachers in Lesotho post primary schools. The research revealed that Business Education teachers in Lesotho were facing challenges that can be grouped in three categories namely; the difficulty of raising capital for the project, the students' perception of Business Education as Mathematics and the length of the Business Education syllabus. Furthermore, Thetsane and Matsela (2014) notes that these challenges should not be considered as restricted to Business Education teachers, but can donate to some of the principles that could enlighten the improvement of exceptional pedagogy for Business Education.

Ogbonnaya and Okoli (2014) in their study determined the adequacy of Business Studies teachers for the implementation of upper basic education Business Studies Curriculum in Ebonyi state, Nigeria. They concluded that Business studies teachers were adequate both in quantity and quality for the implementation of the upper basic education Business Studies Curriculum. Ogbonnaya and Okoli (2014) further observed that this adequacy might not have guaranteed effective implementation of the curriculum. They recommended that workshops, seminars and conferences which should be organized periodically for Business Studies teachers; in addition In-service training and study leave

opportunities should be given to Business Studies teachers, funds should be allocated for needs assessment and that more emphasis should be placed on upper basic education.

Sigilai (2013) established relevant information on the influence of academic staffing, physical facilities and enrolment on student academic achievement. Sigilai (2013) noted that students' academic achievements cannot be attained in the absence of the required inputs in the teaching and learning process. These inputs include teachers, books, equipments, instructional materials, desks, chairs, and classrooms. Although the current study does not link resources to achievement, it sought to assess the utilization of the teaching and learning resources in the implementation of the integrated Business Studies curriculum.

A study by Kurgat (2014) on teachers' and students' appraisal of the of integrated e-learning vis-a-vis conventional approaches to the teaching and learning of Business Studies in Kenyan Secondary Schools it was found out that the use of ICT to support teaching and learning process that engage more collaboration among learners and teachers was beneficial because it promotes more interactive rapport between students and teachers. Kurgat (2014) recommended that secondary school head teachers should recognize the need for time to learn and build up meaningful practice and that devote time to fully appreciate and understand what ICT can offer in teaching and learning process. The current study sought to assess the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

According to a study by Kurgat (2014) on the impact of integrated e-learning approach on Business Studies syllabus coverage by secondary schools in Kenya, it was revealed that the e-learning approach enables the teachers to cover a topic fast, complete their syllabus on time, allows for student revision, allows teaching of many students at ago and allows one to teach across the classes. It was also revealed that the e-learning approach allows for extra time and permit for simpler lesson preparation. Kurgat (2014) recommended that the Ministry of Education should begin nurturing innovative networking and corporation arrangements with the private sector such as the computer solution companies like Microsoft Corporation, so as to enable schools acquire both hardware and software at cheaper costs. Schools were encouraged to put up pioneering partnerships with local ICT providers with an intention of sustainability of the improvement.

In another study by Kurgat (2014) on an assessment of teachers' and students' attitudes towards the use of integrated e-learning approach in Business Studies in secondary schools in Kenya, revealed that students perceive the integrated e-learning approach to be an important approach in their learning. Students were found to have had positive attitude towards the integrated e-learning approach. In addition, Kurgat (2014) noted that teachers perceived the approach to be superior to the usual approach and that the use of the e-learning approach confirmed a great potential to promoting cognitive, affective and psychomotor skills. Kurgat (2014) recommends that the new integrated e-learning approach be implemented in the teaching of Business Studies in the Kenyan secondary schools to enhance learner outcomes and enrolment in the subject.

A study by Odundo (2013), sought to establish the effects of application of teaching methods and Strategies on learner achievement in Business Studies in secondary schools in Kenya. Odundo (2013) points out that take away assignments accounted for the largest proportion of variance in improved students' performance. Odundo (2013) study further indicates that, learning achievements was associated with teacher-centered instructional methods including lecture, dictation and chalkboard notes as well as learner-centered methods, which include group discussions, take-away assignments and brainstorming. Odundo (2013)'s study findings confirm that learner-centered instructional methods accounted for a large proportion of variance in the performance of students in Business Studies. The current study did not link teaching methods and strategies on learner achievement in Business Studies. However it sought to find out the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

2.7 Chapter Summary

In this chapter literature related to the study has been reviewed. From this review of the literature, it has been shown that a successful implementation of any educational curriculum depends on a variety of factors such as preparedness of teachers through pre-service and in-service training,utilization of teaching-learning resources and facilities,the use of appropriate teaching methods and strategies and sufficient administrative or management support. The literature reviewed indicates that there are few studies done on the implementation of the integrated Business Studies curriculum. The next chapter is a presentation on research design and methodology adopted in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents procedures and methods that this study employed in order to obtain data needed for the study. The chapter therefore comprises the research design, a description of the study area, an outline of study population, sample size and sampling procedures, data sources, data collection instruments, reliability and validity of research instruments and ethical issues. Methods of data analysis, interpretation and presentation are also presented at the end of this chapter.

3.2 Research Design

A research design is a basic arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose and process. This study attempts to describe, assess and explain the existing conditions of the variables which influence the implementation of Business Studies curriculum in Kenyan secondary schools. This study employed descriptive survey research design. Descriptive survey research design deals with the incidence, distribution and interrelations of educational variables. It gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific variables (Orodho, 2005). Survey method is an attempt to collect data from a representative sample of the population in order to determine the current status of that population with respect to one or more variables, and generalize its findings to the general population (Mugenda and Mugenda, 2003).

Survey research design is an appropriate and an easy way to collect data from the point of views or opinions, information on attitudes and reasons for behaviour (Nachiamas, 1996). The survey design was adopted because the population studied could not be observed and described directly. In addition, this design was also useful because it is less expensive and appropriate both in time and money constraints. The results of a sample population may be generalized for the whole population, because of the in-depth, rich and meaningful research findings. This research design was appropriate for the study of this nature which assessed variables and the extent of their influences in the implementation of Business Studies curriculum.

3.3 The Area of Study

The study was conducted in Nandi North Sub-County of Nandi County, Kenya. It borders Nandi Central Sub-County to the south, Nandi East Sub-County to the east, Uasin-Gishu County to the North and Kakamega County to the west. Nandi North Sub-County is divided into two Divisions namely: Kabiyet and Kipkaren. The Sub-County has recorded rapid increase in the number of secondary schools in the last two decades and also increased student enrollment in the recent years. According to the 2009 census, population of Nandi North Sub-County was estimated to be 152,579 people. It is currently experiencing rapidly increasing population and is likely to raise the demand for places at all levels of education.

3.4 Study Population

The study Population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda, 2003). Population is the

aggregate of all cases that conform to the same designated case of specifications (Nachiamas, 1996). The target population for this study comprised all the public secondary school, all the principals of these secondary and all the Business Studies teachers of all these public secondary schools in Nandi North Sub-County. Information available at the District Education Office indicated that the Sub-County had fifty six (56) public secondary schools when this study was conducted in the year 2014 (appendix 4). This study therefore targeted all the fifty six (56) public secondary schools headteachers of these public secondary schools and eighty five (85) Business Studies teachers who were then serving in these fifty six public secondary schools. This is the target population of this study.

3.5 Sample Size and Sampling Procedures

According to Mugenda and Mugenda (2003), a sample is a subset of a particular population. Kothari (2004) observes that, when the universe is a small one, it is of no use resorting to a sample survey. This study therefore took a census inquiry and thus purposively collected data from all the fifty six secondary schools, all the eighty five Business Studies teachers and headteachers of all the fifty six public secondary schools in Nandi North Sub-County. Purposive sampling is a sampling procedure where a researcher uses cases that have the information needed in an attempt to answer the research questions (Mugenda and Mugenda, 2003). In other words, the study population was small and the researcher opted to take the whole population as the sample.

3.6 Research Instruments

The main instruments of data collection were questionnaire for the Business Studies teachers (appendix 3) and interview schedule for the secondary school Principals (appendix 2). These instruments were developed based on the objectives of this study. The instruments are explained in two sub-sections that follow.

3.6.1 Questionnaire

A questionnaire is a method of data collection which consists of questions printed in a specific order on an arrangement where respondents respond to; it is at the heart of a survey process (Kothari, 2004). Questionnaire was a convenient tool of collecting the required data in this study for it facilitated quick and easy derivation of information within a short time; this research instrument was also cost effective and could enable easy coding and analysis of information collected (Borg and Gall, 1983). The questionnaire was intended to capture Business Studies teachers' preparedness to implement the integrated Business Studies curriculum, to assess the extent of the utilization of teaching and learning resources to support the implementation of the integrated Business Studies curriculum and to establish the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum. It was also used to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum.

3.6.2 Interview Schedule

An interview is a face to face encounter where a questionnaire or an interview schedule is orally administered to the respondents (Mugenda and Mugenda, 2003). The interview schedule was used to collect data from the secondary school Principals. Interview schedule for the secondary school Principals provided the researcher with greater opportunity to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum (Stone and Harns 1984). Although collecting data by way of interviews may be expensive, it was used for this study because of its advantage in many ways; it provided in-depth data which is not possible to get using a questionnaire, enables clarification of the questions asked and makes it possible to obtain data required to meet the objectives of the study and can lead to fairly reliable results (Kothari, 2004).

3.7 Validity of Research Instruments

Validity is an essential element of research instruments. Validity is concerned with the question “am I measuring what I intend to measure?” The problem of validity arises because measurement in the social sciences is, with very few exceptions, indirect (Nachiamas, 1996). Validity of an instrument or scale is the success of the instrument in measuring what it sets out to measure, so that differences in individual scores can be taken as representing true differences in the characteristics under the study. The usual procedure in assessing content validity is to use professionals in a particular field (Mugenda and Mugenda 2003). Content validity of the research tools was determined by having experienced supervisors in the School of Education, Moi University, who checked the questionnaires to evaluate the exactness of the items contained in the various

instruments. In view of their suggestions, the tools were revised and refined accordingly to achieve validity.

