

CAUSES OF POOR PERFORMANCE IN BUSINESS STUDIES IN ZAMBIAN JUNIOR PRIMARY AND SECOND-ARY SCHOOLS. (A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA DISTRICT). (Paper ID:CFP/1395/2019)

Roberta Kalusa

Bachelor of Education in Arts and Business,
Information and Communication University,
Lusaka, Zambia

Mr. Siame Izukanji

School of Education
Information and Communication University
Lusaka, Zambia
kapsizu@gmail.com

ABSTRACT

This study was undertaken to look into the problems attributing to the low performance in business studies in junior secondary schools Zambia as well as other commercial subjects in high schools. This investigation however, revealed amongst other following lack of teaching facilities and instructional materials, lack of guidance and counselling, lack of school library, lack of school laboratories in schools for typing, lack of motivation to teachers handling business studies and lack of interest of the subject to some learners. The following recommendations were made based on the findings, the students should be encouraged and motivated to cultivate positive attitude and interest in the subject, school should endeavor to stock variety of computers for learners to practice performing calculations and textbooks in their libraries including other necessary teaching aids such as the chalk board and charts. This study explored the factors that influenced poor examination performance in commercial subjects in secondary schools in Lusaka District, Zambia. It examined teacher's qualities in teaching commercial subjects, availability of teaching and learning resources in relation to commercial subjects, students' interest in commercial subjects and the extent to which commercial subjects are inspected,

and how these affect performances in ordinary level examinations. The study used qualitative approach, using interviews, focus group discussion, observation and documentary data. Thematic approach was used in data analysis. The major findings were related mostly to teachers' qualities, as some of the teachers were not very conversant with commercial language, as well as subject matter. Commercial language was also an obstacle for students and some of the teachers, as they could not discuss well with their students in class. Apart from these factors, also teaching and learning resources were a problem; commercial subject textbooks were not readily available for students use. Teachers lacked seminars and in-service training. These added to lack of intrinsic motivation among government teachers. The study recommended several rectifies for that situation. Also, the study recommended further research on the topic based on a large sample by using a survey research approach in order to generalize the obtained data to a large sample.

CHAPTER ONE: INTRODUCTION

The advent of Business studies stressed the need of providing the youths the educational experience which equips them with saleable skills and competence. Lawal (2012) stated that, in the past two decades, Zambia has witnessed a compelling demand by business studies for a place in Zambian school curriculum. Lawal further added that the thirst for trained managers, accountants, secretariat and allied staff has remained unassigned. Indeed, in recent business education has virtually imposed itself on every one of us. A good percentage of our adult population has a smattering of such business concept as foreign exchange, bunkering, budget, import, advertising and distribution. All these emphasizes the important of business studies in our school curriculum. Business studies are an integral part. of vocational education “which encourages the use of the head and the hands in acquiring specific practical training required in business and industry at the junior secondary school level. Business studies are taught as integrated subjects such as book keeping, commerce, office practice, shorthand and typewriting. While at the senior secondary school are allowed to stand on their own as separate subjects whereby students move towards a career option which they are likely to pursue further professional training at the university. Pubic secondary schools are

government schools sponsored by public taxes that provide free education. They focus in the general education basis and controlled by school authority. Public secondary schools are local and affordable to all children. Examinations are regarded as a method of assessment of students who have gone through one level of education or another at the end of a term, a semester or academic year (Kayode 2016). Student’s failure, in examination in public secondary school is a dangerous dimension to education sector. Onafide (2017) stated that, the parents, the government, students as well as examination fraudsters are to be blamed for poor performance. He stressed that apart from the failure of government all levels to put in facilities for teaching and learning at the basic and secondary school level, teachers' morale is also low as they are not well motivated to do their job properly. The failure of student in business studies examination is not an exception to this trend in education in Zambia. It is true that many public secondary schools have not been given much attention to the business subjects compared with the emphasis on science and vocational subjects. Thus, with reference to Lusaka Area, Lusaka District, there is student’s Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools in public secondary schools. Business education is widely recognized as an effective pivot for development of professional or skilled

manpower in all aspect of commercial, industrial and managerial areas. Osuala (2015) stated that, the advent of business studies stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies. He added that, business studies are a vocational subject taught in junior secondary school in Zambia aimed at providing youths who may proceed to senior secondary school.

1.1 Background of the Study

During the colonial era education was mostly in the hands of the missionaries who introduced a type of education known as the Latin grammar. The grammar schools offer very little subject based on the types of curriculum specified by colonial masters and by the agency establishing them, which is the introduction of their educational system and also incorporate into their ideas and opinions.

The main objectives of the missionaries were to train men and women for the church as a religions teacher, interpreters to the audience and government as well as to produce those who can read and write so that they can be employed as office clerk, the interpreting the build and the laws of the land and services as interpreter between the foreigners and the natives.

Generally, the content of the grammar school's curriculum consists of Latin, English, history, geography, mathematics. Literature, biology etc. with the development of their (colonial masters) economy, there came the need for introduction of commercial or business studies subjects, but instead of widening the scope of grammar school curriculum to include a wide range of business studies subject, the colonial government created two curriculums which are secondary grammar school and the secondary commercial schools.

The secondary grammar schools have no problem of organization because the colonial government financed them roam catholic mission Anglican and the Baptist each propagating their own ideas and the philosophies. The commercial secondary schools were left for the private hands and this did not anger well for the development of the school in Zambia. However, the Zambian government introduced the new national policy on education in 1981. A major provision of this policy was the teaching of business studies at the junior secondary school level with emphasis on the acquisition of practical skills, values and knowledge that would enable individuals to live a meaningful life in the society one the reasons for the emphasis laid on business studies is the fact that it is a skilled subjects with would equip its graduates with the needed skills for gainful employment.

1.2 Statement of the Problem

The expectations of Education and Training Policy (ETP) of 2010 were to keep education perspective with the socio-cultural, economic and technological demands of the 21st century; this was a good outlook. Commercial subjects are among the subjects which can play that role. Unfortunately, examination performance in those subjects in ordinary level secondary schools is discouraging. This can be proved by Grade 8 to 12 national examination results as shown in Table 1.4.

Table 1.1: Students’ Performance in Commercial Subjects in Ordinary Level Secondary School National Grade 8 to 12 Examinations since 2015-2018

Year	Subject	Total no. of candidates sat for examination	No. of school candidates passed	Total number of candidates who failed	% Failure
2015	Commerce and Accounts	11,648	8,107	3541	35.90

2015	Business Studies	11568	6373	5195	44.92
2016	Commerce and Accounts	13,387	8917	4470	33.39
2016	Business Studies	11757	7091	4666	39.69
2017	Commerce and Accounts	10,557	7,297	3260	30.88
2017	Business Studies	9316	5663	3653	39.21
2018	Commerce and Accounts	10,288	6,256	4,032	39.19
2018	Business Studies	9149	5388	3761	41.11

Source: Examination Council of Zambia (ECZ), Examination Results, Statistics, 2015 to 2018, <https://www.exams-council.org.zm/annual-reports/>

It can be seen from Table 1.1 that, most commercial subjects' students in ordinary level national examinations performed poorly. The situation was worse in year 2018. The failures in percentages were generally higher for both subjects between 2016 and 2018.

It is true that the performance of business studies subjects in Zambian secondary schools is not to the expected standard. However, the main aim of this researcher is to investigate the causes of poor performance in business studies.

Even if they terminate their formal education at the junior secondary school level one basic instrument for the achievement of business studies is the total activity which is planned organized and the evaluated in order to prepare youths to meet the technical and economical of a complex society.

1.3 Purpose of the Study

In this study, the purpose will be to examine the causes of poor performance in junior Primary and secondary school students in business students and to suggest solutions by

using selected junior secondary high schools in Lusaka, Zambia.

1.3.1 The Specific Objectives of the Study

1. To find out teacher related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.
2. To find out infrastructures related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.
3. To find out facility related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.
4. To find out students related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.

1.4 Research Questions

The following questions were used to guide the study:

1. What are the teachers related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools?
2. What are the infrastructures related rectifies to Poor Performance in Business Studies in

Zambian Junior Primary and Secondary Schools?

3. What are the facilities related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools?

4. What are the students related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools?

1.5 Significance of the Study

The findings would be significant to student teachers, parents, school administrators, ministry of education as well as the at large. The result of this research would help the students in advancement of their knowledge as well as increase their awareness and understanding of the subject. The result would also help teachers to understand the effects of certain processes and at the same time increase their understanding at the appropriate skills, method and specific teaching behavior. Similarly, the result of this research would help in increasing and understanding the awareness of parents as to the importance of business studies in the overall development of the economy of the nation in general, as well as know the rectifies to their children's Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools. The outcome of this research would also make the

school administrators, ministry of education and the government to bring about better and improved practice in business studies remedy the problems of teaching and learning business studies in secondary schools. However, this study would serve as insight to general public particularly for further study by researchers in this field.

1.7 Definition of Terms

1. Trained teachers: teachers that studies education as a part on whole of their course before they got their certificate.
2. Untrained teacher: teachers who did not study education as a part or whole of their course Benin getting the certificate they use in teaching.
3. Qualified teachers: is a person or teachers that have been field of teaching for particular subject for same years.
4. Experienced teachers: is a person or teacher that has been in the field of teaching for a particular subject for some years.
5. Adequate facilities: adequate in this context is fully satisfactory, condition, which could be measured, in the quantitative terms, these facilities include libraries, classroom, and teacher aids (visual and audio visual).
6. Instructional materials: include equipment's like the typewriter system

and necessary textbooks for teaching of business studies.

7. Business studies: this will be used in their inter changeably with business education or business study throughout this study means commercial subject offered under groups seven 1985. It is defined as the total activity which is planned, organized for youths to meet the technical and commercial of act complex society.
8. Typing pool: a special room in the school was type writers are kept for day to day work for two or more typist.

1.8 Theoretical Framework

In this study, the researcher has adapted the system theory input output model advanced by Ludwig Bertalanfly in the mid-1950s. The theory according to Koonzt and Weirich (2012), postulates that an organized enterprise does not exist in vacuum but is dependent on its external environment. Therefore, the enterprise receives inputs, transforms them to outputs and exports the outputs to the environment. The model in relation to my study is like a vicious circle. The school does not exist in a vacuum. It depends on the external environment like a company. The school receives students from the community. When they enter school the process of teaching and

learning starts. Teaching process needs teachers with good teaching qualities, teaching

Input from external environment	Process in schools needs	Output expected
students,	-Teachers qualities, - teaching and learning resources: -student interests in the subjects -school inspection	good examination performance in commercial subjects

and learning resources, students' interests in the subjects and school inspectors to monitor the whole process of teaching and learning. The aim is to get good output after the whole process that means to have good examination results/performance. Hence, if they succeed well at ordinary level national examination that means they will be expected after schooling in colleges and institutions they will go back to the community as teachers, economists, bankers, accountants, and others might be self-employed.

In this study, the input focused on Grade 8 to 12 students studying commercial subjects whereas the process was characterized by commercial subjects' teachers qualities, availability of teaching and learning resources

including: school library, computer laboratory, textbooks and syllabus. Additional focus was in students' interest in learning commercial subjects, teaching strategies and school inspection. The outcome was academic achievement as characterized by students' academic performance in national Grade 8 to 12 examinations. Academic performance, according to Cambridge University reporter (2003) is defined in terms of examination performance. In this study these two words were used interchangeably to mean the same.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter explored the relevant literature on factors affecting performance in Business Studies in the past with the view of identifying a framework within which primary data was contextualized and interpreted. It deals with review of; importance of Business Studies and related subjects and studies done on Business Studies the review also dealt on the factors identified for investigations in the study and how they affect students' performance. The school factors included teacher qualification and instructional approach, teaching and learning facilities, career guidance. Non-school factors included students' attitude, socio-economic background and other related factors such as involvement in home chores.

Teacher related rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.

The UNESCO report shows that government regulations are often too slow to catch up with the fast growth rate private schools and universities for instance in Lagos, Nigeria, only 26% private schools had been approved by the ministry of education in 2017/2018. In a bid to solve this problem by Zambia government by closing many unlicensed schools, it continues to leave a big gap in education provision since

there are no adequate schools across the country.

Also noted are countries with a poor and weak accreditation where thousands of students graduate with unaccredited degrees, certificates and diplomas. More so in many parts of Zambia and Kenya, private schools operate with unqualified teachers, coupled with a poor state of infrastructure development set ups.

Ministry of education report of 2015 indicates that 81% of secondary schools are poorly managed and therefore operate with unqualified staff, no standard classrooms, libraries, laboratories, and poor boarding facilities; all this attributed to lack of proper regulation policies within the education sector. Raised is the fact that the quality of management in a school greatly affects the quality of education. So, most the schools in Zambia do not meet the required standards.

According to school supervisors, schools are gauged on five indicators, overall management, provision and management of structures, quality of staff supervision, quality of staff development, supervision of teaching and learning and quality management and organization of boarding schools. The study revealed that only 31% of the schools have the required management structures and expected facilities across the whole country. It also revealed that only 11% meet the required standards of management and boarding

facilities. It takes the administration to construct the management structures for the proper governance of schools for better academic atmosphere.

Most of the schools in Zambia continue to operate without being authorized to do so. In this case both government and private schools are affected. The issue of staffing deserves a lot to be desired. Few teachers are shared among many sister schools and this affects the teacher's competence especially teachers of Business subjects. They do their work hurriedly and most times do not attend to students work. This has widened the gap between the teacher and the learner.

