

The Preparedness of Teachers in Implementation of the 2013 Revised Business Studies Curriculum in Junior and Senior Secondary Schools in Kapiri District.

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Abstract

The study was undertaken in order to assess the preparedness of teachers in implementation of the 2013 revised Business Studies curriculum. The study was guided by the following specific objectives: to find out the training provisions for teachers of Business Studies for their preparation to implement the revised syllabus, to determine the attitude of teachers of Business Studies towards both Junior and Senior secondary school Business Studies syllabus, to determine the teaching/learning resources and strategies used to implement Business Studies syllabus and to determine the techniques used by teachers of Business Studies in evaluating the curriculum. The study was carried out in public secondary schools in Kapiri Mposhi District of Central Province, Zambia. Descriptive survey design was used for the study. There are approximately fourteen (14) formally pronounced public secondary schools in KapiriMposhi District. The study targeted a total population of 60 people comprising of 4 DEBS Officials, 6 Head Teachers, 6 Business Studies HOD's, 12 Business Studies Teachers, 4 Guidance Teachers, 10 Other Teachers and 18 Pupils. Random sampling technique was used to solicit data from the respondents. Questionnaires, interview schedules and lesson observation schedule were used to collect data for the study. Data analysis was done using content analysis and statistical package for social sciences. Descriptive statistics such as percentages and frequency distribution tables were used to present the data. The study found that teachers were adequately prepared in terms of subject combination as evidenced by 81% having a combination of Commerce, Office Management and Principles of Accounts but without an

entrepreneurship component. Most of the teachers (75%) were found to have had attended the trainings and that 58% of the teachers attended the trainings before the introduction of the revised Business Studies curriculum. On attitude towards Business Studies curriculum, the study found that their initial reaction to the revised curriculum was that it was their duty to teach. The study further found that 75% of the respondents indicated that the resources were available even though they were inadequate. Discussion was the most preferred teaching strategy as indicated by majority of teacher respondents 12(100%). Other strategies included: assignments, personal study method, and explanation, talks by resource persons, demonstration, role play and field trips. The techniques for evaluating business studied curriculum included written tests, class assignments and oral questions. The study concluded that teachers were prepared for the implementation of the revised Business Studies curriculum, had positive attitude towards the curriculum except for a few head teachers and that teaching and learning resources, refresher courses or CPD's were inadequate for effective implementation of Business Studies curriculum. The study recommended that the Ministry of education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the revised curriculum. It was finally recommended that another study be done to determine the challenges facing the implementation of the revised Business Studies curriculum.

Keywords: preparedness, teachers in implementation Revised, Business Studies, and Curriculum.

1.1 BACKGROUND OF THE STUDY

Since time immemorial Business-related activities have been playing a fundamental role in sustaining the lives of individual's and survival of communities. They have been enhancing economic understanding which is so vital for the success of our endeavors of trying to satisfy our unlimited needs and wants with scarce resources provided by nature (Miller, 1988). This denotes that basic business knowledge, skills and attitudes should be a possession of every individual to enable him/her participate effectively in the economic environment either as a producer or as a consumer. The objective of the business studies related subjects in schools among other things is to expose learners to broad areas of study and leave them to specialize at post-secondary for those who will go further in education.

According to the K.I.E, (2002) the objectives of the Business Studies course are to enable the learner to: Acquire knowledge and awareness of business terminologies vital; when discussing business issues, understand business and its environment, appreciate the role of business in the society, acquire necessary entrepreneurial knowledge, skills and attitudes necessary for the development of oneself and the nation by starting and operating a business, acquire basic knowledge and skills for identifying and seizing business opportunities that arise. K.I.E (2002) highlights also that the course enables the learner to develop ability for inquiry, critical thinking and rational judgment, appreciate the need for ethical practice and efficient business management, acquire self-discipline and positive attitude towards work, enhance co-operation and interrelation in the society through trade, understand the role of government in relation to business activities, and appreciate the role of communication and information technology in modern business management, develop positive environmental and health practices.

Furthermore, Fundi and Ireri, (2005) assert that business education enables learners to

appreciate the need for measuring business performance, understand the role of auxiliary services in business, appreciate the role of market forces in determining prices of product, acquire skills of buying and selling, acquire interpersonal skills that enable one relate well with customers, acquire basic record keeping skills, understand and appreciate the basic economic issues that affect society in general and create a firm foundation for further education and training in business and other related careers.

Therefore, Pophamet *al.*, (2005) defined Business education as education leading to financial literacy and entrepreneurial skills acquisition. Business education has had a long history of successfully preparing office workers for technical aspects of their jobs and contributing to the development of economic understanding requisite for both traders and consumers/citizens. As opined by Popham (2005) Business education was introduced into public high Schools in the U.S.A by tax payers' demand during last part of nineteenth century. Parents insisted that public schools provide Business education they would otherwise have to buy for their children in private business colleges. Many school districts introduced Business education courses, shorthand, typewriting and book keeping. Since then Business education has been undergoing scrutiny and transformation.

Business education as a discipline is not an entirely new development in Zambia's formal education. Since independence in 1964, the separate Business education subject areas were integrated into a broad field called Business Studies or Commercial Subjects. Business Studies curriculum consists of concepts from accounting, commerce, economics, office practice and entrepreneurship education during colonial era, and after independence in 1964 type writing, bookkeeping, office practice, commerce and principles of accounts were one of the major components of Business Education.

However, the implementation of Business Studies Education suffered a demise from Zambia's formal education after independence (Frazer, 2009). There was general belief among Zambians that natural sciences can prepare you for a highly paying and prestigious jobs such as becoming a medical doctor and an engineer whereas vocational education and business related courses relegated natives to manual workers and shopkeepers for colonialists and therefore academic natural sciences and mathematics were gaining predominance over Business Studies and other subjects since independence. In addition, the government of the republic of Zambia has since independence in 1964 been observed spending lucrative sums of money towards implementation of various programs and improvement of national examination results in Natural Sciences related subjects and Mathematics as compared to little if not none towards Business Studies Subjects.

In addition, business related subjects including bookkeeping, office practice, commerce and principles of accounts were embedded in the curriculum as optional subjects. As such it was not every Zambian who was privileged to undertake business education and become well equipped with financial literacy and entrepreneurial skills. Eventually, the majority school leavers have had been lacking enough financial literacy and entrepreneurial skills to serve the society. Under such circumstance's incorporation of Business Studies subject among compulsory subjects at Junior Secondary School Level into formal education was inevitable.

In the year 2014 the government of the Republic of Zambia through the Ministry of Education, Science and Vocational Training implemented the 2013 revised curriculum which saw Bookkeeping, Office practice and Entrepreneurship being brought under an umbrella of Business Studies Subject. In the same vein, the revised curriculum introduced two main career pathways including Vocational Career Pathway and Academic Career Pathway

at both Junior and Senior Secondary level. The academic career pathway at senior level composed of Natural Sciences oriented, Social Sciences Oriented and Business Studies Oriented Career Pathways. It must be mention here that, the government did a commendable job by making Business Studies Subject a compulsory subject at Junior Secondary School Level and Principles of Accounts and Commerce become compulsory subjects under the Business Oriented Career pathway at Senior Secondary School level in the 2013 revised curriculum. However, the effective and efficient implementation of the Junior secondary business studies curriculum has not been closely monitored and evaluated by stakeholders after its implementation in 2014.