3.8 Reliability of Research Instruments

Reliability refers to the degree to which the scores obtained with an instrument are consistent every time the instrument is used (Frankel and Wallen, 2000). The researcher carried out a pilot study in the neighbouring Nandi Central Sub-County of Nandi County. The Sub-County used for the pilot study had similar characteristics with the study area. This is because the socio-economic environments in the two Sub-Counties are similar. At the piloting stage, questionnaires were administered to fourteen Business Studies teachers and ten headteachers were interviewed. These research instruments were administered to the same respondents after a period of two weeks. The results were analyzed and Pearson Product Moment Coefficient was computed. The Product Moment Correlation coefficient of 0.65 was obtained from the pilot study, this showed a positive correlation. Kothari (2004) notes that, positive values of this coefficient indicate a positive correlation. Using the pilot study, the researcher established the extent to which the contents of the research tools were consistent in giving the same responses every time the same instrument is administered. The tools were refined in terms of clarity of language and any ambiguities detected were corrected.

3.9 Data Collection Procedures

The researcher sought permission from the relevant authorities. First, the researcher was issued with a letter from the Dean, School of Education, Moi University for purposes of getting a research permit and authorization from the Kenyan Ministry of Higher

Education, Science and Technology. Upon getting the research permit, the researcher proceeded to the area of study. The researcher approached County Commissioner and the County Director of Education who issued letters of authorization to carry out this research in the area of study. The Business Studies teachers were notified through the school headteachers by means of letters of introduction. The letters of introduction requested the teachers to allow the researcher to collect the necessary data for purposes of the study.

The respondents were made aware on the aim of the study and were requested to participate in the study in order to achieve the objectives of the study. The researcher then personally administered the research instruments. Clarifications were made where required and sufficient time was allowed for the respondents to make their responses. The dully filled questionnaires were collected. The researcher also interviewed the school headteachers the same day she was administering questionnaires in the schools.

3.10 Ethical Considerations in Data Collection

The respondents were made aware of the aim of the study and they were requested to feel free to assist the researcher in achieving the objectives of the study. They were assured that the data collected was used for the purpose of research only. In the process of carrying out the actual study, consent was obtained, all the respondents remained anonymous and confidentiality of the information was assured.

3.11 Data Presentation and Analysis

The data, after collection, has to be presented and analysed in accordance with the objectives of the study. Data analysis refers to examining what has been collected in a survey, experiment and making deduction and inferences (Kombo and Tromp, 2006). Data collected in this study was analyzed using descriptive statistics. Descriptive statistics included frequencies, percentages, tables and means. In this study, analysis was done in accordance with the variables of investigation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussions of the research findings. Descriptive statistics were used to analyze data obtained from the research instruments. There were 73 (84.9%) Business Studies teachers who successfully filled the teachers' questionnaire and 50(89.3%) headteachers were successfully interviewed. The data collected from the fifty headteachers and seventy three Business Studies teachers was presented and analyzed according to the research objectives. The purpose of the study was to assess factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Nandi County, Kenya.

This study sought to achieve the following specific objectives:

- (i) To assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.
- (ii) To assess the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.
- (iii) To establish the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

(iv) To assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

4.2 General Information

Information on important features and characteristics of secondary schools involved in the study was investigated and the analysis of data is provided in this section. This information forms an insightful understanding of the schools used in this study.

4.2.1 The Year when the Schools were established.

It was important for this study to establish the year when the schools in the sub-county were founded. The results are as shown in Table 4.1

Table 4.1: Year when the schools were established.

Year	Number of Schools	Percentage
Before – 1975	4	8%
1976 – 1985	6	12%
1986 – 1995	3	6%
1996 – 2005	18	36%
2006 – 2014	19	38%
Total	50	100%

It should be noted that majority 19 (38%) of the respondents stated that their schools were established between 2006 and 2014. Eighteen (36%) were founded between 1996 and 2005. Six (12%) of the respondents reported that their schools were established between 1976 and 1985. It should therefore be noted that a small number of the respondents, representing 3 (6%) were in schools that were established between 1986 and

1995. Another 4 (8%) of the schools came into existence before 1975. From this data presentation and analysis, it may be concluded that most of the schools used in this study were established two decades ago. Thirty seven (74%) of the schools were established within the last two decades (between 1996 and 2014). Recently established schools are in the process of developing infrastructure and thus financial resources to acquire teaching and learning resources to support the implementation of the integrated Business Studies curriculum may be a challenge.

4.2.2 School Category and School Type in the Nandi North Sub-County.

To make an insightful understanding of the schools used for this study, the study presented and analyzed schools according to the school categories and school type. Table 4.2 below shows the school category in Nandi North Sub-County.

Table 4.2: The School Category in Nandi North Sub-County.

School Category	Number of Schools	Percentage
County Schools	8	16%
Sub-County Schools	42	84%
Total	50	100%

As mentioned earlier, the study found out that Nandi North Sub-County did not have a national school. However, county schools comprised 8 (16%) while majority, 42 (84%) were Sub-County schools. In Kenya, National schools attract more funding from the national government than the Sub-County and County schools. This creates disparity in the acquisition of teaching and learning resources which in turn greatly influence the

implementation of curriculum. Furthermore, to give an elaborate understanding of the schools where the Business Studies teachers were teaching, this study analyzed schools based on the school type. The results of this analysis are as shown in table 4.3 below.

Table 4.3: Type of Schools in Nandi North Sub-County.

Type of School	Number of Schools	Percentage
Boarding Schools	12	24%
Day Schools	23	46%
Mixed Day and Boarding	15	30%
Total	50	100%

Table 4.3 above shows that majority, 23 (46%) of the schools used in this study were Day schools. There were fifteen (15) Mixed Day and Boarding secondary schools and this comprised (30%) of the total population of the schools. There were twelve Boarding schools which comprised 24% of the total population of schools in Nandi North Sub-County. Students who are in Boarding schools have more learning time than those students who attend Day schools. Students attending Day schools have to travel to and from schools every day and therefore more of their time is used in travelling. This has an influence on reducing learning time for Day school students and this indirectly influences the implementation of the integrated Business Studies curriculum.

4.2.3 Enrolment in Business Studies in Secondary Schools in Nandi North Sub-County.

This study captured the enrolment in Business Studies subject in the secondary schools of Nandi North Sub-County in the year 2013. The result on students' enrolment in Business Studies in relation to class size is shown in figure 4.1 below.

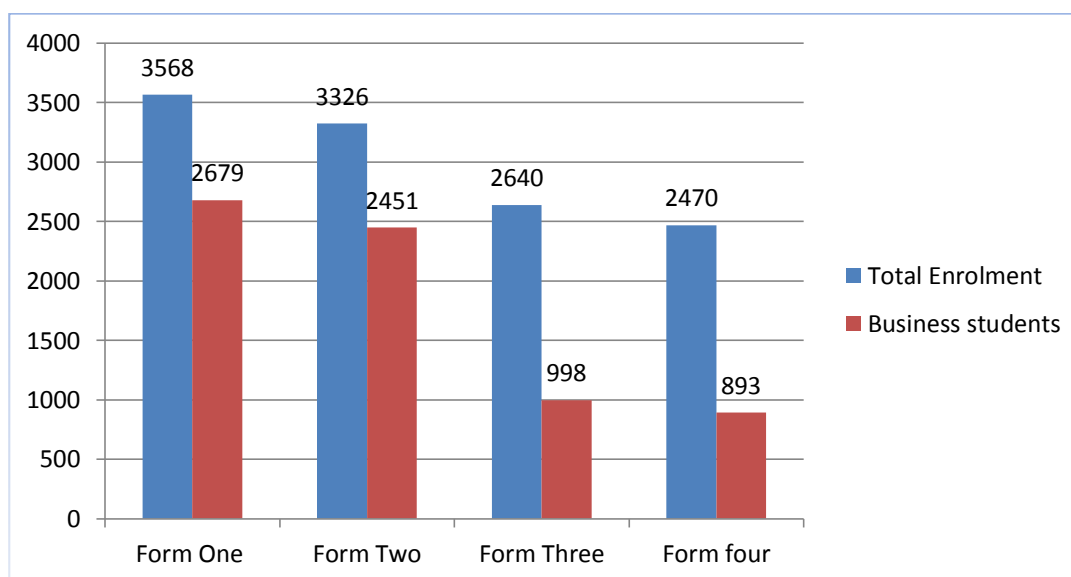


Figure 4.1: Enrolment in Business Studies in Secondary Schools in 2013.

Figure 4.1 above shows total enrolment in each class and the number of students taking Business Studies in each class in the Sub-county. A total of 12,004 students were enrolled in Business Studies in 2013. The highest number of total enrolment in 2013 in Business Studies were in Form one. Figure 4.1 reveals that students taking Business Studies in form two were 2451 representing 74%. The number of students taking Business Studies dropped to 998 (38%) and 893 (36%) in form three and form four respectively. This is mainly attributed to the fact that Business Studies in secondary school curriculum is an

optional subject (an elective subject). Subject selection is done by students in form three of the secondary school cycle. About a third of form four students chose to take the subject in 2013. The small number of learners interested in Business Studies raises a fundamental question in the implementation of the integrated Business Studies curriculum in Kenyan Secondary Schools. Since Business Studies is a living subject, we expect many if not all students to choose the subject in form three, but according to the figure above only a third of form four students chose to take the subject. This will not give a good representation of the entire roll thus affecting the implementation of integrated Business Studies curriculum.

4.3 Preparedness of Business Studies Teachers in the Implementation of the Integrated Business Studies Curriculum in Kenyan Secondary Schools.

This study sought to assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies Curriculum in Kenyan secondary schools of Nandi North Sub-County.

4.3.1 Number of Business Studies Teachers and their Employers.

It was considered necessary in this study to find out the number of Business Studies teachers and their employers in Nandi North Sub-County. The information is presented in table 4.4 below.

Table 4.4: Number of Business Studies Teachers and their Employers.

