

# **Factors Affecting Pupils' Performance in Business Studies. A Case Study in Selected Schools of Kawambwa District.**

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## **Abstract—**

*The study was guided by the following objectives: to establish Instructional challenges that the Business Studies teachers face in teaching the Business Study subject; to investigate whether the teaching environment determines the choice of pedagogical methods; to establish the kind of pedagogical methods the teachers use in the Business Studies classroom and to establish the factors that lead to the persistent below average performance of Business Studies in the Examinations set by ECZ. The study aimed at finding out the challenges faced by Business Study teachers in Kawambwa District that led to below average academic achievement in the examinations ECZ. The Business Studies subject is taught mostly by untrained teachers, who are either Primary School Teachers, or those studying at the universities and did not have the skills. They tended to use teachers-centred pedagogical methods which are not effective in assisting the learner to understand and retain the information.*

*Commercially sourced schemes of work which did not consider the entrance behaviour of the learners were used by 90% of all the schools sampled. Though they had incorporated student-centred teaching and learning methods, the classroom teacher did not use such methods either because of time factor, lack funds, wide syllabus or lack of knowhow on how to use them. The presence of the untrained teachers meant that, they did not possess the teaching skills and could not understand the level of cognitive domain tested. There was a disparity between what was tested in the examinations and what the students were tested by the classroom teachers. On examination or assessment grid, 80% of the respondent did not know what it was and could not set questions to test the different levels of cognitive domains. All these factors may have contributed to the below average achievement in the national Kawambwa District.*

**Key words:** Performance, Pedagogy, Business Studies, Commerce, Assessment, Untrained teach

## 1.0 Introduction

### 1.1 Background to the Study

The students' achievement in any subject is a determinant to the success of that subject. The study done by Bae and Song (2006) in South Korea indicated that Business Studies was highly beneficial on job placement, more so to non-college bound youths. Studies done in Europe have shown that where both class and work-based training are provided in formal schools, it has led to reduction of youth unemployment in countries like Germany, Denmark, Switzerland and Austria, (Quintini, Martin & Martin, 2007). Ghana, Senegal, Botswana, Mozambique and Swaziland have incorporated basic vocational skills in their lower or junior secondary school curriculum in an attempt to expose young people to pre-employment skills (African Union, 2007). Similarly, Zambia like wise, has also began the process of implementing the integration of basic skills in the Zambia education system. This is one major that necessitated the revision of the Zambia education curriculum in 2013. The aim of the revision was to account for local and global demands regarding the evolution of theories and change of concepts.

Dawson (2001) found that the content taught in Business Studies subjects in Australian schools was not compatible with traditional school timetables. The practicability nature of Business Studies requires more than the 40-60-minute lessons allocated for the subject in the timetable. The subject requires a block of 2 or 3-hour sessions in order to accord the students ample time to practice and also develop business skills such as site visits to industry and business premises.

Burman (2012) recommends the use of entrepreneurial instruction in Botswana, in order to improve the Business Studies performance in Kawambwa District. This should be in form of mini enterprise, kinesthetic (learning by doing) and experiential Instructional approaches. Borrington

(2004) asserts that more time needs to be allocated in the school time table. Such teaching strategies as simulations, debates, case studies, surveys, cooperative and individual research projects can be used by the teachers in teaching global business concepts among others. The use of such teaching strategies has increased the student performance by over 60% (Burma 2012).

In Zambia, Business Studies occupies a high profile in the secondary school curriculum as evidenced by the high number of students selecting the subject in Grade Eight (Zambia 2012). This has been due to a number of fundamental reasons. The subject aims at equipping the learners with practical business acumen and skills that will enable them to produce and provide goods and services in future at reasonable prices, help the learner to identify and exploit opportunities; create self-employment, and take a career in accounting, economics, banking and secretarial among others in post secondary school (MOE 2000). The acquisition of knowledge in business studies and commerce would broaden the entrepreneurial skills in individuals for a better living. As a result of the economic turbulence of the 1980s and the youth unemployment crisis, it was believed that if the young people were properly prepared and equipped for work, by being given the right knowledge, they could find jobs (Bae & Song, 2006). One way of doing so was the introduction of Business Studies in primary and secondary schools in 2012 after it was excluded in the syllabus for some time.

Business Studies as a subject is classified as an academic subject meant to impart knowledge for practical use. Teaching of Business studies is seen as one way of increasing employment. The Zambian government is committed to ensuring that there is provision of high-quality Business Studies education by introducing the course to all the students upon joining Grade Eight. In whichever career one joins, he/she requires business knowledge. There is need to vocationalize the

secondary school curricula in order to provide an economically relevant education meant to prepares students for the world of work (Lauglo, 2005). The below average performance in Zambian secondary school has been due to the facts that its taught by untrained teachers, who often use traditional methods of teaching.

## 1.2 Statement of the Problem.

The introduction of Business Studies curriculum into Zambian schools has been aligned to vision 2030. According to CDC (2011), the Business Studies syllabus underscores the importance of Business Studies in national development in relation to outcome-based education with the approach of linking education to the real-life experiences by giving learners skills to access, criticize, analyse and practically apply knowledge. CDC (2011) further urges that when teachers plan and teach, they should focus on helping learners acquire the necessary knowledge, values, skills, and positive attitudes that will enable them achieve the desired outcomes.

Following the introduction of this curriculum, the Ministry of Education had not taken adaptive measures such as retraining of Teachers in Business Studies, making available the teaching materials and propagating on the importance of the new curriculum to the learners. Despite the fact alluded to hereof, enrolment in business studies has continued to rise as shown by MOE (2017). This should entail increased demand for teachers and teaching materials in the business studies. While, the curriculum spells the need to give real life experience by giving learners skills to access and apply knowledge, the performance of pupils in business studies across the country is worrisome. For instance, the ECZ report of 2011 on examination performance has indicated that the mean score across the country has been declining for overtime. The results indicate that from 2008 to 2011, the percentage of those who scored below average (50%) in Business Studies was much

higher than those who scored above average. In 2008, on average, the percentage of those who scored below average was 63%, whereas in 2009 the percentage was 65% (MOE, 2012).

The results for Kawambwa District were as well worrisome given that the mean score has been declining from 54.65% in 2014 to 37.75% in 2017. While there have been concerns over the poor performance of the pupils in these subjects, there is no empirical study that show the factors influencing poor performance of the pupils in Business studies. The problem of continues poor performance of pupils is that the realisation of the rationale of taking business studies which will be defeated and resources would have been wasted. It was for this reason that this study sought to investigate the factor influencing performance of pupils in business studies with a focus on selected schools of Kawambwa District.

## 1.3 Purpose of the Study

The study intended to establish the Factors affect performance of Pupils in Business Studies and effects on student's achievement in Kawambwa District.

## 1.4 Objective of the Study.

The objectives were to:

1. To Investigate whether the teaching environment determines the choice of pedagogical methods
2. To Establish the kind of pedagogical methods the teachers use in the Business Studies classroom
3. To establish the factors that lead to the persistent below average performance of Business Studies in the Examinations set by ECZ.

## 1.5 Research Questions

The research questions were:

1. Does teaching environment determine the choice of pedagogical methods used by the Business Studies teachers in the classroom?
2. Do Business Studies teachers have adequate knowledge on the various teaching-learning methods available?
3. What are the factors that are behind the persistent below average performance of Business Studies in the national Kawambwa District set by Zambia?

## 1.6 Significance of the Study

The outcome of this study is useful to Business Studies teachers who can use it to change or improve their classroom teaching by adopting methods suggested in this study. The study will sensitize the Business Studies teachers on the modern trends of teaching Business Studies and the need to prepare the scheme of work in line with the level of the learners. The school managers need to employ only trained teachers and frequently offer in-service training. The quality assurance officer will use the study to ensure that the Business Studies teachers do not use commercially prepared schemes of work and are guided on how to prepare the examination that are line with those set by Zambia. The parents should provide the necessary financial resources.