1.2 STATEMENT OF THE PROBLEM

In the year 2014 the government of the Republic of Zambia through the Ministry of Education, Science and Vocational Training implemented the 2013 revised curriculum which saw Bookkeeping, Office practice and Entrepreneurship being brought under an umbrella of Business Studies Subject (Curriculum development Centre, 2013). However, the preparedness of teachers in implementation of the 2013 revised Business Studies Curriculum in both junior and Senior Secondary Schools in Kapiri District is not known hence the researcher embarked on this study.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to evaluate the preparedness of teachers in effect of implementation of the 2013 revised Business Studies Curriculum in both Junior and Senior Secondary Schools in Kapiri District.

1.4 Specific Objectives

The study was guided by the following specific objectives:

- I. to find out the training provisions for teachers of Business Studies for their preparation to implement the revised syllabus,

- II. to determine the attitude of teachers of Business Studies and school managers towards both Junior and Senior secondary school Business Studies syllabus,
- III. to determine the teaching/learning resources and strategies used to implement Business Studies syllabus
- IV. to determine the techniques used by teachers of Business Studies in evaluating the curriculum.

1.5 Research Questions

- I. Where business studies teachers adequately trained before the implementation of the 2013 revised curriculum?
- II. What issues arose/arise/have risen before, during and after the implementation, teaching/learning business studies-oriented career pathways and business-related subjects respectively.
- III. What kind of teaching/learning resources and strategies are being used in schools by Business Studies to teach business related subjects?
- IV. What kind of techniques is being used in schools by Business Studies to evaluate the business studies curriculum?

1.6 Significance of The Study (Rationale)

It was hoped that would generate information on the preparedness of teachers in implementation of the 2013 revised Business Studies Curriculum in both Junior and Senior Secondary Schools in Kapiri District. The study endeavored to unfold the measures that can be put in place school level. The teachers rarely interact with the quality assurance officers, that is Standard Education Senior Officers.

Okwaraet *al.*, (2009) in the study towards a model of Integrated Entrepreneurship

in order to arrest the disparities that are in existence between learners pursuing business studies subjects at Junior and Secondary school level and ultimately curb the negative impact which this disparity might cause on the economic status of individuals, families, the labour market and the nation at large.

1.9 Limitation and Scope of the Study

This study was conducted in Kapiri Mposhi District using a case study design, therefore, generalisation of the findings should be done with caution

CHAPTER TWO

2.0 Literature Review

2.1 Studies on Integrated Approach

Since the introduction Business Studies in both Junior and secondary schools in Zambia no studies have been conducted on the subject from the perspective of integration. The available studies on the subject of integration are found on Natural Sciences, Mathematics and English and literature to mention a few (Chilufya. H.P et al., 2018). These studies show that teachers encounter difficulties when implementing the integrated curricula in relation to implementation of integrated curriculum, Matimba, (2017) studied teacher related factors affecting implementation of integrated entrepreneurship in secondary schools in Kapiri District. He found that the teachers lacked regular in-service course on the integrated subject. Seminars and workshops are very important for teachers to implement the curriculum effectively. Matimba (20017) further established that although the professional relationship of the teachers was said to be supportive, they rarely met at school level to share new and experiences concerning their subjects at curriculum for secondary schools in Kenya, the teachers said that as things were, there were very limited in-service courses that reached only an almost negligible proportion of the Business Studies teaching fraternity. They further stated that the in-service courses

conducted lasted a very short time like one day. They suggested that these should be extended over a longer period and should be conducted during school holidays. Vinya, (2017) carried out a research on teacher related factors that affect implementation of the Business Studies Syllabus in Junior secondary schools in Kapiri Mposhi District. Among the factors he found affecting implementation, was negative attitude of the teachers towards the integrated curriculum, few text books and many learners. The researcher's intention unlike Chibuye, (2017) and Okwaraet *al.*, (2009) and focuses attention on Business Studies from an integrated perspective. In this paradigm areas of learning Bookkeeping, office practice and entrepreneurship initially taught and tested as separate areas of specialization are fused to form one common content.

2.2 Head Teachers' and Subject Teachers' Professional Skills and Attitudes

According to Gichuki, (2007), the quality of teacher's performance depends on the quality of the school managers support and the quality of learner's acquisition depends on the quality of teacher's input. The teacher's competencies and support from management influences the quality of performance at the end of the course. Professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. The knowledge of subject matter is often crucial not only for the subject teachers but also for the school managers at every educational level. The planners need therefore to think of those who will implement and teach the curriculum. They need to specify the importance of all the subject disciplines to school managers and the qualities needed by the teachers. A good teacher will transcend a mediocre curriculum, while a mediocre teacher will undermine the best – designed curriculum (Pratt, 2004).

Still to come the success of any curriculum innovation is contingent upon the well-structured pre-service teacher education. Pre-service education prepares student teachers who

are the future implementers of the curriculum innovation by equipping them with the necessary academic and professional competence to be applied during implementation of the innovation (Common Wealth Secretariat, 2004). It is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation (Oluoch, 2002).

In service teacher education is crucial if a new curriculum has to be effectively implemented because knowledge, skills, values, attitudes and aspirations of the community are ever changing. Therefore, new educational in-service programs have to be prepared to enable the teachers cope with the challenges placed upon them by society. Innovation poses threat to the identity of the teacher and the burden of the incompetence. A teacher as a man of learning skilled in teaching identifies strongly with his/her subject knowledge and his/her professional skills (Stenhouse, 2005). The identification of desirable directions of change for teachers and institutions which prepare them is both necessary and possible. In order to achieve such directions of change, institutions preparing teachers need to evolve towards new approaches to the content and methodology. Adequate opportunities for learning for the experienced teacher need to be provided. These may be in form of in-service programs or on-the-job training (Hawes, 2004).

According to Goodland, (2003) the teacher is the single most important variable in school effectiveness. Maintaining an effective teaching force requires that qualified teachers regularly enter the ranks and that practicing teachers are kept abreast of changes in the profession. Teachers often lack confidence in their own knowledge, identity and class room mastery if curriculum innovation requires them to play new roles. Teachers should develop and improve their skills, pedagogically and technically, through high quality professional development programs. According to Sessional

Paper NO.1 of 2005 teachers need to be given in service education and necessary support tailored to their changing needs (MOEST, 2005).