Employer	Number of Teachers	Percentage
TSC	23	32%
BOM	50	68%
Totals	73	100%

Table 4.4 shows that only 23 (32%) out of a total of 73 teachers were employed by the TSC while the majority 50 (68%) of the teachers were employees of the B.O.M. This suggests that majority of the Business Studies teachers who were implementing the integrated Business Studies Curriculum in secondary schools in Nandi North Sub-County were employees of the B.O.M. Teachers employed by B.O.M are usually employed on contractual basis and are poorly remunerated. They may not be fully committed and dedicated to the teaching career because they are looking for better well paying jobs. Thus their effectiveness in the implementation of the integrated Business Studies curriculum has been a bone of contention. They are looking for opportunities to transit to employment opportunities offering better remuneration.

Considering the total number of Business Studies teachers (73) and the total number of students taking Business Studies (7021) in the Sub-County, the teacher student ratio for the subject stood at 1: 96 in the year 2013. This therefore implies that teachers teaching Business Studies in the secondary schools in Nandi North Sub-County were inadequate. UNESCO (2008) observed that the hurdles to be eliminated in providing EFA include shortage of teachers and lack of qualified teachers. According to Ohba (2009), Poor performance at the national examinations has been attributed to a variety of factors which

include shortage of trained teachers. Sigilai (2013) established that academic staffing affect academic achievement and that understaffing can affect the entire subjects in the same way and thus the overall performance of a school at the KCSE examinations. Therefore shortage of Business Studies teachers negatively affected the effective implementation of the integrated Business Studies curriculum in secondary schools of Nandi North Sub-County, Kenya.

4.3.2 Teaching Experience of Business Studies Teachers in Nandi North Sub-County

This study sought to assess the experience of Business Studies teachers in Nandi North Sub-County. The information is presented in table 4.5 below.

Table 4.5: Business Studies Teacher’s teaching Experience

Teaching Experience in		
years	Number of teachers	Percentage
Less than - 5 Years	59	81%
6 - 10 Years	9	12%
Over - 10 Years	5	7%
	73	100%

As shown in Table 4.5 above, majority 59 (81%) of the Business Studies teachers had experience of not more than five years. Nine (12%) had been teaching for between six and ten years, while a small number 5 (7%) had teaching experience of more than ten years. Although, Hanushek (2008) makes an observation that inputs to the schools such as teacher experience and class size carry little methodical connection to student

achievements, teacher experience remains key in the implementation of a curriculum, experienced teachers have been known to be effective in classroom instructions and more so in the effective imparting of knowledge, skills and attitudes. Adeyemi (2008) established that the experience and competence of a teacher were the most important predictors of students' performance in all subject in secondary schools in Ondo state Nigeria. Therefore, the presence of a large number (59%) of Business Studies teachers with less than five years of service affected the effective implementation of the integrated Business Studies curriculum in secondary schools of Nandi North Sub-County.

4.3.3 Professional Qualification of Business Studies Teachers in Nandi North Sub-County.

Teachers' professional qualifications were considered in this study. Business Studies teachers were asked to indicate their highest level of professional qualification. The results are shown on table 4.6 below.

Table 4.6: Business Studies Teachers' level of academic and Professional Qualifications

Academic Professional Qualification	Frequency	Percentage
Master of Education (M.Ed.)	2	3%
Bachelor of Education(B.Ed.)	40	55%
Diploma in secondary Education (Dip.Ed.)	7	9%
Untrained Teacher	24	33%
Total	73	100%

As shown on table 4.6 above, only 2 (3%) of the teachers indicated that they had a Master of Education degree as their highest qualification, 7 (9%) of the teachers had diploma in secondary education, majority 40 (55%) of the teachers had Bachelor of Education degree. Furthermore, table 4.6 above reveals that untrained teachers were 24 (33%). These are teachers who had qualification such as Bachelor of Business Management degrees, Bachelor of Arts, Bachelor of Science and others had just four qualifications. Although more than half of the teachers who were teaching Business Studies were trained, nearly a third of them were not professionally trained. The presence of such a large number of untrained teachers teaching the subject raises the question of the preparedness of Business Studies teachers to implement the integrated Business Studies curriculum in Kenyan secondary schools of Nandi North Sub-County. From the literature reviewed, Kafu (2010) notes that, instructional process is efficient when teachers are prepared with relevant competencies to facilitate them become accustomed to the new trends in education and implement the process of planning for instruction to these trends.

The study found out that Business Studies teachers were trained to teach Accounting, Economics and Business Studies as separate subjects with majority having been trained to teach Economics and not Business Studies as an integrated subject. Hugh (1982) argues that pre-service education, which is supposed to facilitate curriculum implementation, is in most countries riddled with problems which include curricula being remote from the realities of the school curriculum. It is worth noting that a good number of teachers, who were teaching Business Studies in Nandi North Sub-County, were not trained to teach Business Studies as an integrated subject. They were rather trained in the old curriculum. Business Studies as an integrated subject, is the latest curriculum innovation which was

implemented for the first time in Kenya in 2003. Now Business Studies, as an integrated subject comprises elements of the various areas of Economics, Accounting, Commerce and Office Practice. A teacher trained to handle one area of this integrated subject may not competently teach other areas of the integrated Business Studies curriculum. More specifically, teachers, who were trained to teach Economics and Geography in their pre-service training, may not teach Accounting effectively. A large number of Business Studies teachers were trained in the orientation of the old Business Studies curriculum which offered Economics, Accounting, Commerce or Typing with Office Practice as separate subject. This scenario presents a challenge to teachers in the implementation of the new integrated Business Studies curriculum.

4.3.4 In-service Training of Business Studies Teachers in Nandi North Sub-County.

This study investigated Business Studies teachers' in-servicing training. Business Studies teachers were asked to indicate in-service training they had received specifically on the teaching of Business Studies. Results are shown on table 4.7 below.

Table 4.7: In-service Training of Business Studies Teachers in Nandi North Sub-County.

In-Service Training	Number of teachers	Percentage
Seminars	8	11%
Workshops	13	18%
None	52	71%
Total	73	100%

As indicated in table 4.7 above the study found out that majority, 52(71%) of these teachers had not received any form of in-service training such as seminars and workshops. However, 13(18%) of the teachers indicated that they had attended workshops and another 8 (11%) of the teachers said that they had attended seminars. The findings therefore revealed that most of Business Studies teachers in schools in Nandi North Sub-County had not been in-serviced. This presents a major challenge especially in the implementation of the newly integrated Business Studies curriculum as a new curriculum innovation. A new curriculum innovation, such as the integrated Business Studies curriculum, should have been followed by intensive re-training of teachers through in-service programs.

In-service training ought to be an on-going process which promotes professional growth of the serving teachers. Continuous capacity building is necessary for effective implementation of a curriculum. Furthermore, in-servicing of teachers helps to acquaint them with the latest innovations and especially on the latest developments in the instructional technology and thus making them better teachers. Ornstein and Hunkins, (2004) notes that, teachers influence students learning outcomes and thus better teachers foster better learning outcomes. The fact that this study revealed that majority of teachers serving in Nandi North Sub-County schools had never been in-serviced implies that effective implementation of the integrated Business Studies curriculum may have had serious challenges.

4.3.5 Teachers' Perceptions of the Effectiveness of Teaching Documents in the Implementation of the Business Studies Curriculum in Nandi North Sub-County.

Teaching documents, such as syllabus, schemes of work, lesson plan, registers, course outlines, record of work covered and student progress records are very important documents in classroom instruction. In recognizing the effective use of these documents, this study sought to find out the extent of the utilization of these documents by teachers of Business Studies. Teachers were therefore asked to indicate how regularly they used these documents. The results are shown in table 4.8 below.

Table 4.8: The Frequency of Use of the Required Teaching Documents

Teaching Documents	Regularly used	Rarely used	Not at all used
Lesson plans	30 (41%)	29 (40%)	14 (19%)
Course outlines	55 (75%)	13 (18%)	05 (7 %)
Registers	59 (81%)	11 (15%)	03 (4 %)
Syllabuses	62 (85%)	11 (15%)	0 (0 %)
Schemes of work	62 (85%)	10 (14%)	01 (1 %)
Record of work covered	63 (86%)	08 (11%)	02 (3 %)
Students progress report records	68 (93%)	05 (7 %)	0 (0%)

From table 4.8 above, it is revealed that lesson plans were prepared and used regularly by 30 (41%) of the teachers, rarely prepared and used by 29 (40%) of the teachers and 14 (19%) of the teachers did not prepare lesson plans at all. Course outlines were used regularly by 55 (75%) of the teachers, rarely used by 13 (18%) of the teachers and not

used by a small number 5 (7%) of the teachers. Majority of the teachers 59 (81%) used registers regularly and 11 (15%) of them rarely used the registers while only 3 (4%) of the teachers did not use this document. Furthermore 62 (85%) of the teachers indicated that they used syllabus regularly and 11 (15%) of them rarely used the syllabus. These documents were assessed and used by all the teacher investigated. Another 62 (85%) of the teachers indicated that they prepared used schemes of work regularly and 10 (14%) of them rarely prepared and used schemes of work while only one teacher did not prepare schemes of work at all. Majority 63 (86%) of the teachers regularly prepared and used record of work covered, 8(11%) rarely prepared and used record of work covered while only 2 (3%) did not prepare and used this document at all. Students progress record was prepared and used regularly by 68 (93%) of the teachers, rarely used by 5 (7%) of the teachers. All teachers used this document.

Form the literature reviewed, teaching documents help the teacher to effectively and appropriately plan for and carry out instruction (Otunga et al., 2011). From the findings of this study, these teaching documents were regularly used by slightly over half of Business Studies teachers in Nandi North Sub-County. Slightly less than half of the teachers rarely used these documents. As mentioned early, 24 (33%) of the teachers who participated in this study were untrained. These untrained teachers perhaps were not appreciating the role of these documents in the implementation of the curriculum.

4.4 Teaching and Learning Resources in the Implementation of the Integrated Business Studies Curriculum in Nandi North Sub-County.