The report emphasizes the importance of accountability in order to try to address the gaps and inequalities. Globally less than 20% of the countries legally grant citizens 12 years of free and compulsory education as basic education. There are 264 million children and youth out of school and 100 million young people unable to read.

Teachers are also paid a discouraging low salary and this affects their performance in regard to attending to the learners. They work under difficult conditions that affects their commitment to their jobs and this at times result into brain drain, lack of proper attention, inadequate preparations and work stations are mainly left to head teachers to man.

The UNESCO report shows that nearly a half of the teacher absenteeism in Indonesia in

2013/2014 is caused by going off duty for study for which replacements have been provided for. In Senegal, only 12 out of 80 missed school days in 2014 was caused by teachers trying to avoid their responsibilities. In Zambia the high rate of absenteeism is due to ineffective supervisory and monitoring system. Poor academic performance under Primary and Secondary Education is highly attributed to teacher absenteeism according to Dutch agency report. Kasanda (2003) in the National Assessment Survey carried out in Zambia in 1999 and 2003 attributes poor pupil academic performance to learner absenteeism as well as teachers. When pupils miss lessons, they find it very difficult to catch up with learning because they miss many concepts in different lessons which are vital in their learning. The end result of the practice is poor academic performance when such learners are presented for national examinations. Teacher absenteeism is also identified in a survey as a factor attributing to the poor academic performance. Most are the times when pupils in classes are left without teachers on the pretext of teachers to have gone for their salaries. In some cases, a teacher may go away for a week without attending to his or her learners. Consequently, such teachers fail to catch up with time and in the end syllabi coverage in their respective subjects is highly affected.

Teacher Commitment Level

Good performance is as a result of high commitment levels by the teachers. Findings from school head teachers in the selected day secondary schools in Lusaka District indicated that teachers' commitment was moderate and no single school head teacher in the schools in question recorded a high committed member of staff. This fact is worrying because teachers should be enthusiastic in order for them to teach effectively there by making their learners learn well. In view of the above Ubogu (2015) also asserts that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. And this sentiment from Ubogu is evident enough to say low commitment by the teachers in the schools in question could be a contributing factor to poor performance by the pupils in junior secondary leaving examinations. Teachers in the selected day secondary schools in Mwense District need to change their attitude towards work and cultivate a positive goal-oriented attitude. Head teachers should therefore, play their leadership role and ensure that they hold staff appraisal meetings regularly to discuss strengths, weaknesses and opportunities for academic improvement. This can lead to academic excellence. The school managers in these selected day secondary schools in Mwense where performance is at stake should create a shared sense of purpose and established set of common core values among the teachers. This

help in promoting high commitment in workers who in turn are geared to discharge their services to their customers with diligence (Lezotte, 2017)

Students Related Rectifies to Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools.

Learning as a process is determined is determined by factors such as readiness and commitment of both the facilitator and the learner and if one of them loses his/her focus, automatically the whole process is distorted. Learning is a product of not only formal schooling, but also of families, communities, and peers, social, economic, and cultural forces affect learning and thus school achievement (Rothstein, 2000). Various studies show that both home and school environment have a big influence on the failure of children especially at the primary school level (Carron & Chau, 1996; Griffin, 1999; Mancebon & Molinero, 2000). In addition to influences related to home and school factors, academic failure is also related to students pre-existing human capital which includes their unique way of interacting with each type of education institution such as school, family, community, peer group, the economy and the culture. (Rothstein, 2000). Individual characteristics such as attitude and

perceptions towards school environment, involvement in class activity and the level of motivation have also been found to have a paramount impact on academic achievement (Connolly, et al,1998; Veenstra and Kuyper,2015). This shows amalgamation of different factors on a child's academic failure that need to be taken care of by all the stakeholders for good academic achievement.

According to Abagi (2007) the indicators of academic failure in education include good examination results, possible exhibition of knowledge, skills and attitudes. There're several factors that affect failure in primary schools such as poverty levels, parents' level of income, parents' level of education, household's chores and child labor and family structure and stability.

There are studies that give evidence that parents occupation level relates to educational achievement of the child. A study conducted on 400 Aberdeen school children aged between 12.5 and 13.5 years old found out that the father's occupation to be significantly related to the child's success (Fraser, 1959). The study revealed that children of parents of high-income occupation are most advantaged over those of parents of low-income occupations. Cullen (1969) found that parents' occupation indirectly reflects their intellectual ability which is inherited by the child.

In a study conducted in 6 sub counties of Kenya, it was noted that patterns of failing or

dropping in the KCPE standards, closely followed variations in economic development of each study area site (Bali, 1970). Initial academic skills are correlated with the home environments and chronic stress negatively affects a child's pre-academic skills and thus poor academic progress and hence failing examinations. This is in agreement with researchers such as Hara and Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987), who assert that parents' involvement in a child's early education is consistently found to be associated positively with a child's academic failure. Therefore, it is believed with little doubt that children whose parents are actively involved perform better than children whose parents are less involved. The effect of parent participation on academic success has been emphasized by researchers as well as policy makers who have integrated efforts to increase parent involvement into broader educational policy initiatives coupled with such findings of the importance of early academic success, a child's academic success has been found to be relatively stable (Entwisele & Hayduk,1988; Pederson, Faucher & Eaton, 1978).

According to UNICEF (2015), children of educated parents are much likely to go to school and the more schooling the parents have received the more probable it is that they would benefit their children. The proposal said that if educated girls became mothers, they are more

likely to send their children to school thereby passing on and multiplying benefits for themselves and society in a positive integrated manner.

Some factors responsible for poor academic failure are internal such as a learning disability that can be an obstacle to attain a certain academic achievement. Also, a student may have a full potential of getting high grades but may simply not care about hard work or not care about education leading to low academic achievement.

Teachers have been found to have a profound effect on students' academic failure for instance when a teacher has little interest or lacks experience in teaching, he will lack the required competence to create effective teaching-learning process thus low academic achievement.

School environment is an important contributing factor to poor academic failure. This entails issues like school culture that promotes hard work, school funding to enable hiring of qualified teachers, putting up school infrastructure. Poor infrastructure and congested classrooms are negative factors to academic progress. Schools that cannot afford to buy the required equipment and facilities end up offering less than the desired quality of education.

Family related factors are important to consider while tackling academic failure of the learners. The extent of the parent care and involvement

contribute greatly towards the academic progress of the learner. Poverty ridden families tend to produce children whose academic focus is low. These children at times lack role models from whom to derive courage and inspiration. Parents do not have adequate skill to guide their children and this leads to low achievement in learning.

Lack of proper teaching materials, poor teaching methods, lack of evaluation instruments especially those used for international purposes creates a gap between learning achievement and what is required by society.

There is a negative relationship between sexual activities and academic failure. Further research shows that dating has a negative effect on academic failure. Quatman et al (2001) found out that there is a negative correlation between dating frequency and academic achievement in high school students. This assertion can apply to the case under study for pupils who go to school at an old age especially the teens who can easily fall in love with the opposite sex.

Slowness is one of the factors that hinder academic performance; and in this case students are not quick to catch up with the study environment, they tend to be lazy and therefore cannot complete homework in time, failure to prepare so early possibly due to lack of clear set goals. All is observed is insufficient work done

on their class activities that ultimately lead to poor grades.

Failure to spare enough time to class work and investing this quantity of time in other things like business activity, agriculture (planting and harvesting seasons), betting especially sports, watching television, spending time on social media not necessarily not doing some research work, long distance of travel to schools, failure of teachers to use all the time available to prepare learners among other factors.

The learner's improper time that doesn't allow proper study is also a hindrance for a learner to achieve most of his/her educational goals. A timetable provides a clear direction for one to systematically achieve in school activity. Therefore, learners with no timetable tend to lose focus and direction that will eventually lead to poor grades.

Lack of materials is another notable factor that affects learners to study well. These include notebooks, textbooks, pens, pencils, mathematical sets, rulers, school uniform, and other personal effects that facilitate the process of teaching and learning.

Financial constraints are another notable factor whereby there is hardly enough money to facilitate the learning process of students. This will hinder the leaning progress since all materials need money to be procured for the good of the good learning environment of the pupils.

Unstable homes which at times are not a source of inspiration such as the broken homes are also a hindrance to progressive academic performance. Unstable homes lead to unhappiness, depression and therefore pupils tend to be uncomfortable leading to loss of focus.

Pupils' Indiscipline on Academic Performance

Ovell (2014) noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. For instance, Babbie (2011) in his article 'Pupils face life in prison over strikes' gave a chronological account of protests and destruction in public schools. The issue of unrests and indiscipline in schools is of great concern and it has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot is that pupil disturbance is negatively affecting academic performance. Lewis and Ubogu (2015) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. They further asserted that if educators are exemplary

and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, Fisher and Bustello (1998) stress the fact of self-respect and respect to others.

Instructional Leadership and Academic Performance

One major emphasis in education in the early 21st Century has been the continuing demand for greater accountability for the improvement of pupil performance. Both the local community and national expectations require schools to ensure that all pupils achieve mastery of the curriculum. As a result, effective school head teachers focus on teaching and learning especially in terms of measurable pupil progress while ineffective school managers never mind of finding ways of improving pupil academic performance. Instructional leaders would concentrate on building a vision for their learning institutions, sharing leadership with teachers, and influencing schools to operate as learning communities. This however is overlooked by school head teachers who have no vision on how best they can drive their learning institutions to higher heights in terms of academic excellence. A great deal is required of an effective instructional leader. As an instructional leader you should be able to lead your teachers in improving learning. You should be aware of curriculum requirements and pedagogical techniques. You should be

able to work with teachers to strengthen their skills. You can collect, analyse and use data to improve academic performance. You should have the skills needed to rally pupils, teachers, parents, and other community residents and partners around the common goal of raising pupil performance. And, you demonstrate the leadership skills and knowledge to apply these ideas in your daily work.

Contemporary educational reform places a great premium on the effective instructional leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced pupil learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators (Hoy & Hoy, 2016; Lezotte, 2017).

According to Lezotte (2017) instructional leadership is one of the tenets of effective schools. Effective instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. For the effective school to be effective, the head teacher, deputy head teacher and Heads of Departments (HODs) should act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and pupils.

Effective instructional leadership has been shown to result in school improvement and effectiveness (Scheerens & Bosker, 1997; Lezotte, Skaife & Holstead, 2002; Lezotte, 2017). The indicators of schools having effective instructional leaders have been shown through research to include factors like teacher morale and satisfaction. In the absence of teacher morale and satisfaction from the superordinate, teaching and learning is compromised to some extent. Schools need effective instructional leaders to communicate the school's mission and vision. By persistently reinforcing the school's mission, the head teacher creates a shared sense of purpose and establishes a set of common core values among the instructional staff. Having common core values and a shared sense of purpose helps guide all members of the instructional team and avoids individuals straying from the intended goals (Kirk & Josnes, 2015). Additionally, instructional leaders are able to build and sustain school vision. Some scholars argue that if you are not sure of where you want to go, how will you ever get there? Furthermore, how will you know when and how to take corrective action along the way? And how will you know when you have arrived at the destination? A successful school administrator must have a clear vision that shows how all components of a school will operate at some point in the future. Having a clear image of the future helps school administrators avoid being swamped by the

administrative requirements of their jobs. School administrators may need two types of vision: one vision of their schools and the roles they play in those schools and another vision of how the change process will proceed. Portin Schinieder, Dearmond & Cundlach (2003) consider that school leaders have many roles. All schools need head teachers to exercise their roles as instructional leaders who ensure the quality of teaching. Thus, good heads spend time in classrooms observing the process of teaching and learning while also balancing other needs such as pupils' safety and parent relationships. Fulfilling these multiple responsibilities well requires head teachers to possess an inner compass that consistently points them towards the future interests of the school, never losing sight of their schools' vision, missions and goals.

2.1 Importance of Business Studies and related subjects

In 1985 Business Education was introduced as a compulsory subject in Form one and two. In form three and four, Business Education was separated to comprise four subjects namely; Economics, Commerce, Accounting, Office Practice and Typing. Those students interested in Business Education would choose one of the above Business Education curriculum was revised in 2002 and the four subjects were integrated and acquired a new name, Business Studies.

(I) Oliver (1973) identified the following rationale for teaching of the subject at secondary level.

(ii) To provide useful knowledge through the study of economics theory which provides the framework for analyzing and inter-relating facts about the real world of business

(iii) To help in predicting and analyzing the consequences of actions taken by government, firms and individuals in relation to business.

(iv) To fulfill the vocational needs of students by providing relevant knowledge of concepts and principles required in many sorts of work especially business work.

(v) To address the problems relevant to the society, the government and students such as inflation, unemployment, balance of payment problems and price control among others.

Atkinson (1987) noted that Economics is intellectually vigorous, encourages analytical and critical thinking and promotes good citizenship hence it is important for students to perform well so as to contribute towards national development especially in planning the allocation of scarce resources in the economy to meet

the unlimited human wants. Mokaya (2015) in his study on status of Economics in Tanzania showed that scrapping of Economics in secondary school is bound to diminish the quality of students admitted in tertiary institutions to pursue Business related courses

He noted that Economics plays a key role in forming a firm foundation for those who pursue Business related courses in tertiary institutions. In light of the above information previous studies are based on individual subject and this study was based on the Business Studies from the integrated approach. This study was intended to fill this gap.

