

An Analysis into The Perception of Teachers on The on The New Business Studies Curriculum: A Case Study of Selected Secondary Schools in Chilubi District.

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ABSTRACT: Commercial Curriculum has changed to business studies by office practice and book keeping is as combined and which is called business studies, commerce and accounts have also changed the way they use to prepare the examination. Purpose of this study was to assess the perception of Business Studies curriculum. The study was guided by the following specific objectives: to find out the training provisions for teacher of Business Studies for their preparation to implement the integrated syllabus, to determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus, to determine the teaching/learning resources and strategies used to implement Business Studies syllabus and to determine the techniques used by teachers of Business Studies in evaluating the curriculum. The study was carried out in public secondary schools in Chilubi District. Descriptive survey design was used for the study. There are five (5) public secondary schools in Chilubi District. The study targeted total population of 1384, 97 form three students of Business Studies, 60 teachers of the subject, 36 heads of department of Applied Practical, Technical and Vocational subjects and 36 head teachers of the schools. Stratified sampling technique was used to select a sample of twelve (12) schools from the three areas and 276 respondents for the study. Questionnaires, interview schedules and lesson observation schedule were used to collect data for the study. Data analysis was done using content analysis and statistical package for social sciences. Descriptive statistics such as percentages and frequency distribution tables were used to present the data. The study found that teachers were adequately prepared in terms of subject combination as evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). Most of the teachers (75%) were found to have

had attended the trainings and that 58% of the teachers attended the trainings before the introduction of the new Business Studies curriculum. On attitude towards Business Studies curriculum, the study found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. The study further found that 75% of the respondents indicated that the resources were available even though they were inadequate. Discussion was the most preferred teaching strategy as indicated by all teacher respondents 12(100%). Other strategies included: assignments, personal study method, and explanation, talks by resource persons, demonstration, role play and field trips. The techniques for evaluating business studies curriculum included written tests, class assignments and oral questions. The study concluded that teachers were prepared for the implementation of the new Business Studies curriculum, had positive attitude towards the curriculum and that teaching and learning resources were inadequate for effective implementation of Business Studies curriculum. Different strategies such as the use of discussions, class assignments, personal study, talks by resource persons and field trips were used in the implementation of the new Business Studies curriculum. Curriculum evaluation techniques included: the use of written tests, class assignments and oral questions. The study recommended that the Ministry of Education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum. It was finally recommended that another study be done to determine the challenges facing the implementation of the integrated Business Studies curriculum. **Key words:** Cascade model: In-service teacher : Pre-service training: Technical education: Vocational education or training:

CHAPTER ONE

1.0 OVERVIEW

This chapter dwelt with the background of the study, statement of the problem, purpose of the study; objectives research questions limitations of the study, delimitations of the study, theoretical framework conceptual frame work and definition of central terms.

1.1 Background of the study

Education has been an important aspect of human life throughout the history of humanity. It is one of the most fundamental instruments that can be used to bring change in an individual in particular and society at large. Education is cornerstone of economic and social development. It helps to reduce poverty. It also increases the value and efficiency of the labour offered by the workers. As technology advances new methods of production depend on well trained and intellectually flexible labour force and this transforms economies (Lockheed and verpoor, 2010).

Abagi and Odipo, (2013) observe that education reform efforts in less industrialized countries are aimed at making education an effective vehicle for national development. They continue to state that governments, policy makers and civil societies in those developing countries need to invest more in education. They should ensure that system of education is efficiently managed.

The problem of unemployment cannot be resolved in the developing countries unless the educated youths are trained and involved in entrepreneurship-oriented vocations. In this context the government of Zambia should lay special emphasis on vocational and technical education. Entrepreneurship promises better employment to the youth of the country who currently constitute the bulk of unemployed. Local resources can also be fully utilized by growth of

entrepreneurship through formation of skills relevant to developing nations. The success and failure of businesses are fully dependent upon the quantum of the entrepreneurial ability possessed by the businessmen (Verma, 2016).

Popham *et al.*, (2017) defined Business education as education about business. Business education has had a long history of successfully preparing office workers for technical aspects of their jobs and contributing to the development of economic understanding requisite for consumers/citizens. Business education was introduced into public high Schools in the U.S.A by tax payers" demand during last part of nineteenth century. Parents insisted that public schools provide Business education they would otherwise have to buy for their children in private business colleges. Many school districts introduced Business education courses, shorthand, typewriting and book keeping. Since then Business education has been undergoing scrutiny and transformation (Popham *et al.*, 2017).

Business education as a discipline is not an entirely new development in Zambia's formal education. During colonial era, type writing which is a Business education course was a component of Industrial education. Frazer, (2014) Report on Education recommended introduction of industrial education in schools as a means of providing skills to native labourers and artisans in large numbers for various purposes. In response to Frazer Report, (2014) the colonial government opened a number of industrial schools in areas not effectively served by missionaries. Some of these schools were Chilubi School, Maasai School and Coast School at Waa. The government gave grants to missionary schools that were offering vocational education. Some of courses offered included carpentry, agriculture typing and blacksmithing (Fundi and Ileri, 2016).

Business education like other facets of vocational education suffered demise from Zambia's formal education after the Second World War. There was general believe among Zambians that vocational education relegated natives to manual workers for colonialists and therefore academic education was gaining predominance over Industrial Education (Bagonko, 2011). The curriculum was oriented towards white-collar jobs in the new independent state, neglecting practical skills. Eventually many school leavers lacked enough skills to serve the society. Under such circumstances, incorporation of practical oriented subjects into formal education was inevitable. It was seen as a basis for equipping learners with the basic knowledge and skills for salaried or self-employment (Republic of Zambia, Gachathi Report, 2011).

Zambian secondary schools Business education project which was based on the result of 1965 manpower survey was aimed at producing highly skilled manpower required for the growing commercial enterprises in the country. The project led to introduction of Business education in selected secondary schools in Zambia. The rationale of the project was improved technical and vocational training which would ensure that students graduating at every level of education have some technical and practical knowledge that could be utilized for either self-employment, salaried employment or further training (Oluoch, 2013).

The greatest progress of Business education in secondary education was realized with 8-4-4 system of education. Zambia's rationale for the 8-4-4 system of education was to replace the elitist educational system with that which could cope with rapid growth in population, respond effectively to needs of the society and challenges of the times. Business education programme comprised the teaching of commerce, principles of accounts, economics and typewriting with office practice.

The subjects were taught and examined separately (MOEST, 2002).

The Report on the commission of Inquiry into the Education System in Zambia (Republic of Zambia, 2013) led to reorganization of the Zambia education curriculum. The separate Business education subject areas were integrated into a broad field called Business Studies. Business Studies curriculum consists of concepts from accounting, commerce, economics, office practice and entrepreneurship education (E.C.Z., 2015). The rationale for the revision was to reduce the overloaded 8-4-4 curriculum, reduce costs of education and to make curriculum more relevant to needs of society and emerging issues. The Business Studies course addresses the previous problem of overlaps and repetitions across the various business disciplines. By merging vital aspects of these disciplines, overlaps and costs have greatly been reduced (Anuda, 2015).

Business Studies course is expected to provide the learner with an opportunity to acquire basic business knowledge, skills and attitudes that are necessary for the development of self and the nation. The course has been developed by integrating fundamental aspects of a number of business disciplines into a single subject to be taught from Form one to Form four. The specialized concepts of the business disciplines have been left out for post-secondary education and training. The subject is therefore only a general preparatory course which lays a foundation for training in business disciplines at post-secondary level (MOE, 2013).

Business Studies has a fundamental role to play in every individual's life. It enhances economic understanding which is so vital for the success of our endeavours of trying to satisfy our unlimited needs with scarce resources provided by nature (Miller, 2011). In addition to this the basic business

knowledge, skill and attitude should be a possession of every individual to enable him/her participate effectively in the economic environment either as a producer or as a consumer. The objective of the subject among other things is to expose students to broad areas of study and leave them to specialize at post-secondary for those who will go further in education (E.C.Z., 2015).

According to the MOE, (2013) the objectives of the Business Studies course will enable the learner to: Acquire knowledge and awareness of business terminologies vital; when discussing business issues, understand business and its environment, appreciate the role of business in the society, acquire necessary entrepreneurial knowledge, skills and attitudes necessary for the development of self and the nation by starting and operating a business, acquire basic knowledge and skills for identifying and seizing business opportunities that arise.

It will also enable the learner to develop ability for inquiry, critical thinking and rational judgment, appreciate the need for ethical practice and efficient business management, acquire self-discipline and positive attitude towards work, enhance co-operation and interrelation in the society through trade, understand the role of government in relation to business activities, and appreciate the role of communication and information technology in modern business management, develop positive environmental and health practices.

It will enable the learner to appreciate the need for measuring business performance, understand the role of auxiliary services in business, appreciate the role of market forces in determining prices of product, acquire skills of buying and selling, acquire interpersonal skills that enable one relate well with customers, acquire basic record keeping skills, understand and appreciate the basic economic issues that affect society in general and

create a firm foundation for further education and other related careers.

Business Studies being an interdisciplinary subject requires varied techniques of teaching. The approaches used to teach the subject are learner centred and participatory. According to the MOE, (2013) some of the recommended teaching/learning techniques for Business Studies are lecture, question and answer, discussion, brainstorming, storytelling, talks from resourceful persons, role play, field trips, drawing and dramatization. Each of these methods has its merits and demerits. Their suitability varies with circumstances, environment and purpose. Learning is more effective when varieties of methods are used (Nasio *et al.*, 2015).