This study sought to assess the extent of utilization of teaching and learning resources to support the implementation of the integrated Business Studies curriculum in secondary

schools in Nandi North Sub-County, Kenya. Business Studies teachers were asked to indicate how regularly they used the required teaching and learning resources. Their responses are presented on table 4.9 below.

Table 4.9: Utilization of Teaching and Learning Resources in the Implementation of the Integrated Business Studies Curriculum in Nandi North Sub-County.

Teaching /learning Resources	Regularly		Rarely		Not at all	
	f	%	f	%	f	%
Office equipment	73	100%	0	0%	0	0%
Relevant Textbooks	73	100%	0	0%	0	0%
Chalk board/white/smart board	73	100%	0	0%	0	0%
Classroom / Furniture	73	100%	0	0%	0	0%
Teacher's guides	51	70%	20	27%	2	3%
Handouts	34	47%	24	33%	15	20%
Diagrams	33	45%	33	45%	7	10%
Manila papers	31	42%	41	56%	1	2%
News papers	28	38%	40	55%	5	7%
Periodicals/Journals/Magazines	23	32%	37	50%	13	18%
Realia/ real objects	23	32%	38	52%	12	16%
Charts	21	29%	40	55%	12	16%
Pictures	19	26%	46	63%	8	11%
Computers	12	16%	39	54%	22	30%
Posters	12	16%	47	65%	14	19%
Internet	11	15%	37	51%	25	34%
Business Studies Special rooms	10	14%	23	32%	40	54%
Dioramas	4	5%	28	38%	41	57%
Television	2	3%	28	38%	43	59%
Projectors	2	3%	37	50%	34	47%
Radio	1	1%	35	48%	37	51%

From table 4.9 above, all the Business Studies teachers indicated that they regularly used office equipment, chalkboard/whiteboard/smart board, classroom, furniture and relevant

textbooks. Less than ten percent of the teachers indicated that they did not use newspapers, teachers' guides and manila papers, while 40 (55%) of them rarely used newspapers. Furthermore, newspapers were used regularly by only 28 (38%) of the teachers, teachers guide regularly by 51 (70%) of them and manila papers regularly by 31(42%) of the teachers. Forty one (56%) of the teachers rarely used manila papers. Teachers' guides are important teaching and learning resources, the findings indicate that 20 (27%) of the teachers rarely used teachers guides, it follows therefore that such teachers prepare to teach without these resources. This may strain Business Studies teachers' preparation for instruction and thus affect effective implementation of the integrated Business Studies curriculum. However, the availability and regular use of furniture, office equipment, chalkboard/whiteboard/smart board, classroom, furniture and relevant textbooks by all Business Studies teachers facilitated effective implementation of the integrated Business Studies curriculum. This is because the process of planning for instruction is demanding and resources are needed to develop and manage it. The process requires a wide range of items, teaching and learning resources and facilities which may be in form of teaching personnel, office, storage space and instructional materials (Kafu, 2010).

Table 4.9 also reveals that between 10% to 20% of the teachers indicated that they did not use posters, periodicals, journals, magazines, charts, realia, pictures and diagrams while only 12 (16%) of them indicated that they used these resources rarely. Periodicals, journals and magazines were used by 23 (32%) of the teachers regularly and 37 (50%) of them rarely used the resources. Realia were used regularly by 23 (32%) of the teachers and rarely used by 38 (52%) of them while pictures were used regularly by 19 (26%) of

the teachers and rarely used by 46 (63%) of them. Charts were used regularly by 21 (29%) of the teachers and 40 (55%) of them rarely used this resource. Diagrams were used regularly by 33 (45%) of the teachers and 33 (45%) of them rarely used this resource. Realia, charts, periodicals, journals and magazines motivate the learners and allow them apply various senses thus making learning effective. However, these resources were used regularly by just about a quarter of the teachers. Diagrams are useful in giving illustration; they maintain attention of the students and thus make learning effective, but about half of Business Studies teachers rarely used diagrams. Without continuous and regular use of these resources, effectiveness of Business Studies teachers in the implementation of the integrated Business Studies curriculum may not be ascertained.

Even with information and communication revolution, this study revealed that only 11 (15%) of the teachers regularly used internet and majority 37 (51%) of them rarely uses it, while another 25 (34%) of the teachers did not use internet at all. Computers were used regularly by 12 (16%) of the teachers while 39 (54%) of the teachers rarely used computers and 22 (30%) of them did not use computers at all. Yet it is interesting to note that 34 (47%) regularly used handouts, 24 (33%) teachers rarely use them while 15 (20%) do not use handouts at all. Use of internet with proper guidance of the learners to the specific sites so as to avoid a situation where learners can be overwhelmed by the enormous information, is the latest trend in the world of ICT. Currently there are various educational packages that a Business Studies teacher may utilize in the teaching and learning process.

Table 4.9 also indicates that less than 10% of the respondents regularly used television, diorama, radio, projectors and special rooms for Business Studies. However, 28 (38%) of the teachers rarely used television, another 27(37%) of the teachers rarely used diorama, 23 (32%) of the teachers rarely used special rooms for Business Studies while 35 (48%) of them rarely used radio and 37 (50%) of the teachers rarely used projectors. Furthermore, majority 43 (59%)of the teachers did not use television at all, 41(56%) of them did not use diorama at all, majority 40 (54%) of the teachers did not use special rooms for Business Studies and another 37 (51%) of them did not use radio, while 34 (47%) of the teachers indicated that they did not use projectors at all. Dioramas arouse the learners interest and makes situation appear real, they aid students imagination and creativity. However, Business Studies teachers were not using these resources regularly for effective implementation of the integrated Business Studies curriculum in Nandi North Sub-County.

The advantage of using television in the teaching and learning process is that it appeals to senses of sight and hearing; projectors have advantage that enables Business Studies teachers to add a commentary as well as show the slides for as long as the student requires viewing them. Television conveysgraphs and charts while radio helps convey information in a different environment away from the classroom.However, the study reveals that more than fifty percent of the respondents did not use these teaching and learning resources in implementing the integrated Business Studies curriculum in Nandi North Sub-County.

4.4.1 Adequacy of Teaching and learning Resources

The study collected information from Business Studies teachers on the adequacy of teaching and learning resources in their schools. Their responses are indicated in table 4.10 below.

Table 4.10: Adequacy of Teaching and Learning Resources

Adequacy of Teaching and Learning Resources	Number of Teachers	Percentage
Adequate	30	41%
Inadequate	43	59%
Totals	73	100%

As shown in table 4.10 above, 30 (41%) of the teachers said teaching and learning resources, such as radios, projectors, television, internet connectivity, computers, periodicals, news papers and teachers' guides for Business Studies in their schools were adequate. Majority, 43 (59%) said that they were inadequate. This therefore implies that teaching and learning resources for Business Studies were not adequately supplied for effective curriculum implementation. Inadequate teaching and learning resources and facilities therefore affected the effective implementation of the integrated Business Studies curriculum in secondary schools in Nandi North Sub-County. From the literature reviewed Okombo (2001) notes that, the more resources teachers have the more we can do in teaching. The use of teaching and learning resources enhances the effectiveness of the lesson presentations. These resources not only provide various means of stimulating the

learning but also sustain interest of the learners in the learning process. Unfortunately as Mananua(1998) notes, economic constrains in Kenya has continuously worsens the provisions and availability of curriculum materials. The issue of inadequate teaching and learning resources has been noted as a cause for poor curriculum implementation in Kenya (Mananua, 1998). On the other hand Kafu (2010) notes that, when planning for use of these instructional materials, teachers should consider the cost. For this reason teachers are usually encouraged to improvise some of the resources that are required.

4.5 Teaching Methods in the Implementation of the Integrated Business Studies Curriculum in Nandi North Sub-County Schools.

This study sought to assess the teaching methods and strategies used by Business Studies teachers in the implementation of the integrated Business Studies curriculum in secondary schools in Nandi North Sub-County. Results of the findings on the teaching methods are shown in table 4.11 below.

Table 4.11: Methods of Teaching

Method of Teaching	Regularly		Rarely		Not at all	
	Number of teachers	%	Number of teachers	%	Number of teachers	%
Question-answer	67	92%	6	8%	0	0
Discussion	60	82%	11	15%	2	3%
Lecture	27	37%	36	49%	10	14%
Discovery	20	27%	36	50%	17	23%
Case studies	13	18%	38	52%	22	30%
Role plays/simulation	12	16%	31	43%	30	41%
Project work	8	11%	33	45%	32	44%

From table 4.11 above, discussion and question-answer methods were regularly used regularly by 60 (82%) of the teachers and 67 (92%) of the teachers respectively, while 11 (15%) and 6 (8%) of the teachers rarely used discussion and question-answer methods respectively. Lecture method was used regularly by 27 (37%) of the teachers, rarely by 36 (49%) of the teachers and small number 10 (14%) of the teachers said they did not use lecture method at all. Tella, Indoshi and Othuon (2010) noted that teacher-centered methods such as lecture method often lead to students not enjoying lesson and thus missing the benefits of intellectual discovery. Given that more than a third of Business Studies teachers in Nandi North Sub-County were using this method regularly, this affected the implementation of the integrated Business Studies curriculum. Curtin (2005) concludes that, discussion method and question and answer method encourages active involvement of all students thus helping them improve their individual weaknesses. Furthermore, Chang (2010) noted that students place more value on active participation in group discussion than attendance of lectures. This method increases flexibility in teaching and stimulate students' intellectual engagement with teachers and interaction among students. In this study, it is encouraging to note that more than eighty percent of the teachers were using discussion method and question and answer method for effective implementation of integrated Business Studies curriculum.

Table 4.11 further reveals that twenty (27%) of the teachers regularly used discovery method, while 36 (50%) of the teachers rarely used this method and small number 17(23%) of the teachers said they did not use discovery method at all. On the other hand, case studies was used regularly by 13 (18%) of the teachers, rarely used by 38 (52%) of the teachers and not used by 22 (30%) of the teachers. Role plays, simulation, games,

drama were regularly used by only 12 (16%) of the teachers, rarely used by 31 (43%) of the teachers and not used at all by 30 (41%) of the teachers. Project work was not used by majority 32 (44%) of the teachers. Only 8 (11%) of the teachers said they regularly used project work, and another 33 (45%) of the teachers rarely used this method.