2.2 Review of Studies done on Business Studies

A study done by Keino (1998) on factors affecting students' performance in Economics in Education showed that students performed poorly in Economics due to lack of facilities, inadequate teachers and difficult concepts used. According to the study, Business Education is an essential subject that helps to provide highly skilled manpower required in the growing commercial enterprise hence it should be emphasized in secondary schools with adequate facilities and teachers so as to enhance continued production of skilled manpower. A study by Odunde (1999) on the impact of instructional methods on student's achievement in Business Education in Kenya showed that performance in Business Education subject was low since it was introduced in 1985. The poor performance was due to curriculum overload, inadequate physical and consumable resources, lack of textbooks, reluctance of teachers and poor instructional methods used in classroom teaching. He pointed out that Accounting was

poorly performed due to under-funding, inadequate facilities and inadequate quantity and quality of teachers. Students were reluctant to choose Business related subjects because of their limited knowledge on existing and anticipated labour market requirement and demand Kipchenger (2015) researched on factors affecting enrolment of students in Economics in secondary schools in Nakuru District the researcher used survey design and systematic random sampling to pick Form three students. The study revealed that teachers neglected and gave less emphasis on the subject, making students to develop a negative attitude towards the subject. Inadequate teaching and learning resources led to poor performance and low enrolment in Economics. These studies agree in general that inadequate teaching and learning materials, poor instructional methods, inadequate quantity and quality of teachers lead to poor performance in Business related subjects by students. In light of this study, the researcher is of the view that, the effect of teaching and learning materials, poor instructional methods, inadequate quantity and quality of teachers does not show how these factors could cause differential performance between boys and girls. This study therefore focuses on establishing how the above factors could cause boys and girls to perform differently in EDUCATION Business Studies in Lusaka district.

2.3 Teacher's Qualification and Instructional Approaches

Adequate subject knowledge and adequate level of training leads to effective teaching which leads to high achievement. A management book by the Teachers Service Commission, TSC (2006) show that school performance can be realized through contributions made by various inputs but effective teaching by far plays the biggest role. According to Wamahiu (2006) in a study carried out in Kenyan schools indicated that the academic qualification of teachers is one of the most important factors that determine academic achievement by learners. The study found out that the harambee schools which depended mainly on untrained teachers had a higher failure rate as compared to government schools that were manned by trained teachers Shiundu and Omulando (2006) noted that given their vital role in curriculum implementation teachers need appropriate and relevant training to be able to teach. A teacher with qualifications and appropriate training and experience is one of the highest assets a school can have. It is the teacher who translates the broad general curriculum goals into instructional objectives and finally decides the arrangement of learning experiences and the method of presenting content. It is the teacher who does most of the evaluation. Therefore, the teacher initiates, develops and directs pupils

learning so as to realize good results in the national examinations. Another school factor that influences the academic achievement of students is teacher instructional approach. The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing and marking, and pedagogical material preparation to modeling the behavior of the students and acting as a role model to the society. According to Cherryl and Rebecca (2017), key characteristics of effective teaching and learning involves the teacher having knowledge of basic principles and procedures required by the subject, proper preparation and planning of the lesson, teaching experience, flexibility, self-reflection and modification of technique.

An effective teacher, according to Cherryl and Rebecca (2017), should:

- (i) Adjust his/her lesson based on needs and abilities of learners
- (ii) Keep abreast of the development in their discipline and incorporate these ideas into their lessons.
- (iii) Use effective communication skills.
- (iv) Organize materials in a way to facilitate learning
- (v) Formulate specific goals and objectives and select suitable teaching and learning methods to meet these objectives.
- (vi) Work to build rapport with their students

Williams (2015) asserts that any form of learning must be connected with the learners' experience or entry behavior. The author also emphasizes the fact that a student's academic achievement depends on content coverage, content exposure, content emphasis and quality of instructional delivery. The teacher should also have an understanding and acceptance of students. One should appreciate their needs and also find ways of helping them out of their difficulties when teaching. Ryan and Cooper (1994) noted that one must teach with enthusiasm that will arouse the students' interest. Pleasure in learning and teaching is the common ground necessary to sustain great teaching and achievement. They further pointed out that some teachers dismiss learners with difficulties though authoritarian inflexible teaching style. As a result, students become discouraged and frustrated leading to poor performance. Shiundu and Omulando (2006) support this view where they noted that:

"If learning is to be effective, it must be geared to the child's needs and interests, not to what we think he ought to have or we think may be useful to him. The teacher is there to guide and select the appropriate learning experiences and resources that motivate the interests and aspirations of the learner".

Apart from teacher qualification and instructional approach, head teachers leadership style also influences students' academic achievement. Leadership can be identified as the traits that allow one to lead or direct others towards definite results, goals or objectives. In relation to teaching and learning, the quality of administration contributes to the successful implementation of the curriculum, evaluation and performance in national examinations. According to Olembo (1986), the support the head teacher gets and gives from and to the staff, pupils and community goes a long way in improving achievement in the various school programs. He noted that the quality of a head teacher affects performance. He says that the way the head teacher structures and administers the school, relates with the school subsystems, teachers and students significantly affect students' performance in national examinations at large. Kibui (2008) in her study on transformational leadership in management of public schools in Lusaka District says that the principal as an agent of change has to be prepared for changes that affect the curriculum and provide a conducive learning atmosphere, provide adequate teaching and learning materials and also keep abreast with changes that affect the curriculum in order to enhance better performance of students in national examination. Asunga (2002) noted that head teacher involvement in whatever goes on in a

school did influence student performance unlike those head teacher who never got involved from the forgoing review the studies agree that teacher qualifications, teacher instructional methods and head teacher leadership style affect students' achievement in national examination. In this study the researcher observes that the said studies focused on how these factors affect students' performance in general. This study aims at addressing how these factors affect students' achievement in terms of gender in Lusaka district.

2.4 Teaching and Learning Facilities

Instructional materials are an integral component of the learning process. It is generally agreed that a school's physical facilities such as classrooms, laboratories, desks and books have a direct bearing on good performance among students. Effective teachers as they teach keep in mind both what they teach and what they teach with. Learning would therefore be passive and boring if learning resources are not incorporated in learning process. It is proper organization of learning resources and the use of appropriate teaching and learning strategies which enhance the acquisition of the subject matter. A study carried by Eshiwani (1983) concurs with this view when he pointed out that the schools that had the best facilities were among the high achieving schools and that those that had

inadequate facilities performed poorly in K.C.S E in Western Kenya. Thus, he concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools. Shiundu and Omulando (2006) called for full participation of teachers, who must be given the necessary resources and specialized help, and above all motivated to act. It is therefore worth noting that availability of adequate teaching and learning resources is a hall mark of the outcomes of good academic credentials by the students. Physical facilities like classrooms, laboratories, libraries and nature of learning environment contribute effectively to the realization of good results by students in Education national examinations. The Population Council of Kenya and the Ministry of Education (1997) carried out a study to establish the effects of material inputs on the performance of students in single sex and mixed secondary schools. A directory of different types of materials that would be found in a typical secondary school was prepared. Some of these included textbooks, library, laboratory, playing fields, science rooms and telephone. An examination of material inputs revealed that single sex schools were better equipped than mixed schools. The shortage of learning materials was identified as one of the factors affecting performance

2.5 Career Guidance in Schools

In secondary schools, teachers are involved in career guidance programs The Gachathi report (1976) recommended that the career guidance in schools especially for girls be improved. Nine years later Eshiwani (1985) made similar recommendations. Although the career guidance programs in schools have generally improved over the years, emphasis has not been made in girls' schools as recommended above Many students still select their careers totally unaware of what chances exist in areas connected with their study. This was supported by Keino (1985) who in his report on opportunities for females in technical training in Kenya observed that formal school system predisposes girls to shy away from technical oriented careers and hence the need for strong career guidance and counseling services in schools on different careers that different subject lead to.

2.6 Attitude

In the teaching and learning process the learners themselves play a key role towards their performance. Several factors interrelate and can affect the students towards low or high achievement These includes: attitude, self-esteem and self-concept Psychologists and most educators agree that attitude plays an important part in the learning process. Manguti (1984) defines attitude as a mental state of feelings or thinking, holding opinions and values, perceptions and behavior in a certain

way towards people, objects, events or situations. If students develop a positive attitude then the chances of learning the subject and performing well are increased. Girls and boys performance in Business Studies can be influenced by the way they perceive the subject in relation to their life now and in future. Self-esteem is another factor that influences students' academic achievement. Self-esteem is equivalent to a person's success divided by his or her pretensions. In the academic realm, one's self-esteem would be their accumulated achievement divided by how well they think they ought to be doing. Young Blood (1979) defines self-esteem as the feeling of pride that results when the child accomplishes things on his or her own. Thus, self-esteem depends on the child's success and in mastering tasks in the world. A weakened sense of self-esteem is associated with drugs and alcohol abuse, antisocial behavior, teenage pregnancies and poor school grade. Of all behavior associated with self-esteem, academic achievement receives the greatest attention from educational community. Those students who have enhanced self-esteem are more likely to achieve highly academically. Apart from attitude and Self-esteem, the self-concept of learners also influences their academic achievement. Self-concept affects an individual's outlook to life. Different factors such as school environment, teachers, peers and the hidden curriculum affects the development

of self-concept. Thus, self-concept encompasses the evaluation an individual makes of himself or herself in regard to attitudes, feeling and perceptions resulting from the interactions with other in various social environment.

Teachers strongly influence not only their students' academic achievement but their self-concept as well. A student can easily tell how a teacher regards him or her when he/she compares the way the teacher behaves towards his/her classmates. A student who senses that his/her teacher has low expectations for him/her is more likely to perform poorly in class than another student who senses that the teacher has high expectations. Walker and Borton (1989) noted that girls relative to boys are said to have less confidence in their ability to succeed in challenging intellectual tasks. Otiende and Njoroge (2001) also argued that teachers persuade girls on curriculum matters other than advise them and this result to indoctrination. Girls expect to fail in tasks that are unfamiliar, difficult or perceived to require high ability, when they fail, girls internalize their failure attributing it to themselves. The poor self-concept leads to taking fewer Mathematics and Science courses. Nyangweso (1985) noted that females have lower educational and occupational aspirations when compared to their male counterparts. This could be termed as an implication of girls

having low self-concept. According to Kibera, (2002) females normally choose or prefer to join occupations traditionally preserved for women as those of teachers, nurses, farmers, house related chores and service oriented. Males too desire these occupations for their female counterparts. In contrast, females' manifest high occupational aspirations for their male counterparts than for themselves. This seems to suggest that these high-status jobs are not meant for females.

Gender stereotyping is another factor that influences students' academic performance. Gender stereotyping refers to language, attitudes or representations that tend to attribute particular roles or characteristics to people on the basis of their sex without considering them as persons Education is a process of harmonizing people rather than learning with a view to acquire societal values and norms without questioning According to Otiende and Njoroge (2001), the level of degree of education one can attain is currently influenced by both social and economic factors prevailing in the society. According to Otiende and Njoroge, many textbooks used in schools are gender-biased. The sex roles described in textbooks ignore women and provide few challenging models for girls. These books fail to create a sense of equality between men and women. When girls are represented in books, they are stereotyped. The boys in the

same books are represented in more scientific and management roles, while girls are shown as being passive and only playing supportive roles like dressmakers, petty cashiers and copy typists. The girls in schools encounter bias in the event of their interaction with their teachers since they are socialized to be gentle, beautiful and obedient. The boys on the other hand are encouraged to be forceful, industrious and scientific. This study sought to establish the attitude that boys and girls hold towards Business Studies and how this affects their performance in Business Studies.

2.7 Socio-economic Background

Socio-economic background and involvement in home chores by students affects students' performance. Earlier studies show that these factors actually influence students' performance in national examinations Michieka (1983) in his study noted that lack of school fees led to frequent absenteeism These lost man-hours could not be recovered and led to failure in examinations mainly because the students did not prepare adequately to cover the syllabus. Waweru (1982) noted that poverty exerts pressure on pupils' performance. This is because they cannot afford basic learning resources such as textbooks, pens, school fees among others. Malnutrition and poor living conditions influences the health of the child and thus directly or indirectly affects his/her ability to learn

Ndiritu (1999) noted that limited income among lower class families had been found to restrict provision of school books, development funds and other necessary materials to ensure good attendance and performance at school by pupils. Poor families have lower aspirations for their children than upper class due to the opportunity cost of the child. Poor families want their children to be involved in income generating activities, for going to school means a greater loss. As such, the poor rather than the rich because of economic gains prefer child labour. Cantu (2010) in a study of 73 Mexican American pupils found out that parent's educational attainments, income level and home environment proved to be highly significant in determining the child's level of educational attainment. Amalaha (2010) in a study on 370 boys and 112 girls in Zambia found that male students from educated parents performed at a significant level than male students from uneducated parents. In view of the foregoing it is the researcher's view that socio-economic aspect as addressed by earlier researchers did not address the influence of the same socioeconomic factors on differential performance between boys and girls in specific subject in national examinations. These studies did not show the effect of involvement in home chores by boys and girls on their performance in national examination. Thus, this study aimed at

contributing to address this aspect

2.8 Conceptual Framework

School Factors	learners Factors
Teachers' qualifications	Attitude Self-esteem Self-concept Socio-economic background Involvement in home chores
Teachers instructional method	
Head teachers' leadership style.	
Career guidance in school	
Teaching learning materials	
Evaluation of academic activities.	