According to Indire and Karanja, (2015) teaching/learning resources are the spice of the teaching/learning process. Indeed, teaching is as interesting as the resources used to facilitate it. According to the MOE, (2013) some of the recommended teaching/learning resources are relevant textbooks, the teacher's guide book, students' personal experiences, examples drawn from local business environment, relevant resource persons, chalkboard, pictures, real business documents or specimens like cheque books, radio programmes, video programmes, films, newspaper cuttings and relevant magazines. Thus, the use of adequate and appropriate variety of resources makes the teaching process more meaningful, interesting, enjoyable and more memorable, hence effective. Business Studies being a practical subject and is about happenings in our daily lives, such that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. However, this requires innovativeness on the part of the teacher. Where the required resources are not immediately available, the teacher should improvise based on a clear understanding of the

resources recommended (Indire and Karanja, 2015).

The whole curriculum implementation process is done within time limit. Utilization of time determines the success or failure of curriculum implementation. The time available for content in each class must be well allocated and well planned for. According to MOE., (2013) the time allocations for form one and two Business Studies syllabus are three lessons per week while form three and four are four lessons per week. The time available have influence on syllabus coverage.

Evaluation of the syllabus may take form of standardized assessment, observation of behaviour, oral questioning in class, quizzes, assignment or written tests (MOE., 2013). Business Studies was tested for the first time in the year 2014 at E.C.Z. level. The subject is tested in two papers. Paper one (565/1) and paper two (565/2). The overall performance in the subject has been below average and on a declining trend nationally. This indicates that implementation of Business Studies is faced by challenges and strategies should be put in place to improve the performance.

The performance in Business Studies has been declining except 2015 when there was improvement. Another observation is that performance in paper two has been declining and is the poorest done between the two. The Standard Deviation which indicates how candidates have spread around the mean shows that there is clustering around the means in both papers. The Standard Deviation in both papers in the four years is low. This indicates that students have had similar ability over the four years.

The general performance in county schools is better than in the district schools in the area. However, performance in one of the county schools is lower than that of a district school in Matipa Area.

Though the performance in most schools is average there is a room for improvement in most schools in the area. Strategies of improving implementation of the innovation are required.

Education systems do not remain constant but are ever changing with time as a result of societal needs. For example, in Zambia there has been a shift of emphasis from education for “white collar job” to education for self-reliance. Business Studies is a dynamic subject that is influenced by social-economic, political and technological changes. Under such circumstances in-service training becomes necessary if the curriculum is to be effectively and efficiently implemented. New teaching approach may be required and new resources must be provided.

Although most teachers of Business Studies are generally of good academic and professional qualifications, they may lack a thorough subject matter background for some concepts of the Business Studies curriculum. The pre-service teachers’ education did not expose teachers to all aspects of the Business Studies curriculum. Most teachers have been trained in one or two subjects related to Business Studies and cannot comfortably handle five subjects grouped as one. The opportunities for professional development are also limited in Zambia, mainly because of financial constraints. In order to teach in a manner consistent with changes in the curriculum, a review of the teacher preparation programme is required.

In the implementation of a school curriculum the teacher’s attitude is very important. This is because teaching is an art guided by educational values, personal needs and by variety of beliefs or generalizations that a teacher holds to be true. 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.

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 new change in curriculum (Hawes, 2013).

The Master Plan on Education and Training of 2013- 2010 (MOEST, 2013) considers it essential that teacher's Pedagogical skills and knowledge of content be updated through regular in-servicing using cascade model and peer approach. Cascade model refers to a form of in-service education provided to trainers of trainers at various levels. Chain of communication begins from national level to zonal level. Teachers trained at one level become the trainers of the teachers at the next lower level. The Koech report observes that teachers should be educated on the dynamics and demands of the new system through workshops and short courses, especially during holidays prior to implementation of the curriculum innovation (Republic of Zambia, 2013).

Bishop, (2012) highlighted the crucial role played by teacher. A teacher acts as catalyst in setting instructional objectives for their students from the broader objectives of the subject, selection of appropriate and relevant teaching and learning materials. If there is little sensitivity to the plight of the teachers this may cause resistance in adopting the new roles, difficulties in understanding new content, methodologies and conflicts with the highly over learned attitudes and way of thinking. There is therefore a need to carry out a vigorous and systematic in-service exercise for integrated Business Studies teachers throughout the country for new content and teaching/learning methods as they implement the integrated syllabus.

1.2 Statement of the problem

Education changes possess a challenge to its implementers. Research has shown that teachers

encounter problems in implementing a new curriculum innovation, Hawes, (2017); Oluoch, (1982) and Malusu, (2013). The commission of inquiry into education system of Zambia (2013), created integrated curriculum structure for Business Studies syllabus for secondary schools with an aim of improving performance in the subject. However, the performance in the subject has remained below average nationally and in some public secondary schools of Chilubi town of Chilubi District. The study was aimed at exploring how the teachers of Business Studies have gone about to implement the curriculum change and reasons for poor performance in the subject in the public secondary schools in the area.

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1.3 Purpose of the study

This study is focused on investigating Perception in Business Studies on the New Curriculum in Zambian schools of Chilubi District of Northern Province.

1.4 Objectives of the study

The specific objectives of the study were to: -

1. To determine perception of the change in commercial subjects, concerning time available & exams?
2. Find out the training provisions for teacher of Business Studies
3. Determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus.
4. Determine the teaching/learning resources and strategies used to implement Business Studies syllabus.
5. Determine the techniques used by teachers of Business Studies in evaluating the curriculum.

1.5 Research Questions

1. To determine perception of the change in commercial subjects, concerning time available & exams?
2. What training provisions are available to prepare teachers of Business Studies for the implementation of the integrated Business Studies syllabus in secondary schools?
3. What are the attitudes of teachers of Business Studies towards integrated syllabus?
4. What teaching/learning resources do teachers of Business Studies use to implement the course?
5. What evaluation techniques do teachers of the Business Studies face in implementation of the course?

1.6 Significance of Study

The study will identify the strategies used in the implementation process of the Business Studies course which the curriculum developer may consider in future. The study is intended to

benefit the curriculum developers on appropriate teaching methods and resources used in teaching Business Studies. The findings will be useful in enlightening the agents of curriculum change on the significance of preliminary evaluation of actual teacher competence before planning for them and preparation of teachers prior to an innovation. The study will also provide an opportunity to the teachers involved to share their views on the new syllabus. This study will contribute to effective implementation of the Business Studies curriculum to achieve the stated objectives of the subject and long-term goals of education.

1.7 Assumptions of the study

The basis of this study was provided by the following assumptions: -

1. The poor performance in Business Studies is partly due to teacher related factors.
2. All respondents would give accurate response to the questionnaires.
3. Data would be collected without any bias or discrimination.

1.8 Scope, limitations and delimitations of the study

This study was confined to the head teachers, heads of department of the Applied Practical, Technical and Vocational subjects; teachers and students of Business Studies in public secondary schools in Chilubi District. It was not possible to cover the opinions of other stake holders like, parents or education officers because of time constraints. The study was limited to public secondary schools only. Unlike in the private secondary schools, teachers in public secondary schools may feel freer to provide their personal details in regard to academic and professional qualifications.

1.9 Theoretical Framework

Theoretical frame work of this study is derived from the Havelock's (2013) Research Development and Diffusion Model (R.D.D.) also referred to as the Centre Periphery Curriculum Model, where an idea of curriculum development practice is conceived at the head or central office (in this case MOE.) and then fed into the system (Bishop, 2011).

Havelock, (2013) argues that the R.D.D. Model is effective where curriculum developments have to be in a large scale so that ideas have to reach geographically dispersed and isolated users (teachers and pupils).

According to this model, the process begins with research by a central project team (the subject course panels at the MOE.), which develops a new curriculum device and designs new materials. The materials are then subsequently produced, followed by dissemination or diffusion of the programme. After this stage the teachers and learners can now implement the innovation. The worthiness of this model to Zambia is manifested in the fact that the Business Studies course is diffused to all the schools in Zambia.

In the context of the study, the decision that there was to be an integrated Business Studies syllabus involving different areas of learning that were separate subjects to be within the same discipline was the decision of the National Curriculum Development Centre (MOE.). The integrated Business Studies syllabus before its adoption must have gone through the above procedure. Bishop, (2011); Oluoch, (2011) and Hawes, (2013) says that the problem of innovation is not a matter of supplying the appropriate technical information but rather a matter of changing attitude, skills, values and relationships. It's only the teachers who can ensure implementation of the innovation. To

achieve change in attitudes teachers must be involved from the initial stages of planning the new curriculum. Teachers must be consulted and used as resource persons and not merely dictated upon (Hawes, 2013).

Basically, the underlying phenomenon in Havelock's, (2013), R.D.O. model in relation to this study is the fact that integrated Business Studies syllabus may have found intentions but if teachers do not perceive its quality, worthiness and practicability, then the syllabus may not effectively be implemented. Teachers should therefore be adequately prepared to implement the innovation. The conceptual framework of this study was an attempt to show the possible relationship between, teacher pre-service/in-service training and implementation of a curriculum innovation and their influence on the student performance. The dependent variables for the study are curriculum innovation and students' performance. The conceptual framework implied that three independent variables which were teacher characteristics, Business Studies content and teaching /learning resources influenced the implementation of curriculum innovation and students' performance.

1.11 Definition of Central Terms

Cascade model: Refers to a form of in-service education provided to trainers of trainers at various levels. Chain of communication begins from national level to zone level

In-service teacher education: Refers to a life-long process in which the teacher is constantly learning and adapting to new challenges of his job. In-service teacher education helps in improving teaching skills and enables a teacher come to grips with new developments in curricula.