Daughtrey, (2004) said a thorough subject matter background of the teacher is an important foundation on which to build skills or improve abilities in presenting the subject matter. In her study of the Factors Affecting the Teaching of Business Education in secondary Schools in the, Chimsey (2008) found out that most teachers of Business education learned with the pupils because of lack of proper preparation of teachers for the new content. Such a task is not easy for a teacher with their increasing roles. In servicing of Business education teachers had not been able to alleviate problem of ineffective implementation. The in-service courses were limited, not well organized and short to produce adequate preparation of teachers with reference to content required to handle the syllabus effectively.

Oluoch, (2002) points out that educational program can hardly succeed if teachers are not equipped to implement them. The implementation of the Education program, faced problems because preparation of teachers was not adequate and a large number of them could not cope with the program. Some teachers of Business Studies have suggested removal of certain topics from the syllabus. This is because the teachers lack the skill and content to effectively implement the subject. Thus, considerable attention has to be paid to the kind of academic and professional preparedness teachers of Business Studies were given by those introducing the innovation and with what impact. This study therefore intends to determine how well the teachers were prepared to effectively implement integrated Business Studies syllabus in Junior and senior secondary schools.

School Managers attitude towards is determined by the individual teachers' attitude

towards their respective subjects. Teachers attitude towards a given subject to a great extent is influenced by the way he/ she handles it, motivation and effectiveness in teaching (Beam, 2000). Thurstone, (2001) defines attitudes as the effect for or against a psychological object. He also proposed that there is need to test people's attitude. This can be accomplished by assessing people's opinions and beliefs which he considered to be verbal expressions of attitudes. To achieve change in attitude teachers must be involved from the initial stages of planning the new curriculum. Teachers must be consulted and be used as persons and not merely dictated upon.

An attitude of a small group of experts who hold views that they know what teachers want or are capable of doing does not show respect. Teachers must be offered opportunities to learn and understand change in curriculum (Hawes, 2009). In this study the researcher intends to find out the attitude of Business Studies teachers towards integrated curriculum. According to Malusu, (2007) for innovations to flourish at the local level, a group of supportive teachers who are trained in the program are needed at each area. They provide guidance and leadership to their colleagues in mastering new competences. Teachers need to share insight with one another as they implement the curriculum. Teachers participation in subject panels at various levels, Zonal, District, Provincial or at National level provide a professional forum for practicing teachers to share their experience and to seek solution to curriculum problems and ways of improving the teaching of the subject for personal development. This study seeks to establish the problems faced by teachers of Business Studies in the implementation of the business-oriented career pathway and the ways they resolve such problems.

2.3 Teaching and Learning Resources

Shiundu and Omulando, (2002) quoting Ralph-Tyler, (2007) holds the view that teachers have a leading role to play in what and how to teach.

The role of the teacher is key to curriculum implementation and should not be underscored. It is the teacher who translates the broad general curriculum goals into instructional objectives. It is the teacher who initiates, develops and directs pupils learning, a teacher evaluates the student's progress maintains classroom discipline while teaching and works with other staff members.

The stakeholders should utilize common sayings that no education system is better than its teachers. Given their vital role in curriculum implementation teachers need appropriate preparation to be able to handle new programme. Bishop, (2005) argues that for a curriculum implementation to succeed, teachers must have tools for the job. There must be ready and continuous support services which include provision of the relevant and adequate teaching/learning materials and established local centers where educational personnel can converge in seminars and workshops to discuss and improve the new curricula. Goodlad, (2004) quoted by Pratt, (2004) says that support of the head teacher is essential for successful implementation of an innovation. Teachers need both support and consultation with their principals. The implementation of the 2013 revised curriculum, precisely business studies in the year 2014 in Zambia, faced problems because there was shortage of curriculum materials Schools were not able to access the recommended textbooks in adequate numbers. The textbooks were not enough and other schools lacked funds to purchase them Kachinga, (2018).

Eshiwani, (2003) observes that availability of text books has a positive relationship to achievement in both Primary and secondary schools. According to Eshiwani, (2003) school facilities account for differences in achievement. Songole, (2009) in his original seminar on books and teaching materials, reports that, there is an important need in high quality textbooks and reading materials that will engage children interests, arouse their

curiosity and lead to independent thinking. It is important that each child be given or be encouraged to purchase a textbook. He further notes that the content of the text book must be appropriate to the level of the child.

On the issue of the textbooks, the most important factor of consideration is their availability. Songole, (2009) further contends that once the textbooks are available the other factor to consider is how they are utilized. Therefore, learners should be encouraged to read the available textbooks. Therefore, it is clear that, for effectiveness in learning, the teachers must use the best resources possible. When the teacher has necessary tools his confidence, effectiveness and productivity all increase. With better tools the professional capabilities of the teachers are fully utilized and he/she accomplishes large and better results. The study will determine the teaching/learning resources used in Business Studies, precisely Commerce and Principles of Accounts to implement the Business Oriented Career Pathway. It is therefore sufficing to allude that the availability of textbooks does not translate into effective teaching of a subject. Adequacy of the resources is much more important in achieving the later.

2.4 Teaching and Learning Strategies

Effective teaching and learning depend on the teaching methods and techniques employed by the teacher. Teachers requires an effective and motivated teaching method which makes Pupils want to learn more and be interested in learning (Wikipedia free encyclopedia). It has been the feeling of many education commissions that teacher centered methods of instruction must give way to child centered methods of teaching to improve performance.

According to the research done by Storal, (2005) lecture method is less effective than other methods in its impact on learning. The lecture technique is an old fashioned and ineffective method of teaching. According to Nasio and Ali, (2003) the teacher tries to give to the learner by word of mouth knowledge he

possesses while the learner tries to point down whatever he considers important. The teacher explains the facts, defining and describing. It has the advantage of enabling the teachers to cover a lot of material in the shortest time. Calleah and Clark, (1982) observes that lecture method seldom gives a pupil a chance to interact or explain. To this effect they note that instead of leading to depth study, lecturers too often result in pupils superficially receiving and accepting knowledge.

Bloom, (1956) had a similar study and found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning. Gage, (1969) observed that discussion technique is more effective teaching method than lecture in developing concepts and problem solving. The discovery approach helps pupils to organize what they encounter in a learning situation. The discovery method of teaching and learning helps in making pupils remember what they have learnt for long. In other words, the discovery method helps better retention. Transfer of learning is achieved through discovery approach (Ojwang, 2004).

According to Nasio and Ali, (2003) some business studies teachers rarely put learners into groups for the purpose of studying which has led to poor results recorded in the commerce national examinations in the co-current years such as one individual, one group, one organization, or one program. A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories. It further enables readers to understand how ideas and abstract principles can work together.