Source: Own construction (2017)

The conceptual framework above explains the relationship between school factors and learners' factors and how these factors influence teaching and learning and their overall effect on boys' and girls' performance in Business Studies examinations. The conceptual framework describes the relationship between groups of variables and their influence of students' performance in examination. School related factors for example teacher qualification, teachers' instructional approach affects the students' academic performance. Where the teachers are qualified it is expected that they have mastery

of content to be taught and this would enhance performance of students in national examinations. In the case where teachers are not qualified, the mastery of content could be wanting and this would affect students' performance in national examination negatively. Teachers instructional method could either be students' centered or teacher's centered. Where teachers mostly use students centered method of instruction, students' performance would be enhanced. Head teacher's leadership style, career guidance and availability of teaching and learning materials would also affect students' performance. If head teachers have interest and discuss issues of performance with teachers and students this would affect students' performance positively. In cases where head teachers are aloof concerning students' performance this would affect students' performance negatively. Guidance and counseling on subject choice and their role in related careers is another school factor that could affect students' performance. Where students are not guided or where girls are discouraged from taking science and technical oriented subjects, then this would affect their performance. Factors within the school are not the only cause for differential performance between boys and girls in national examination. Students' related factors and home based factors which include family size, household income, parents' occupation and domestic chores all contribute substantially to poor

academic performance. Non-School related factors include the students' attitude, socio-economic background have a direct influence on students' academic performance. For example, if the students have a positive attitude towards a subject his/her performance will be high. If the student come from a poor socio-economic background and has constant fees problem then this will affect aspiration levels of the student as he/she is caught between constant absenteeism due to lack of school fees as well as performing well academically. He/she is likely to be of poor health because of poor nutrition. Such a student is likely to perform poorly academically than his/ her counterpart, from a good socio-economic background. A student who takes up a lot of home chores will end up having less time to do his/her private studies at home and this would contribute to poor performance. The above factors affect boys and girls in different ways and magnitude. Girls are pulled out school and boys left in school when the family income dictates that all children cannot be educated. Girls miss school when there are chores to be done at home or there is a sick family member to nurse. They are taken out of school when they mature to prepare them for marriage or help to supplement the family income by selling, farming or performing other income generating activities. The interaction of the above factors

is conceptualized to reveal differential performance for boys and girls.

Teachers Professional Skills and Attitudes

According to Gichuki, (2015), the quality of learner's acquisition depends on the quality of teacher's input. The teacher's competence 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 for teachers at every educational level. The planners need therefore to think of those who will teach the curriculum. They need to specify 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, 2013).

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, 2010). 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, 2011). 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.

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, 2017). 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 programmes or on-the-job training (Hawes, 2010).

According to Goodlad, (2010) 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 2016 teachers need to be given in service education and necessary support tailored to their changing needs (MOEST, 2016).

Daughtrey, (2010) 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 primary Schools in the Northern Lusaka Province, Kanyi, (2011) 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, (2011) points out that educational programme can hardly succeed if teachers are not equipped to implement them. The implementation of the 8-4-4 Education programme, faced problems because preparation of teachers was not adequate and a large number of them could not cope with the programme. 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 secondary schools.

Teachers attitude towards a given subject to a great extend is influenced by the way he/she handles it, motivation and effectiveness in teaching (Beam, 2011). 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, 2013). In this study the researcher intends to find out the attitude of Business Studies teachers towards integrated curriculum.

According to Malusu, (2013) 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, Aerial, 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 integrated curriculum and the ways they resolve such problems.

Teaching and Learning Resources

Shiundu and Omulando, (2011) quoting Ralph-Tyler, (2004) 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 students' 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, (2011) argues that a for 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, (2002) quoted by Pratt,

(2013) 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 8-4-4 Education programme, 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 Oluoch, (2011).

Eshiwani, (2010) observes that availability of text books has a positive relationship to achievement in both Primary and secondary schools. According to Eshiwani, (2010) school facilities account for differences in achievement. Songole, (2013) 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 textbook, the most important factor of consideration is their availability. Songole, (2013) continues to report that once the textbooks are available the other factor to consider is how they are

utilized. Therefore, the students 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 to implement the integrated curricula.

Achoki, (2015) makes key observation 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.

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 research done by Storal, (1995) 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, (2011) 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, (2011) had a similar study and found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning. Gage, (2013) 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, 2015).

According to Nasio and Ali, (2003) the students can be put into groups for the purpose of studying. 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 integrated curricula.

Studies on Integrated Approach

Since the introduction Business Studies in 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 English and literature and Christian Religious Education curriculum in secondary schools (Magoma, 2013; Okwara *et al.*, 2017 and Luvanga, 2003). These studies show that teachers encounter difficulties when implementing the integrated curricula.

In relation to implementation of integrated curriculum, Magoma, (2013) studied teacher related factors affecting implementation of integrated English course in secondary schools in Kisii 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. He 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 school level. The teachers rarely interact with the quality assurance officers.

Okwara *et al.*, (2017) in the study towards a model of Integrated English language curriculum for secondary schools in Zambia, the teachers said that as things were, there were very limited in-service courses that reached only an almost negligible proportion of the English language and literature 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.

Luvanga, (2003) carried out a research on teacher related factors that affect

implementation of the integrated secondary school, Christian Religious Education syllabus in secondary schools in Mombasa District. Among the factors he found affecting implementation, was negative attitude of the teachers towards the integrated curriculum, few text books and many students. The researcher's intention unlike Magoma, (2013); Okwara *et al.*, (2017) and Luvanga, (2003) who researched on integration of English, Literature and Christian Religious Education respectively focuses attention on Business Studies from an integrated perspective. In this paradigm areas of learning initially taught and tested as separate areas of specialization are fused to form one common content.

Business Studies as a subject is very important for the economic and technological advancement of any nation. Though its usefulness cuts across all fields of human endeavor, the low enrolment of students in the subject at both junior and senior secondary school levels has been a source of concern to various people especially business educators at various times (Omosewo, 1997; Balogun, 1985; Ogunneye, 1982; Orisaseyi, 1977; Ogunyemi and Eboda, 1974).

Lack of active participation of students is one of the factors responsible for students' poor performances in West African Examination

Council (WAEC) results of secondary schools where students' performances are generally poor in business subjects, physics, chemistry, biology and other sciences-related subjects (West African Examination Council, 2000). This pattern of poor performance in the by students is also observed in tertiary institutions (Olarinoye, 1987). Omosowo (1997) asserted that teachers were using the lecture method of teaching the subjects in the secondary schools. The direct impact of this method on learners is that it often leads to lack of understanding and this usually cause poor performance and low enrolment of students in the subject. The low enrolment in business subjects is a cog in the wheel of the economic, scientific and technological progress in Nigeria.

Many students see business subjects as too abstract to comprehend, thereby resorting to memorization or rote learning. Many students have also changed from business subjects to art and other subjects while dropped out and some failed woefully at the final examination. Meanwhile, various attempts have been made by government, school proprietors and teachers to facilitate effective teaching and learning of these courses, which are the rudiments of development of any nation. Textbooks have been constantly reviewed and rewritten in simpler forms and teaching materials of various types designed, yet the problems persist.

Ogunneye (1982) found out that in this era of technological advancement, technology is still having minimum impact on education. This is because 80% of teachers in Nigeria are mostly using the chalkboard and textbook method (traditional method) in teaching. Actually, most schools do not have modern instructional equipment and media. The few schools that have are unable to use them effectively due to erratic power supply and at times the inability of some teachers to operate some of this instructional media equipment. However, constant use of the traditional method of teaching is a major factor contributing to poor academic achievement of business education students.

Teacher-Centered Methods

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 2015).

The approach is least practical, more theoretical and memorizing (Teo & Wong, 2015). It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and

understanding of students may get lost. To address such shortfalls, Zakaria, Chin & Daud (2015) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

Student-Centered Method

With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2014). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2013).

The teaching method is regarded more effective since it does not centralize the flow of knowledge from the teacher to the student (Lindquist, 2014). The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Slavin, 2013).

Teacher-Student Interactive Method

This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 2013;

McDaniel, Friedman & Bourne, 2013; and Slamecka & Graf, 2013).

However, he did not ascertain the degree to which teachers' teaching methods effect on the academic performance of primary school pupils in Zambia.

The method encourages pupils to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this

Demonstration Method

Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. In demonstration method, the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them (Ameh, Daniel and Akus, 2013 cited by Ekeyi, 2013).

According to Mundi (2015), demonstration is a display or an exhibition usually done by the teacher while the students watch with keen interest and this involves showing how something works or the steps involved in the process. Ogwo and Oranu (2015) affirmed that demonstration method is the most widely used instructional method for acquisition of practical

skills as it involves verbal and practical illustration of a given procedure.

The method can be used at any level of education to facilitate learning. The demonstration method is used to show the students, good sitting position, how to hold the pencil, how to turn over the notebook page, good outline formation, how to build mental storage etc. At the pre-primary level, teacher can demonstrate counting of objects, how to add or subtract objects which is addition and subtraction of numbers.

According to Daugherty (2015), showing students how to perform an activity as well as telling them about the activity to stimulate both visual and auditory responses and therefore accelerates the learning process. In a study by Ekeyi (2013) students taught by demonstration method had significant effect on their achievement than those taught with the conventional lecture method. On the other hand, Ayang and Idaka (2012) found no significant difference in the joint effect of demonstration and project instructional methods and aptitude on psychomotor performance of students in basic electricity.

Business Studies as a subject is very important for the economic and technological advancement of any nation. Though its

usefulness cuts across all fields of human endeavor, the low enrolment of students in the subject at both junior and senior secondary school levels has been a source of concern to various people especially business educators at various times (Omosewo, 1997; Balogun, 1985; Ogunneye, 1982; Orisaseyi, 1977; Ogunyemi and Eboda, 1974).

Lack of active participation of students is one of the factors responsible for students' poor performances in South African Examination Council (SAEC) results of secondary schools where students' performances are generally poor in business subjects, physics, chemistry, biology and other sciences-related subjects (South African Examination Council, 2000). This pattern of poor performance in the by students is also observed in tertiary institutions (Olarinoye, 1987). Omosewo (1997) asserted that teachers were using the lecture method of teaching the subjects in the secondary schools. The direct impact of this method on learners is that it often leads to lack of understanding and this usually cause poor performance and low enrolment of students in the subject. The low enrolment in business subjects is a cog in the wheel of the economic, scientific and technological progress in Zambia.

Many students see business subjects as too abstract to comprehend, thereby resorting to memorization or rote learning. Many students have also changed from business subjects to art

and other subjects while dropped out and some failed woefully at the final examination. Meanwhile, various attempts have been made by government, school proprietors and teachers to facilitate effective teaching and learning of these courses, which are the rudiments of development of any nation. Textbooks have been constantly reviewed and rewritten in simpler forms and teaching materials of various types designed, yet the problems persist.

Ogunneye (1982) found out that in this era of technological advancement, technology is still having minimum impact on education. This is because 80% of teachers in Zambia are mostly using the chalkboard and textbook method (traditional method) in teaching. Actually, most schools do not have modern instructional equipment and media. The few schools that have are unable to use them effectively due to erratic power supply and at times the inability of some teachers to operate some of this instructional media equipment. However, constant use of the traditional method of teaching is a major factor contributing to poor academic achievement of business education students.

2.9 Summary of Literature Review

From the foregoing discussion, the factors identified in earlier studies focused mainly on their overall effect on performance. It is evident that earlier studies addressed performance in national examinations based on individual

subjects that make up Business Studies. Also, it is clear that very little research has been done on students' performance in Business Studies. No comparative studies have been done on the performance of Business Studies students by gender in public secondary schools. This study endeavored to fill these gaps and will act as an eye opener for further studies on Business Studies performance in national examination.

2.1 Introduction.

The literature cited below was looking into the problems which influence students' poor academic performance in general and a review of studies with a direct bearing on commercial subjects in Zambia ordinary level secondary schools.

2.1.1 Academic Performance

Adediwura and Tayo (2007) define academic performance as the display of knowledge attained or skills developed in school subjects designated by test and examination scores or marks assigned by the subjects' teachers. It could also be said to be any expression used to represent students' scholastic standing. Academic performance is described at the state level as an evaluation of students' performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet (Bell, 2014). On the other hand, Aremu (2003) defines poor academic performance as a performance that is adjudged by the examinee

as falling below an expected standard. In this study academic performance is based on the national Grade 8 to 12 examination results in commercial subjects.

2.1.2. Commercial Subjects

Commercial subjects according to the Ministry of Education Circular No 2 of 1972 are taken to mean Commerce and Book-keeping subjects. They are among the practical subjects referred to as bias subjects. After defining commercial subjects let us now see their importance.

2.1.3 Importance of Commercial Subjects in Society's Development

Commercial subjects play a fundamental role to the economy and have both private and social benefits. Their importance cannot be overemphasized particularly during the period of globalized economy. Commercial subjects prepare school leavers well to cope with the dynamics of the free trade/market of goods and services. In order to meet the objectives of commercial bias subjects there should be teachers who would make sure that the ball is rolling in the right direction of success. The following section is divided into four subthemes. The first section reviews related literature on the themes of teacher qualities, teaching and learning resources, students' interest in learning and school inspection; and related local literature review of studies with direct bearing on commercial subjects in

Zambia.

2.2 Teachers' Qualities in Teaching Subjects

2.2.1 Who is a Teacher?

A teacher, is defined as a person who has an appropriate certificate issued under this Education Act. He /she may teach or be employed as a teacher. Being a teacher is not enough but a good teacher. A good teacher is determined by the following qualities:

- i) Teacher' academic and professional qualifications;
- ii) Teacher's professional ability to communicate effectively;
- iii) Teacher's motivation in the teaching job;
- iv) Teacher's teaching experience;
- v) Teacher's mastery of subject matter. (Goe and Stickler (2008)

These qualities will be discussed here below. Let us start with teacher's academic and professional qualifications.