Pre-service training: Refers to the training of teachers on a certain curriculum before they are accepted as professionals in education.

Technical education: Refers to education to earn a living in an occupation on which success is dependent largely upon information and understanding of the laws of science and principals of technology as applied to modern design, production, distribution and services.

Vocational education or training: Refers to educational activities which essentially aim at providing the skills, knowledge and attitudes required for self-employment in a particular occupation.

CHAPTER TWO

LITERATURE REVIEW

2.0 OVERVIEW

This chapter highlights teachers' professional skills and attitudes, teaching/learning resources, strategies in Business Studies, and the related literature.

2.2 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 guidance and leadership to their colleagues in mastering new competences, 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.

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 expert 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. Teachers need to share insight with one another as they implement the curriculum. Teacher's participation in subject panels at various levels, Zone, Area, 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.

2.3 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 student's progress maintains classroom discipline while teaching and works with other staff members. The stakeholders should utilize common sayings that no education system is better than its teachers. Given their vital role in curriculum implementation teachers need appropriate preparation to be able to handle new programme.

Bishop, (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 centres 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 and adequacy of the resources is much more the important in achieving the later.

2.4 Teaching and Learning Strategies

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

2.5 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

. 2.6 Summary of literature review

This chapter presents literature on the implementation of curriculum innovation. The literature shows that implementation of a curriculum innovation depends on the preparation given to the teachers. It also shows that effective implementation of an innovation depends on the attitude of the teacher, availability and adequacy of teaching and learning resources.

In relation to implementation of integrated curriculum in secondary schools no study has been carried out on Business Studies. To fill the gap that exist in literature this study was therefore aimed at establishing implementation process of Business Studies curriculum.

CHAPTER THREE: METHODOLOGY

3.0 OVERVIEW

This chapter presents the research design for the study, study locale, population, sample and sampling procedures, development of research instruments, methods of data collection and data analysis.

3.1 Research Design

Kerlinger, (2011) defines a research design as a plan structure and strategy of investigating which seeks to obtain answers to various research questions. Basically research design is a logical strategy for planning research procedures and providing evidence for development of knowledge. The study adopted descriptive survey design to establish the implementation process of the Business Studies syllabus in public secondary schools in Chilubi town of Chilubi District.

Orodho, (2016) says that a descriptive study involves making careful description of phenomena to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. Descriptive designs according to Lokesh, (2002) are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. Since the study involves human subjects the design was viewed applicable for collecting data from students and teachers' opinions regarding implementation of Business Studies. The methodology involved in such a design is mostly qualitative in nature producing descriptive data.

3.3 Locale of the Study

The study was carried out in Chilubi District. Chilubi is one of the Districts of the Eastern Province. The District has four educational areas namely; Chilubi Central. Chilubi town of Area has been chosen for the study because the researcher did not have enough time and financial resources to visit all public secondary schools in the district. In addition to that having taught in Chilubi District the researcher had a professional interest to do research in the Area. At the same time no research had been carried out on implementation of Business Studies course in the Area. Singleton, (2012) observed that

the local setting for any study is one that is currently related to the researcher's interest.

3.4 Target Population

Target population for the study were: Twelve thousand and fifty two (1252) form three students of Business Studies, sixty four (60) teachers of the subject, thirty six (36) heads of department of Applied Practical, Technical and Vocational subjects and (36) head teachers of the thirty six (36) public secondary schools in Chilubi District. The total population was one thousand three hundred and eighty four (1384)

The public secondary schools were chosen for the study because unlike the private schools, head teachers and teachers in public secondary schools may feel freer to provide information required by the study.

Head teachers were chosen for this study because they were perceived to be very instructional leaders in their schools. They provide general guidance to teachers. They are also facilitators because they provide the necessary teaching/ learning materials and co-ordination required for effective implementation of the curriculum. Head teachers also play a key role in teacher's professional development by sponsoring teachers for in service courses among others. They were to provide useful information regarding preparation of teachers of Business Studies to implement the curriculum, provision of appropriate teaching / earning resources problems if any facing the teachers and solutions he /she offered.

Heads of departments play an important role in coordinating and planning implementation of the Business Studies syllabus in the schools. They supervise the work of the teachers of the subject. They mentor the inexperienced teachers and provide guidance to teachers in their department. The head of department were to provide useful

information regarding preparedness of teachers of Business Studies to implement the curriculum, problems if any, facing the teachers and solution he /she offered.

Teachers of Business Studies are the major agents in curriculum implementation and they are also in direct contact with the students. The teachers have first-hand information regarding instructional methods, availability and appropriateness of teaching / learning resources and evaluation techniques. Students are major beneficiaries of curriculum implementation. Their opinions regarding the teaching/learning process of Business Studies was very appropriate for this study.

3.5 Sample and Sampling Procedures

Target population was the thirty six (36) public secondary schools in Chilubi town of Chilubi District. A sample of twelve (12) public secondary schools was selected for the study. Using stratified sampling, schools were selected from the three areas to yield a sample of twelve (12) schools which constituted a third (33%) of the total. Orodho (2016) highlights that the sample should be selected in such a way that one is assured that certain sub-groups in the population will be represented in the sample in proportion to their numbers in the population itself.

Twelve (12) head teachers, twelve (12) heads of departments of the Applied Practical, Technical and Vocational subjects, twelve (12) teachers and two hundred and forty (240) form three students of Business Studies of public secondary schools in Chilubi District constituted the sample. In case of the public secondary schools with more than one teacher of the subject, simple random sampling, lottery method was used to select one teacher for the study. Same method was used to pick twenty

form three students from each twelve (12) public secondary schools to participate in the study.

Out of the twelve (12) sampled schools, three schools were randomly selected using the lottery method for observation. Kerlinger, (2011) points out that a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. Thus by randomly choosing the three schools for observation, it implied that the twelve (12) schools stood the same probability of being selected.

3.6 Research instruments

Types of instruments used in the study included:

- Interview schedule
- Questionnaires
- Lesson observation schedule

3.6.1 Interview Schedule for the Head teachers

Interview is an appropriate instrument to gather information from the head teachers regarding their opinions concerning the Business Studies curriculum. Section one of the interview schedule was on general information. The other section sought information on the resources available for implementation of the curriculum and the form of in-service training provided to teachers of the subject. The last part of this interview schedule was to find out and if there were any problems facing implementation of the Business Studies curriculum in the school and strategies the head of teacher took.

3.6.2 Interview Schedule for the Heads of Department

Interview schedules was used for gathering information from the heads of department of

Applied Practical, Technical and Vocational subjects within which Business Studies lies. Heads of department were expected to provide information on their professional qualifications which determines the nature of guidance and supervision they provide to the teachers of Business Studies. The other section sought information on the adequacy of resources for implementation of the course in the school and whether there had been any form of in service training provided to the teachers. The last part of the interview schedule was to find out and whether there were problems facing implementation of the curriculum in the school and solutions they provided.

The selection of interview schedule as one of instruments in the study as discussed by Prasad and Reddy, (2010) who argued that, if the focal data for the research project are the attitude and perceptions of the people's expectations their anticipated behaviour and experiences then the interview method is considered as one of the best methods of data collection. This is because in an interview it's possible for the researcher to encourage the participants to express themselves more independently. Researcher is able to probe the participant and give explanation and clarifications where necessary as regards to the problem under study.

3.6.3 Questionnaire for the Teachers

Questionnaire with twenty-five items was developed by the researcher and used to obtain data from the teachers of Business Studies. Questionnaires are useful in obtaining objective data. This is due to the fact that the participants are not manipulated in anyway by the researcher as they fill the questionnaire (Satyanarayana, 2010).

The questionnaire was divided in three sections. Section one of the questionnaires was used to elicit information from the teachers on their, academic, professional, knowledge, experience, their preparedness to implement the curriculum and their opinions regarding integrated Business Studies curriculum. Second section consisted of questions on teaching / learning strategies, resources and evaluation techniques employed in the implementation of the curriculum. Section three consisted of question on problems teachers face during implementation of the course and their recommendations for better implementation.

3.6.4 Questionnaire for the Students

A questionnaire with fourteen items was developed by the researcher and used to obtain information from the students of Business Studies. Section one of the questionnaires contained items on the general information. Section two contained items on the student's preference to take the subject and availability of the learning resources in their schools and section three contained items on the performance of the student in the subject and their suggestions on how they can improve the performance.

3.6.5 Lesson Observation Schedule

A lesson observation schedule was used to observe three teachers of Business Studies teaching. According to Prasad and Reddy, (2010) one of the most important and extensively used methods of primary research is observation. The lesson observation guide was used in observing what goes on within the Integrated Business Studies course classroom. Detailed description of such activities was recorded during the observation. The lesson observation guides sought to establish answers to such questions such as;

- Which teaching strategies do the teachers of Business Studies use to implement the course?

- Are objectives of the lesson clearly defined?
- Is content being taught reflecting the objectives to be achieved?

3.7 Piloting Research Instruments

The developed interview schedule and questionnaire were piloted in two schools which were not part of the sample. The instruments were piloted to establish their reliability and validity.

3.7.1 Content Validity

Content Validity is a systematic examination of the measuring instruments to determine whether it covers all the areas of the study (Orodho, 2016). Experts in curriculum matters were requested to assess the relevance of the content used in the instruments developed. They examined the instruments individually and provided a feedback. Their recommendations were incorporated in the final instruments to enhance their validity.

3.7.2 Reliability

According to Orodho, (2016), reliability of measurement concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. The test-retest method was used to test on the reliability of the instruments. The test retest technique involved administering the same instruments twice to the same group of subject, in a school that is not part of the sample. There was two weeks lapse between the first test and the second one. The coefficient of stability was used to estimate the degree to which the same results can be obtained with a repeated measure of the same concepts.