Having identified Instructional challenges such as presence of untrained Business Studies teachers, use of commercially prepared scheme of work and use of teacher centered methods of teaching among others, the teachers could be offered in services courses that will assist them to become more competent. Business Studies textbook publishers may use the finding to include better teaching and learning methods and revise the curriculum to make it more relevant to the expectations of the students, teachers and the society. Textbook publishers may also use the findings in restructuring and redesigning of case studies methods, collaborative teaching activities and student's self-evaluation exercises. The research finding may also be used as

reinforcement in the fulfilment of Instructional practices set out in the syllabi. This study thus presents opportunities for further future Business Studies research that could strengthen the teaching practices of business education teachers.

## 1.7 Assumptions of the Study

The study assumed that:

- (a) The teachers were honest in identifying the challenges they face
- (b) The school administration and the subject teachers cooperated with the researcher,
- (c) Most of the teachers interviewed had taught from Grade Eight to Grade 12.
- (d) All the schools had both trained and untrained teachers.

## 1.8 Scope and Limitation of the Study.

The study covered some selected secondary schools which were teaching Business Studies and Business Studies teachers from the selected schools in, Kawambwa District. According Mugenda and Mugenda (1999) limitations are the anticipated difficulties that may hinder the researcher to effectively collect data thus reducing the scope, the sample and the generalization of the finding to be made.

This research is limited to the Business Studies teachers within the target population within Kawambwa District and the teaching challenges they face. This limitation was overcome by obtaining the list from the Kawambwa District commissioner of schools that were teaching Business Studies. It is also limited to the schools in the sample. These limitations may make research findings not be replicated in other areas that do not face the same or similar problems.

## Theoretical Frame work

The study employed Lizotte's (2010) Effective Schools Model to examine the strategies being employed by the schools to improve academic performance. The independent variables of the study were the extent to which they emphasize on instructional leadership, focus on vision and

mission, school safety and orderliness, communicating high expectations for success, monitoring of student progress, home-school relations, and creating an opportunity to learn for each student. It was expected that schools which promote the seven correlates of effective schools enjoy effective teaching and learning processes, and this translates to improved academic performance, which was the dependent variable of the study. The study was guided by constructivism theory of Vygotsky (1978). Constructivism theory explains how knowledge is constructed in the human mind when information comes into contact with existing knowledge that had been developed by experiences. The teacher needs to acknowledge that each student learns differently at different rate and pace. The ability of the student to maximize their learning potential is based on the teacher ability to recognize and select many teaching approaches such direct instruction, collaborative learning and inquiry learning among others. Constructivism has implications in the theory of instruction.

Teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened; constructivist teachers do not take the role of the "sage on the stage." Rather, teachers act as "guides on the side" who provide students with opportunities to test the adequacy of their current understandings. Social constructivism, strongly influenced by Vygotsky's work, suggests after knowledge has being constructed in a social context, it's then taken up by individuals (Bruning et al., 1999; Cole, 1991; Eggen & Kauchak, 2004).

i) Better ZAMBIA results

ii) Improved participation in classroom

iii) improved teaching and learning methods

The researcher endeavoured to find out whether classroom practices which include strategies and teachers support in term of guiding the learner and use of resources influences performance in the Business Studies course. In figure 1.1, the

researcher conceptualizes the teaching and learning methods, the learners support in terms of resources and guidance, the syllabus and the nature of examination as Factors affect performance of Pupils in Business Studies.

The teaching and learning methods utilized by the teachers will depend on the training, the nature of the learner and the teaching environment. The school's environment does play a key role on how learning will take place in the school. The solution of these challenges will lead to quality teaching resulting to, improved students' participation in the classroom, better teaching and learning methods being used hence better Zambia results.

## 2.0 Literature review

This section highlights what has been researched by other people concerning drug and substance abuse and also the gaps that the researcher will cover during the process of the study. This section will concentrate on reviewing literature written by various scholars on the factors that influenced the choice of specialization by bachelor of business studies students at institutions of higher learning in Zambia where a survey will be carried out in Kawambwa District.

Lack of in-service training for teacher's means that they are not updated on the current trends in their subjects, teachers may even teach areas that are already done away with, this may pose challenges to teachers as they teach learners who may be having the current information which the teacher does not have. Luvanga, (2003) in his study, noted that teachers have a negative attitude towards the integrated C.R.E curriculum, inadequate textbooks for the subject and that many students enroll for the subject as challenges facing teachers in the subject. Integrated curriculum is a combination of various subjects, therefore if a teacher is trained to teaching one of the subjects among others he/she may not be comfortable teaching the integrated curriculum, and this therefore calls for in servicing the teachers, also

integrated textbooks should be availed for effective implementation of the integrated curriculum. Lack of the in-service courses for teachers then means that the challenges will always be there. Induction is a phase in teacher education which in most cases is ignored resulting to challenges of newly recruited teachers in schools as noted by Tickle(1987), says that many times new teachers have been left to struggle in professional isolation, often with classes that other teachers do not want. Most schools new teachers are not inducted and they are left to learn the school environment on their own, this is not right as they learn the hard way, older teachers in the school also pass on duties to them which they do not want to perform themselves e.g. the poor performing classes and some co-curriculum duties. Such new teachers by the time they realize what to do on such areas will have experienced a lot of challenges.

Students are the consumers of the curriculum and therefore if there is no proper preparation for the delivery of the curriculum, they will suffer certain setbacks during the implementation of the curriculum innovation. Waweru (2004) says that lack of support from parents is a challenge to the learners, general lack of interest in education or school by the pupils, indiscipline and truancy.

The parental support is very important for a learner this is because the parent provides the basic necessities for the child e.g. food and clothing, if a child is hungry he/she may not understand anything in the class, again if the child is wearing tattered uniform this will impact negatively on the students esteem, this may affect the performance of the student negatively, the student may even hate school because other students may be pointing at him/her for wearing such clothes, therefore for effective implementation of the curriculum the parents should give their children the necessary support. Students suffer from inadequate learning resources as libraries lack relevant textbooks and students have negative attitude towards certain subjects Mbito (2013). Lack of motivation from

teachers lead to students performing poorly in such subjects. The issue of inadequate resources also affects the performance of the learners negatively, because when the teachers give assignment to students which are to be done within a given period of time, the assignments may not be completed without the necessary textbooks and therefore this poses as a challenge to the curriculum implementation.

## **2.1 Information Communication Technology (ICT) in Education.**

In the last century, ICT has revolutionized and enhanced classroom instruction where computers are being used as tool of instruction in schools (Al-Rabaani, 2008). Learners can deduce the importance of computers as learning tools and their application in the real world of business. Thus, they can answer any question dealing with importance and application of computers with ease. Computers help in presenting information thus facilitating learning, helping the students to engage in learning and in encouraging interaction in learning (National Business Education Association, 2003). Due to their importance in enhancing learning and teaching, computers need to be integrated in the teaching of Business Studies. Without computer laboratories in schools, it will be difficult for the learner to have hands-on

Experiences in the use of computer as a learning tool and thus a variety of classroom activities would not be performed (National Business education Association, 2003). According to Borrington (2004), ICT is useful in the business classroom because a variety of classroom activities can be taken such as research assignments, computerized accounting, databases and presentations among others. Thus, internet is a key resource for acquiring knowledge. But the usefulness of ICT in the schools and classrooms is not just availability but the ability of the teachers to use them as learning resources. Most Business Studies teachers do not have the necessary skills to make use of the computers and the internet in teaching the subject.

## 2.3 Experiential Learning.

The purpose of this method is to encourage the learners to think more deeply and develop critical-thinking skills thus transferring their learning into action through successive phases of the cycle. In experiential learning, students come into contact with what they are learning. Experiential learning is useful in that it enables students to participate in those activities which have an effect on what is being learnt, thus fulfilling two purposes: (1) students are able to come into contact with real things being taught (2) they make meaning to the learner (Sithole 2012).

Lang and Evans (2006) suggested activities such as manipulation of symbolic objects, games, making models, experiments, as amongst the experiential learning activities that can effectively be used in Business Education classrooms. Depending on what is being learned, students learn and retain more when they are involved in the actual activities. The application of this experiential learning in the classroom and its associated advantage is of interest to the researcher.