3.2 Description Of Research Area

Kapiri Mposhi district is located in the Central Province of Zambia about 58 kilometres away from Kabwe town, the Headquarters of Central Province. It is the focal point of Northern Province, Copper belt Province and Lusaka

2016 and 2017. Small group work method attributes much towards character development and training for posts of responsibility in dealing with people. The method provides an opportunity for students to discuss in a free and informal atmosphere the various problems of the work at hand by expressing their opinions. The students are trained to think for themselves. The small group work method may help to achieve the spirit of working together, mutual respect and patriotism. The study will determine the teaching/learning strategies used by teachers of Business Studies to implement the Business Oriented Career Pathway at Senior Secondary School level.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Study Design

The researcher adopted case study design because it is very much easier to be adaptable allowed the researcher to explore the subject under study in detail According to Yin, (2014) case studies are detailed investigations of individuals, groups, institutions or other social units. A case study has one person, entity, a study of one thing; it is identified as one of the many. A case study may be of one person, class, district, country, continent or a family. A case study design was employed because it allows an academician to have the detailed understanding of a single unit,

Province as all the main roads leading to afore mentioned provinces converge at Kapiri-Mposhi.

The research study was conducted in public secondary schools located in the heart of Kapiri Mposhi Town namely; Kapiri Girls' National Technical Secondary School, John Paul II Secondary School, Kapiri Day Secondary School, Lukanda Secondary School, Palamedis Secondary School and Hilltop Secondary School, and Kapiri DEBS. (See appendix B).

3.3 Target Population

The study population comprised all the teachers, pupils and Educations standard officers from Kapiri- Mposhi district.

3.4 Study Sample

The study targeted specific people comprising of 4 Educational officers holding various positions at Kapiri Mposhi DEBS, 6 Head teachers, 6 Business Studies Heads of

Departments, 12 Business Studies Teachers and 18 Pupils and 14 Guidance/Class Teachers of different specialisation who were given questionnaires and interviewed in eliciting data. The number of years of profession experience varied among the study sample. The sample size of these estimated 60 respondents was broken as follows;

SAMPLE GROUP	SUB	ESTIMATED No OF RESPONDENTS	NO RESPONSE	NET RESPONSE
DEBS Officials		04	Nil	04
Head Teachers		06	Nil	06
Business Studies HODs		06	Nil	06
Business Studies Teachers		12	Nil	12
Guidance Teachers		04	Nil	04
Other Teachers		10	2	08
Learners		18	3	15
Total		60	05	55

3.5 Sampling Technique

The researcher used random sampling. Random sampling procedure was used so that no identifiable respondent or order was going to determine the resulting arrangement of the research process as well as avoiding biasness in the selection of respondents.

3.6 Data Collection Technique

The researcher employed random sampling procedure and the following instruments in data collection. A Survey Questionnaire which also helped in carrying out the; Structured Interview, Lesson Observations. The survey questionnaire had seven (7) open questions where the respondents were required to tick, fill in the blank spaces with figures, words or phrases, agree or disagree depending with the nature of the question and their experiences or personal attributes. Options were provided to enable respondents provide quick subjective answers. Thus, the questions in the questionnaire aimed at obtaining general information relating to implementation of the

revised Business Studies Oriented Career Pathway in Secondary Schools.

3.7 Validity and Reliability of Research Instruments

The research instrument (Questionnaire) was submitted to the School administrators, Teachers, and some parents who were selected for approval, and finally to the course lecturer and corrections and adjustments were made. The hardcopies of a research questionnaire were also distributed to various volunteers at random. However, a computer literate assistant was sought to transfer the open-ended questions on the hardcopy into a Portable Document File (PDF) for analysis. Finally, the Research instrument was submitted to the Heads of Departments of target institutions who date stamped them in giving consent to collect data.

1.8.Data Analysis and Interpretation

The data was generated and analyzed using both qualitative and quantitative methods. Data analysis is a method of categorising, ordering,

manipulating and summarizing data to attain answers to a specific research question Bryman, (2012) further argues that data collection and analysis is a simultaneous activity in qualitative research, as emerging insights in one phase of the data collection leads to refinement in the next phase. Cohen, Manion & Morrison (2011) see data collection and analysis as typically being integrated to make a coherent interpretation of the data. Therefore, the researcher began to analyse data as soon as engagement with the participants had ended. Quantitative data was analysed by quantitative data analysis methods that will employ the use of SPSS and Excel to generate tables and graphs. On the other hand, qualitative data will be analysed using thematic analysis where the researcher compiled the data in themes and categories as they emerged.

The qualitative method of categorizing and coding information into themes will be utilised to analyse qualitative data, since this process is systematic and allows for the interpretation of information to provide explanation of the phenomenon (Creswell, 2014). In order to organise data holistically, the researcher had reread the transcripts and field notes several times to identify units of meanings, then group, label, organise and sort the data. He or she then writes a narrative version of the participants' story, thus analyzing the generated data to obtain a rich and descriptive account of the subjective experiences talked about. The researcher will assign codes to the themes for the purpose of analysis, through the process of open-coding' which involved locating themes and assigning initial codes in a first attempt to condense the data into categories. The researcher read the field notes, transcribed interviews and take note of all the themes.

3.9. Ethical Considerations

Data collection in case study research poses various ethical problems, an interviewee and also observation focus might experience in expected emotional difficulties as a results of expressing deeply hele and perhaps

controversial beliefs and feelings from an interviewer. Bryman, Alan (2012), It is very important to make ethical consideration to better protect the rights of the other participants. According to Creswell, J. W. (2014), ethical issues are the concerns, dilemmas and conflicts that arise over the proper way to conduct research. Ethics define what is or is not legitimate to do, or what moral procedure is involved. In order to undertake the study in an ethical manner, the following principles have been included in to the research process. The code of ethics in research requires that measures to protect the identities of participants against exposure should be put in place (Bryman, 2012).

Ethical considerations were taken into account in this study by assuring all respondents confidentiality. Therefore, the researcher explained to the participants that their identity and the information they provided would be treated with strict confidentiality to protect their identity and that of the school. The names of all the respondents in this study remained anonymous. The researcher will also get permission from the school managers and obtain consent from the actual participant before collecting the data. The respondents were further be guaranteed that the data they provided will be used for the academic purpose only. The researcher further assured the participants that the data collected will be treated confidential as it will not be shared with anyone in order to maintain the high levels of confidentiality. The confidentiality will also be ensured by using pseudonyms for the people who participate in this study to hide their identity. The respondents were also fully informed about the aim of the study.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

This chapter is presents findings according to the following themes: training provisions for teachers of Business Studies for their preparation to implement the revised syllabus, the attitude of teachers of Business Studies and

school managers towards both Junior and Senior secondary school Business Studies syllabus , Teaching/learning strategies and resources used to implement Business Studies syllabus , the techniques used by teachers of Business Studies in evaluating the curriculum and the number of pupils enrolled to pursue business oriented career pathways in senior secondary schools.