The interview schedule and questionnaire was administered to the head teacher, head of department of the Applied Practical, Technical and Vocational subjects, the teacher and twenty form three students of Business Studies selected randomly. The responses were scored manually.

Similar interview schedule and questionnaire were administered to the same head teacher, head of department, teacher and students after two weeks. The responses were scored manually. A comparison was made between the answers of the test and re-test. A Pearson's product moment formula for test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the instruments are consistent in eliciting the same responses every time the instrument is administered. To determine the correlation coefficient (r) between the two sets of scores.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]}}$$

$\sum X$ = sum of the first set of scores

$\sum Y$ = the sum of the second set of scores

n = total number of respondents

The researcher got a correlation coefficient of 0.75 for the student's questionnaire and 0.78 for teacher's questionnaire. According to Gay (2003), a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. The researcher therefore considered the instruments to be reliable for the study.

3.8 Data Collection procedures

The data was collected using these instruments; interview schedule, questionnaires and lesson observation schedule. A research permit was acquired from the Ministry of Higher education; National Council for Science and Technology. The actual data collection was undertaken by the researcher. The researcher travelled to each of the sampled schools and first sought permission from the head teacher and teachers of Business Studies

and expressed her intentions to carry out research in their school. The researcher personally administered the questionnaires to the teachers and students of Business Studies. Respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. The researcher collected the filled in questionnaires within the stipulated time as agreed with the respondents. The researcher interviewed the head teachers and heads of department of Applied, Practical and Technical subjects. The details were filled in the interview schedule. After the interview session arrangements were made for the lesson observation with the concerned teachers. Detailed description of activities was recorded during the lesson observation.

3.9 Data Analysis and Presentation

The data collected was edited, coded, tabulated and analysed. According to Patton, (2011) massive qualitative data collected from questionnaires, interviews and lesson observation guide needs to be organized into significant patterns to reveal the essence of the data. Data from lesson observation, responses from interviews and open ended items in the teachers' and students' questionnaire were analysed qualitatively using content analysis technique.

Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data. Descriptive statistics such as percentages, pie charts and frequency distribution tables were used to present the responses from the closed ended items in the teachers' and students' questionnaire where applicable. All the responses were organized into various aspects of the study based on the research questions of the study.

CHAPTER FOUR DATA, ANALYSIS, PRESENTATION AND DISCUSSION

4.1 OVERVIEW

This chapter presents data analysis, presentation of findings and discussions of the study. A total of 276 respondents were targeted by the study (240 students, 12 teachers, 12 head teachers and 12 heads of department). A total of 264 responded (constituting 228 students, 12 teachers, 12 head teachers and 12 heads of department) giving a response rate of 96%. The findings of the study are presented as per objectives of the study in the following sections.

4.2 Training Provisions for Teachers of Business Studies

4.2.2 Subject Combination for Training

Teacher respondents were asked to indicate their subject combination during the training. According to findings of the study, 25% of the respondents had a combination of Business Studies/Mathematics and 16.7% had a combination of Business Studies/economics. Other subject combination included: mathematics/economics, geography/economics, Kiswahili/English and French/Business Studies. From the findings of the study, it can be said that most of the teachers interviewed did business related courses and were therefore considered to be professionally qualified for the implementation of Business Studies curriculum. The findings are in line with Republic of Zambia, Gachathi Report (2011), where they reported that professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. 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.

The findings of the study are presented in Table 4.1.

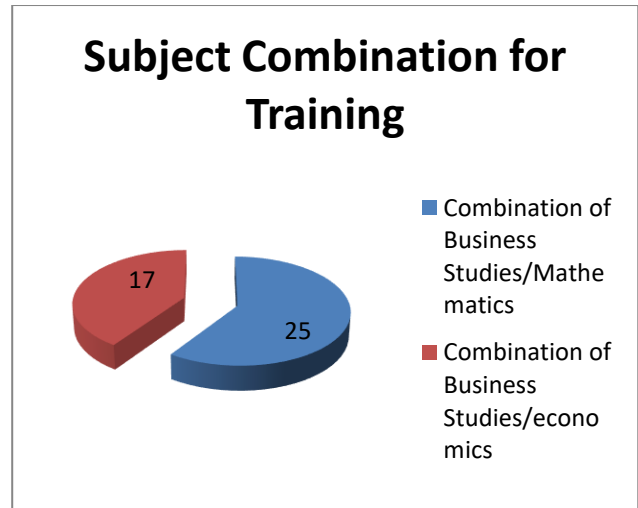
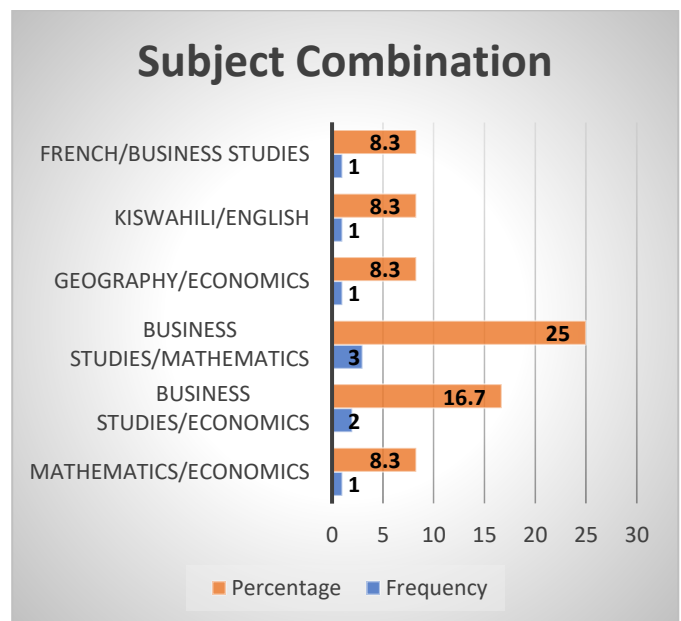


Table 4.1 Subject Combination for Training



In an interview with the head teachers on the competence of teachers of Business Studies, the study found that all the head teachers interviewed indicated that the teachers were competent. This they explained by the academic qualification of the teachers and their teaching experience.

4.3.3 RESOURCE GENERATION AS A SCHOOL

4.3.4 MONITORING OF TEACHERS IN BUSINESS STUDIES

Figure 9: Monitoring of teachers in Business Studies

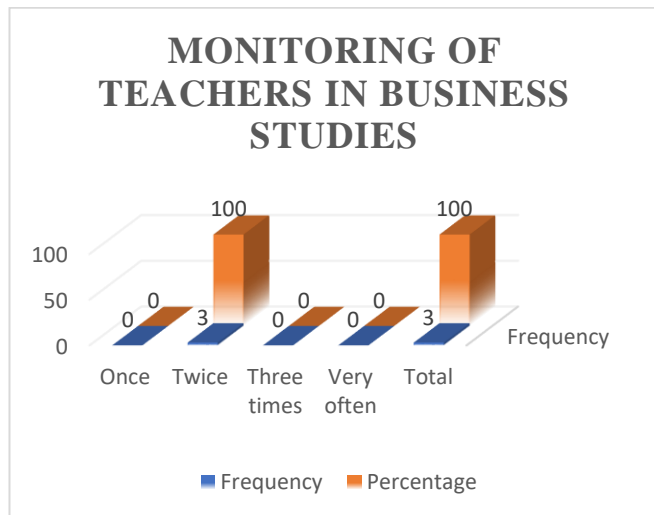
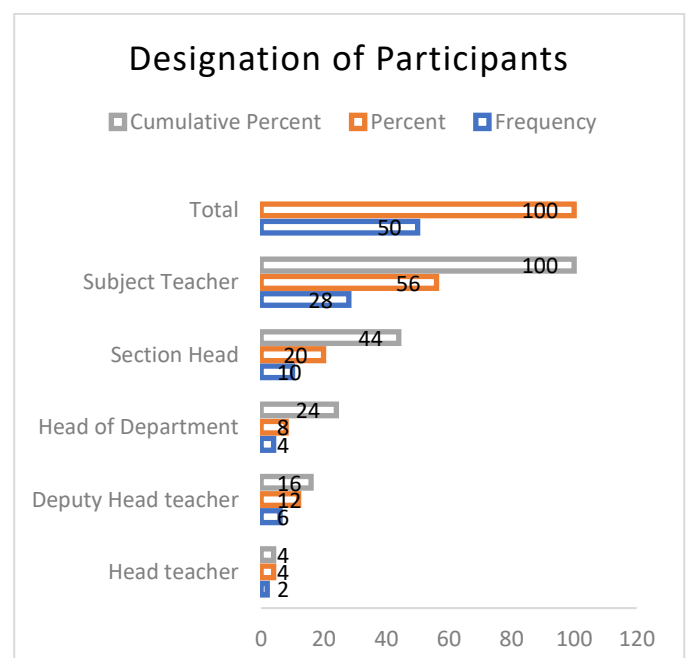
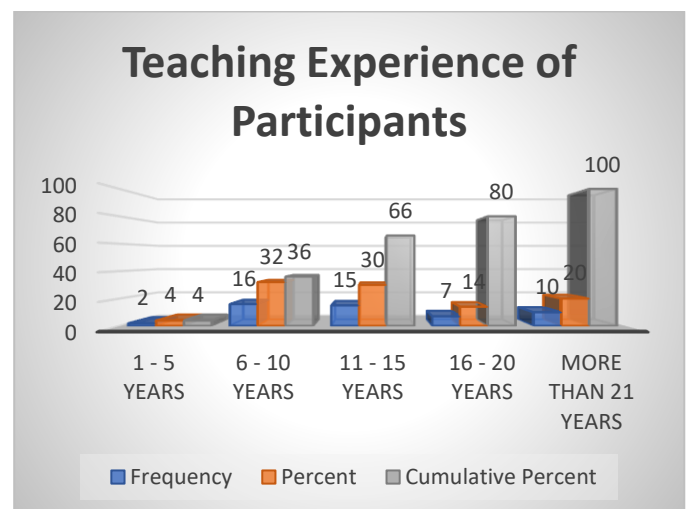
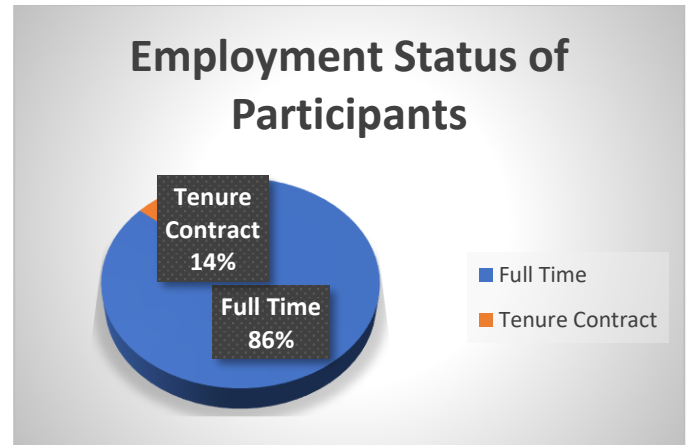