2.2.2 Teacher' Academic and Professional Qualifications

Hammond (2000) study examined the ways in which teacher qualifications and other school inputs were related to student achievement across the states in the United States of America, by using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational

Progress (NAEP). Among his evidence-based findings for the effects of teacher quality on student outcomes was that, teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. The most consistent highly significant predictor of student achievement in reading and mathematics in each year tested is the proportion of well-qualified teachers in a state. Also Okonkwo (2000) in his study examined the instruction between two independent variables of teacher quality and instructional strategy on students' performance in secondary school science found that students taught by professional trained biology teachers performed significantly better than those students who were taught by the non-professional biology teachers on the genetic objective achievement test. After looking at the teacher's academic and professional qualifications in relation to student's performance let us dwell on teacher's professional ability to communicate effectively to students.

2.2.3 Teacher's Professional Ability to Communicate Effectively

Effective communication draws a student closer to his/her teacher. This makes a student pay attention during a lesson. Attentiveness of a student in class leads to success. This is in

contrary to teachers who communicate negatively, harshly and unfriendly to their students, hence expectations of student success may be minimal. On this issue, several studies have been conducted to provide an insight into the teacher-student communication relationship, in general, and what inspires or motivates a student to learn or to become interested. According to Nel and Müllers' (2017) paper, on the limited English proficiency of final year student teachers enrolled for the Advanced Certificate in Education (ACE) at the University of South Africa (Unisa) assert that teachers are responsible for an inadequate language input (language to which learners are exposed orally or verbally) due to their own limited English proficiency. Also, a teacher should talk on a learner's level of comprehension, that is, the learner should be able to understand what the teacher is saying (Richards & Lockhart, 1994). Transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of the second language. Where teachers' own second language knowledge is not on an acceptable standard for the use of English as English proficiency, their poor usage and knowledge of the language are transferred to the learners (Stander, 2001). These assertions are supported by findings of The Progress in International

Reading Literacy Study (PIRSL) of 2017.

2.2.4 Teacher's Motivation in the Teaching Job

According to Ngu (1998), motivation is described as the enthusiasm and persistence with which a person does a task. Motivation may be defined as the amount of effort a teacher desires to exert in a particular class (Richmond, 1990). In line with this definition, Kreps (1990) classifies motivation as intrinsic motivation, that an individual has for the enjoyment of an activity and extrinsic motivation, that an individual has for an activity due to a reward received for performing the activity. Teacher's motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001). On the other hand, Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in an activity and are functioning at the peak of their abilities. In this situation the individual experiences "high levels of concentration, interest, strength, and control".

2.2.5 Teacher's Teaching Experience

West and Chingos (2016) define teaching experience as all years the teacher has spent in

the profession. In Hanushek's review (1986) of more than 100 studies of teacher years of experience and student outcomes, only 40 showed a statistically significant relationship. Of these, 33 found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. According to Goe *et al.* (2008), teaching experience is among the attributes under the category of teacher qualifications that was found to influence student academic performance.

2.2.6 Teacher's Mastery of Subject Matter

Teacher's mastery of subject matter can be described in three ways according to Eggen and Kauchak (2001): knowledge of content, pedagogical content knowledge and general pedagogical knowledge. This implies that the teacher must have familiarity with the body of knowledge taught; an understanding of a particular topic and how to explain it in a way that it will make sense to the students. In support of the aforementioned findings, Akinsolu (2017) investigated whether there is a relationship between the quantity and quality of teachers and student's academic performance in Osun State, Zambia public secondary schools. Among the study findings were that teachers' qualifications (that is, teachers with authentic knowledge about the relevant subject)

was significantly related to students' academic performance. These qualities make a student acquire interest in a lesson, hence aspires for success. Although much depends on the teacher, there are other issues which contribute to students' success; for instance, teaching and learning resources, students' interest and school inspection. Apart from teacher's qualities in teaching commercial subject also teaching and learning resources play part for students' success in the subject as we shall see below.

2.2 Teaching and Learning Resources

Teaching resources are generic materials used to describe resources teachers use to deliver instruction (Joceylene 2012). They include theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials like libraries or resource centers. They are widely accepted to facilitate the teaching and learning process. The World Bank, A Chance to Learn (2001) asserts that "learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate learning and teaching materials provision (including textbooks, teachers' guides and supplementary materials) to support educational development and quality upgrading

has been recognized by governments throughout the developing world and by most development partners. It adds that, now there is substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning", and that the two most consistent characteristics in improving student performance include the availability of textbooks and supplementary books. Learning and teaching materials, if we turn to Zambia secondary schools, are they equipped with learning and teaching materials? (Commercial subjects' materials inclusive).

2.3 Students' Interest in Learning Subjects and how this Affects their Performance

Interest is defined as a state of curiosity or concern about or attention to something (Farlex, 2014). This definition, when put in a class situation is described as involving some kind of preference for a school subject or for activities related to that subject. There is a considerable research base to support a strong correlation between the degrees of student interest among others. For instance, Cziksentsmihalyi *et al.* (1993) study on student interest and choice found that students who are engaged in work that interested them were overwhelmingly more able to see connections between

their present work in school and their future academic or career goals. These connections form the foundation of commitment to future learning and foster self-directedness. These findings are in agreement with Glasser (1988), who advocates that students who are interested in what they are learning are motivated to pursue learning experiences of ever-increasing complexity and difficulty. However student learning cannot be detached from how the teacher is facilitating learning since the teacher bridges the student interest and classroom learning. According to Eggen and Kauchak (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must have interest in his/her learners. He/she must manipulate his/her students into such a state of interest in what he/she is going to teach them. Hence, other objects of attention get banished from their minds. Students may be interested in learning commercial subjects but all in all there must be school inspection to monitor teaching process. Hence, school inspection is necessary in order to ensure quality assurance of what is taught in schools. All in all, students' interest in learning a subject should be composed with school inspection to see whether students are taught the right syllabus of the subject which will lead to good examination performance.

2.5 Studies with Direct Bearing on Commercial Subjects in Zambia

Students' poor performance in commercial subjects in Zambia at ordinary level secondary schools has not been widely researched. However, few descriptive case studies are available. For example, Mampangwa (2016) studied the factors influencing performance in commercial subjects in ordinary level secondary school in two schools namely Kasulu and Bongwe, both in Kasulu town in Kigoma Region, Kenya using seven commercial subject teachers and 54 Form 3 and 4 students in the two schools. He employed questionnaires, interviews, historical archives and observation to collect data. The results indicated a significant proportion of unqualified commercial subject teachers (100 percent at Bongwe Secondary School and 50 percent at Kasulu Secondary School). These were Form 6 leavers with no teacher training course, and inadequate teaching and learning materials. In addition, the schools taught 5 periods instead of 7 periods per week for Form 3 and 4. He concluded that these were associated with student's poor performance among other factors that declined the subject performance. These findings and conclusions were similar to findings of two other similar studies carried out by Sengerema (2015) and Mboya (2015). Sengerema (2015) investigated factors influencing poor performance in

commercial subjects at Kazima, Isevyva and Uyui secondary schools in Tabora Municipality focusing on 240 students in Form 3 and 4. He employed questionnaires, interviews, analyzed documentary evidence from the schools and the National Examination results to collect data. His findings were similar to those in Mampangwa (2016) study but additionally, he found that there were poor library facilities and up-to-date teaching and learning materials, superficial coverage of the syllabus (57.5 percent) and failure to comprehend subjects taught in English language due to abrupt use of English language as medium of instruction to Form One students who were taught in Kiswahili throughout their primary education. Mboya (2015) investigated causes of the declining performance in commercial subjects at ordinary level in 3 schools namely Ngarenaro, Arusha Day and Arusha Meru secondary schools in Arusha Municipal. He targeted students of Forms 3 and 4 and teachers teaching commercial subjects in the 3 schools. He used questionnaires, interviews, observation schedules on teaching/learning process; pupil habits, the general school environment and historical records. Data gathered were quantitative and qualitative. The focus of the study was on 3 assumptions: poorly trained teachers, lack of teaching/learning materials and non-proficiency of instructional language, these were anticipated as leading to poor academic performance. Then results

indicated that the highest qualification of commercial subjects' teachers in the 3 schools investigated was diploma in education. A critical shortage of teaching and learning materials where in one school (Arusha Day), there were no textbooks at all. Library facility was not available in two schools and where there was library; the books found were not of commercial subjects and were obsolete. Other forms of teaching and learning materials like audio visual were not available in all 3 schools. Poor mastery of instructional language by students inhibited their understanding of concepts and was severed by some teachers who could not clarify concepts because they had limited vocabulary, limited fluency and poor grammar. The researcher concluded that this situation deprived students and teachers of independent learning and effective teaching respectively, and in turn resulting in poor performance.

2.6

Conclusion

This chapter has explained some of the key concepts; academic performance, the meaning of commercial subjects and importance of commercial subjects in society's development. Students issues have been raised that influence student's academic performance in schools. They include qualities of a good teacher, teaching and learning resources and school inspection. These issues were explained

through data collection and analysis in order to understand factors which influence poor examination performance in commercial subjects in ordinary level secondary schools in Lusaka. It has been observed in all these studies that there has been no study done on the factors which influence students' academic performance in commercial subjects in Lusaka after the re- introduction of commercial subjects in secondary schools which was in 2016 to date. The findings established why there is tremendous failure in commercial subjects during this period of reintroduction of commercial subjects. Therefore, this study anticipates filling this gap. The next chapter provides the methodology which was used during data collection and the method of data analysis.

The literature reviewed in this section also shows that academic performance can be influenced by a number of factors. The literature shows that distance from the school has a negative bearing on academic performance of pupils. Non availability of libraries in schools is also identified in the cited studies as a factor contributing to poor performance in schools so is teacher-pupil absenteeism. Poor instructional leadership is equally spelt out as hindrance to academic achievement. The above are said to cause pupil academic performance to be poor and limit them from joining the tertiary level. However,

these studies have not clearly indicated determinants of poor academic performance of pupils in rural day secondary schools hence, the need for this study. The next chapter discusses the study methodology

CHAPTER THREE RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the research approach and it justifies the choice of qualitative approach in this study which focused on the factors which influence poor examination performance in commercial subjects in the chosen secondary schools in Lusaka District. The second part describes in detail how the research was conducted, methods of data collection and procedures for data analysis.

II. Research Design

The design of the study is a descriptive survey which aimed at collecting data on "Rectifies to student's Poor Performance in Business Studies in Zambian Junior Primary and Secondary Schools in public secondary school in Lusaka Area of Lusaka District".

2.1 Area of Study

The area of the study is the- two (2) public secondary schools and one (1) public secondary

schools in Lusaka Area, Lusaka District. The schools are Munali Girls Secondary Schools; SOS Primary School, and Inkpot Secondary Schools.

2.2 Population of the Study: The population of the study comprises of both the students “and the teachers of business studies in the six on the table below.

Table 1: Population of the study.

SIN	SCHOOLS	TEACHERS	PUPILS
1	Munali Girls Secondary Schools	3	25
2	SOS Primary School	3	20
3	Inkpot Secondary Schools	3	25
Total	3	9	70

2.3 Sample and Sampling Technique

The sample size of the population is 70 students out of the total number of 700 in JSS. In that is 10% was used through simple random sampling. Jen (2017) stated that, if the population is large, say in thousands, the percentage population to sample should be a

minimum of about 10 percent. While the total of 9 teachers is maintained as sample since the number is very small.

2.4 Instrument for Data Collection

The instrument for data collection is Questionnaire which is designed by the researcher and administered to the respondents. The questionnaire comprises of four (4) sections and 5 items on each section.

2.6 Method of Data Collection and Analysis

the questionnaires were personally administered to the respondents (both teachers and students) and all of them were retrieved after due completion. Data analysis involves treatment of data with statistical tools in order to simplify and make the data interpretable. The questionnaire was structured as follows Strongly Agreed (SA) 5 points³⁴

3.1.1 Research Approach

Qualitative approach was used in this research. Research approach depends on the problem to be researched. Therefore, the choice of the approach depends on what the research was trying to find out (Silverman, 2018). This research adopted a qualitative research approach for the following reasons: the qualitative approach deals with social phenomena and the anticipated research is a social phenomenon. In this approach factors

influencing poor examination performance in commercial subjects in O- level secondary schools in Lusaka were smoothly discovered, because qualitative approach is social centered. It allows probing in the person's inner issues which cannot be discovered by quantitative research approach through questionnaire. This approach was also chosen because of its flexibility in research design and data collection. The research design is not completely specified in advance, it was continued to be remolded as the fieldwork continued. In this case the researcher did not approach the study with hypotheses to test or standardized questions to answer.

3.2 Study Area

The research covered Lusaka. Lusaka had 56 commercial ordinary level secondary schools; out of them 4 were old government secondary schools, 18 were community based secondary schools and 34 were private secondary schools (MSEO,2013). The researcher decided to choose three (03) secondary schools only due to limitations of resources and time. Therefore, three schools were purposefully selected based on the following criteria: One school was an old Government secondary school, the second was community based secondary school and the third was a private secondary school. These schools are diverse and therefore the study attempted to find out if they have similarities or differences in terms of teaching and learning

facilities for commercial subjects such as text books, libraries, as well as teachers. It also found out if there were diversities in terms of teaching documents like schemes of work; lesson plans, home works, tests and subject timetables.

3.3 Population Sample

Secondary schools in Zambia are of three types: Munali Girls Secondary Schools, SOS Primary School, and Inkpot Secondary Schools. Students, Teachers and Head of departments in these schools in Lusaka were the targeted population of the study.