## 2.4 Learning Styles and Methodology.

Dunn (1993) defines "learning style as the way in which each individual learner begins to concentrate on, process, absorb and retain new and difficult material." He identified five ways which determine the learning style to be used. He listed them as follows:

- (a) Environmental – where we learn best
  - (b) Sociological – with whom we concentrate best
  - (c) Emotional – what motivates us to learn and influences our feelings about learning
  - (d) Physiological – when and how we physically engage most in learning
  - (e) Psychological – how we process and respond to information and ideas
- Learners have the tendency to demonstrate patterns which they prefer to deal with New and difficult information and ideas. The majority of us are most confident and Successful when we approach difficult tasks by using our strengths (Dunn, 1990).

In the United States, practitioners have reported statistically higher test scores or Grade point averages for students who have changed from traditional teaching to Learning-style teaching that are learner centred at all levels—elementary, secondary and college (a bid). He notes that for instance, the Frontier, New York, school district's special education high school program applied the Learning Style Model. After the first year (1987-1988), the percentage of successful students increased to 66 % from 40% previous year. During the second year (1988-1989), 91% of the 29 district's population was successful; in the third year (1989-1990) the results remained constant at 90% (Brunner & Majewski, as cited in Shaughnessy, 1998).

From this literature, it can be noted that learners can learn anything provided the best learning style are used. "Students can learn almost any subject matter if they are taught with methods and approaches that are in line with their learning style strengths but the same students fail if taught using instructional style that are dissonant with their strengths" (Dunn, 1990). A higher-grade point average is achieved when there is a closer match between students' learning styles and their teachers' teaching styles, (Dunn, Griggs, Olson, Gorman, & Beasley, 1995). Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills (MOE Ontario, 2006).

Those planning to teach business subjects in the twenty-first century must be prepared to face a wide array of possibilities regarding the students, subject areas, school levels, and sites at which business subjects are taught.

Dunn and Dunn (1992) revealed the benefits of a comprehensive model of learning styles because not only, are many individuals affected by different elements of a learning style, but also many of the learning elements are capable of increasing academic achievement. The choice of pedagogical methods will be determined by the teachers on

realizing that “the key factors for students in having knowledge of their learning style are improved self-esteem” (Martin & Potter, 1998). When children understand how they learn and how they struggle to learn, they can be more in control of their environment and ask for what they need.

## 2.5 Nature of the Students and Teaching Methodology.

It is common knowledge that when students are unable to learn with complementary resources such as textbooks, films, or videotapes for visual preference; manipulative for tactual preferences; tapes or lectures for auditory preference; or large floor games for kinaesthetic preference—they do not achieve what they are capable of achieving.

All students are different, and yet there are many commonalities from student to student (Petrina 2004). Students are unique in the way they are brought up, their economic status and their mental ability among others. Thus, everything a teacher does in the classroom must center at meeting the diverse need of students’ population. It is upon the teacher to gain an understanding of *all* children’s unique academic, emotional, and cultural differences so as to help them on their academic and life journeys. To support a culturally sensitive learning community, you need to design and implement lessons that address all students’ academic needs, learning styles, and multiple intelligences. It is now documented that students can learn more effectively when actively involved in the learning process (Bonwell & Eison, 1991; Sivan et al, 2001). Teachers expect students to take responsibility for their own learning; to acquire the attributes of an independent learner; to develop the ability to think critically; to engage with the subject matter; and to prepare for, attend and participate in, teaching sessions (Ottewill 2006). In Zambian classrooms, the nature of the students and the pedagogical methods used need to be looked upon so that the methods used are in line with the ability of the students.

## 2.6 Classroom Diversity

The Teaching (TC) defines diversity as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Ottewill (2006) adds that diversity of students relates to a number of characteristics which includes entry level, qualifications; prior educational experience; ability in terms of basic skills, such as numeracy and literacy; baseline knowledge of business practices and current affairs; extent and nature of work experience (if any); cultural background and prior exposure to particular Instructive practices, such as group work and collaborative learning; and learning styles. Thus, teachers must be prepared to identify diverse students’ strengths, weaknesses, aspirations, limitations, and special needs. Most of the classes are composed of students with disability such as hearing problem, visually impaired, partially deaf and economically challenged.

Ottewill (2003) notes that the students themselves (students’ lack of prior knowledge in the subject, scaffolding tasks in mixed ability classes, immaturity of students in relation to subject content and misconceptions by students that the subject is difficult); are major challenges which may affect the performance of the students in the national exams. The diversity of the students and how it affects the students’ achievements in the national examinations have not been looked into hence the study intended to look at this gap.

## 2.8 Subject Matter

Teachers’ need to keep up to date with developments in the business world and this is a major challenge as Business Studies is concerned, (Kamla, 2012). The contents keep on changing as more information is made available through modern technology. Boyd & Halford (2001) felt that, as a professional pride, teachers should keep abreast with current developments and avoid use of illustrations and irrelevant examples that are past their ‘sell-by date’. Closely linked to this is the challenge of injecting a balance between the



theoretical perspectives and maintaining a strong “real world” focus into the student’s learning experience at the same time, (Kamla, 2012). Business education curriculum being vocational, practical and training- orientated requires, the teachers to maintain a real-world focus in the teaching of Business Studies (Ottewill & Macfarlane 2003; National Business Education Association 2003). Teachers are required to employ teaching approaches that ensure that learning takes place in genuine and real-world contexts.

Thus, teachers are expected to secure an appropriate balance between theory and practice. This can be done by use of entrepreneurial Instructions that ensure that any learning that takes place is a combination of theory, practice and experience (Heinonen & Poikkijoki, 2006). Students’ attachment and real case study are very important in the teaching of Business Studies (Ottewill & Macfarlane, 2003). But the connection of theory and practice in Business Studies classrooms remain to be seen and these are the gaps that need to be filled.

## 2.9 Context or the teaching environment.

Teaching environment relate to the adequacy of teaching resources. Ottewill (2003) argued that there is a problem of seeking to reconcile between declining resources and rising students’ expectations. In Zambia the amount of money allocated by the government per each secondary school students per year is about Kshs 12,000 (Twelve thousand) (MOEST, 2007). Due to its practicability, Business Studies teaching requires the use of both the theoretical and the practical aspect. It involves the application of knowledge to the real world. Typewriters, photocopiers and computers are required when teaching topics such as keyboard and office skills for example Office Procedures or computerized accounting (Kamla, 2012).

In Zambia, the use of ICT in teaching Business Studies is fairly low unlike in Botswana where it is

used for teaching of Business Studies in the junior secondary schools (Sithole 2010). This is because the use of the internet is hampered by the shortage of ICT facilities and in particular the shortage of computer laboratories in most secondary schools. Internet connections are available in only a limited number of places in many schools (Boitshwarelo, 2009) and are rarely used by students to study Business Studies. Kamla noted that there are various challenges relating to policy such as the inability to implement Instructions prescribed in the syllabus.

The syllabus emphasizes learner-centred teaching and learning (MOES&T, 2002), while the curriculum materials used, particularly the textbooks and do not reflect learner-centeredness. Notable Publication such as the 1954 Yearbook of the Association of Supervision and curriculum Development, creating good environment for learning, have directed the attention of the teachers to the important part that a favourable environment plays in effective learning, (Hansen 2003). Most teachers do not recognize the importance of the environment in its broadest sense- the life around us, the environs in which we live – has not been sufficiently recognized as a potential tool of teaching.

The computer knowledge and utilization and use of learner centred pedagogical methods are of major concern to the researcher hence the need to fill this gap.

## 2.1. Teachers Awareness of the Various Teaching-Learning Methods Available.

Today students are “active learners” thus they require a new learning environment that is more collaborative, experiential, team or group based and as self-paced as possible. Business studies in particular is identified as transitioning from a “professor-centered” orientation to a “process-based” approach that emphasizes the need for higher levels of student interaction (Bigelow, Selzer, Buskirk, Hall, Schor, Garcia, & Keleman,

1998). Teachers are considered as the experts of business knowledge. Davies (2010) have identifies many pedagogical methods that are available to the teachers such as Teaching with Organizers, Collaborative Learning and Cooperative Learning Groups, Teaching with Journals, Teaching using Different Learning Styles and Teaching with Other Teachers.