Muraya and Kimano (2011) found out that, learner-centered methods such as roleplay, project work and discovery were effective teaching methods which should be adopted by teachers. Muraya and Kimano (2011) noted that poor teaching methods and Strategies have been associated with poor performance. Learner-centered methods are also beneficial to Business Studies students especially when formulating generalizations that are useful in future situations involving the solution of real life problems. Role plays/simulation and project work were not being used at all by majority of Business Studies teachers in Nandi North Sub-County schools in the implementation of integrated Business Studies curriculum. There is need for teachers to use role plays, simulation games and project work because Business Studies is a living subject.

4.5.1 Teaching Strategies in the Implementation of the Integrated Business Studies Curriculum.

This study sought to establish the choice and use of the teaching strategies by Business Studies teachers in the implementation of the integrated Business Studies curriculum.

Results of the findings are shown in table 4.12 below.

Table 4.12: Teaching Strategies.

Teaching Strategies	Regularly		Rarely		Not at all	
	Number of teachers	%	Number of teachers	%	Number of teachers	%
Explanation	73	100%	0	0	0	0
Utilizing bright students	52	71%	21	29%	0	0
Group work	38	52%	34	47%	1	1%
Dictating notes	37	51%	30	41%	6	8%
Demonstration	36	49%	31	43%	6	8%
Story telling	33	45%	26	36%	14	19%
Team teaching	29	40%	31	42%	13	18%
Guest speakers	17	23%	34	47%	22	30%
Debates	5	7%	54	74%	14	19%

Table 4.12 above reveals that explanations a teaching strategy was regularly used by all Business Studies teachers who responded to the questionnaire. Furthermore, utilizing other bright students was a teaching strategy used regularly by 52 (71%) of the teachers, rarely by 21 (29%) of the teachers and no teacher indicated that they did not use the teaching strategy at all. Group work was another teaching strategy used by the respondents. Table 4.12above reveals that the majority, 38 (52%) of the teachers regularly used group work while 34 (47%)of them rarely used group work and a small number 1(1%) did not use group work teaching strategy. This study reveals that dictating notes was regularly used by the majority 37 (51%) of the teachers while 30 (41%) of the teachers rarely used the strategy and another 6 (8%) of the teachers did not use the strategy. On the other hand, demonstration was regularly used by majority 36 (49%) of

the teachers, while 31 (43%) of the teachers rarely used the strategy and small number of teachers 6 (8%) did not use demonstration. Story telling was regularly used by the majority 33 (45%) of the teachers, rarely used by 26 (36%) of the teachers and a small number 14 (19%) of the teachers said they did not use this strategy. Team teaching was used regularly by 29 (40%) of the teachers, rarely used by majority 31 (42%) of the teachers and another 13 (18%) of the teachers did not use this strategies. Small number, 17 (23%) of the teachers regularly used guest speakers, majority 34 (47%) of the teachers rarely used this strategy and another 22 (30%) of the teachers did not use the strategy. In addition, 5(7%) of the teachers regularly used debates, while majority 54 (74%) of the teachers rarely used debates and another 14 (19%) of the teachers did not use the strategy.

Majority of the Business Studies teachers indicated that they were utilizing bright students and organizing group work. These are learner-centered strategies which are considered effective and have a number of merits as noted by Ahmad & Aziz, (2009). These strategies promote democratic participation in the learning process encourages critical thinking, improve student's communicative competencies and enhances performance. Furthermore this study revealed that majority of the teachers was using strategies such as dictating of notes. These are teacher-centered teaching strategies often result in students not enjoying lessons and missing the benefits of intellectual discovery. Such teaching strategies may not have been effective in the implementation of the integrated Business studies curriculum in secondary schools in Nandi North Sub-County. Froyd (2007) notes that, teaching strategies, such as guest speakers and debates, help students in connecting new information to previous knowledge and development of critical thinking. However, majority of the Business Studies teachers in Nandi North Sub-

County rarely used debates and guest speakers as their teaching strategies. It can therefore be argued that these affected the effective implementation of the integrated Business Studies curriculum in schools in Nandi North Sub-County.

4.6 Management Support in the Implementation of Integrated Business Studies Curriculum in Nandi North Sub-County.

This study sought to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Nandi North Sub-County. Headteacher plays an important role in the implementation of any curriculum. This study established headteachers' characteristics in terms of their experience and their professional qualifications. Table 4.13 below shows years of experience of head teachers interviewed.

Table 4.13: Years of Experience of Headteachers in Nandi North Sub-County Secondary Schools.

Number of Years Since Being Head	Number of Head teachers	Percentage
5 years or less	31	62%
6 - 10 years	12	24%
11 - 15 years	4	8%
16 and above	3	6%
Total	50	100%

From table 4.13 it is revealed that majority 31 (62%) of the head teachers had headship experience of between one to five years and 12 (24%) of the head teachers had been

heads of secondary schools ranging from six to ten years. Those who had been in headship position from eleven to fifteen years were 4 (8%) of the headteachers while 3 (6%) of the head teachers had been heads of schools for a period of sixteen years and above. Thus, most of the headteachers had less than five years of experience in headship position. As headteachers of secondary schools, they are curriculum managers. The practices of command responsibility and school guidance rest on their shoulders. They have a great stake about what kind of curriculum their schools offer and how to implement curriculums. Experienced head teachers who have been in the field for long have acquired necessary expertise. They are a reservoir of knowledge and skills useful for giving direction and guidance to teachers for effective implementation of a curriculum. However, this study found out that the majority of the head teachers had less than five years experience. This might have affected effective implementation of the integrated Business Studies curriculum. This is so because, as Taba (1962) noted, head teacher should have the power to effectively handle difficulties that arise and inhibit curriculum implementation.

Headteachers highest professional qualification was also established. Results are shown on table 4.14 below.

Table 4.14: Headteachers' Highest Professional Qualification

Professional Qualification	Number of Head teachers	Percentage
M.Ed	13	26%
B.Ed.	31	62%
Dip. Ed.	2	4%
Any other	4	8%
Total	50	100%

As shown in table 4.14 above, majority 31(62%) of the headteachers held Bachelor of Education degrees and 13 (26%) of the head teachers were holders of Master of Education degrees. However, 2 (4%) of the head teachers had Diploma in Education. Those who had any other qualification such as Master of Science in Human Resource Management and Master of Business Administration degrees as their highest qualification were 4 (8%). From the literature reviewed, Shiundu and Omulando (1992) notes that, to educate learners, one should have been professionally trained. Given that a total of ninety two percent of the headteachers were professionally qualified; they were expected to provide administrative support for effective implementation of the integrated Business Studies curriculum.

4.6.1 Headteachers' Support to Business Studies Teachers in Nandi North Sub-County.

Head teachers were asked on how they assisted Business Studies teachers in solving the challenges they faced in implementing the integrated Business Studies curriculum. The majority of the headteachers, said they were sourcing for teaching resources, motivating teachers and encouraging parents to pay fees on time to avoid absenteeism. In addition, a few of the headteachers mentioned that they were organizing symposiums. These nine headteachers were also encouraging weekend teaching and remedial lessons. Furthermore, some of the headteachers said that, they supported Business Studies teachers in sourcing resource persons whose careers were related to the subject. These resource persons comprised bankers, accountant and managers of business organizations. Small number of head teachers, said they assisted Business Studies teachers by

financially supporting academic tours and employing B.O.M teachers in areas of shortages.

From the literature reviewed, Stenhouse (1975) notes that, the strength of individual teachers are not effective unless they are coordinated and supported. Headteachers in Nandi North Sub-County indicated how they were giving support to Business Studies teachers in the implementation of the integrated Business Studies curriculum. These included buying enough books and sourcing for teaching resources. This therefore supported the implementation of the integrated Business Studies curriculum in secondary schools in Nandi North Sub-County.

4.6.2 Head teachers' Supervision of Business Studies Lessons.

Head teachers were asked on how often they supervised the delivery of the lessons by Business Studies teachers. This would assist in improving the implementation of the integrated Business Studies curriculum. Their responses are indicated in table 4.15 below.

Table 4.15: Headteachers' Supervision of the Instructional Process of Business Studies Teachers.

Supervision of Instruction	Number of Head teachers	Percentage
Frequently	6	12%
Rarely	21	42%
When need arises	23	46%
Total	50	100%

Table 4.15 above shows that 6 (12%) of the head teachers said that they frequently supervised the instructional process of their Business Studies teachers. While 21 (42%) of the headteachers said that they rarely supervised them and another 23 (46%) of the headteachers said that they only do so when need arose. According to Fullan (1992), teachers who are expected to implement curriculum innovations may not take implementation seriously unless administrators show by action that they should. However this study revealed that about forty four (88 %) of the head teachers in Nandi North Sub-County schools were not frequently supervising Business Studies teachers during their lesson presentation. This affected the effective curriculum implementation.

4.6.3 Frequency of Visits by QASOs in the Implementation of the Integrated Business Studies Curriculum.

This study sought to find out administrative support given by Quality Assurance Officers. Headteachers were interviewed on the frequency of visit by the Quality Assurance Officers (QASO) to their schools to give assistance on the implementation of the integrated Business Studies curriculum. Table 4.16 gives the frequency of visits by QASO as indicated by the headteachers.

Table 4.16: Frequency of Visit by QASOs.

Frequency of Visits	Number of Head teachers	Percentage
Once a term	6	12%
Once a year	31	62%
No visit	13	26%
Total	50	100%

From table 4.16 above, majority, 31 (62%) of the headteachers indicated that the QASO officers normally visited them once a year while 6 (12%) of the headteachers said that they were visited once a term and 13 (26%) of them pointed out that they had never been visited by QASOs. From the literature reviewed, Fullan (1992) indicated that those who administer curriculum implementation are expected to be an example and by action induce the teachers to take the process of curriculum implementation seriously. How serious they act towards this process makes teachers respond in the same way and thus leading to effective curriculum implementation. However, this study found out that the majority of the Business Studies teachers had been visited once a year by QASOs. Such inadequate visits by these officers means that effective supervision of the implementation of Business Studies curriculum was not ascertain.