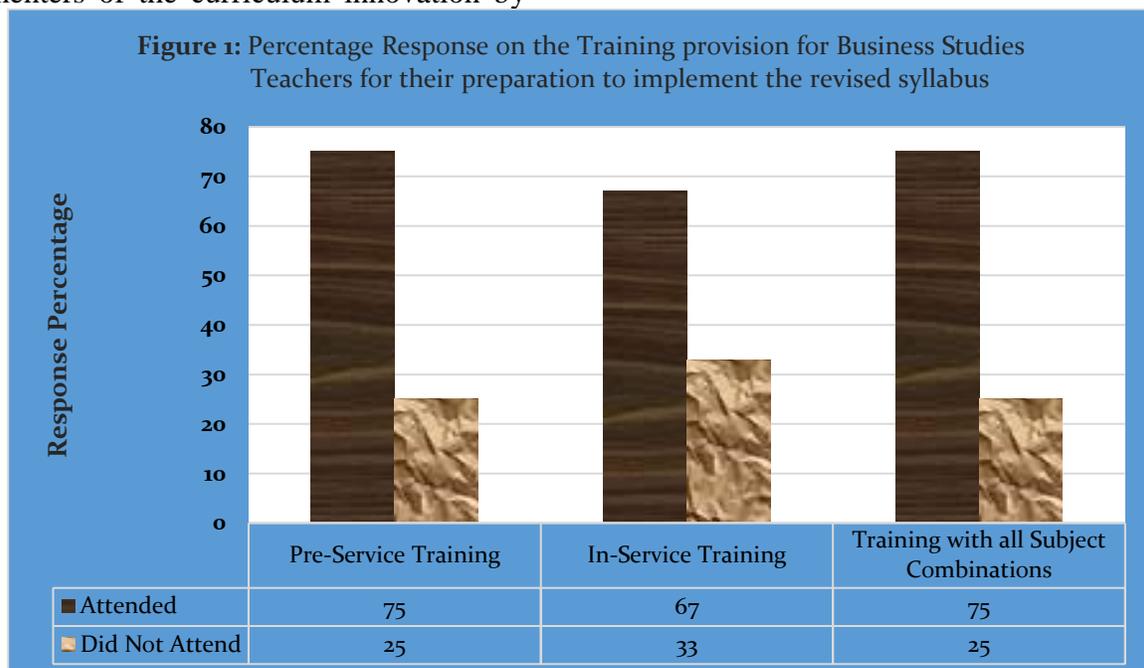
4.1 Training provisions for teachers of Business Studies for their preparation to implement the revised syllabus.

4.1.1 Attendance of Pre-service Training

Teacher respondents were asked to mention whether the training they got during their pre-service training provided adequate knowledge and skills to effectively teach the Business Studies curriculum. According to findings of the study, 9(75%) of the respondents indicated that the training helped them while 3(25%) indicated that the training did not help them. According to Jere (2014), pre-service education prepares student teachers who are the future implementers of the curriculum innovation by

equipping them with the necessary academic and professional competence to be applied during implementation of the innovation. Therefore, it is needless to allude that that it is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended objective of a given curricular. Teachers were further asked to give reasons for their answers. The following responses were given: that the training helped them to teach Principles of Accounts, Commerce and Business Studies and that economics course of their training helped them much of what is needed in teaching Business Studies. Those who indicated that the training was not adequate mentioned that their training did not cover entrepreneurship making it difficult for them to teach Business Studies. One of the teachers actually indicated that he was only seconded to teach business studies by the head teacher, because the school did not have the business studies teacher during the time the revised Business Studies Curriculum was implemented.

Figure 1: Percentage Response on the Training provision for Business Studies Teachers for their preparation to implement the revised syllabus



4.1.2 In-service Training Attendance before Implementation of Business Curriculum

As it can be noted from figure 1, teachers were also asked to indicate whether they attended in-service training before the implementation of Business Studies curriculum. According to findings of the study, 8(67%) of the teachers indicated that they attended in service training before the implementation of the revised Business Studies curriculum while 4(33%) indicated that they did not attend the training. This is an indication that they were well conversant with the content of the Business Studies curriculum. However, the data was collected from schools within the parameters of Kapiri town area. Hence, the percentage is likely of teachers who never attested re-fresher (in-service) training is likely to be high in rural areas. Meaning that a number of Business studies teachers need to be given in service education and necessary support tailored to their changing needs.

4.1.3 Subject Combination for Training

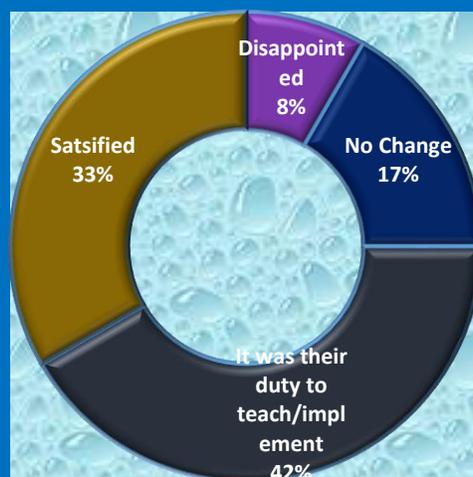
Teacher respondents were asked to indicate their subject combination during the training. According to findings of the study, 10(83%) of the respondents had a combination of Principles of Accounts, Commerce and Office Management whereas 2(17%) had studied regular business-related programs including business administration and accountancy. Further interviews reviewed that a number of teachers had either diplomas or bachelor's degrees in economics, marketing, human resource management and public administration. Others disclosed that they were just seconded teachers. All in all, the findings reviewed that teachers except a few had adequate professional qualifications regarded as a pre-requisite to effective curriculum implementation.

4.2 The attitude of teachers of Business Studies and school managers towards the revised Business Studies syllabus.

A total of 36 teachers including Business Studies teachers, Guidance Teachers, other

teachers, HoDs and Head teachers were asked to indicate their attitudes when they learnt of revised Business Studies curriculum. According to the findings of the study, 10(42%) of the respondents indicated that it was their duty to teach, 8(33%) indicated that they were satisfied with the revised syllabus, 6(17%) indicated that there was no change and 3(8%) indicated that they were disappointed. From the findings of the study, it can generally be concluded that teachers were not initially satisfied with the implementation of the revised business curriculum. According to some respondent teachers, attitude towards a given subject is influenced by the way he/she handles it, motivation and effectiveness in teaching. On the other hand, a number of head teachers reviewed resentment towards the implementation of the business-oriented career pathway at senior secondary level alluding that pupils had not been performing well in Principles of Accounts and Commerce and that some business studies teachers never showed that seriousness in teaching their subjects, especially principles of accounts. Thus, implementing a business-oriented career pathway in their respective schools would ultimately lower the performance of the school in the ECZ final examinations. The findings of the study are presented in figure 2 below:

Figure 2: Reaction towards implementation of revised business studies curriculum



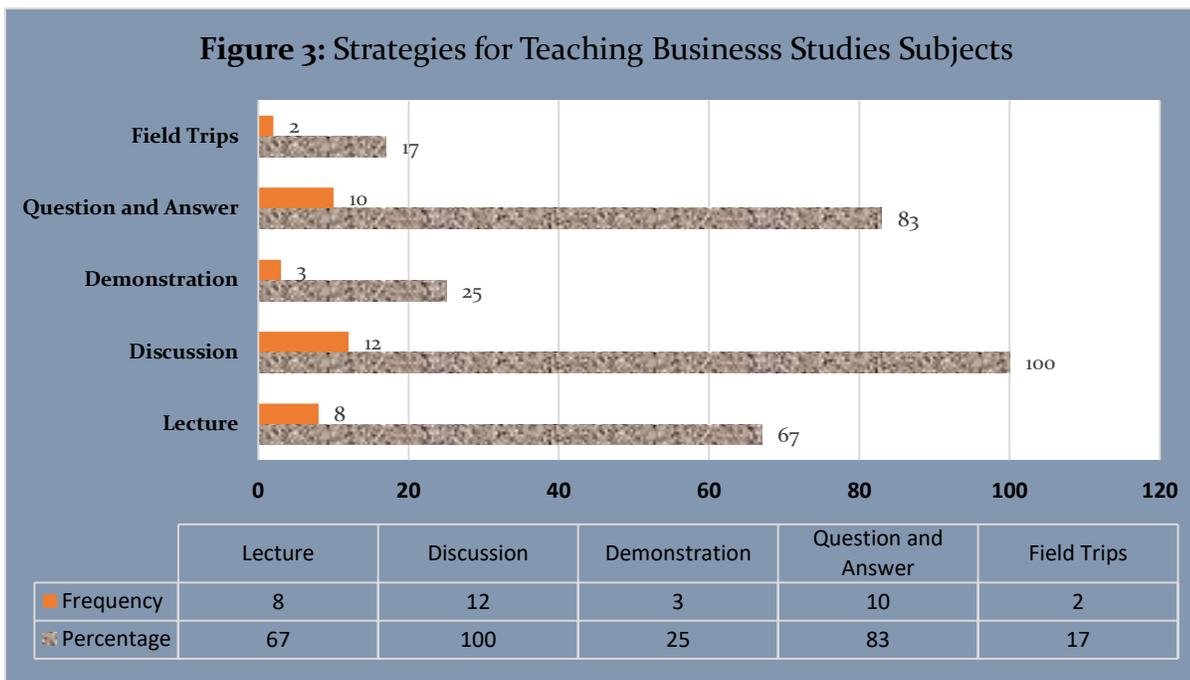
Teaching/learning strategies and resources used to implement Business Studies syllabus

4.2.1 Business Studies Teaching Strategies

Teachers were asked to indicate the teaching strategies they use in teaching Business Studies. to the findings, most preferred method was discussion as indicated by 12(100%). Other methods used included: questions and answers as indicated by 10(83%), lecture 8(67%), demonstration 3(25%) and field trips 2(17%). According to Heads of Departments who were interviewed, some of the recommended teaching/learning techniques for Business Studies are lecture, question and answer,

discussion, brainstorming, storytelling, talks from resourceful persons, role play, field trips, drawing and dramatization. It was also mentioned by HoDs that that lecture method seldom gives a pupil a chance to interact or explain. To this effect, they note that instead of leading to the depth of the concept under study, lecture often result to superficial reception and acceptance of knowledge among students. This is an indication that the use of other methods such discussions and questions and answers are more effective than the use of lecture method alone. The findings are presented in figure 3 below.

Figure 3: Strategies for Teaching Businesss Studies Subjects



Teachers were also asked to give reasons for the methods they used. Those who used different methods said that they considered the nature of the topic. They also mentioned that asked to mention other teaching techniques which were rarely used in teaching Business Studies in schools. They mentioned the following methods: assignments, personal study method, talks by resource persons, dramatization, drawing, role play, field trips and storytelling.

techniques such as discussion allow students to interact well with different topics. Teachers were further

Teachers were further asked to give reasons why some teaching techniques were rarely used. The following reasons were given: inadequate time allocation to the subject, inadequate financial resources as some techniques required financial resources, some techniques were not appropriate as students remained passive and that some methods were

not interactive. According to the findings from the observation schedule, it was observed that teachers used discussion as the major method used in the implementation of the curriculum. Other methods included the use of oral questions and answers, class assignments and lecture method.

4.3 Use of Business Studies Teaching and Learning Resources

currency, 7(47%) indicated that they rarely used newspapers and magazine cuttings and 2 (13%) indicated that they rarely used text books. According to Indire and Karanja (2004), Business Studies being a practical subject and is about happenings in our daily lives, such that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. Hence, a number of teachers did mention the fact that where the required resources are not immediately available, they are supposed improvise based on a clear understanding of the

Learner respondents were asked to indicate the frequency of the use of different teaching and learning resources used in teaching and learning Business Studies Subjects. According to the findings, 14(93%) indicated that there were no guest speakers at all, 14(93%) indicated that they were not visiting relevant business environments at all, 9(60%) indicated that they rarely used real objects like cheque and

resources recommended. From the findings of the study, it can be said that Business Studies teachers mostly used the text books in their teaching which can be perceived to be a challenge in the implementation of the curriculum. The findings are presented in table 4 below.

Table 4: Use of Teaching and Learning Resources when Teaching/Learning Business Studies

Learning Resource	Regularly		Less Regularly		Not at All		Total	
	f	%	f	%	f	%	f	%
Real objects like cheques and currency	4	27	2	13	9	60	15	100
Newspapers magazines cuttings	5	33	3	20	7	47	15	100
Visits to relevant business environment	0	0	1	7	14	93	15	100
Text Books	10	67	3	20	2	13	15	100
Guest speakers	0	0	1	7	14	93	15	100

Teacher and HoD respondents were further asked to indicate whether the contents of the recommended text books covered the syllabus adequately. According to the findings, 14 (78%) indicated that the books covered the syllabus adequately while 4(22%) indicated that the books did not cover the syllabus adequately. Those who indicated that the content of the recommended text books were not covering the syllabus adequately mentioned that some of the recommended text books did not cover certain topics adequately. As such it was incumbent upon the teacher to source for more information

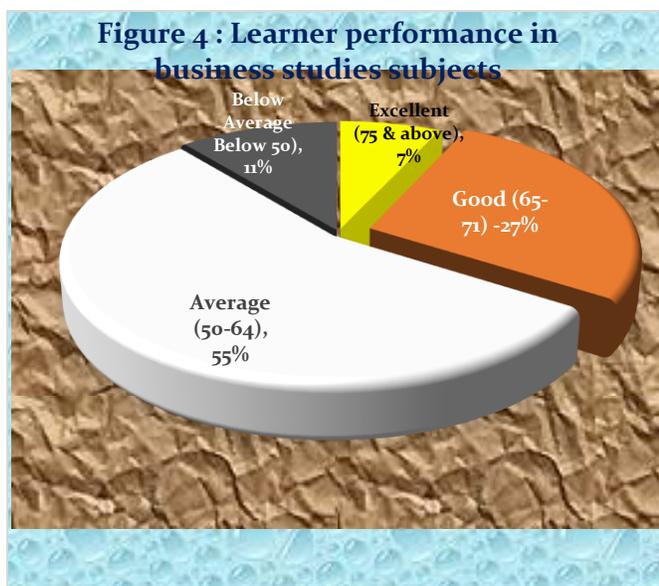
and tailor it according to the prescriptions of the syllabus.