Study done by Brooks-Gunn, Duncan, and Aber (1993) showed the average amount of information that is retained through particular learning method is as follow.

1. Lecture = 5%
2. Reading = 10%
3. Audiovisual = 20%
4. Demonstration = 30%
5. Discussion Group = 50%
6. Practice by doing = 75%
7. Teach others / immediate use of learning = 90%

Students learn best when they take action themselves to generate and create meaning and to apply the new knowledge into a meaningful situation. Students get engaged in effective learning when the teachers use activities such as discussion, investigation and reflection, problem solving and peer work.

## 2.1.1. Nature of Examinations

Examination is one of the important components of curriculum. It should cover the goal of the curriculum and also the content of a particular subject. Beginning in 1948, a group of educators undertook the task of classifying education goals and objectives. The intention was to develop a classification system for three domains:

Cognitive domain (intellectual capability, mental skills that is *Knowledge*),

Affective domain (growth in feelings, emotions, or behaviour, that is *Attitude*),

Psychomotor domain (manual or physical skills).

This taxonomy of learning behaviours can be thought of as the goals of training; that is after a

training session, the learner should have acquired new skills, knowledge, and/or attitudes.

Bloom, et al (1956) indicated that a criterion is designed to classify the student behaviours which represent the intended outcomes of the educational process. It is assumed that essentially the same classes of behaviour may be observed in the usual range of subject-matter content of different levels of education (elementary, high school, college), and in different schools. The ability of the Business Studies teacher to identify the different levels of Cognitive Domain that the learners need to achieve is very important. The thinking of the level of cognitive domain to be tested help the teacher to select the best and most appropriate verb to use in setting the examination questions. When there is a difference between the actual behaviours of the students and what he/she was supposed to have learned then the objectives are not achieved (Heywood, 2000). Heywood developed an outcome-based assessment identifying the key verbs that can be used to test the different levels of cognitive

domain and also affective domain. Teachers need to learn and apply them when setting examinations. A specification grid specifies the relationship between assessment objectives and the scheme of assessment and therefore used to check whether the paper does accurately reflect the weighting of the learning outcomes or assessment objectives. Assessment grid is considered key component of the examinations. Specification grids and marking schemes greatly increase the validity and reliability of the examination. Preparing specification grids and marking schemes is a lengthy task that requires diligence and experience (MATSEC 2010).

Marking schemes are important in that they make the marking consistent as per the agreed standards hence fairness in awarding marks. The clarity of an examination question may be compromised by unclear test instructions, confusing and ambiguous terminology, overly verbose and complicated vocabulary and/or sentence structure plus

unnecessary and distracting detail (Gay & Airasian, 2000).

In constructing an examination, the teacher needs to consider three main components – the examination paper itself, the marking scheme and the assessment grid. For example, in developing a test item the teacher needs to consider how the items will portray the activities which people are engaged in, the attitudes they display, and whether these activities and attitudes suggest inappropriate stereotyping. The researcher is interested in the examinations since it gives the feedback to the parents, teachers and prospective employers among others.

## **2.1.2 Research Gap.**

Despite the available literature indicating how, in other countries such as Botswana, Swaziland, Nigeria and North Korea the student's achievement and challenges have dealt with, in Zambia the below average students achievement continues to be reflected in the national examination year in year out. Many studies have been done on the application of computers in the teaching process, nature and diversity of the learner and on the use of different methodologies in teaching, but none of the studies have been done to investigate the Factors affect performance of Pupils in Business Studies, thus this is a pioneer study in this area.

## **2.3 Learner-Related Variables**

### **2.3.1 Attitudes and beliefs**

According to McLeod (1992) factors such as attitudes and beliefs play an important role in business studies achievement. The general relationship between attitude and achievement is based on the concept that the better the attitude a learner has towards a subject or task, the higher the achievement or performance level in business studies.

Stuart (2000) argues that teacher, peer and family attitudes toward business studies may either positively or negatively influence learners' confidence in business studies. The findings are that

learners who have positive attitudes towards their teachers have high achievement levels. Newman and Schwager (2001) found that at all grades a sense of personal relatedness with the teacher is important in determining a learner's frequency in seeking help from the teacher. They further state that this aspect of the classroom climate has been shown to be related to good academic outcome. In the same vein Dungan and Thurlow (2000) state that the extent to which learners likes their teacher, influence their liking of the subject.

### **2.3.1.1 Career choice and business studies achievement**

Research on attitudes towards career choice and towards business studies teachers is extensive. Eccles and Jacobs (2007) found that self-perceptions of business studies ability influence business studies achievement. Norman (2004) concluded from a wide review of literature that there is a positive correlation between career choice and business studies achievement. Subsequently Trusty (2002) reported that learner attitudes impact on later career choices in mathematics. Ware and Lee (2012) found that business studies attitudes during high school had a positive effect on choosing science careers. Accordingly, Armstrong and Price (in Pedersen *et al.*, 2007) found that the career aspirations of high school learners influence their participation in business studies, which in turn influenced their business studies achievement. Trusty and Ng (2000) studied learners' self-perceptions of business studies ability and found that positive self-perception business studies ability has relatively strong effects on later career choices.

### **2.3.1.3 Peer pressure**

Peer pressure in business studies affects all learners, successful ones as well as those who are less successful. The effect of negative peer pressure has been recorded in numerous articles (Dungan & Thurlow, 2000; Reynolds & Walberg, 1992; Stuart, 2000). In this regard Stuart (2000) argue s that peer and family attitudes towards business studies may

either positively or negatively influence learners' confidence in the subject. In their review of literature Dungan and Thurlow (2000) found that learners' attitudes towards business studies have been associated with peer group attitudes. Accordingly, Reynolds and Walberg (1992) identified peer attitudes as one of the most influential factors in learners' mathematical achievements. According to Harris (2010) learners are ridiculed by their peers for taking challenging business studies while others are encouraged by their peers to pursue academic excellence in business studies.

### 2.3.1.4 Peer support

Evans, Flower and Holton (2008) define peer support or tutoring as that part of the teaching process that involves learners teaching other learners. Griffiths, Houston and Lazenbatt (in Evans *et al.*, 2008: 161) state that:

Peer tutoring is a structured way of involving students in each other's academic and social development. As a learning experience it allows students to interact and to develop personal skills of exposition while increasing their knowledge of a specific topic.

Tutors may be high-ability learners or learners in higher grades. Tutors may also be low-ability learners who assist other low-ability learners. Abrami, Chambers, D' apollonian and Farrell (1992) report that learners may benefit motivationally from being in groups which provide peer encouragement and support. As a result, their achievements can be improved. The view of this researcher is that since peers can encourage one another to view business studies positively or negatively, a major task for teachers is to understand the nature of peer relationships so that this influence can be directed towards positive engagement.

### Summary of Literature Review

This chapter reviewed literature on challenges facing implementation of BSC with emphasis on administrative challenges experienced by head teachers, challenges faced by teachers and students in the implementation of BSC. Reviewed literature has shown the various challenges faced by head teachers in their administrative duties in the following areas: financial management, curriculum implementation and instruction, personnel management and school community relations. Reviewed literature on challenges faced by teachers indicates that there is inadequate teaching resource for the teachers and that there's very minimal in-service training for the teachers in most of the schools. Literature has revealed that students experience challenges such as lack of support from parents, negative attitude towards certain subjects, new environments also pose challenges to the students and even lack of school fees. Prior studies on BSC focused more on implementation of the subject, and therefore have not adequately addressed the underlying challenges in the implementation of the integrated business studies curriculum. This study therefore sought to establish the challenges facing the implementation of BSC.

### Research Methodology

#### 4.1 The Study Design.

The study will adopt a descriptive design. Wiersma (1985), points out that research is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible, draw possible conclusion. Both qualitative and quantitative techniques were used to collect data.

This study had four stages. Phase one included preparation of the proposal and the development of research instruments. Phase two involved piloting of the research instruments in order to make them valid and refined them. Phase three was concerned with data collection from the sample. Phase four

was concerned with analysis of data collected. Conclusion and recommendation will be made after analyzing the data.