4.6.4 Essential Management Support to Business Studies Teachers by the Ministry of Education.

A list of different management support activities that is essential to Business Studies teachers were provided to the respondents. Business Studies teachers were then required to indicate the adequacy or inadequacy of the essential management support activities they were receiving. The results are as shown in table 4.17 below.

Table 4.17: Management Support Activities Received by Business Studies Teachers

Type of Support	Adequate	Inadequate
In-Service Education	29 (40%)	44 (60%)
Provision of teaching resources	26 (36%)	47 (64%)
Provision of professional advice from head teachers	39 (53%)	34 (47%)
Provision of professional advice from QUASO officers	27 (37%)	46 (63%)
Moral support by School management committees	33 (45%)	40 (55%)

Table 4.17 above shows that majority 44 (60%) of the teachers indicated that in-service training of teachers were inadequate while 29 (40%) of the teachers felt that in-service training was adequate. On the question of the provision of teaching resources, majority 47 (64%) of the teachers indicated that they were inadequate and only 26 (36%) of them mentioned that it was adequate. In addition 34 (47%) of the teachers felt that provision of professional advice from head teachers were inadequate while 39 (53%) of them felt that it was adequate. Majority 46 (63%) of the respondent teachers mentioned that provision of professional advice from QASO officers were inadequate while 27 (37%) of the teachers felt that it was adequate. Most of the teachers, 40 (55%) said moral and related support by school management committees were inadequate, another 33 (45%) of the teachers felt that moral and related support by school committees were adequate. Except provision of professional support from the head teachers, other essential management supports were inadequate. The inadequacy of administrative support towards teacher in-service, provision of teaching resource and provision of professional advice from QASO

officers influenced negatively the implementation of the integrated Business Studies curriculum.

4.6.5 Timely Provision of Teaching and Learning Resources by School Management

Teaching and learning resources should always be provided on time in order to facilitate effective implementation of the curriculum. Business Studies teachers' responses on this issue are indicated in table 4.18 below.

Table 4.18: Timely Provision of Teaching and Learning Resources by the school Management

Provision of Teaching and Learning Resources	Number of Teachers	Percentage
Timely	39	53%
Late	34	47%
Totals	73	100%

Table 4.19 above, shows that teaching and learning resources were provided on time as indicated by 39 (53%) of the teachers. However, 34 (47%) of the teachers said they received such resources late. Given that more than half of the Business Studies teachers were receiving teaching and learning resources on time, these findings tend to suggest that management support from the headteachers in the implementation of the integrated Business Studies curriculum was above average. Timely provision of teaching and learning resources is essential to enable Business Studies teachers to adequately prepare for instructions. This will enable them to effectively implement the integrated Business Studies curriculum.

4.7 Chapter Summary

In this chapter, data collected from the head teachers and Business Studies teachers has been presented, interpreted, analyzed and discussed according to the objectives of the study. To give an insightful understanding of the schools used in this study, data on the year when the schools were established, type and category of schools and enrolment in Business Studies in secondary schools in Nandi North Sub-County was presented, interpreted, analyzed and discussed. The first objective was to assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum, data on the number of Business Studies teachers and their employers, their teaching experience, professional qualification, in-Service training and their perceptions of the effectiveness of teaching documents in the implementation of the integrated Business Studies curriculum were presented, interpreted, analyzed and discussed. Secondly the chapter made an assessment of the extent the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum. Furthermore the chapter presented interpreted, analyzed and discussed data on the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum. Finally data on years of experience of head teachers and their highest professional qualification, headteachers' Support and supervision of Business Studies lessons, frequency of visits by QASOs, essential Management Support and timely provision of teaching and learning resources by management were presented, interpreted, analyzed and discussed. Chapter five deals with summary of the major findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the major findings of the study, conclusions, recommendations and suggestions for further research work. They are based on the interpretations and discussions of the findings presented in chapter four.

5.2 Summary of the Findings

The main purpose of this study was to assess major factors influencing the implementation of the integrated Business Studies curriculum in public secondary schools in Nandi North Sub-County, Kenya. The study mainly sought to establish the following:-to assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum, to assess the extent of the utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum, to assess the teaching methods and strategies used by teachers of Business Studies in the implementation of the integrated Business Studies curriculum and to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools of Nandi North Sub-County.

5.3 Preparedness of Business Studies Teachers in the Implementation of the Integrated Business Studies Curriculum.

The first objective of this study was to assess the preparedness of Business Studies teachers in the implementation of the integrated Business Studies curriculum. This study revealed that most of the Business Studies teachers in Nandi North Sub-County were employed by B.O.M on contractual terms (temporary). It appears they may not have been fully committed to the implementation of Business Studies curriculum. Perhaps, most of them had their expectations on moving to other better remunerative arrears. The study findings also revealed that there was shortage of Business Studies teachers in the schools, this worsened the student: teacher ratio which stood at 1:96. Shortage of Business Studies teachers negatively affected the effective implementation of the integrated Business Studies curriculum. Teachers' experience is also an important element of the effective classroom instructions. This study findings revealed that there existed a large number of Business Studies teachers with less than five years of teaching experience. In addition, a third of them were untrained. The Presence of such a large number of untrained teachers in Business Studies raises the question of their preparedness to competently implement the integrated Business Studies curriculum.

On teacher pre-training, the study further established that most Business Studies teachers were trained in the old teacher training program as separate subjects to teach Accounting, Economics or Business Studies. From the literature reviewed, it may be argued that pre-service education is faced with problems which include pre-service teacher training program being remote from the realities of the present curriculum in secondary schools. It

is worth noting that a good number of teachers who were teaching Business Studies in Nandi North Sub-County were not trained to teach Business Studies as an integrated subject. The old teacher training program prepared teachers to handle one content area of this integrated subject. Teachers trained in the old curriculum had challenges of competently implementing the integrated Business Studies curriculum at the secondary school level. Furthermore, on in-service training, the study revealed that few teachers had attended in-service training. The frequency of provision of in-service training was rare. In-service training is a continuous competence building exercise which helps to accustom the practicing teachers with the latest innovations in the teaching of the subject. In-service training promotes professional growth necessary for effective curriculum implementation. This, therefore, means that inadequate in-service programs impacted negatively on the effective implementation of the integrated Business Studies curriculum in Kenyan secondary schools of Nandi North Sub-County. However, the study findings revealed that instructional documents such as the schemes of work, lesson plans, records of work covered and progress records were used regularly by Business Studies teachers in Nandi North Sub-County. It may be concluded on this objective of Business Studies teachers that Business Studies teachers were not effectively prepared to implement the integrated Business Studies curriculum in secondary schools in Nandi North Sub-County.

5.4 The Utilization of Teaching and Learning Resources in the Implementation of the Integrated Business Studies Curriculum.

The second objective of this study was to assess the extent of utilization of teaching and learning resources in the implementation of the integrated Business Studies curriculum in Nandi North Sub-County secondary schools. Utilization of teaching and learning

resources enhances the effectiveness of the lesson presentations. These resources provide various means of motivating the learner and supporting interest in the learning process. Without utilization of teaching and learning resources effective implementation of the integrated Business Studies curriculum may not be achieved. The study found out that office equipment, chalkboard, classrooms, furniture and relevant textbooks were used regularly. From the literature reviewed, textbooks are a major input for performance in examination, and that proper and quality utilization of textbooks in secondary school is strongly related to achievements. Regular use of relevant textbooks in the Sub-County indicated that textbooks were effectively utilized in the implementation of the integrated Business Studies curriculum.

Teacher's guides are important teaching and learning resources. The research findings show that about a third of the teachers rarely used teacher's guides. However, newspapers, diagrams and manila papers were used regularly by majority of the teachers in secondary schools of Nandi North Sub-County. Furthermore this study found out that, other teaching and learning resources such as posters, periodicals, journals, magazines, charts, realia and pictures were rarely used by Business Studies teachers. The findings showed that the majority of the teachers regularly used handouts. Handouts were regularly used by Business Studies teachers to save students time in making their own notes.

The study reveals that more than fifty percent of the respondents did not use television, projectors and radio for teaching Business Studies despite the advantages of these teaching and learning resources in the implementation of the integrated Business Studies

curriculum. There is a lot in current technology that can be utilized to make Business Studies instruction more enjoyable and attractive thus achieving effective curriculum implementation.

This study revealed a small number of teachers used the internet. Use of internet with proper guidance of the learners to the specific sites so as to avoid a situation where learners can be overwhelmed by the enormous information, is the latest trend in ICT in education. Currently there are various educational packages that Business Studies teachers may utilize. From the literature reviewed, ICT tools have the potential to transform the nature of education in terms of where and how learning takes place and the roles of students and teachers in the learning process. On the other hand, ICT usage in Kenya is still limited to computer literacy training. In this study, there was limited use of the computers in learning. Business Studies is a dynamic subject, without proper utilization of the latest trends in the world of ICT, implementation of the integrated Business Studies curriculum may not have been effectively achieved.

The study also showed that Business documents such as receipts, invoice, currency notes and coins are within reach of teachers all the time. They are useful resources because they motivate the learners and allow them apply various senses thus making learning effective. Business Studies teachers in Nandi North Sub-County were not putting this resource to maximum use. The research also revealed that dioramas were not being used regularly in the implementation of the integrated Business Studies curriculum in secondary schools in Nandi north Sub-County.

5.5 Teaching Methods and Strategies used by Business Studies Teachers in the Implementation of the Integrated Business Studies Curriculum.