3.4 Sample

Firstly, the sample was drawn from Grade 8 to 12 of each school. That means 70 students were selected from Grade 8 to 12 classes. The issue of gender was not observed as old government ordinary level secondary schools in Lusaka are either boys or girls' schools. Students provided first-hand information on factors influencing poor examination performance in commercial subjects in the above-mentioned types of secondary schools. The sample also included other participants due to their responsibilities. Secondly, six commercial subjects' teachers (2 from each selected school; 1 for book keeping and 1 for commerce) were also included in the sample. Teachers play an indispensable role in the teaching and learning

process. They are expected to provide the researcher with practical experiences of factors influencing poor examination performance in commercial subjects in those chosen schools. They provided first-hand information from the teaching point of view. Thirdly, 3 heads of commercial subjects' departments; one from each selected secondary school included. Heads of departments have a monitoring role over commercial subject teachers in the teaching and learning of commercial subjects. Heads of departments therefore provided over all insight on the factors influencing poor examination performance in commercial subjects in their ordinary level secondary schools. Fourthly, 3 Heads of schools, one from each selected secondary school were included. This choice was made on the assumption that heads who are internal inspectors and supervisors have additional quality information in terms of administration and management insights on the factors influencing poor examination performance in commercial subjects in their schools. Therefore, the sample was made up of 36 participants.

3.5 The Sampling Procedures

Random sampling was applied to students in the selection of the sample. Random sampling is the method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in

the entire population to have equal chance of being included in the sample (Kothari 2015). A purposive sampling was applied to teachers, heads of departments and heads of schools. Hence purposive sampling is a type of sampling whereby items for the sample are deliberately selected by the researcher; his/her choice concerning the items remains supreme (Kothari, 2015).

3.6 Methods of Data Collection

3.6.1 Interviews

Interviews are the common method of collecting data in any qualitative study. This study used semi-structured interviews as the main method of data collection where necessary in-depth interviews was used. Hornby (1989) as quoted in Rwegelera (2017) defines an interview as the meeting in which a researcher asks somebody questions in order to find out his or her views. Also, Bogdan and Birklen (2006) define interview as face-to-face version of the questionnaire. According to Kothari (2015) interview is a method of collecting data which involves presentation of oral Research methodologies can be viewed as the manner in which a researcher approaches a research problem. In support of this statement, Kothari (2015:8) argues that research methodology, "may be understood as the science of studying how research is done scientifically". These tools help the researcher

to collect data for the research study and to examine information collected in order to draw a conclusion.

3.1 Research Design

According to Patton (2002:3), data or content analysis is a method of analysing text from documents or interviews when conducting a research study. For this particular study, data analysis was undertaken to organise data in a logical and understandable way, and this entailed data preparation, descriptive statistics and inferential statistics.

The research design selected to conduct this research study is content analysis, looking at policy and legislative frameworks, books, articles and government reports which provide a comprehensive perspective on past events, as in how they influence the present and how they will relate to the future.

3.4 Sample and Sampling Techniques

Sampling can be defined as a population of interest that is identified and selected by the researcher to conduct a research study, and which can be selected randomly or non-randomly (Study.com, 2015:2).

3.7 Method of Data Collection

The researcher selected literature review, which is a qualitative research approach, as a method of collecting data, as it entails an assessment of a body of research that addresses a research question and also identifies what is already known about an area of study. The information is then gleaned from secondary sources such as books, research papers, official statistics, government reports, web data, and policy and legislative documents.

3.8 Method of Data Analysis

The main purpose of data analysis is to attach meaning to the vast amount of collected data.

Data analysis can then be defined as a process of evaluating data using logical and analytical reasoning to examine each component of the data provided. This entails various processes, such as editing and cleaning, detailed analysis, graphical analysis and the use of frequency tables, cross tabulation, filtering and simple regression analysis (Business Dictionary, 2015:1-4).

3.12 Ethics and Data Protection

According to the Business Dictionary on Ethics and Data Protection (2015:1), ethical guidelines seek to protect the individuals, communities and environments involved in the study against any form of harm, manipulation and malpractice.

CHAPTER FOUR FINDINGS AND DISCUSSION

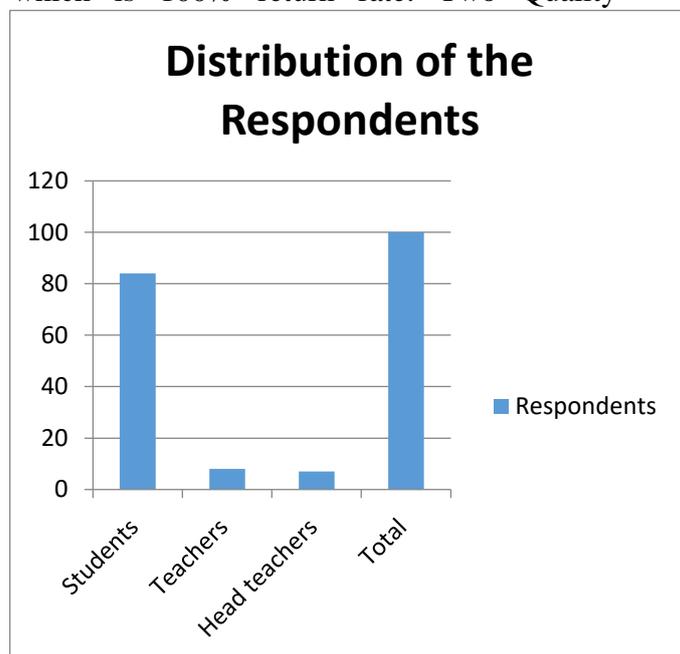
4.1 Introduction to the Findings

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter presents the findings of the study. The purpose of this study was to investigate the factors that cause performance disparities between boys and girls in Business studies in Lusaka district. The method used for research was survey design. The main instrument for data collection were questionnaire for students, teachers, head teachers and Quality Assurance and Standards officers. The responses from the subjects were compiled into frequencies and converted into percentages and presented in cross tabulation. The analysis was done based on each question asked by the researcher in the questionnaire. The findings and interpretation were done on the basis of study objectives and research questions. The open- end items that did not limit the respondents to one response but allowed them to give as many responses as they could were categorized and the findings presented in frequency and percentage tables. The researcher had targeted 250 Grade 8 to 12 Business studies and commercial subjects students for the study and issued 250 questionnaires of which 238 were returned forming 99% return rate. In case of teachers, the researcher targeted 9 teachers and issued 9

questionnaires of which 7 were returned forming 95.8% return rate. 3 head teachers were targeted and the researcher issued 3 questionnaires of which all the 3 were returned which is 100% return rate. Two Quality



Assurance and Standards Officers were targeted and two questionnaires were issued. The two were returned forming 100% return rate.

4.1 Demographic Information of the Respondents

The demographic information was obtained from all the respondents in the sample namely the students, teachers, head teachers and Quality Assurance and Standards Officers in Lusaka district.

Table 1: Distribution of the Respondents

Name	Frequency	Percentage
Students	84	84%
Teachers	8	8%
Head teachers	7	7%
Total	99	99%

Students	238	83.8%
Teachers	9	8.09%
Head teachers	3	7.4%
Total	250	100%

As shown in table 1 the target group included Business Studies Grade 8 to 12 students, Business Studies teachers and head teachers in

selected public secondary schools in Lusaka district and Quality Assurance and Standards Officers. As shown in the figure most of the respondents were students forming 83.8%, followed by the teachers forming 8.09% while head teachers formed 7.4%. These respondents were chosen because they are key members of the school community and they were able to provide information on what factors affect business studies performance in schools. Two educational officers forming 0.7% were contacted because being nonmembers of the school; they were very objective in the provision of the data. They are also involved in monitoring and assessing the implementation of the curriculum and give advice on various measures to be taken by schools in order to improve the standards in

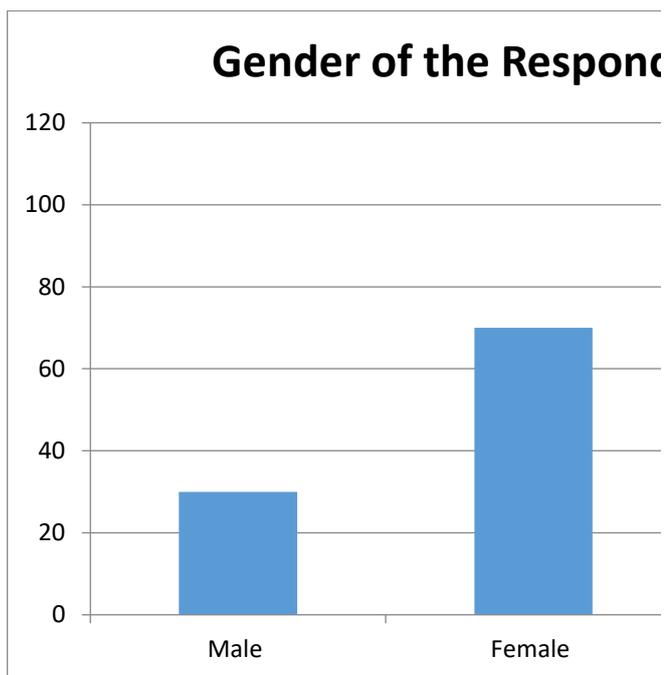
schools and performance of students in national examinations.

4.2 Teachers' Influence on Students Performance

The study sought to establish the effect of teachers on boys and girl's performance in Business Studies. The teachers' factors the researcher identified were: the gender of teachers, teachers' qualification and instructional approach.

Table 2: Gender of the Respondents-Teachers

Gender	Frequency	Percentage
Male	3	30.4 %
Female	6	69.6 %
Totals	9	100%



Frequency	Percentage
Diploma	21.7%
Bachelor of Education	65.2%
Masters of Education	13%
Totals	100 %

It is quite evident from the table that the number of female teachers is more than male teachers. From the above table it clearly shows that there is some disparity in the number of male teachers and female teachers teaching Business Studies. This disparity means that female teachers dominate the teaching of Business Studies. While male teachers have business orientation and commitments to work, their female counterparts are distracted by maternity leave, children sickness which could hinder their commitment and presence in schools. Girls therefore lack a role model from their female teachers; this could affect their performance negatively.

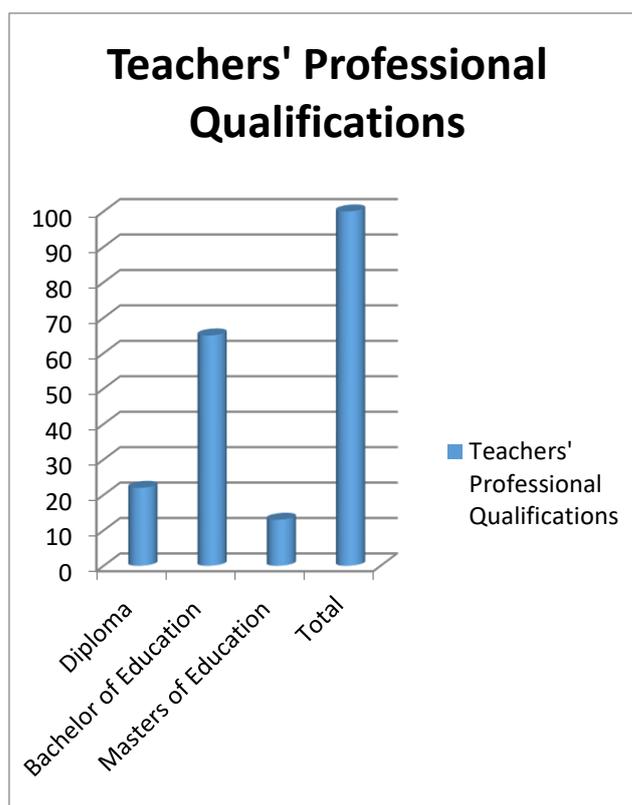
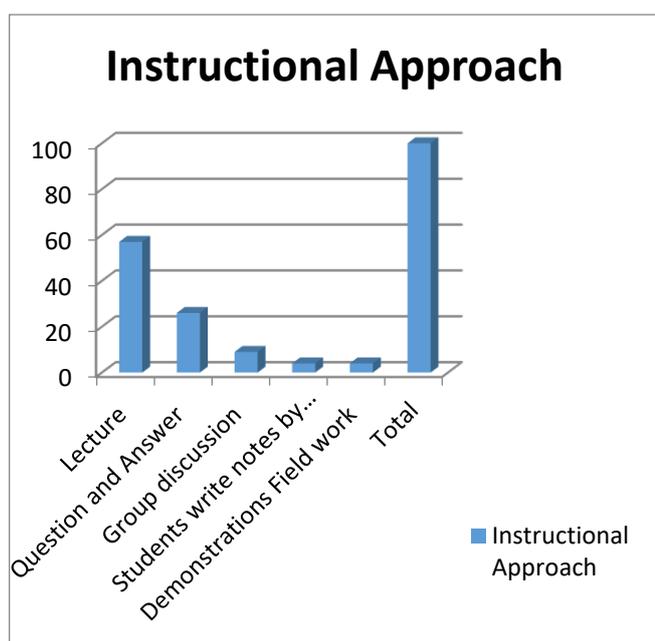


Table 3: Teachers' Professional Qualifications

From the table above, it is evident that most teachers had attained at least the minimum teaching qualifications. 21.7% of teachers had a diploma, 65.2% had a first degree, and 13% had a master of education degree. This therefore means that all the teachers were qualified to teach Business Studies in secondary schools.