## 4.2 Study Location

The study will be carried out in Kawambwa District, Zambia. There are secondary schools spread all out Kawambwa District. There are more than 12 secondary schools spread out all Kawambwa District

## 4.3 Target Population

Borg and Gall (1989) define a target population as the members of a real or hypothetic set of people, events or objects the researcher wishes to generalize the results of the research. The target population was the entire secondary schools and 56 secondary schools and 147 Business Studies teachers teaching at secondary schools.

## 4.4 Sample and Sampling Procedures.

### 4.4.1 Sample Size

A sample is a small portion of the target population. Sample size will be arrived at after a purpose technique.

### 4.4.2 Sampling Techniques.

Sampling is a process used in research in which a predetermined number of observations are taken from a larger population (Borg & Gall 1989). Any statement made about the sample must be true representative of the population (Orodho, 2003).

Secondary schools Business Studies teachers will be the study population. Because of the wide nature of the district and distribution of schools, which has similar problems, generalization will be made from the finding.

Stratified, purposive and random sampling of the schools and teachers will be done.

Purposive sampling will be used to ensure that only those schools teaching Business Studies will be selected.

For random sampling each school will be selected by writing its name on a piece of paper, then folded, put in a container, shaken and selected.

The HODs will also be sampled from the sampled schools.

## 4.5 Research Instruments.

These are tools used for data collection by a researcher for a given study. According to Kombo and Tromp (2006), research instruments include questionnaires, interviews schedules, tests and observation checklist.

### 4.5.1. Teachers Questionnaires

The questionnaires will consist of structured and unstructured items. It has 15 items. Item 5 has 15 sub-items. The information collected will include the teaching and learning methods used in the class, frequency of use, resources availability, use of specification grid and any other relevant information that will be considered useful to the researchers' objectives on Instructional challenges, teaching environment and adequacy knowledge on teaching and learning methods.

### 4.5.2. Head of Department Questionnaires.

Questionnaires will be administered to the HODs to gather information concerning the resources available to the teachers, frequency on how they get the feedback from the teachers, how frequent they compared their internal examination setting and those of GRADE EIGHT, and retraining of their teachers. The questionnaires will also be used to get information on whether a comparison was done on levels of cognitive domain that are examined by GRADE EIGHT and those examined by the teachers.

### 4.5.3 Document Analysis.

Teaching documents such as records of work, scheme of work, progress report, past internal Kawambwa District, teachers' notes and lesson plan will be sought from the HoDs. An examination of these documents will give an insight regarding teachers teaching practices. Progress report will indicate the level of students' achievement and past Kawambwa District papers will indicate which levels of cognitive domain were tested. The researcher will evaluate these documents to test whether they conformed to the set standards.

### 4.5.4 Observation Checklist.

The observation checklist will be structured and has fifteen (15) items. It will be used in the classroom to evaluate how the teachers were utilizing the various teaching and learning methods, teachers' Instructional, content-knowledge, teacher's learners' interaction during the lesson and teaching aids utilized in the

### 4.6.1 Data Collection Procedure.

For easy analysis, each questionnaire was given a unique code associated with each teacher. Upon getting into the school, the researcher had a courtesy call to the Principals office. Information about the school, the nature of teachers and student's achievement was discussed. Schools by nature have limited entry by the researchers. Thus, when such permission is guaranteed by the Head of institution its construed to mean consent by the teachers. The questionnaires and observation checklists were then administered to the sample population already selected. The questionnaires were filled by the teachers and where clarification was required the researcher was available. The observation checklist was filled by the researcher in the classroom while the teacher was teaching to evaluate the pedagogical methods been applied.

### 4.6.2 Data Analysis

The data which will be have been collected from the teachers and the HODs from the 10 selected schools will be analyzed through Excel or SPSS and narration. The responses will be arranged according to the objectives of the study. Quantitative data will be coded; analyzed using Microsoft Excel or SPSS and data presented in form of tables, Graphs and pie charts. The questions that will not possible to be analyzed using excel or SPSS will qualitatively be sorted out and classified according to the various themes as per the objective of the study. Data that will be qualitative in nature will be analyzed and narrated.

### 4.7 5.0 Research findings and Analysis

This chapter deals with data analysis, presentation, interpretation and discussion of the findings. The findings are presented in the form of, pie charts, graphs and frequencies tables.

### 4.8 5.1 General Information about Schools in Kawambwa District.

Kawambwa District comprises of three categories of schools; Boys school, Girls schools and mixed schools. Most of the schools offer Business Studies as an examinable subject. As compared to other subjects in the same cluster, Business studies have the highest enrolment.

### 4.9 5.2 Reporting and Discussion of the Finding.

The data was collected in 15 schools and a total of 100 teachers filled the questionnaires. Though twelve (120) respondents were initially targeted, two (20) respondents did not return the questionnaires even after asking for more time to complete questionnaires. This was 17% of the targets. Only five heads of department filled the questionnaires because the other thirty (30) schools in the sample did not have heads of departments. Most of the teachers were not comfortable with the researchers sitting in their classes making it difficult to fill the observations schedules. Only 20 teachers

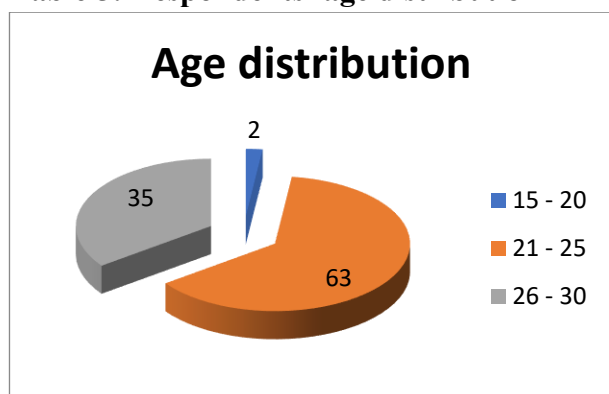
allowed the researcher. This represented only 17% of the sample.

### 4.10 5.3 Instructional Challenges.

The researcher wanted to find out the Instructional challenges that Business Studies face. From Figure 6.1., 30% of the respondents were trained teachers in the area of Business Studies.

The other 70% were either Primary School Teachers, A-level leavers or trained in business courses. 20% of these were either business degree holders that was not related to teaching and assumed that they were trained teachers or were students studying education as summarized in Table 5.1.

**Table 5: Respondents' age distribution**



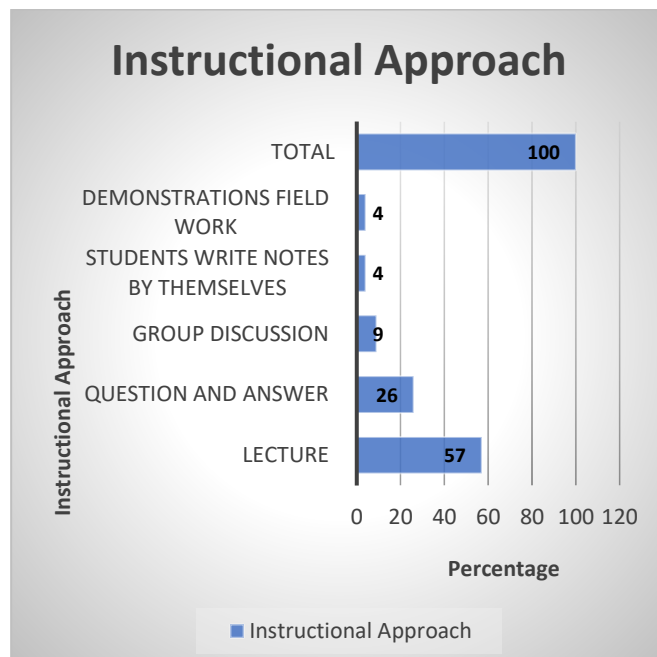
(Source: Field Data, 2018)

Table 2 above illustrates that 1.67% of the respondents were below 20 years of age. 63.33% of the respondents were aged between 21 to 25 years, while 35.00% the respondents were between 26 years and 30 years.