Table shows that 100% of the respondents indicated that they were monitored twice in Business Studies per term while none indicated once, three times and very often.

4.1.5 Employment Status, Teaching Experience and Designation of Participants

The table below shows the employment status, teaching experience and designation of the participants. 43 participants were on full time employment and 7 were on tenure contract, giving 86% and 14% percentage representation of the total participants. The highest number of participants on teaching experience was between 6 – 10 years giving 32% representation of the total participants as shown in the table. The majority of the participants were subject teachers at 28 giving 56% of the total representation of the participants. The least was number was obtained from head teachers at 2 giving 4% representation of the total participants.

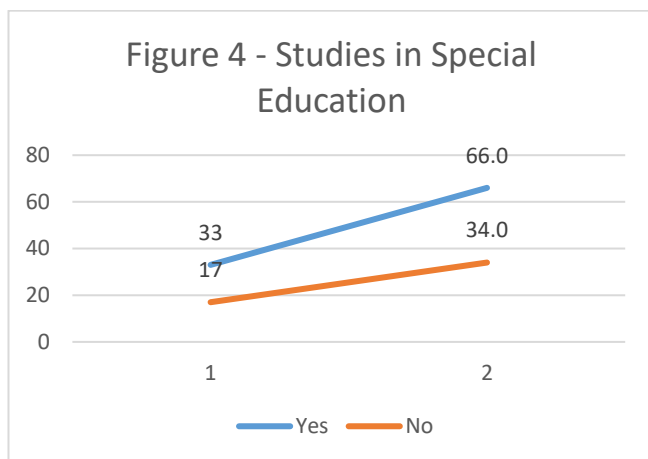
Figure 3 - Employment Status, Teaching Experience and Designation of Participants



4.2 Understanding of Inclusion

4.2.1 Special Education Training

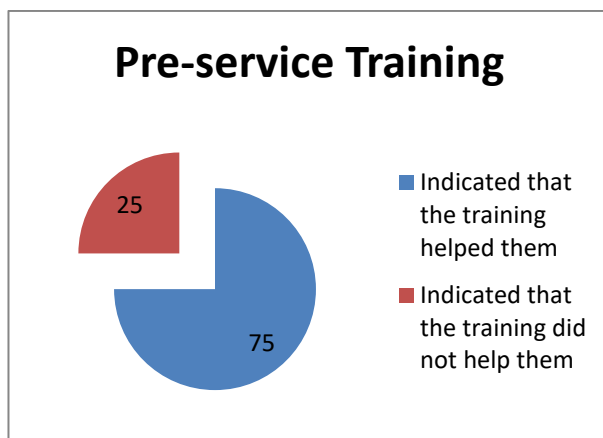
Participants in the study were asked to indicate whether they had undertaken studies in special education at any point in their career. The Line Chart below shows that 33 participants (66%) indicated that they had undertaken studies in special education while 17 (34%) said they had not done any studies in special education.



4.2.2 Awareness of Inclusion

Participants were asked if they had come across the term inclusion and 46 said they had so giving 93.9% while 3 said they had not done so giving 6.1%. However, 1 participant did not respond to this question thus showing a missing response. The table below highlights the findings.

4.2.3 Pre-service Training



Teacher respondents were asked to mention whether the training they got during their pre-service training provided adequate knowledge and skills to effectively teach the Business Studies curriculum. According to findings of the study, 9(75%) of the respondents indicated that the training helped them while 3(25%) indicated that the training did not help them. According to Common Wealth Secretariat (2010), 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. Oluoch (2011) emphasized that it is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation.

Teachers were further asked to give reasons for their answers. The following responses were given: that the training helped them to teach accounting, economics and commerce and that economics has much of what is needed in teaching Business Studies. Those who indicated that the training was not adequate mentioned that their training did not cover economics making it difficult for them to teach Business Studies.

4.2.4 Attendance of In-service before the Implementation of Integrated Business Curriculum

Curriculum

Teachers were asked to indicate whether they attended in-service training before the implementation of Business Studies curriculum. According to findings of the study, 7(58%) of the teachers indicated that they attended in service training before the implementation of new Business Studies curriculum while 5(42%) indicated that they did not attend the training. This

is an indication that they were well conversant with the content of the integrated Business Studies curriculum. 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, 2015).

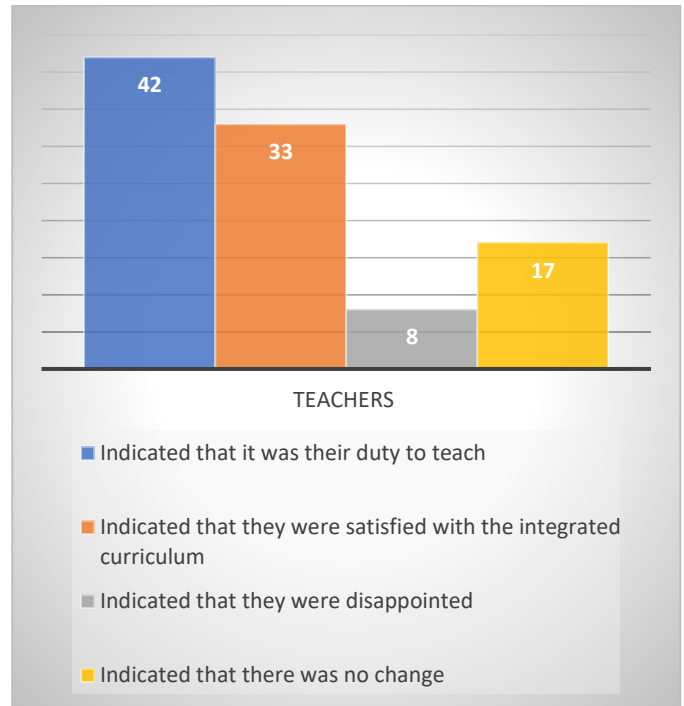
4.2.5 Duration for In-service Training

The respondents who indicated that they had attended in-service trainings were asked to indicate the period which the training took. The study found that 92% of the respondent mentioned that their trainings took a day while 8% indicated that the training took one week. From these findings, it can be said that most of the in-service trainings for the teachers took one day. According to the researcher, the duration for the training is considered inadequate in for the in-service trainings thus impacting on their effectiveness.

Teacher respondents were further asked to mention the areas in Business Studies curriculum where in-service courses are required. The following areas were mentioned: Inflation, international trade, national income, entrepreneurship, product markets, source documents and books of original entry, incomplete records, demand and supply, accounting section, economics and insurance.

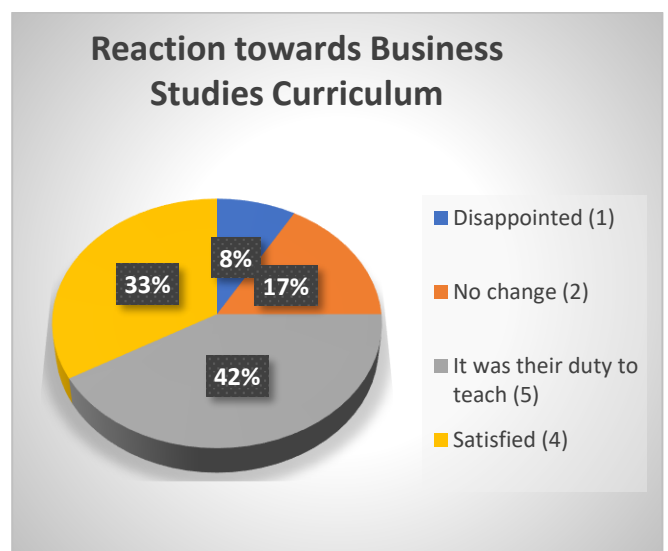
4.3 Attitude of Business Studies teachers towards the secondary school Business Studies.

Teachers were asked to indicate their attitudes when they learnt of Business Studies curriculum. According to the findings of the study, 42% of the respondents indicated that it was their duty to teach, 33% indicated that they were satisfied with the integrated curriculum, 17% indicated that there was no change and 8% indicated that they were disappointed.