4.4 Techniques used by teachers of Business Studies in evaluating the curriculum.

A number of learners mentioned written tests as one of the techniques used by teachers of Business Studies for evaluating the curriculum. Business Studies learners were asked to mention the frequencies for their sitting for written tests in Business Studies. According to the findings, 12 (80%) of the respondents indicated that they did the written tests on a monthly basis, 1 (7%) of the respondents

indicated that they only did written tests at the end of the term and 2(13%) indicated that they did written tests fortnightly.

On the other hand, learner respondents were asked to rate their performance in Business Studies tests. According to the findings, 55% of the respondents indicated that they performed averagely, 27% indicated that the performance was good, 11% indicated that the performance was below average and 7% indicated that the performance was excellent. The findings of the study are presented in figure 4 below.



Learners were further asked to give reasons for the level of performance they mentioned. Those Business Studies HoD were asked to provide the number of learners enrolled to pursue the business-oriented career pathway. As shown in

table 5 below, it was discovered that on average, only 18% of the total senior secondary learners' population is taking Principles of Accounts and Commerce and that 82% of total enrolment levels is pursuing non-business-oriented career pathways. HoDs Reviewed that

who indicated that the performance was good mentioned that they loved the subject and therefore placed more effort to ensure that they passed it, that their teachers covered the topics adequately, that they consulted their teachers on where they had difficulties and that they did a lot of revisions. Those who were of the opinion that performance was not so good mentioned the following reasons: lack of adequate revision materials, lack of discussion groups, that some topics were difficult, lack of understanding of questions and that they read at last minutes to exams/tests. Learners were asked to indicate whether teachers provided feedback for the tests they did. According to the findings, 95% of the respondents indicated that teachers provided feedback of the tests done by learners while 5% indicated that teachers never provided feedback of the tests they did. Still to come, learner respondents were asked to indicate the extent to which their teachers used oral questions and class assignment as evaluation methods. According to the findings, 82% of the respondents indicated that teachers used oral questions very often and 67% of the respondents indicated that they used class assignments very often.

4.5 Number of learners pursuing business-oriented career pathways in senior secondary schools

the percentage of learners taking business studies at junior secondary level is so far at 100%. This denotes that there is a very big gap between the number of learners taking business studies at Junior secondary school level and the number of learners pursuing Business Oriented Career pathway at senior secondary School level.

Table 5: Percentage of Learners pursuing the Business Studies Oriented Career pathway in Public Senior Secondary Schools in Kapiri Mposhi.

Name of School	Grade			Total	Total Enrolment (Senior Learners)	% of learners taking Business Studies
	10	11	12			
Kapiri Girls Nat. Tech	22	31	Nil	53	238	22
John Paul II	26	28	28	79	262	30
Hilltop Sec. Sch	Nil	39	Nil	39	456	9
Kapiri Day Sec. Sch	35	29	Nil	64	437	15
Palamedis Sec. Sch	Nil	34	37	71	420	17
Lukanda Sec. Sch	34	40	38	112	424	26
Total (Average)	117	201	103	421	2,237	18

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

This chapter is also discussed according to five guiding research areas as follows;

5.1 Training provisions for teachers of Business Studies for their preparation to implement the revised syllabus

The study has reviewed that the success of any curriculum innovation is contingent upon the well-structured pre-service teacher education. Pre-service education prepares student teachers who are the future implementers of the curriculum innovation by equipping them with the necessary academic and professional

In the same vein, the teacher is the single most important variable in school effectiveness. Maintaining an effective teaching force requires that qualified teachers regularly enter the ranks and that practicing teachers are kept abreast of changes in the profession. Teachers often lack confidence in their own knowledge, identity and class room mastery if curriculum innovation requires them to play new roles. Teachers should develop and improve their skills, pedagogically and technically, through high quality professional development

competence to be applied during implementation of the innovation. It is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation. In service teacher education is crucial if a new curriculum has to be effectively implemented because knowledge, skills, values, attitudes and aspirations of the community are ever changing. Therefore, new educational in-service programmes have to be prepared to enable the teachers cope with the challenges placed upon them by society. programs. As such, teachers need to be given in service education and necessary support tailored to their changing needs.

It has also been discovered that most teachers of Business education learned with the pupils because of lack of proper preparation of teachers for the new content in the revised curriculum. Such a task is not easy for a teacher with their increasing roles. In-servicing of Business education teachers had not been able to alleviate problem of ineffective implementation. The in-service courses were

limited, not well organized and short to produce adequate preparation of teachers with reference to content required to handle the syllabus effectively.

Therefore, this study has reviewed a very important aspect which requires serious and urgent attention by the Ministry of General Education. Business Studies Teachers and HoDs who were interviewed hailed the Ministry of education to organize compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum. Some teachers who were verbally interviewed mentioned that workshops, symposiums and CPD's for the subject associations such as BUSTAZ have had been organized for teachers and learners after implementation of the revised 2013 Business Studies curriculum. However, these have still left much to desire, because very few teachers and learners have been sponsored to attend and that many are times when some teachers never received invitation letters to attend the same workshops and CPD's.

5.2 Attitude of teachers of Business Studies and school managers towards both Junior and Senior secondary school revised Business Studies syllabus

The study in this regard has reviewed that teachers' attitude towards a given subject to a great extent is influenced by the way he/ she handles it, motivation and effectiveness in teaching. A number of interviewees disclosed that there is need to test business studies teachers' attitude. This can be accomplished by assessing business studies teachers' opinions and beliefs which they considered to be verbal expressions of attitudes. To achieve change in attitude teachers must be involved from the initial stages of planning the implementation of the revised curriculum at national, provincial, district and school level. Teachers must be consulted and be used as persons and not merely dictated upon. An attitude of a small group of experts who hold views that they

know what teachers want or are capable of doing does not show respect. Teachers must be offered opportunities to learn and understand changes in curriculum. In this study, it has been found that some head teachers too have a negative attitude towards the revised Business Studies curriculum.

It is therefore, suffice to contend that for any innovation to flourish at the local level, a group of supportive management staff and teachers who are trained in the program are needed at each area. They provide guidance, leadership, moral and financial support to their colleagues in mastering and implementation of new competences. Teachers need to share insight with management and one another as they implement the curriculum. Hence, teachers' participation in subject panels at various levels, Zonal, District, Provincial or at National level provide a professional forum for practicing teachers to share their experience and to seek solution to curriculum problems and ways of improving the teaching of the subject for personal development. All this can only be achieved if adequate support is being received from those who have entrusted with the task of managing others, that is, head teachers.