**Table 4: Teachers' Instructional Approach**

Instructional Approach	Frequency	Percent
Lecture	13	56.5 %
Question and Answer	6	26.1 %
Group discussion	2	8.7 %
Students write notes by themselves	1	4.3 %
Demonstrations Field work	1	4.3 %
<b>Total</b>	<b>23</b>	<b>100 %</b>

(Source: Filed Data, 2018)



(Source: Field Data, 2018)

From table 3 above it is evident that 56.5% of teachers use lecture method, 26.1% of teachers use question and answer method, 8.7% of teachers use group discussion while 4.3% use demonstration method as students write their own notes. Lecture method is teacher centered and makes the learner to be passive. This method could also encourage lack of concentration and dozing in class. The students at secondary school level may not be able to synthesize and interpret concepts in Business Studies. This method could affect the performance of both boys and girls negatively. The method could have a greater impact on girls as they get discouraged easily when they are unable to understand some issues. A total of 34.8% of teachers use student centered approach, that is, question and answer as well as group discussion. When the students are actively engaged in the learning process, they remain alert and their mental capabilities are aroused. They also develop interest in learning and this enhances their understanding which goes a long way in enhancing their performance.

**Table 5. 1: Level of Qualifications of Teachers**

Trained teachers 30%	Untrained teachers 70%		
	Grade 12 School leavers 30%	Advanced Levels 20%	Degree holder not related to Business Studies 20%

(Source: Field Data, 2018)

ECZ results 2012 from schools where the Primary School Teachers were teaching the Business Studies subject recorded the worst results. For trained teachers, 100% indicated that the teaching and learning methods taught in their undergraduate were useful. Respondents indicated that they were very much aware of most of the traditional pedagogical methods such as lecture 70%, group discussion 60%, field trips 70%, Case study 70% and ICT 60%. But on awareness of other methods such as mini-enterprise, 70% indicated not aware at all, Figure 5.2.

**Figure 5: 2 Teachers awareness of the Mini-enterprise teaching method.**

One respondent asked what Mini-enterprise was and how it can be applied in real class teaching. Mini-enterprise are canteen that are supposed to be used for teaching Business Studies subjects so that the students can get hand in experience and be able to apply the knowledge learned in the classroom in the real world. None of the schools visited had a school canteen that could be used for teaching Business Studies. Even documents such as invoices, purchase order, receipts among were not found in the sampled schools.

**Figure 5: 2 Buzz Method.**

50% aware	50% unaware
30% at least aware 20% completely aware	

On Buzz Methods, 50% indicated that they are not aware at all while the rest 50% said at least they were aware.

**Figure 5: 3 Teaching Using Other Teacher**

Use of other teachers		Commercially prepared schemes	
Aware:40%	Unaware :60%	Frequently used: 90%	Rarely used: 10%

(Source: Field Data, 2018)

The researcher was interested in knowing whether Business Studies teachers were aware on the use of other teachers in teaching the Business Studies subject. 60% of the respondents indicated that they were not aware of these methods while 40% indicated that they were aware and had included it in their “schemes of work”. In the scheme of work, none of the respondents had included it.

30% of the respondents also highlighted the low analytical and computational skills possessed by the learners. Bearing in mind that most of the teachers were not trained, this problem could be reflected in the students’ achievement in the national Kawambwa District.

HODs also admitted that they rarely check the scheme of work since they are commercially outsourced and had not been prepared for those particular students in mind. Of the ten (10) teachers who were interviewed, nine (90%) were using commercially sourced schemes of work. Those that used commercially sourced schemes of work had not been trained as teachers. They did not even discuss how the schemes of work can be improvised to accommodate the nature of their students.

For lesson plan, the HOD said that they were never prepared because they are not required by the administrators. So “it’s imperative to say that teachers may be going to class to teach when they are not prepared”, one HOD said. Based on this then the below average achievement of the learners could be attributed to lack of preparation by the teachers. It can be noted that learners can learn anything provided the best learning style are used. “Students can learn almost any subject matter when they are taught with methods and approaches



responsive to their learning style strengths; these same students fail when they are taught in an instructional style dissonant with their strengths” respondent 3 commented.

## 5.4 Teaching Environment and Pedagogical methods

The researcher’s interest was on how the teaching environment determines the kind of pedagogical methods to be used by the teachers. Teaching environment determines the pedagogical methods that the teachers use. None of the schools visited had a mini enterprise or school canteen specifically to be used for Business Studies, thus making the teachers to use teacher led group discussion, lecture methods or question and answer sessions. Computer laboratories though available were rarely used for teaching and not connected to the internet. In eight schools in the sample, six (75%) of these sampled schools were not connected to the internet. Due to their location seventy percent (75%) of the schools visited, could not get access to facilities such as ATM, supermarkets among others. The teachers occupied the centre stage and the learners were on the receiving end.

Use of teacher centred methods made the learners to be passive as could be observed from most of students who were either drawing cartoons, dosing or been absent minded. The implication of this is that it could result to the below average student achievements in the national Kawambwa District. One teacher justified the use of these methods saying that there was little time to cover the syllabus. The teacher felt that learner centred methods were time consuming and did not give the teachers ample space to cover the workload. Other methods such as case study, Buzz methods, students led discussion, teaching with other teachers, field study and journals though schemed for, were never used. None of the respondents had a lesson plan which is considered as a crucial document for guiding the teacher during introduction, lesson development and conclusion. Respondents justified

lack of lesson plan to the fact that the schemes of work were commercially sourced and were not in line with the entrance behaviour of the learner. One respondent even asked how he could use Buzz methods, or bulletin boards and other visual aids, or mini-enterprise when he did not know what they are. Use of ICT in the classroom was also cited as a challenge because though the computers were there, they were not connected to internet and just having a “box” in front of the students did not justify the use of ICT in the teaching of Business studies.

Use of immediate environment such as visit to the nearby firms, business establishments or. even use of invoices was rarely done. 70% of the respondents said that for a period of more than 2 years, they had not taken the Business Studies students for field study beyond their school’s gates. These forced them to use teacher centred methodologies that are sometimes not student friendly such are brainstorming and lecture methods.

### 5.4.1 Time

Time allocated to the Business Studies subject is not sufficient. 80% of the respondent felt that more time need to allocated to the subject so that they can be able to cover the syllabus with ease and be able to use methods that have higher retention ability. Lack of sufficient time made them use traditional methods of teaching.

## 5.5 Pedagogical methods Used in the Classroom

Most of the respondents indicated that they used lecture methods, brainstorming and practice by doing. Respondents understood practices by doing to mean giving assignment instead of allowing students to practice the content taught in class in a business environment. A careful look at the scheme of work indicated 80% of the respondents were using commercially prepared schemes of work. Case study, journals and using peer teachers to teach Business Studies were frequently indicated as some of the methods being used by the teachers. When ask by the researchers, how they used case

study, 60% of the respondents were tongue-tight and 40% give explanations that were not in line with the use of case study. The following methods such as Lecture methods, brainstorming, and practice by doing, project methods, and use of field trips were used.

### 5.5.1 Lecture Method

Only 30% of the respondents indicated that they rarely use the lecture methods in their teaching while 70% indicated that they use it either frequently, mostly or always. Available literature indicates that use of traditional pedagogical methods often produces poor results because of poor retention ability. Study done by Brooks-Gunn et al (1993), showed the average amount of information that is retained through the use of lecture method is only 5%.

**Table 5. 4: Frequency of Use of Lecture Method.**

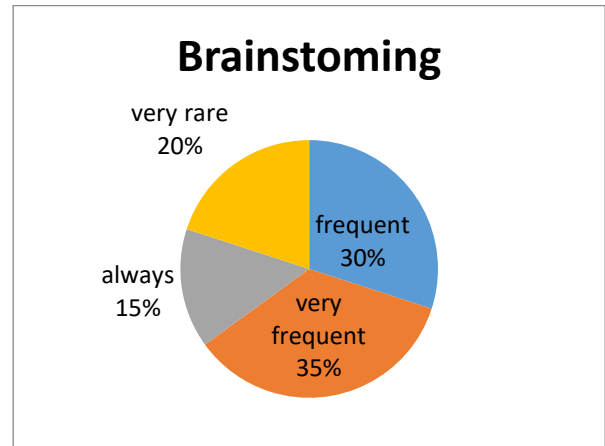
Very rare	3	30%
Frequent	4	40%
Very Frequent	1	10%
Always	2	20%
Total	10	100%

(Source: Field Data, 2018)

### 5.5.2. Brainstorming

In brainstorming method, 80% of the respondents indicated that they use this method in the classroom. Brooks-Gunn et al (1993) showed use of brainstorming help the learner to retain only 50% of what is learned. The use of brainstorming as a teaching learning method was confirmed by the researcher through observations checklist in the classes attended. The teachers used brainstorming frequently to attract the attention of the learners and make them active participants in the class.