Table 4: Teachers' Instructional Approach

Instructional Approach	Frequency	Percent age
Lecture	4	56.5 %
Question and Answer	2	26.1 %
Group discussion	2	8.7 %
Students write notes by themselves	1	4.3 %
Demonstrations Field work	1	4.3 %
Total	9	100 %



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 students 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.

4.2.1 Effects of Teaching and Learning Facilities

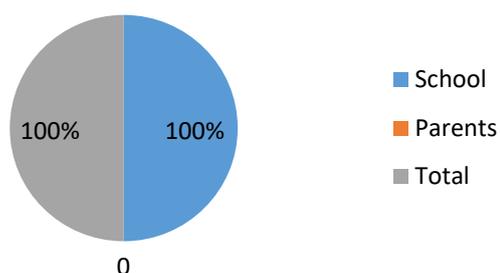
The study also sought to determine the effect of teaching and learning facilities on boys and girls performance in Business Studies The teaching and learning facilities the researcher identified were: teachers' text books, students' text books, students' exercise books, class rooms, desks and chairs, library and staff room.

Table 5: Head Teachers' Views on Source of Textbooks and Exercise Books

Source	Frequency	Percentage
School	3	100%
Parents	-	-
Total	3	100 %

provides textbooks it is evident from table 4 above that the school provides the textbooks and exercise books and this enhances completion of syllabus on time and also students could be able to do their assignments using the textbooks.

Head Teachers' Views on Source of Textbooks and Exercise Books



In regard to source of textbooks or who

Table 6: Teachers' views on Availability of Teaching and Learning Facilities.

Facility	Rating	Frequency	Percentage
(a) Teachers' Textbooks	Very adequate	5	52.2%
	Adequate	3	43.5%
	Inadequate	1	11.3%
	Totals	9	100%
(b) Students' Text books	Very adequate	3	43.5%
	Adequate	4	57.7%
	Inadequate	2	28.8%
	Totals	9	100%
(c) Students 'exercise books	Very adequate	5	56.5%
	Adequate	4	43.5%
	Inadequate	-	-
	Totals	9	100%

(d) Class rooms	Very adequate	5	43.5%
	Adequate	3	52.2%
	Inadequate	1	4.3%
	Totals	9	100%
(e) Desks and Chairs	Very adequate	5	52.2%
	Adequate	4	47.8%
	Inadequate	-	-
	Totals	9	100%
(f) Library	Very adequate	2	13.0%
	Adequate	3	26.1%
	Inadequate	4	60.9%
	Totals	9	100%
(g) Staff room	Very adequate	4	43.5%
	Adequate	4	43.5%
	Inadequate	1	13.0%
	Totals	9	100%

Totals From table 7 above 95.7% of teachers indicated that teachers' text books were adequate, 91.3 % of teachers indicated that students' textbooks were adequate In regard to students' exercise books 100% of teachers indicated they were adequate This could be attributed to the fact that the school being the source of these resources ensures their supply and availability The study therefore established that the teachers and students had adequate text books for reference and adequate writing materials for students which would enhance the performance of students in Business Studies. In regard to class rooms, desks and chairs 95.7% of teachers indicated that class rooms were very

adequate or adequate 100% of teachers indicated that chairs and desks were adequate. This would mean that students were comfortable when learning which would enhance their performance. From section (f) 60.9% of teachers indicated that library facilities were inadequate The study therefore established that while classrooms, desks and chairs were adequate it is evident that library facilities were inadequate This means that most students are not able to do their private studies effectively and get supplementary materials while in school which affects their performance negatively. From section (g), 87% of teachers indicated that staffroom was adequate which

would go a long way in enhancing teacher' preparation for lessons, marking of exams and room for consultation with student. This would enhance the performance of Business Studies

4.3 Students' views on Availability of Teaching and Learning Facilities

The study sought to establish the effect of teaching and learning facilities on boys' and

girls' performance in Business Studies from the students' point of view. The facilities identified included: students' text books, class rooms, library and past exam papers. Availability and use of these facilities by students would go a long way in enhancing their performance in national examination the findings were as follows:

Table 9: Students' Views on Availability of Teaching and Learning Facilities

BOYS	Boys		Girls	
	Frequency	percentage	Frequency	Percentage
(a) Students' Textbook				
Very Adequate	44	42.3%	77	57.5 %
Adequate	52	50%	47	35 0%
Inadequate	8	7.7 %	10	7.5%
None	-	-	-	-
Totals	104	100%	134	100%
(b) Classrooms				
Very adequate	34	32.7 %	65	48.5 %
Adequate	58	55.8%	54	40.3 %
Inadequate	11	10.6%	15	11.2%
None	-	-	-	-
Totals	104	100 %	134	100 %
(c) Library				
Very adequate	20	19.4%	37	17.9%
Adequate	27	26.2 %	24	32.1 %
Inadequate	31	30.1 %	43	22.4%
None	25	24.3%	30	100 %
Totals	104	100 %	134	100 %

(d) Past Exam papers	44	42.3	%	63			
Very adequate	45	43.3	%	47		35.1	%
Adequate	12	11.5%		19		14.2%	
Inadequate	3	2.9	%	5		3.7	%
None							
Totals	104	100%		130		100 %	

Table 9 above presents the students' views on the effect of teaching learning facilities on boys' and girls' performance in Education Business studies. From section (a) 92.3% of boys indicated that textbooks were adequate while 92.5% of girls indicated that textbooks were adequate. 7.7% of boys and 7.5% of girls indicated that textbooks were inadequate. From section (b) 88.5% of boys indicated that classrooms were adequate while 88.8% of girls indicated classrooms were adequate. 10.6% of boys indicated that classrooms were inadequate while 11.2% of girls indicated that classrooms were inadequate. From section (c) 45.6% of boys indicated that the library facilities were adequate while in 45.5% of girls indicated that library facilities were adequate 30.1% of boys indicated that library were inadequate. While 32.1% of girls indicated that library facilities were inadequate. 24.3% of boys indicated that there were no library facilities while 22.4% of girls indicated that there were no library facilities in their schools. From section (d) 85.6% of boys indicated that past exam papers were adequate while 82.1% of girls indicated that past exam papers were adequate 14.4% of boys indicated that past exam papers were inadequate while 17.9% of girls indicated that past exams papers were inadequate.

The study therefore established that both boys and girls have adequate textbooks which would enable them to work on their class assignment and revision and this would enhance their performance in Business Studies. The study also established that both boys and girls have inadequate library facilities this would mean that students are not able to do private studies while in school and as a result their performance would be affected negatively. In relation to the teaching and learning facilities the study sought to establish the extent to which boys and girls use them. The researcher identified the following facilities: staffroom, textbooks and past exam papers. The findings were as follows:

Table 10: Students' use of facilities

Frequency	Boys		Girls	
	Percentage	Frequency	Percentage	Frequency
(a) Text books				
Highly	49	47.1%	21	15.7%
Medium	50	48.1%	29	21.6%
Rarely	2	1.9%	48	35.8%
Not used	3	2.9%	36	26.9%
Totals	104	100%	134	100%
(b) Past exam papers				
Highly	62	59.6%	50	37.3%
Medium	31	29.8%	23	17.2%
Rarely	7	6.7%	44	32.8%
Not used	4	3.8%	17	12.7%
Totals	104	100%	134	100%
(c) Staff room				
Highly	38	36.5%	19	14.1%
Medium	60	57.7%	24	17.9%
Rarely	4	3.8%	52	38.8%
Not used	2	1.9%	39	29.1%
Totals	104	100%	134	100%

From table 10 above, section (a), 95.2% of boys indicated that they use textbook for revision while 37.3% of girls indicated that they use textbooks for revision purposes. A total of 4.8% of boys indicated that they rarely use or do not use text books at all while 62.7% of girls indicated that they rarely use or do not use text books at all. From section (b) 89.4% of boys indicated that they used past exams papers for revision while 54.5% of girls indicated that they use past examination papers for revision purpose. From section (c) 94.2% of boys indicated that they use the staffroom to consult with the teacher while 32% of girls indicated that they use the staff room for further consultation with the teachers. 5.7% of boys indicated that they rarely or do not use the staffroom for consultation while 67.9 % of girls indicated that they rarely or do not use the staffroom for consultation with the teachers. There is a significant disparity between boys and girls on the use of the above facilities. The study therefore

established that though text books, past examination papers and staffroom were adequate in schools, boys mostly use them for revision and consultation with teachers while girls rarely used them for revision and consultation with the teachers. This would therefore result in boys performing better in Business Studies than girls.

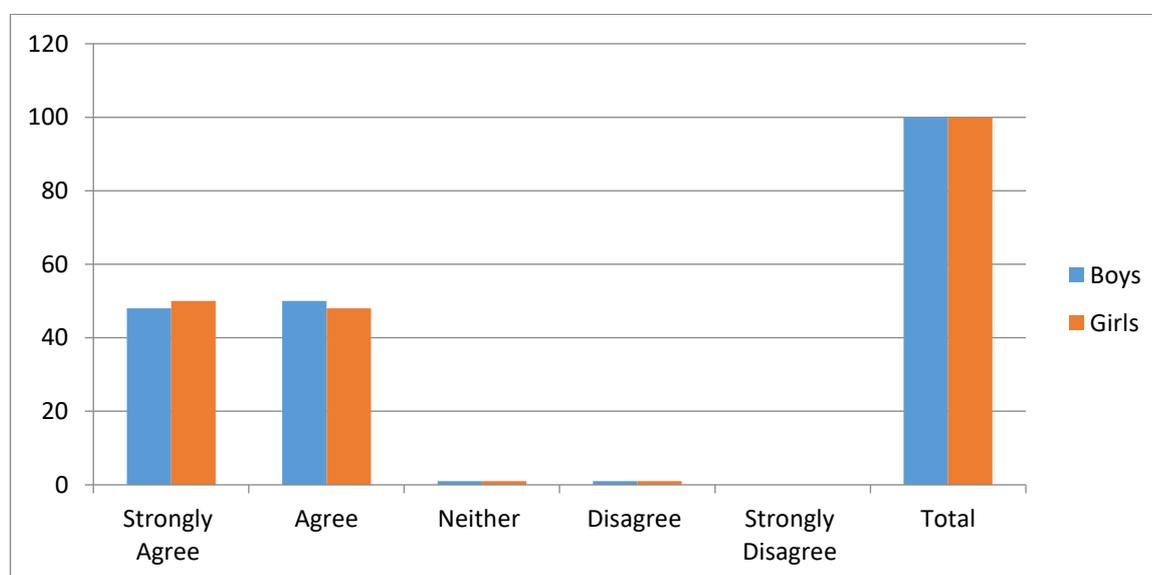
43.1 Attitude of Boys and Girls towards Business Studies.

The study further sought to establish the effect of boys and girl’s performance towards Business studies on their performance in Education Business studies. The students gave the following responses on how they view Business studies as a key subject that will assist in pursuing future career by use of a 5-level scale.

Table 11: Students' Attitude towards Business Studies.

Responses

	Boys	Girls
	Percentage	Percentage
Strongly Agree	47.50%	50 %
Agree	50.48 %	48%
Neither	1 %	1%
Disagree	1 %	1%
Strongly Disagree	-	-
Totals	100 %	100%



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.

Table2: Students' attitude towards Business studies Examinations; Responses

Frequency	Boys		Girls	
	Percentage	Frequency	Percentage	Frequency
Very difficult	4	3.8%	8	6%
Difficult	61	58.7%	100	74.6%
Simple	37	35.6%	26	19.4%
Very simple	2	1.9%	-	-
None of the above	-	-	-	-
Totals	104	100%	134	100%

From table 12 above it is evident that 62.5% of boys indicated that Business Studies examinations were difficult while 80.6% of girls indicated that Business Studies examinations were difficult 37.5% of boys view Business studies examination as simple while 19.4% of girls view Business studies examination as simple. From table 11 and 12 above there is a significant disparity between boys' and girls' attitudes towards Business studies which would affect their performance. On overall therefore, the study established boys' attitude towards Business studies is positive while girls' attitude towards Business studies is a bit negative. Positive attitude towards a subject enhance performance while negative attitude towards a subject would lead to poor performance in examination.

Table 13: Students' Preferred Future Career

Responses	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Medical doctor	37	35.6%	28	20.9%
Engineer	23	22.1%	27	20.1%
Lawyer	13	12.5%	16	11.9%
Teaching	5	4.8%	46	34.3%
Accountant	26	25%	17	12.7%
Total	104	100%	134	100%

What emerged as can be seen from table 13 above was that a total of 70.2 % of boys aspired to enter into challenging career such as medicinal doctor, engineer and lawyer which also happens to require strong grades to qualify, while a total 52.9% of girls aspired to enter into challenging careers such as medical doctor, engineer and lawyer. There is a disparity in challenging career aspirations between boys and girls which would affect their performance. It also emerged that 25% of boys aspired to become accountants which is associated with Business Studies while 12.7% of girls aspired to become accountants. This would also affect their performance in Business Studies in that boys would work hard to achieve a grade that would enable them pursue the career of becoming an accountant. This would enhance their performance while girls may be reluctant to put a lot of effort in Business Studies since their aspiration on career associated with Business Studies is low. This would result in poor performance for girls.