This study sought to assess the teaching methods and Strategies used by Business Studies teachers in the implementation of the integrated Business Studies curriculum in secondary schools in Nandi north Sub-County. Discussion and question-answer methods were used regularly by the majority of the teachers. This was encouraging because the literature reviewed suggests that Discussion and Question and Answer methods encourage active participation of the entire class which may lead to improvement of individual student's weaknesses. On the other hand, lecture method was used regularly by more than a third of the teachers. From the literature reviewed, teacher-centered methods, such as lecture method, may make students not enjoy the lesson, this affected the implementation of the integrated Business Studies curriculum. Furthermore, from the literature of this study, teachers are strongly encouraged to adopt learner-centered methods such as role play, project work and discovery. This is because inappropriate teaching methods and Strategies have been associated with poor performance. Such learner-centered methods are advantageous to Business Studies students especially when arriving at a general idea of the content learned. However this study reveals that only about a quarter of the teachers regularly used discovery method. On the other hand, case studies, role plays/simulation/games, were used rarely by majority of the teachers. The study also revealed that the project work was not used at all by majority of the teachers. This affected effective implementation of the integrated Business Studies curriculum.

This study reveals that explanation as a teaching strategy was popular and thus regularly used by all Business Studies teachers. Furthermore, utilizing other bright students, dictating notes, demonstration and group work as teaching strategies were used regularly by more than half of the teachers. Using learner-centered teaching strategies, such as group work, are effective and have a number of merits which include encouraging student's participation in the learning process, critical thinking, improving student's ability to communicate and improving their performance. However using strategies such as dictating of notes, as a teaching strategy, makes students dislike the lesson and missing the advantage of logical discovery. Such teaching strategies were not effective in the implementation of the integrated Business Studies curriculum. Team teaching and storytelling was regularly used by about half of the teachers while a small number of the teachers regularly used debates and guest speakers. Teaching strategies such as the use of guest speakers and debates help students in linking new information to earlier understanding and develop critical judgment. However majority of the Business Studies teachers in Nandi North Sub-County were rarely using debates and guest speakers as their teaching strategies. It appears these affected the effective implementation of the integrated Business Studies curriculum.

5.6 Management Support in the Implementation of Integrated Business Studies Curriculum.

One of the objectives of this study was to assess the extent of administrative support given to Business Studies teachers in the implementation of the integrated Business Studies curriculum. This study found out that the head teachers in Nandi North Sub-

County were giving support to Business Studies teachers in the implementation of the integrated Business Studies curriculum. Their support included, employing B.O.M teachers in areas of shortage, buying enough textbooks, encouraging remedial lessons, sourcing for teaching resources, sharing available resources, using motivational talks and encouraging students to form discussion groups. This therefore led to effective implementation of integrated Business Studies curriculum. However this study also found out that about ninety percent of the head teachers in Nandi North Sub-County were not frequently supervising Business Studies teachers during the lesson presentation. Novice teachers and especially those employed by the school management need regular supervision so as to ensure they implement the curriculum appropriately.

The findings of this study were that, majority of the Business Studies teachers had been visited once a year by QASO officers. The visits were inadequate in the implementation of the integrated Business Studies curriculum in Nandi North Sub-County. Apart from provision of technical support from the head teachers, other essential management support, such as administrative support through in-service, provision of teaching resources and provision of technical advice from QASO officers and school committees were inadequate. This inadequacy may have influenced negatively the implementation of the integrated Business Studies curriculum. In addition, this study found out that majority of the teachers indicated that they received teaching and learning resources on time. Timely provision of teaching and learning resources is necessary to facilitate Business Studies teachers to adequately prepare for effective class instructions. This would enable them to implement the integrated Business Studies curriculum satisfactorily.

5.7 Conclusions

Emanating from the findings of this study, it can be concluded that the implementation of integrated Business Studies curriculum was influenced negatively by the preparedness of Business Studies teachers, the extent of the utilization of teaching and learning resources by teachers, teaching methods and Strategies used by teachers and the extent of administrative support given to Business Studies teachers. Business Studies is an integrated subject with content on various areas in Economics, Accounting, and Commerce. The study revealed that there was shortage of Business Studies teachers in the schools investigated. The majority of the teachers teaching the subject were the employees of the B.O.M. While Business Studies is an integrated subject, Business Studies teachers were trained to handle one area of this integrated subject. The study found out that majority of the Business Studies teachers had never received any in-service training such as seminars and workshops. In-service training should be a continuous practice that promotes professional growth necessary for effective implementation of the integrated Business Studies curriculum in Kenyan secondary schools. However, in-servicing was inadequate. Teachers used instructional documents such as the schemes of work, lesson plans, records of work covered and progress records for effective curriculum implementation. It may be concluded from this that, teachers of Business Studies in Nandi North Sub-County were not fully prepared to implement the integrated Business Studies curriculum effectively.

This study found out that office equipment, chalkboard, classrooms, furniture and relevant textbooks were used regularly. Regular use of relevant textbooks in the Sub-County indicated that there was satisfactory implementation of the integrated Business

Studies curriculum. Teacher's guides are important teaching and learning resources. The study findings revealed that about a third of the teachers rarely used it. This is an important resource which should not be overlooked by teachers. Newspapers, diagrams and manila papers were used regularly by majority of the teachers. Furthermore this study found out that, teaching and learning resources, such as posters, periodicals, journals, magazines, charts, realia and pictures were rarely used by Business Studies teachers. It was interesting to note that the majority of the teachers regularly used handouts. Despite the advantages of ICT such as television, projector and radio, more than half of the Business Studies did not use these resources in the implementation of the integrated Business Studies curriculum. Furthermore dynamic nature of Business Studies' knowledge, content and attitude requires exploitation of the latest trends in the advancement of ICT. Even with the introduction of ICT various educational packages that Business Studies teachers would make use of was limited due to teachers' computer literacy. This study revealed a small number of teachers used the internet in the implementation of the integrated Business Studies curriculum. In addition, Business Studies teachers in Nandi North Sub-County were not regularly using realia and dioramas in the implementation of the integrated Business Studies curriculum. These resources motivates the learners, arouse the learners interest, makes situation appear real, aid students imagination, creativity and memory and allow them apply various senses as a result making learning of Business Studies effective.

This study sought to assess the teaching methods and Strategies used by Business Studies teachers in the implementation of the integrated Business Studies curriculum in Nandi North Sub-County secondary schools. Generally, there are a number of teaching methods

and Strategies which vary from the extreme expository (teacher-centered) methods to extreme heuristic (learner-centered) methods. Business Studies teacher make a choice of the appropriate teaching methods and Strategies in order to achieve effective curriculum implementation. This study found out that lecture method was used regularly by more than a third of the teachers. It was encouraging to note that discussion and question-answer methods were used regularly by the majority of Business Studies teachers. This teaching method encourages interaction between teachers and students. It was worrying, to establish that learner-centered methods such as role play, project work and discovery were used rarely by the majority of the teachers. While explanation as a teaching strategy was regularly used by all Business Studies teachers, more than half of the teachers were utilizing other bright students, dictating notes, using demonstration and group work as teaching strategies. About half of the teachers were using team teaching and storytelling regularly, a small number of the teachers regularly used debates and guest speakers and majority of the Business Studies teachers in Nandi North Sub-County were rarely using debates and guest speakers as their teaching strategies.

This study found out that the head teachers were giving administrative support towards implementation of the integrated Business Studies curriculum. Such administrative support included employing B.O.M teachers in areas of shortage. This study further revealed that head teachers were not frequently supervising Business Studies teachers during the lesson presentation. Visits by QASO officers were inadequate. This could not contribute to successful implementation of the integrated Business Studies curriculum in Nandi North Sub-County. The inadequacy of essential management supports, such as administrative support, towards teacher in-service, provision of teaching resource and

provision of technical advice from QASO officers and school committees affected the implementation of the integrated Business Studies curriculum.

5.8 Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The government should hire more Business Studies teachers to fill the shortage.
- ii. Public universities and teacher training colleges should offer relevant training programs in all areas of the subject so that teachers effectively implement the integrated Business Studies curriculum.
- iii. School management should focus on timely acquisition and provision of teaching and learning resources for the effective implementation of the integrated Business Studies curriculum.
- iv. On teaching methods and Strategies, teachers should be encouraged to use learner-centered approaches to teaching. Business Studies is a living subject and therefore, there is need to encourage academic trips to centers of interest.
- v. The Ministry of Education and the School Management Board should continuously provide technical advice, supervision and motivation of teachers so as to facilitate effective implementation of the integrated Business Studies curriculum.

5.9 Suggestions for Further Research

The following are the areas that need further research:

- i. That the research of this nature be carried out on a larger population in several Counties or nationally. This would provide a deeper insight on the

implementation of the integrated Business Studies curriculum in Kenyan secondary schools.

- ii. That a study on effects of application of teaching methods and Strategies on learner achievements of the integrated Business Studies curriculum in Kenyan secondary schools.
- iii. A study on effects of teacher and student attitudes on the implementation of the integrated Business Studies curriculum in Kenyan secondary schools.
- iv. That a study on instructional challenges facing Business Studies teacher in the implementation of the integrated Business Studies curriculum in Kenyan secondary schools be carried out.

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APPENDICES

Appendix 1: Letter to the School Principal

Florah Jerotich,
 Moi University,
 Department of Curriculum,
 Instruction and Educational Media,
 P. O. Box, 3900,
 Eldoret.

florah.jerotich@yahoo.com

Mobile. 0726 433 742

20th May 2014

The Principal

Dear Sir/Madam

RE; PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am a Postgraduate student in Moi University, School of Education, Department of Curriculum Instructions and Educational Media, taking Master of Education-M.Ed. **(Economics Education)**

I am required to carry out a research on “**Factors Influencing the Implementation of Integrated Business Studies Curriculum in Public Secondary Schools in Kenya : The Case of Nandi North District.**”

Kindly assist by responding to the questions availed with utmost honest. The responses will be used purely for purposes of this study and will be treated with absolute confidentiality.