**Figure 5: 5 Use of Brain Storming**



(Source: Field Data, 2018)

### 5.5.3. Practice by Doing

In the use of practice by doing, 70% of the respondents indicated that they use this method of teaching in their classroom, Figure 4.6; Practice by doing was construed by the respondents to mean giving them some examples and assignments. But it meant ability of the students to apply the knowledge in actual business environment. According to Brooks-Gunn et al, (1993), practice by doing contributes to about 75% of retention of what the learner learns. This method had not been planned nor used as evidenced from the schemes of work and record of work. Some of the respondents had these to say from the teachers' questionnaires about this method:

*SS5T. The application of these methods is difficult because I have never heard about it. It was not covered during my training, SS10T. Unless more training is given and the school liaises with business firms in the community, this method is not applicable.*

These findings confirm Sithole's (2010) findings that concluded that due to the fear of sacrificing the syllabus, teachers rarely used action-oriented pedagogical methods which make them to cover content in breath at the expense of coverage in depth.

**Figure 5:6 Frequent use of Practice by Doing.**

	frequency	percentage
<b>Not used</b>	3	30%
<b>Rarely used</b>	4	40%
<b>Frequently used</b>	2	20%
<b>Always used</b>	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

(Source: Field Data, 2018)

### 5.5.4 Project Method

Project method was used by 70% of the respondents while 30% indicated that they rarely use the method, Figure 6.7. These concurred with the finding Sithole (2010), that teachers will continue to use traditional methods of teaching because of time factor, need to cover the wide syllabus within a very short time and lack of in-service training to improve on the teachers teaching skills for practicing teachers.

Ask by the researcher why they don't use project method, 30% respondents said that the students lacked the skills to do the project while another 40% said; it was not practical due to time factor and the method is more applicable in post-secondary. One respondent commented "some of these methods, I have forgotten even what they are and I need to go back to class to be able to use them" But from the schemes of work, they had planned to use these methods. Two (20%) of the respondents could not even justify the inclusion of it in the schemes of work. They also confessed that the schemes of work were commercially prepared and had not put into consideration the school environment and the nature of the students.

**Figure 5: 7 Project Method**

	Frequency of use	percentage
<b>Rarely</b>	3	30
<b>Frequently</b>	4	40
<b>Always</b>	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

(Source: Field Data 2018)

### 5.5.5 Use of Field Trips.

The researcher's interest was to find out how often the teacher uses fieldtrip as a teaching learning method. 60% of the respondents indicated that they don't use field trips or use it very rarely in teaching and learning process as showing in Figure 5.8

**Table 5: 8 Frequency of Use of Field Study**

	Frequency	Percentage
<b>Not used</b>	4	40%
<b>Very rarely used</b>	2	20%
<b>Frequently used</b>	3	30%
<b>Always used</b>	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

(Source: Field Data 2018)

From Figure 5.8 70% Of the teacher did not use field study meaning most of the students did not associate the learning in the classroom with what is outside the school. Hansen (1954) emphasized on the importance of external environment as a tool for learning. The environment means so much to most secondary school students thus the teacher should devote a greater attention to utilize this most meaningful aspect of life as an instructional tool Financial problem was cited as a major reason as to why teachers do not take the students for field trips thus making it difficult to extend the traditional classroom environment to outdoors to enable the learner to observe business settings first-hand (and thus linking theory with practice):

SS3T: "Due to limited funds it is not easy to undertake field trips".

SS3T: "Lack of funds and transport means that we cannot take students to places of interest, especially if they are a long distance from the school and if we have to hire a bus, it is from another school and the students are not comfortable with it".

These confirm Sithole's (2010) findings that teacher should instead use site visits that are within the local communities if they find that field trips are expensive in terms of time or money. 20% of the respondents went to an extent of citing the inconvenience caused to other teachers when the

students are on field trips requiring them to have some lessons allocated to Business Studies used to compensate for the other subjects' time lost.

#### 4.11 5.6 Cognitive Domain.

The researchers' interest was on how students perform in each level of cognitive domain in the examinations. 80% of all the respondents' agreed that the students faced difficulties in national Kawambwa District especially when the examination test on the higher levels of cognitive domains.

80% of the teachers agreed that the students lacked the analytical skills and they tended to "set their own questions and answered". 60% of the teachers said that they could not differentiate the questions that tested the higher levels of cognitive domains that tested analysis, synthesis and evaluation. On the use of assessment grid, 80% of the teachers were not aware about it, while 50% of those who knew about it accepted that they never used it as a guide when setting Kawambwa District. 90% of the respondents did not have a marking scheme for the Kawambwa District set and therefore the marking could have subjective and compromised the quality of the grades awarded to the students.

#### 4.12 5.7. Other Challenges.

It was necessary to find out if the teachers faced other challenges that could have contributed to the below average performance in the examinations.

Respondents 3 said that teaching accounting was an issue since most of the students do not have analytical skills, and many reference books had many mistakes that confused the students. Most learners assume that the subject is not important and it is easier to understand. The teacher cited lack of clarity in Business Studies paper 1 and lack of examiners in most schools. 30% of the respondents said that schools with examiners tend to perform better in national Kawambwa District because such teachers tend to guide the students of what is required of them. Table 4.3 summarizes some of the response from the teachers

**Table 5. 3: Summary of Teachers' Responses.**

Respondents	Comments
5	Textbooks have different and contradicting contents, difficulty terms used in the form one books, making students shy off from the
6	Difficulties in teaching economics in the form three and due to student low analytical skills, they performed poorly in this area.
7	Poor performance as a result of lack of fundamental background information of the subject, lack of relevant business to quote as example among others

(Source: Field Data, 2018)

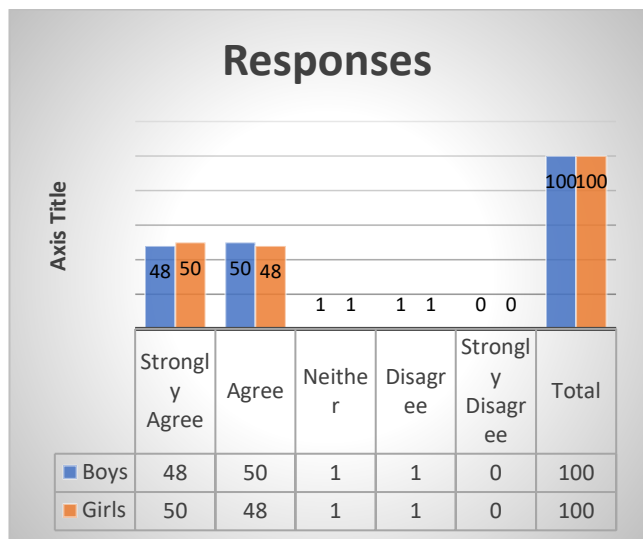
#### 5.8 Summary

The chapter presented the data analysis, interpretation and discussion. The findings have shown that the Business Study subject is taught by unqualified teachers who do not possess the teaching skills. The use of commercially sourced scheme of work was rampant in most schools. Because most of the teachers were unqualified, they did not use the lesson plan and were not able to set a balance examination. The teachers did not have skill on the use of specification grid.

On methodology, most of the teachers were using traditional pedagogical methods.

**Table 11: Students' Attitude towards Business Studies.**

**Responses**



**(Source:FieldData,2018)**

From table 11 above 50.48 % of boys agree that Business Studies is a key subject that will assist in pursuing future career while 1% of boys disagree that Business studies is a key subject that will assist in pursuing future career while 1% of girls disagreed that Business studies is a key subject that will assist in pursuing future career. Students were asked to rate Business studies examination given in their schools on a scale of 4: very difficult, difficult, simple, and very simple.