From the findings of the study, it can generally be concluded that teachers were not initially satisfied with the introduction of the integrated business curriculum. According to Beam (2011), teachers, attitude towards a given subject is influenced by the way he/she handles it, motivation and effectiveness in teaching. The findings of the study are presented in figure below.

Table 4.2 Reaction towards Business Studies Curriculum



4.3.1 Information on the Change of Business Studies Curriculum

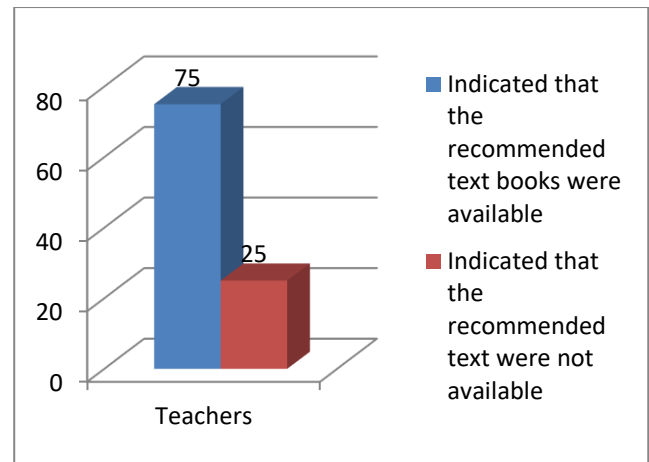
Teacher respondents were asked to mention whether they were informed of the changes which were to be made in Business Studies teaching in secondary schools. According to the findings of the study, 8(67%) of the respondents indicated that they were not informed while 4(33%) of the respondents indicated that they were informed. Due to the fact that most of the teachers were not informed of the changes in the curriculum in advance; this might have affected their attitude towards the subject. This is because they are the implementers of the new curriculum and failure to inform them may have been an indication that they were not considered in the formulation of the new curriculum. Hawes (2013) observed that teachers must be offered opportunities to learn and understand change in curriculum.

In an interview with the head teachers on the perception of teachers on the new Business Studies curriculum, the study found that teachers initially had a negative attitude when the new curriculum was introduced and that their attitude had gradually changed over time. This is an indication that teachers had already gone for the in-service training and had developed a positive attitude towards the business studies curriculum

Those who agreed that they were informed were asked to mention how they got the information. According to the findings of the study, they got to know of the changes through workshops and seminars organized for teachers.

4.4 Teaching/learning Resources and Strategies used to implement Business Studies syllabus

4.4.1 Availability of Recommended Text Books



Teacher respondents were asked to mention whether the recommended text book for Business Studies curriculum were available or not. According to the findings of the study, 9(75%) of the respondents indicated that the recommended text books were available while 3(25%) indicated that the recommended text were not available. From the findings of the study, it can be said that the recommended text books were available in the schools studied. The following were the recommended text books used in teaching and learning of Business Studies: KLB Inventor, Certificate Business Studies, Explore Business Studies by Longman, Dynamics of Business Studies, Top mark series, Secondary Business Studies by JKF and Excel in Business Studies. Eshiwani, (2010) observes that availability of text books has a positive relationship to achievement in both Primary and secondary schools. According to him, school facilities account for differences in achievement.

4.4.2 Ratio for Sharing Business Studies Text Books among Students

Students were asked to mention the ratios to which they share the text books. According to the

findings, 103(45%) of the respondents indicated that they shared one book among more than five students, 43(22%) indicated that they shared one book among three students, 50(19%) indicated that they shared one book between two students and 32(14%) indicated that they were not sharing text books. From the findings of the study, it can be said that there was insufficient text books in schools. 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.

4.3 Children’s Right to Education Awareness for Teachers

4.3.1 Treatment of Learners with Disabilities

Figure10 - Treatment of LWDs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Selective	4	8.0	8.0	8.0
Accommodating	46	92.0	92.0	100.0
Total	50	100.0	100.0	

Participants were equally asked to state how they treated all learners especially those with disabilities and three options were given to them to choose from as well to specify other ways if need be. **Table 10 above** shows the responses. 4 (8%) said that their treatment was selective and 46 (92%) said it was accommodating. None specified other ways as well as the segregative option.

4.3.2 Right of All Children to Education

Participants were asked whether they were aware of the right of all children to education including those with learning disabilities. Their responses are

indicated below.

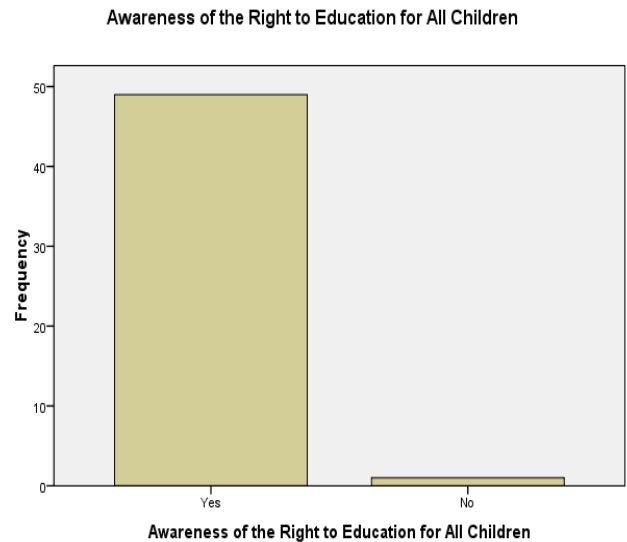


Figure 10 above shows that 49 (98%) indicated that they were aware of the right of all children to education and 1 participant (2%) said he or she was not aware of the right of all children to education.

Participants were further asked to show the ways in which they learned about this right to education. 33 (66%) participants indicated that they learned of this right in college or university, 8 (16%) participants showed that they learned this through seminars or workshops while 6 (12%) participants learned this through staff briefings and meetings. 2 (4%) participants indicated that they learned of this right through personal study and 1 (2%) participant said that he or she learned of this right through a colleague.

The same question was also asked to pupils in the focus group discussion and their responses are indicated in the table below.

AWARENESS OF THE RIGHT OF ALL LEARNERS TO ATTEND SCHOOL TOGETHER

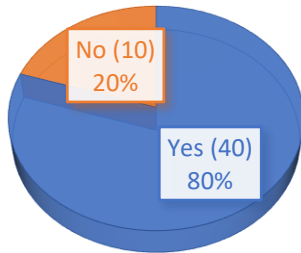


Table 11 above shows that 40 participants (80%) said they were aware and 10 participants (20%) said they were not.

4.3.3 Documents on Children’s Right to Education

Participants were asked to identify documents on children’s right to education that they were aware of. 6 (12%) said that they were aware of the Universal Declaration for Human Rights, 1 (2%) was aware of the Salamanca Statement on Special Education and 7 (14%) were aware of the United Nation Convention on the Rights of the Child and 23 (46%) were aware of Educating Our Future. 3 (6%) participants said that they were aware of Education for All, 2 (4%) participants indicated that they were aware of the United Nations Standard Roles on the Equalization of Opportunities for Persons with Disabilities, 5 (10%) said that they were aware of the United Nations Convention on the Rights of Persons with Disabilities. However, 5 (10%) participants declined to answer to answer this question.

4.4 Children’s Right to Education for Pupils

4.4.1 Interaction between or among Learners especially the ones with Disabilities against those without Disabilities.

Participants were asked to give the interaction of all learners in their respective schools including those with Learning Disabilities. Their responses are

indicated in the figure below.

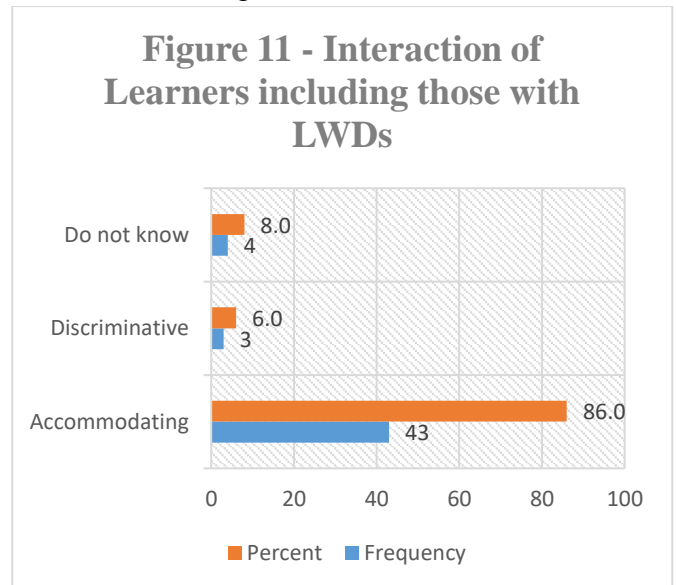
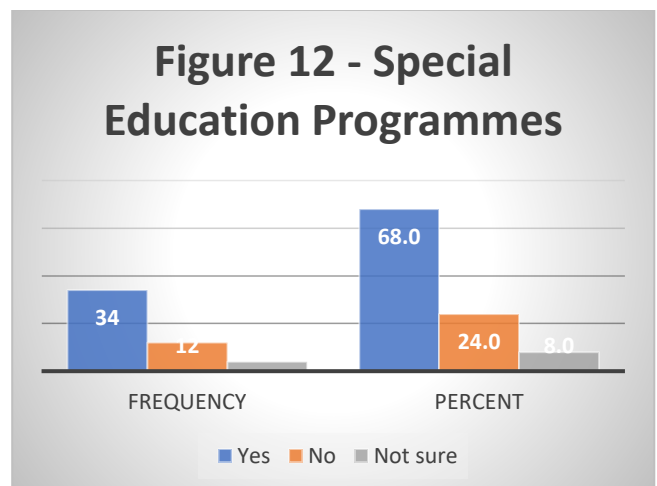


Figure 11 above shows that that 43 (86%) participants indicated that the interaction of learners including those with LWDs was accommodating while 3 (6%) participants said that the interaction was discriminative. However, 4 (8%) participants indicated that they did not know there was any interaction.