Thanks in advance

Yours faithfully

Florah Jerotich

Appendix 2: Interview Schedule for Headteachers

This is part of an educational study on major factors influencing the implementation of integrated Business Studies Curriculum. You are requested to consider each question and give utmost honest response to make this study possible. The information you give will be kept confidential and will be used for the study only. Your cooperation and support will be highly appreciated.

Please tick (✓) or fill in the blanks as appropriate. Please respond to all items.

1. When was the school founded? _____

2 How long have you been a headteacher?

1-5 years	
6-10 years	
11-15 years	
16 and above years	

3. What is your current highest professional qualification obtained?

M.Ed. []

B.Ed. []

Diploma []

Certificate []

Any other, please specify.....

4. Which is true to your school?

National School []

County School []

Sub-County School []

5. Which type is your school?

Boarding School []

Day School []

Mixed Day and Boarding []

6. What is the school's present enrolment per class?

Form One

Form Two

Form Three

Form Four

7. a) How many Business Studies Teachers are in your School?.....

b) Are these teachers adequate to teach Business Studies?.....

Yes

No

c) How do you Business Studies Teachers in solving the problems they are facing

d) How often do you visit Business Studies lessons to see in person the problems they are going through during teaching?

Frequently []

Rarely []

When need arises []

12. In your opinion, do you have adequate facilities for teaching Business Studies in your school?_____

13. How regular do secondary Quality Assurance officers (QASOs) visit your school?

Once a term Once a year Never visited

THANK YOU

Appendix 3: Questionnaire for Business Studies Teachers

This is part of an educational study on Factors influencing the implementation of integrated Business Studies Curriculum. You are requested to consider each question and give utmost honest response to make this study possible. The information you give will be kept confidential and will be used for this study only. Your cooperation and support will be highly appreciated.

Please tick (√) or fill in the blanks as appropriate. Please respond to all items.

SECTION A:

1. Please indicate your employer.

B.O.G

TSC

2. How many years have you been teaching Business Studies?.....

3. Please indicate your current highest professional qualification obtained

M. Ed. (Master of Education)

B.Ed. (Bachelor of Education)

Diploma in Education

Any other, please specify.....

4. What in-service training in Business Studies have you received?

Seminars Workshops None

5. Which of the following Business Studies subject areas are you specifically trained to teach?

Accounting

Commerce

Economics

Office Practice and Typing []

Business Studies []

Other specify _____

6. How often do you use the following teaching documents?

Teaching Documents	Regularly	Rarely	Not at all
Schemes of Work			
Lesson Plan			
Students Register			
Course Outline			
Record of Work Covered			
Students Progress Report Records			
Syllabus			

7. Indicate the number of students taking Business Studies in each class.

Form 1 _____

Form 2 _____

Form 3 _____

Form 4 _____

SECTION B:

1. Indicate how regular you use the following teaching/learning resources.

Teaching learning resources	Regularly	Rarely	Not at all
Relevant Text books			
Chalk board/white/smart board			
Pictures			
Charts			
Radio			
Realia/ real objects			
Television			
Projectors			
Internet			
Computers			
Diorama			
Posters			
Special room for Business Studies			
Periodicals/Journals/Magazines			
News papers			
Handouts			
Diagrams			
Teacher's guides			
Classroom / Furniture			
Manila papers			
Syllabus			
Office equipment			

2. Please indicate with a tick (✓) adequacy or inadequacy of Business Studies textbooks in each class in your school.

Availability of Business Studies Text Books in your School.		
Form	Adequate	Inadequate
1		
2		
3		
4		

3. What can you say about teaching and learning resources available in your school for teaching Business Studies?

Sufficient [] Insufficient []

4. What can you say about provision of teaching and learning resources in your School?

Timely [] Late []

SECTION C:

1. Indicate with a tick (✓) how regular do you use the following teaching and learning style.

Teaching and learning style	Regularly	Rarely	Not at all
Discussion			
Explanation			
Question & answer /Problem Solving			
Group work			
Debates			
Speeches from guest speakers			
Case studies			
Role plays/simulation/games/drama			
Project work			
Lecture			
Team teaching			
Class-activity			
Demonstration			
Discovery			
Story telling			
Utilizing other clever students			
Dictating notes			

SECTION D:

1. Below is a list of different types of management support that are essential to teachers, put a tick (√) to show adequacy or inadequacy.


Type of Support	Adequate	Inadequate
In service education		
Provision of resource materials and facilities		
Provision of technical advice from Head teachers		
Provision of technical advice from QUASO coordinators		
Moral and related support by school committees		

THANK YOU.

Appendix 4: List of Schools in Nandi North Sub-county.

Chepkemel Secondary School	Moi Sirgoi Secondary School
Chepkoiyo Secondary School	Mosoriot Secondary School
Chepnoet Secondary School	Mutwot Secondary School
Chepterwai Girls Secondary School	NdalatGaa Girls Secondary School
Cheptil Secondary School	Ndonyongaria Secondary School
Cheptonon Secondary School	Ndulele Secondary School
Cheptwolio Secondary School	Ngechek Secondary School
Itigo Day Secondary School	Ngenyilel Secondary School
Itigo Girls Secondary School	Nyigon Secondary School
Kabiemit Secondary School	Olmaroroi Secondary School
Kabiyet Boys Secondary School	Sangalo Secondary School
Kamanyinya Secondary School	Sarora Secondary School
Kamungei Secondary School	Sigot Secondary School
Kapkenyelo Secondary School	St. Clement Secondary School
Kapkoimur Secondary School	St. Francis Secondary School
Kapnganio Secondary School	St. Jude Secondary School
Kapngombe Secondary School	St. Mathews Girls Secondary School
Kapsato Secondary School	St. Michaels Secondary School
Kebulonik Secondary School	St. Monica Secondary School
Kimogoch Secondary School	St. Peters Girls- Eisero
Kimong Secondary School	St. Thomas Secondary School
Koiban Secondary School	St. Thresa Secondary School- Ndalat
Koisolik Secondary School	St. Brigitta Girls Secondary School
Kormaet Secondary School	Stephen Kositany Secondary School
Kurgung Secondary School	Tabolwa Secondary School
Laboret Boys Secondary School	Tangaratwet Secondary School
Laboret Girls Secondary School	Tuktuk Secondary School
Lelmokwo Boys Secondary School	Tulwo Girls Secondary School

Appendix 5: Introduction Letter from the Dean School of Education



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54 **DATE: 30th June, 2014**

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF FLORAH JEROTICH - (EDU/PGCM/1042/12)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Factors Influencing the Implementation of Integrated Business Studies Curriculum in Public Secondary Schools in Kenya: The Case of Nandi North District."

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

MOI UNIVERSITY
SCHOOL OF EDUCATION

Prof. P. L. Barasa
PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

Sign:
P. O. Box 3900 - 30100

P.L.B./16

Appendix 6: Research Permit from Ministry of Higher Education

THIS IS TO CERTIFY THAT:
MS. FLORA J JEROTICH
of MOI UNIVERSITY, 1933-30100
Eldoret, has been permitted to conduct
research in Nandi County

Permit No : NACOSTI/P/14/5504/3548
Date Of Issue : 23rd October, 2014
Fee Received :Ksh 1,000

on the topic: FACTORS INFLUENCING
THE IMPLEMENTATION OF INTEGRATED
BUSINESS STUDIES CURRICULUM IN
PUBLIC SECONDARY SCHOOLS IN
KENYA: THE CASE OF NANDI NORTH
DISTRICT



for the period ending:
28th November, 2014

.....
Applicant's
Signature

.....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 2676

CONDITIONS: see back page

Appendix 7: Research Authorization from Ministry of Higher Education



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

<p>Telephone: +254-20-2213471, 2241349, 310571, 2219420 Fax: +254-20-318245, 318249 Email: secretary@nacosti.go.ke Website: www.nacosti.go.ke When replying please quote</p>	<p>9th Floor, Utalii House Uhuru Highway P.O. Box 30623-00100 NAIROBI-KENYA</p>
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Ref. No. Date:

23rd October, 2014

NACOSTI/P/14/5504/3548

Flora J. Jerotich
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing the implementation of integrated Business Studies Curriculum in public secondary schools in Kenya: The case of Nandi North District,”* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending **28th November, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:


The County Commissioner
The County Director of Education
Nandi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix 8: Research Authorization from the C.C.-Nandi County

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Tel: 053 52621, 52003, Kapsabet
 Fax No. 053 – 52503
 E-mail: nandicountycommissioner@gmail.com
 When replying, please quote



County Commissioner's Office,
 Nandi County
 P.O. Box 30,
KAPSABET.

Ref. No.NC.EDU/4/1/VOL.11/(53)

7th November, 2014


Flora J. Jerotich
 Moi University,
 P.O. Box 3900-30100,
ELDORET.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/14/5504/3548 dated 23rd October, 2014 from the Secretary/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **"Factors influencing the implementation of integrated Business Studies Curriculum in public secondary schools in Kenya: the case of Nandi North Sub County"** in Nandi County for the period ending **28th November, 2014.**

Wishing you all the best.




Richard A. Ajwang,
 For: County Commissioner,
NANDI.

Copy to:

The Deputy County Commissioner,
NANDI NORTH.

Appendix 9: Research Authorization from C.D.E. Nandi County

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telephone: Kapsabet 0773044624 E-mail: cdenandi@yahoo.com Fax: 05352084 When replying please quote	 REPUBLIC OF KENYA	County Director of Education's Office Nandi County, P. O. Box 36, <u>KAPSABET.</u>
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Ref. NDI/CDE/GEN/1/VOL.1/172

Flora J. Jerotich
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION.

The above named person has been given permission by the CDE to carry out research on *"factors influencing the implementation of integrated business studies curriculum in public secondary schools in Kenya: the case of Nandi North District, Nandi County.*

Kindly provide her all the necessary support she requires.


ARITA BWANA
FOR: COUNTY DIRECTOR OF EDUCATION
NANDI COUNTY

For: COUNTY DIRECTOR
OF EDUCATION
NANDI COUNTY

7/11/2014

Appendix 10: Nandi North District-Administrative Boundaries.