## DISCUSSION AND INTERPRETATION OF RESULTS

The findings were that only 20% of the respondents are Business Studies trained teachers. 80% of the Teachers are not trained. The use of untrained teachers to teach the course could have contributed to below average performance. From Appendix V, schools that were taught by Primary School Teachers and untrained teachers recorded below average performance in examinations, ECZ 2014. It was observed that most teachers use traditional methods of teaching such as lecture (70%), Brainstorming 60%, Demonstrations 60% among

others. These are teacher centred methods that have low information retention.

Learner centred methods such as students led discussion, teaching using other teachers, practice by doing, field study among others were rarely used by the teachers. Teachers had difficulties using learner centred methods which could have been attributed to lack of in-service training for practicing teachers. 80% of the respondents had commercially prepared schemes of work which had not put into consideration the entrance behaviour of the learner. None of the respondents had a lesson plan and this could have compromised the lesson delivery and hence poor conceptualization of the content.

The untrained teachers had difficulties in understanding the content as demonstrated by the teachers who complained about accounting and economics being taught in high schools. The low entrance behaviour of the learner was also a challenge and being compounded with poor teaching skills of the Business Studies teachers, could have resulted to below average performance in the examinations, ECZ. Lack of analytical and computational skills compounded these challenges resulting to the below average performance.

### 4.13 Hence made the following recommendations to improve on the performance of Business Studies in Secondary schools:

#### 4.14

- I. The schools should employ trained teachers for the subject.
- II. In service training be offered to the teachers teaching the subject in order to equip them with current learner centred methods of teaching the subjects and how to set examination to test the higher level of cognitive domain
- III. The teachers prepares the schemes of work in line with the entrance behaviour of the leaner and need to be accompanied by lesson plan,

- IV. Materials be development for all practicing trained and untrained Business Studies teachers on methodologies and examining students and be made available to all the schools
- V. All Business Studies teachers be trained on how to set Kawambwa District that are in line with the national Kawambwa District.
- VI. All schools should have either a quality assurance department or develop internal mechanism of ensuring that quality teaching and curriculum are adhere to.

**4.15** This chapter gives the summary, conclusion and recommendation of the study on challenges facing the teaching of Business Studies in Zambian secondary schools in selected schools in Kawambwa District of. The study gathered data from the sampled secondary schools Business Studies teachers. This chapter provides the summary of the key findings of the study. The chapters also provide some recommendations.

#### **4.16 Summary of Findings.**

Responses from the questionnaires, tests and observation schedules helped to get a wide range of views from the teachers and to verify the findings from observations.

The study was guided by the following objectives: to establish Instructional challenges that the Business Studies teachers face in teaching the Business Study subject; to investigate whether the teaching environment determines the choice of pedagogical methods; to establish the kind of pedagogical methods the teachers use in the Business Studies classroom and to establish the factors that lead to the persistent below average performance of Business Studies in the Examinations set by ECZ.

The following is a summary of the findings.

#### **4.17 Summary of Main Findings.**

##### **4.18 Instructional Challenges**

Only 20% of the respondents are Business Studies trained teachers. 80% of the Teachers are not

trained. The use of untrained teachers to teach the course could have contributed to below average performance. From Appendix V, schools that were taught by Primary School Teachers and untrained teachers recorded below average performance in examinations, ECZ 2014.

It was observed that most teachers use traditional methods of teaching such as lecture (70%), Brainstorming 60%, Demonstrations 60% among others. These are teacher centred methods that have low information retention. Learner centred methods such as students led discussion, teaching using other teachers, practice by doing, field study among other were rarely used by the teachers. Teachers had difficulties using learner centred methods which could have been attributed to lack of in-service training for practicing teachers. 80% of the respondents had commercially prepared schemes of work which had not put into consideration the entrance behavior of the learner. None of the respondents had a lesson plan and this could have compromised the lesson delivery and hence poor conceptualization of the content.

The untrained teachers had difficulties in understanding the content as demonstrated by the teachers who complained about accounting and economics being taught in high schools. The low entrance behaviour of the learner was also a challenge and being compounded with poor teaching skills of the Business Studies teachers, could have resulted to below average performance in the examinations, ECZ.

Lack of analytical and computational skills compounded these challenges resulting to the below average performance.

#### **Effect of Teachers' Qualification and Instructional Approach.**

The study established that teachers' qualification influenced students' performance in Business Studies. On overall, the study established that 21 7% of teachers had a diploma qualification which is the minimum professional qualification while 65.2 % had a first degree and 13% had master's degree,

therefore all the teachers had attained the required professional qualification which would enhance understanding of the subject matter and hence delivery of the same to the students. In regard to teachers' instructional approach the study established that 56.5% of teachers' use lecture method which is teacher centered Only 26 1% used question and answer method which is student centered Lecture method makes the learner to be passive and this could affect the performance of boys and girls negatively. Girls are likely to be affected mostly as they easily get discouraged when they find it is difficult to understand the articulated issues in the learning process. The question and answer method are a students' centered approach which make learners to be actively involved in the learning process This would enhance understanding and mastery of the content and is likely to affect the performance of boys and girls Business studies positively.

## **7.2.2 Teaching/Learning Environment and Choice of Pedagogical methods**

Due to the insufficient time allocated to the subject, lack of resources and wide syllabus, teachers used teacher centred methods such as lecture, teacher led discussion, and question and answer methods. Field trips, ICT, mini-enterprise, bulletin boards and visual aids were rarely used in the class. None of the school in the sample had a bulletin board thus teachers could not get a suitable place to pin business articles for students to read during their free time.

## **7.2.3 Pedagogical methods Used in the Classroom**

It was established that 80% of the teachers used tradition methods of teaching such as lecture, brainstorming, reading and teacher led discussion. The teachers controlled the teaching and learning process. The students were passive.

## **7.2.4 Cognitive Domain.**

Since 80% of the respondents were untrained, they did not understand the level of cognitive domain. From the question's papers, available to the

researcher, they rarely tested the higher level of cognitive domains and mostly tested the low level such as knowledge, comprehension and application. All the teachers in the sample did not have an examination grid and 20% had examiners suggested answers.

## **4.19 7.3 Conclusions**

The study aimed at finding out the challenges faced by Business Study teachers in Kawambwa District that led to below average academic achievement in the examinations ECZ. The Business Studies subject is taught mostly by untrained teachers, who are either Primary School Teachers, or those studying at the universities and did not have the skills. They tended to use teachers-centred pedagogical methods which are not effective in assisting the learner to understand and retain the information.

Commercially sourced schemes of work which did not consider the entrance behaviour of the learners were used by 90% of all the schools sampled. Though they had incorporated student-centred teaching and learning methods, the classroom teacher did not use such methods either because of time factor, lack funds, wide syllabus or lack of knowhow on how to use them.

The presence of the untrained teachers meant that, they did not possess the teaching skills and could not understand the level of cognitive domain tested. There was a disparity between what was tested in the examinations and what the students were tested by the classroom teachers. On examination or assessment grid, 80% of the respondent did not know what it was and could not set questions to test the different levels of cognitive domains.

All this factor may have contributed to the below average achievement in the national Kawambwa District. Students can learn any subject matter if taught with methods and approaches responsive to their learning style strengths and the same students fail if taught using instructional style dissonant with their strengths.

## 7.5 Recommendations For Future Studies

Further research should be done on:

- I. Why Business Studies is being taught by untrained teachers and the implication on students' achievements in the examinations,
- II. Whether there is a relationship between the subject not been taught in primary schools and the general performance in the O level,
- III. Why Business Studies teachers prefer to use commercially prepared schemes of work to teach the subject and prefer not to prepare and use lesson plans in teaching
- IV. Effect of not using specifications grid when setting examination and how its affect students' achievement.
- V. All Business Studies teachers be trained on how to set Kawambwa District that are in line with the national Kawambwa District.
- VI. All schools should have either a quality assurance department or develop internal mechanism of ensuring that quality teaching and curriculum are adhered to.

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