4 3 2 Students' Socio-Economic Background

The study further sought to establish the effect of socio- economic background on boys and girl’s performance in EDUCATION Business studies. The study based the influence of students' socio-economic background on father's and mother's occupation, person who pays the school fees and punctuality of paying school fees. The findings are shown in table 14 below

Table 14: Students' Socio-Economic Background

Frequency	BOYS		GIRLS	
	Frequency	Percentage	Frequency	Percentage
(a) Father's occupation				
Farmer	46	44.2 %	58	43.2%
Employed	22	21.2%	43	25.4 %
Business man	36	34.6%	34	31.3%
Totals	104	100%	134	100 %

(b) Mother's occupation				
Housewife	16	15.4%	20	14.9%
Farmer	47	45.2 %	51	38 %
Employed	19	18.3%	23	17.2%
Business woman	22	21 %	40	29.9 %
Totals	104	100%	134	100%
(c) Who pays school fees				
Parent	92	88.5 %	120	89.6 %
Guardian	9	8.7 %	10	7.5 %
Brother	1	1.0%	1	0.7 %
Sister	1	1.0 %	1	0.7%
Relative	1	1.0%	2	1.5 %
Totals	104	100 %	134	100 %
(d) Punctuality of paying fee				
Yes	63	60.6 %	60	44.8 %
No	41	39.4 %	74	55.2%
Totals	104	100%	134	100 %

From section (a) of table 14 above 44.2% of boys indicated that their fathers were farmers while 43.2% of girls indicated that their fathers were farmers 21.2% of boys indicated that their fathers were employed while 25.4% of girls indicated that their fathers were employed. 34.6% of boys indicated that their fathers were business men while 31.3% of girls indicated that their fathers were business men. From section (b) 15.4% of boys indicated that their mothers were housewives while 14.9% of girls indicated that their mothers were house wives 45.2% of boys indicated that their mothers were farmers while 38% of girls indicated that their mothers were farmers 21.2% of boys indicated that their mothers were employed while 17.2% of girls indicated that their mothers were employed 18.3 % of boys indicated that their mothers were businesswomen while 29.9% of girls indicated that their mothers were businesswomen From section (c) 88.5% of boys indicated that their parents paid their school fees while 89.6% of girls indicated that their parents paid their school fees A total of 11.7% of boys indicated that their school fees was paid by either a guardian , a brother, a sister or relative while a total of 10.45% of girls indicated that a guardian, a brother, a sister or a relative paid their school fees From section (d) 60.6% of boys indicated that their fee was paid on time while 45.5% of girls indicated that their fees was paid on time 39.4% of boys indicated that there was delay

in the payment of their school fees while 54.5% of girls indicated that there was delay in the payment of their school fees. On overall therefore the study established that a great number of parents were farmers whose income is seasonal and would hinder the parents from paying school fees on time. Parents with stable income from employment were few and this would also hinder majority of students' school fee paid on time From the results, there is a significant disparity on the punctuality in the payment school fees between boys and girls This could be associated with social-cultural belief that when family income dictates that all children cannot be educated, it is the girls who are first pulled out of school or have to wait until the money is available. Absenteeism from school due to delay in paying school fees contributes greatly towards the poor performance of girls.

4.4 Ways of Improving Performance of Boys and Girls in Business Studies.

The study further sought to establish ways of improving performance of boys and girls Business Studies. The information was sought from head teachers, teachers and students. From open end questions, the major themes that emerged included: more revision by use of past exam papers, group discussion, positive attitude towards the subject, getting involved in educational tours and getting involved in symposium among schools.

The results were as follows:

Table 16: Quality Assurance and Standard Officers Views on Ways of Improving Performance in Business Studies.

	Frequency	percentage
More revision	1	50%
Group discussion	1	50%
Positive attitude	-	-
Educational for symposiums	-	-
Total	2	100%

From table 16 above, 50% of Quality Assurance and Standards Officers indicated that more revision would improve students' performance in Business Studies In regard to group discussion 50% of Quality Assurance and Standards Officers indicated that group discussion would improve students' performance in Business Studies.

Table 17: Head Teachers' Views on Ways of Improving Performance in Business Studies

Frequency	FREQUENCY	PERCENTAGE
More revision	5	23.8%
Group discussion	6	28.6%
Positive attitude	8	38.1%
Educational tours	1	4.8%
Symposiums	2	9.5%
Total	21	100%

From table 17 above, 23.8% indicated of the head teachers indicated that more revision would improve students' performance in Business Studies 28.6% of head teachers indicated that group discussion would improve students' performance in Business Studies In regard to positive attitude 38.1% of head teachers indicated that positive attitude would improve students' performance in Business studies. 13.3% of head teachers indicated that educational tours and symposiums would improve students' performance in Business Studies

Table 18: Teachers' Views on Ways of Improving Performance in Business Studies.

	Frequency	Percentage
More revision	3	30.4%
Group discussion	2	26.1%
Positive attitude	1	14.5%
Educational tours	1	14.5%
Symposiums	1	14.5%
Total	9	100%

From table 18 above 30.4% of teachers indicated that more revisions would improve students' performance in Business Studies. In regard to group discussion 26.1% of teachers indicated that group

discussion would improve students' performance in Business Studies. 14.5% of teachers indicated that positive attitude would improve students' performance in Business Studies 14.5% of teachers indicated that educational tours and symposiums would improve students' performance.

Table 19: Students' Views on Ways of Improving Performance in Business Studies.

Boys	Girls			
Frequency	Percentage	Frequency		
More revision	45	43.3%	50	37.3%
Group discussion	30	28.8%	42	31.3 %
Positive attitude	10	9.6%	31	23.1 %
Educational tours	7	6.7 %	2	1.5%
Symposiums	12	11.5 %	9	6.7%
Totals	104	100%	134	100 %

From table 19 above it is evident that 43.3% of boys indicated that more revision would improve their performance while 37.3% of girls indicated that more revision would help improve their performance. In regard to group discussion 28.8% of boys indicated that group discussion would improve their performance while 31.3% of girls indicated that group discussion would improve their performance. In the case of educational tours 6.7% of boys indicated educational tours would improve their performance while 1.5% of girls indicated that educational tours would improve their performances in Business studies. In regard to symposiums 11.5% of boys indicated that symposiums would improve their performances while 6.7% of girls indicated that symposiums would improve their performance in Business studies. On overall, therefore the study established that the key factors that could improve performance in Business Studies for both boys and girls are more revision, group discussion and positive attitude. The study also established that positive attitude was vital in enhancing the improvement of girls' performance in Business Studies.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusion of the study. The purpose of the study was to investigate factors that cause performance disparities between boys and girls in Business studies in Lusaka District. The study sought to establish how teacher qualification and instructional approach, availability of teaching and learning facilities, the attitude of boys and girls towards Business Studies, socioeconomic background of boy and girls as well as involvement in home chores affect the performance of boys and girls in Business Studies. The study also sought to establish ways of improving Business Studies performance. The following is the summary of the research findings upon which the conclusion and recommendations of the study were made.

5.1 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.

5.2 Effect of Teaching and Learning Facilities

The study was able to establish the effect of teaching and learning facilities from the teachers' point of view and students' point of view. The teaching and learning facilities identified for the study were teachers' textbooks, students' text books and exercise books/ writing materials, class rooms, desk and chairs, library, staffroom and past examination

papers. 95.7% of teachers indicated that teachers' text books were adequate and 91.3% indicated that students' text books were adequate. All the teachers indicated that students' exercises books, desks and chairs were adequate. In regard to class rooms 95.7% of teachers indicated that class rooms were adequate while 60.9% of teachers were of the view that library facilities were inadequate. From students' point of view 92.3% of boys indicated that students' textbooks were adequate while 92.5% of girls were of the view that students' textbooks were adequate. In regard to classrooms 88.5% of boys and 88.8% of girls were of the view that classrooms were adequate. In regard to library 54.4% of boys were of the view that library facilities were either inadequate or there were none while 54.5% of girls were of the view that library facilities were either inadequate or there were none in the school. In the case of past examination papers 85.6% of boys and 82.1% of girls were of the view that past examination papers were adequate. The use of textbooks and past examination papers for revision as well as the use of staffrooms for consultation were identified as the key facilities that cause performance disparities between boys and girls in Business studies. The study established that 94.2% of boys use the staff room while 32% of girls use the staffroom for consultation. In regard to use of past papers examination papers 89.4% of boys

use past examination papers for revision while 54.5% of girls use past examination papers for revision. In the case of textbooks 95.1% of boys use the questions at the end of every topic which are in the text books for revision while only 37.3% of girls use the questions at the end of every topic in the text books for revision.

5.3 Effect of Boys' and Girls' Attitude towards Business Studies.

The study also sought students' views on Business Studies as a key subject that would assist in pursuing future career. 98.1% of boys had positive attitude while girls' attitude was rated lower at 68.6%. Further the study established that future career aspiration for boys and girls were different which was an indicator of their different attitude towards Business Studies. While 72.2% of boys aspired for challenging careers such as medical doctor, engineer and lawyer, 52.9% of girls aspired for the same careers. 25% of boys aspired to become accountants while only 12.7% of girls aspired to become accountants which is associated with Business Studies. There was disparity between boys and girls for challenging careers and accountant which is associated with Business Studies. This would affect girls' performance negatively.

5.4 Effects of Students' Socio- Economic Background

The socio-economic background was based on father's and mother's occupation, who pays the school fees and punctuality in paying school fees the study established that on average 43.7% of the students' parents were involved in farming activities. The farming activities give seasonal incomes and as a result payment of school fees would be interrupted leading to students being absent from school at different periods. This will further affect the performance of students in national examinations because they may lack learning materials The study also established that an average of 15% of mothers for both boys and girls were house wives Therefore in most homes the father was the sole breadwinner The overall effect is that the little resources acquired would have to be shared among the members of the family. This would mean that some students loose learning time as they stay at home waiting for their school fees to be paid which would negatively affect their performance in national examination. The study established that there was disparity in the punctuality of payment of school fees between boys and girls.60.6% of boys had their school fees paid on time while 45.5% of girls had their schools fees paid on time Only 39.4% of boys had their payment of school fees delayed while 54.5% of

girls had the payment of their school fees delayed. This would lead to most of the girls missing school which would lead to poor performance in K.C.S. E Business studies national examination.

5.6 Ways of Improving Performance in Business Studies.

The study further sought to establish ways of improving Business Studies. From the results of the study, the following were identified as the key ways of improving performance in Business Studies: more revision, group discussion and positive attitude. The study established that more revision would improve boys' performance by 43.3% and girls' performance by 37.3%. Discussion groups would improve boys' performance by 28.8% while 31.3% of girls would have their performance improved by discussion groups. Positive attitude towards Business Studies would improve boys' performance by 9.6% while positive attitude would improve girls' performance by 23.1%. Positive attitude towards Business studies was identified as a major way which could improve girls' performance.

5.8 Recommendations

On the basis of the findings of this study the following recommendations are pointed out which may work towards improving

performance in Business studies, especially for girls.

(i) Schools ought to establish library facilities to enhance performance of Business Studies in national examination. Teachers should use student centered instructional approach so as to enhance effective learning which would go a long way in improving performance in national examination.

(ii) Schools should put in place strong guidance and counseling department which can be used to inspire girls to have positive attitude towards Business Studies so as to enhance their performance.

v) Students especially girls should balance between their private studies and involvement in home chores so as to improve their performance in Business Studies national examination Parents should also reduce the work load for girls at home to enable them have more time for their private studies

5. 9 Suggestions for further studies

More research can be done in areas closely related to this study On the strength of the data gathered, analyzed and the findings, the researcher proposes the following suggestions for further research

(i) The researcher recommends that this study can be replicated in other districts and provinces.

(ii) There are factors affecting performance dismantles between boys and girls in Business Studies national examination other than the ones used in this study and that would also form a basis for further research.

(iii) The relevance of Business Studies and courses in tertiary colleges and universities would be an interesting area for further study.

REFERENCES

- [1] Amalaha, B.M. (2010). Academic Achievement Motivation of Ibo 5th formers Dissertation Abstract International 36 (1) 123-A
- [2] Atkinson, G.B.J. (1987). *Teaching Economics*, London Heinemann Educational Books Limited.
- [3] Asunga, G.M. (2002). Factors influencing K.C.P.E performance in Mbogoini Division, Nakuru District. Unpublished MED, project, University of Nairobi.
- [4] Ayoo, J.S. (2002). Factors affecting performance in EDUCATION examination in public secondary schools in Maseno Division, Kisumu District Unpublished MED Project University of Nairobi.
- [5] Cantu, IS. (2010). *Effect of family characteristics, parental influences language spoken, school experience on the level of educational Attachment of Mexican American* Dissertation Abstract
- [6] International 36 (6) 326/2-A Cheryl, M. and Rebecca, L. (2017) *characteristics of effective teaching*. U S A, Ball University.
- [7] Eshiwani, G.S. (1983). Factors influencing performance among primary and secondary school pupils in Western Province. A policy study, Bureau of Educational Research Kenyatta University.
- [8] Gay, L. (2006). *Educational research: competence for analysis and application 3* rd edition). Paris: Meril Publishing Company.
- [9] Keino, C. (1998). Factors affecting performance in Economics in Kenya Certificate of Secondary Education in Keiyo district. Unpublished MED Thesis.
- [10] Kibui, A.W. (2008). Transformational leadership in management of public schools in Lusaka District.
- [11] Kibera, L.W. (1993). Career aspirations and expectations of secondary school students of 8-4-4 system of education in Kiambu, Kajiado and Machakos districts in Kenya Unpublished PHD, Thesis Kenyatta University.
- [12] Kenya Institute of Education (2002) *Secondary School Syllabus* Nairobi Kenya **Institute of Education**
- [13] Kipchenger, M. (2015) Enrollment of students in Economics in secondary schools of Nakuru district, unpublished MED Thesis, Catholic University of Eastern Afnca.
- [14] Lockesh, K. (1984). *Methodology of Educational research*. New Delhi: Vain Educational Books.