4.4.2 Programmes of Special Education in Schools

The participants were asked to state whether there were any programmes or awareness campaigns of special education in their respective schools. Their responses are recorded below.



According to the data presented in **Figure 12** above, 34 (68%) participants indicated that there were special education programmes in their schools, 12 (24%) participants said there were no special education programmes in their schools and 4 (8%) participants said that they were not sure if there special education programmes in their schools.

A follow up question was asked to find out how the awareness these special education programmes was carried out in each of the selected schools. The responses are given in the Figure below.

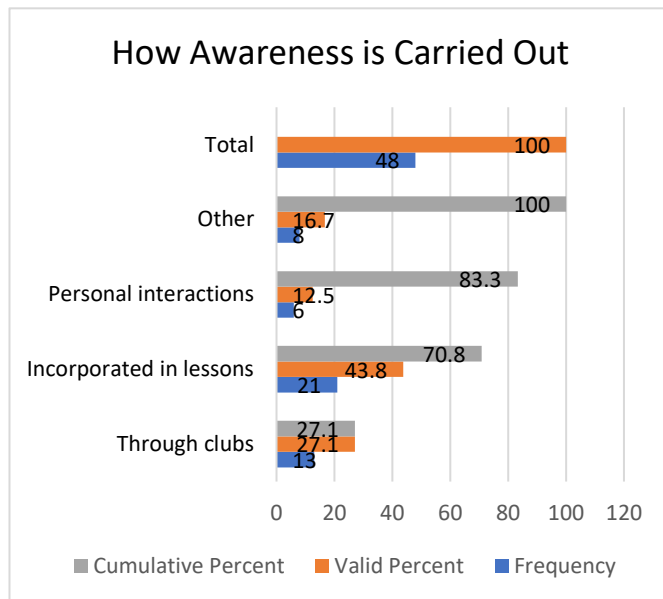
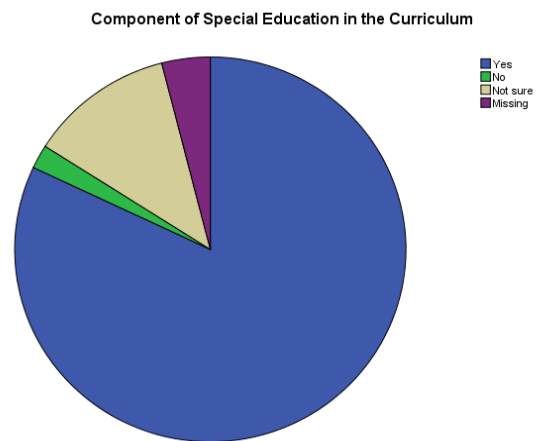


Figure 12 above shows that 13 (27.1%) participants indicated that awareness to pupils of special education was carried out in clubs, 21 (43.8%) participants said that they incorporated the special education programmes in lessons and 6 (12.5%) indicated that personal interactions were used in their schools. 8 (16.7%) participants indicated there were other methods apart from the options that were provided. However, 2 (4%) participants did not respond this question.

4.4.3 Component of Special Education in the Curriculum

Participants were asked to state whether there was a component of special education and/or inclusion in the curriculum. The responses of the participants are given in the figure below.



According to **figure 13** above the majority of the participants indicated that there was a component of special education in the curriculum. The figures for this are 41 participants giving 82% while those who said there was no component are represented by 7 participant giving 2%. 6 (12%) participants were not sure and 2 (4%) participants did not respond to this question.

4.5 Merging Inclusion with the Right to Education

4.5.1 Academic Performance of Pupils

Participants responded to the question on academic performance of all learners including those with LWDs by giving varied reactions. Their responses are recorded below.

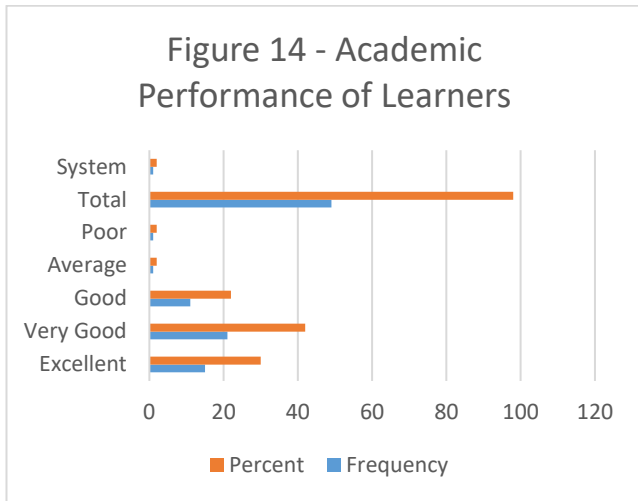


Figure above shows that 15 (30%) participants indicated that the academic performance of learners without disabilities was excellent in comparison to LWDs, 21 (42%) participants, who were the majority, indicated that the academic performance was very good. 11 (22%) participants said that this was good, 1 (2%) participant said this was average and another 1 (2%) participant said the academic performance was poor. However, 1 (2%) participant declined to answer this question.

4.5.2 Respect of the Rights of Learners with Disabilities

Participants were asked whether the rights of LWDs would be respected if the pupils were left without control. The views of the participants are indicated in the figure below.

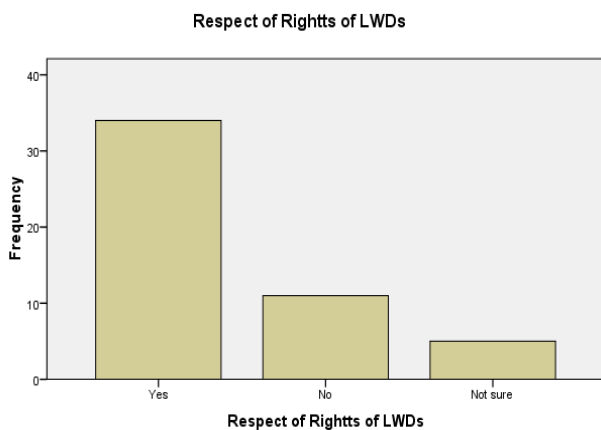
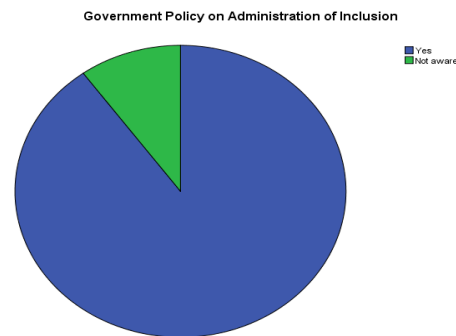


Figure above shows that 34 (68%) participants indicated that the rights of LWDs were respected and 11 (22%) participants said that these rights were not be respected while 5 (10%) participants were not sure if these rights were respected or not.

4.5.3 Government Policy on Administration of Inclusion in Schools

The participants asked were to state whether there was a clear policy from government on the administration of inclusion in schools. The responses are indicated below.



According to **Figure** above the majority of the participants 45 (90%) indicated that they were not sure and 5 (10%) participants said there was a clear policy from government.

4.5.4 Insistence on Inclusion in Schools

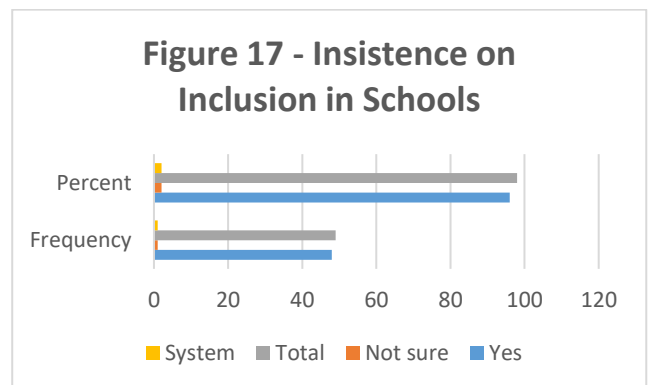


Figure above shows that 48 (96%) participants said that insistence on inclusion would be helpful and 1

(2%) participant said she or she was not sure this insistence would be helpful. However, 1 (2%) participant declined to answer this question.

A follow up question was to find out the reason for having chosen the respective answer to the question on insistence on inclusion in schools. The responses were that 15 (30%) participants said that insistence on inclusion makes learners responsible while 21 (42%) said that it helps protect students with disabilities from harm. 11 (22%) participants indicated that pupils become aware of their limits of interaction. None chose the option on how pupils would begin to challenge the ills of society nor did any specify any other option as directed by the question. However, 3 (6%) declined to respond to this question.