5.3 Teaching/learning strategies and resources used to implement Business Studies syllabus

The study has reviewed that, there is no precise teaching/learning materials, teachers' guides, which have been prescribed by the curriculum development centre to be used by teachers in schools. This denotes that teachers are using personal experiences and assorted books to implement the revised curriculum. Having a variety of books cannot pose a challenge to the side of the teacher, but what is needed is clear guide on how teachers should move the mind of the learner towards the attainment of specific financial literacy and entrepreneurial skills. On the other hand, it was also argued by some teachers that, the type of information provided in many books which have been published by

different authors is scanty, and it calls for experience, and extensive consultation for a teacher to assemble it into meaning information for learner's consumption.

Still more, some teachers appreciated that the revised 2013 Zambian Educational curriculum has integrated entrepreneurship components almost in every subject. This has still created a big challenge in that learners are getting partial information about entrepreneurship from those subjects, and it should not be assumed that they are learning such components for life long education but for the sake of passing. Most of the times learners understand subject components in peace meals and then later on as a whole. This simply means that as long as a number of schools have not adopted the business-oriented career pathway, learners will still have a negative attitude towards employment creation, and they will always endeavour to be decently employed for rest of their lives. Until the notion of finding a better job is replaced by creating employment for others in the values of the Majority Zambians, Zambia shall attain the status of being a developed country from a developing country.

Local resources can only be fully utilized by growth of financial literacy and entrepreneurial skills through provision of quality financial and entrepreneurial education relevant to developing nations. The success and failure of businesses are fully dependent upon the quantum of the financial and entrepreneurial ability possessed by the businessmen. Hence, implementing a Business Oriented Career Pathway is inevitable in all secondary Schools.

According to this study lecture method is less effective than other methods in its impact on learning. The lecture technique is an old fashioned and ineffective method of teaching learners at secondary school level. This is simply because, the teacher tries to give to the learner by word of mouth knowledge he/she possesses while the learner tries to point down whatever he considers important. The teacher

explains the facts, defining and describing. It has the advantage of enabling the teachers to cover a lot of material in the shortest time. However, lecture method seldom gives a pupil a chance to interact or explain. To this effect, it should be note that instead of leading to depth study, lecture methods too often result in pupils superficially receiving and accepting knowledge. Hence, this study has uncovered the fact that discussion methods stimulate more active thinking than lecture method and hence facilitates effective teaching and learning.

On the aspect of teaching strategies, the study has reviewed that business studies are more than capable of using various teaching strategies, but they fail to implement some strategies due to financial constraints and sometimes lack of support from school managers and higher authorities. Thus, thus the study has highlighted that school managers have a home work to help business studies teachers to use diverse teaching strategies to ensure effective implementation of the curriculum such as organizing for trips to expose the student and through invitation of resources persons for motivational speaking in schools. In addition, time table planners should ensure that the number of lessons allocated for the Business Studies subject are increases to allow teachers them to complete the syllabus in good times to fully prepare the learners.

5.4 Techniques used by teachers of Business Studies in evaluating the curriculum.

Learners also reviewed in this study varying reasons with regards to their levels of performance they mentioned. Those who indicated that the performance was good mentioned that they loved the subject and therefore placed more effort to ensure that they passed it, that their teachers cover the topics adequately, that they consulted their teachers on where they had difficulties and that they did a lot of revisions. Those who were of the opinion that performance was not so good mentioned the following reasons: lack of adequate revision materials, lack of discussion groups, that some

topics were difficult, lack of understanding of questions and that they read at last minutes to exams/tests.

It has to be mentioned here that the opinions of learners are a “looking glass self” of how a teacher delivers lessons to the innocent souls, learners. Whatever reasons learners mentioned, were a true reflection of the teachers’ attitude towards teaching/learning business studies subject, what and how teachers deliver lessons in various schools and classes they operate from. This, this aspect is totally incumbent upon individual teachers to attend to the concerns of raised by learners in this study. Similarly, school managers should endeavor to intensify internal monitoring of their teachers so that they are able to timely assess how their teachers are delivering lessons in schools.

5.5 The number of pupils enrolled to pursue business-oriented career pathways in senior secondary schools.

It has been observed with a great concern that very few secondary schools in Kapiri Mposhi are offering business-oriented career pathways at senior secondary school level. The study sample might be a true representation of what is obtaining on the ground country wide. Nevertheless, a number of people who were verbally interviewed reviewed that the business studies subject is being offered in all schools at junior secondary school not because, school managers want it to be taught but simply because it has come as a matter of policy as the subject has been made compulsory at junior secondary school level and in all schools. A lot has to be done to change school managers’ attitude towards business studies-oriented career pathway. If this problem is left unattended to, it might lead to a complete wipe out of the subjects in a number of senior secondary schools. This might of course a bring great challenges in as far the needed business human resources is concerned.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Teaching of Business Studies Related subjects in Secondary Schools has brought better than harm to many individuals, families and communities in the country. However, hindrances to teaching/learning of Business Studies related subject cannot be alleviated without being mentioned. The contributing factors to those hindrances can divided into four broad categories including; lack of pre and in-training of teachers; teachers’ and school managers’ negative attitude towards business studies subjects; inadequate teaching/learning resources and use of poor teaching strategies; and failure to adequately and timely evaluate the implementation of the revised Business Studies curriculum by stakeholders. It seems that government’s implementation of Business Oriented Career pathways in the country has brought more benefits to both individuals and ultimately societies. Therefore, solutions to outlined detrimental factors of effective teaching/learning Business Studies would make a great difference for learners in various secondary schools. Finally, it has been observed that it is not enough for educational policy makers to embed business studies and entrepreneurial body of knowledge in the curriculum and implement them. In order for the move to be substantive, adequate teaching/learning materials, equipment and infrastructure should be provided in all schools.

6.1 Recommendations

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

- ✓ Ministry of General Education should sponsor more pre-service trainings for business studies teachers and organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the revised curriculum.
- ✓ Teachers should be informed when changes are to be made in an existing curriculum. This will make teachers feel involved in the whole

process thus facilitating the implementation of the revised curriculum

- ✓ Regarding the availability and adequacy of teaching and learning resources, the study recommends that the government and the schools should ensure that there are adequate teaching and learning resources for the implementation of revised curriculum.
- ✓ The study further recommends that teachers should use different teaching strategies to ensure effective curriculum implementation in schools.
- ✓ Furthermore, it is recommended that teachers should come up with different strategies for evaluating the implementation of the revised curriculum such as the use of assignments, written tests and orals questions to test on learners' understanding of the syllabus.
- ✓ seminars should be organized for school administrators, teachers, Learners, and parents on the causes of poor performance of learners Business Studies, commerce and Principles of Accounts ECZ final examinations and how to address the issue of learners' poor performance in afore mentioned subjects' examination.
- The study finally recommends that the ministry of general education should embark on a continuous national wide sensitization on the importance of Business Studies Oriented Career Pathway as an academic career pathway which guarantees future employability and self-employability for learners who pursues it.

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