4.5.5 Maintenance of High Levels of Inclusion in Schools

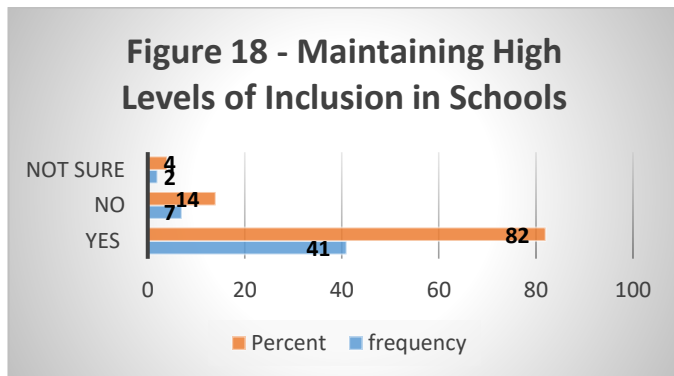


Figure above shows that 41 (82%) participants indicated it is possible to maintain high levels of inclusion without close supervision while 7 (14%) participants said it was not possible to maintain high levels of inclusion without supervision. 2 (4%) said they were not sure whether high levels of inclusion would be maintained or not.

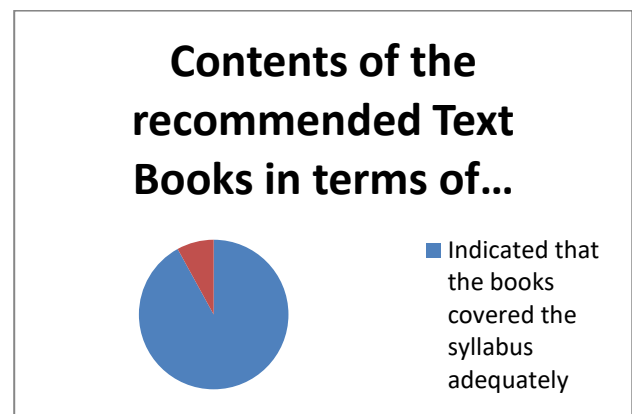
4.3.5 Availability of Business Studies related equipment such as computer laboratory

Table Below: Availability of Business Studies related equipment such as computer laboratory

Availability	Frequency	Percentage
Yes	0	0
No	03	100
Total	03	100

Figure 10 shows that 100% of the respondents indicated that there was no related equipment such as computer laboratory at the school while none indicated having a science laboratory.

4.4.3 Contents of the recommended Text Books in terms of Syllabus Coverage



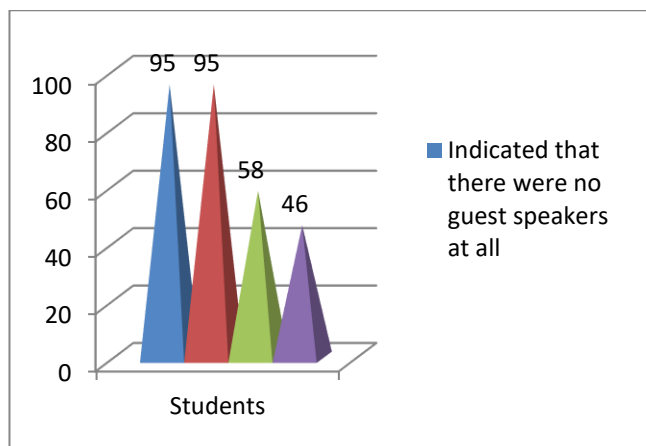
Teacher respondents were further asked to indicate whether the contents of the recommended text books covered the syllabus adequately. According to the findings, 11(92%) indicated that the books covered the syllabus adequately while 1(8%) indicated that the books did not cover the syllabus adequately.

Those who indicated that the content of the recommended text books were not covering the syllabus adequately mentioned that some of the recommended text books did not cover certain topics adequately. Teachers were asked to indicate whether the reference text books were appropriate for the students' levels. According to the findings, all the teachers interviewed 12(100%) indicated that the books were appropriate and relevant. In an interview with the heads of departments on the relevance of the text books used in teaching and

learning Business Studies, the study found that all the heads of departments interviewed 12(100%) indicated that the text books were relevant. 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.

Regarding the suggestions on what should be modified in the books, the following modifications were suggested: more illustrations and pictures should be used, topics such as national income to be handled in form four, the chapters that were faced off should not be incorporated in some of the reference books, language should be simplified to suit the level of the students and that the number of topics should be reduced.

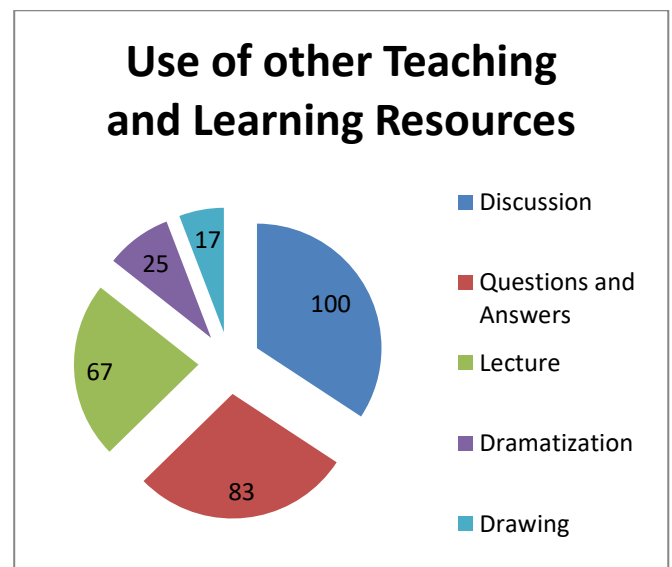
4.4.4 Use of other Teaching and Learning Resources



Student respondents were asked to indicate the frequency of the use of different teaching and learning resources used in teaching and learning Business Studies. According to the findings, 216(95%) indicated that there were no guest speakers at all, 217(95%) indicated that they were not visiting relevant business environments at all, 132(58%) indicated that they rarely used real objects like cheque and currency and 104(46%)

indicated that they rarely used newspapers and magazine cuttings. According to Indire and Karanja (2015), Business Studies being a practical subject and is about happenings in our daily lives, such that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. He recommended that where the required resources are not immediately available, the teacher should improvise based on a clear understanding of the resources recommended. From the findings of the study, it can be said that Business Studies teachers mostly used the text books in their teaching which can be perceived to be a challenge in the implementation of the curriculum. The findings are presented in Figure below

Figure 4.3 Use of other Teaching and Learning Resources



Learning Resource	Less Regularly		Regularly		None at all		Total	
	f	%	f	%	f	%	f	%
Real Objects, like cheque, currency,	36	16	60	26	132	58	228	100
News papers	30	13	94	41	104	46	228	100
magazines cuttings								
Visits to relevant business environment	2	1	9	4	217	95	228	100
Guest speakers	0	0	12	5	216	95	228	100

4.4.5 Techniques for Teaching Business Studies

Teachers were asked to indicate the teaching techniques they use in teaching Business Studies. According to the findings, most preferred method was discussion as indicated by 12(100%). Other methods used included: questions and answers as indicated by 10(83%), lecture 8(67%), dramatization 3(25%) and drawing 2(17%). According to the MOE, (2013) some of the recommended teaching/learning techniques for Business Studies are lecture, question and answer, discussion, brainstorming, storytelling, talks from resourceful persons, role play, field trips, drawing and dramatization. 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 the depth of the

concept under study, lecture often result to superficial reception and acceptance of knowledge among students. This is an indication that the use of other methods such discussions and questions and answers are more effective than the use of lecture method alone. The findings are presented in Table

Table. Techniques for Teaching Business Studies

Business teaching Techniques	Frequency	Percentage
Lecture	8	67
Discussion	12	100
Dramatization	3	25
Drawing	2	17
Questions and Answers	10	83

Teachers were asked to give reasons for the methods they used. Those who used different methods said that they considered the nature of the topic. They also mentioned that techniques such as discussion allow students to interact well with different topics.

Teachers were further asked to mention other teaching techniques which were rarely used in teaching Business Studies in schools. They mentioned the following methods: assignments, personal study method, talks by resource persons, demonstration, role play, field trips and storytelling.

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

According to the findings from the observation schedule, it was observed that teachers used discussion as the major method used in the implementation of the curriculum. Other methods included the use of oral questions and answers, class assignments and lecture method.

4.5 Techniques used by teachers of Business Studies in evaluating the curriculum

4.5.1 Written Tests as a Technique for evaluating Business Studies

Students were asked to mention the frequencies for their sitting for written tests in Business Studies. According to the findings, 126(55%) of the respondents indicated that they did the written tests on a monthly basis, 80(35%) of the respondents indicated that they only did written tests at the end of the term and 22(10%) indicated that they did written tests after a fortnight.

4.5.2 Students Performance in Business Studies Tests

Student respondents were asked to rate their performance in Business Studies tests. According to the findings, 55% of the respondents indicated that they performed averagely, 27% indicated that the performance was good, 11% indicated that the performance was below average and 7% indicated that the performance was excellent. The findings of the study are presented in figure 4.1.

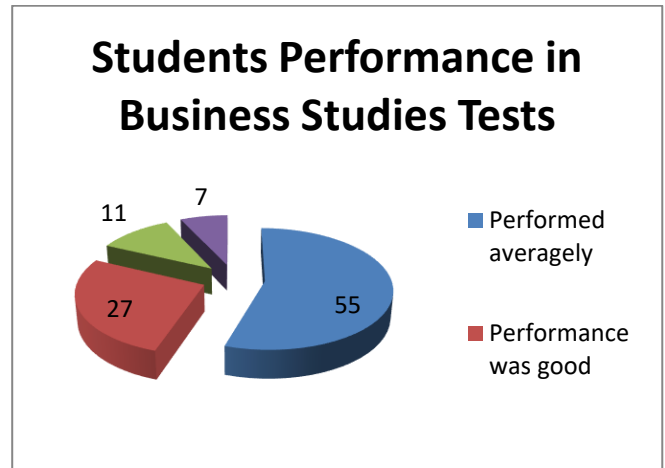
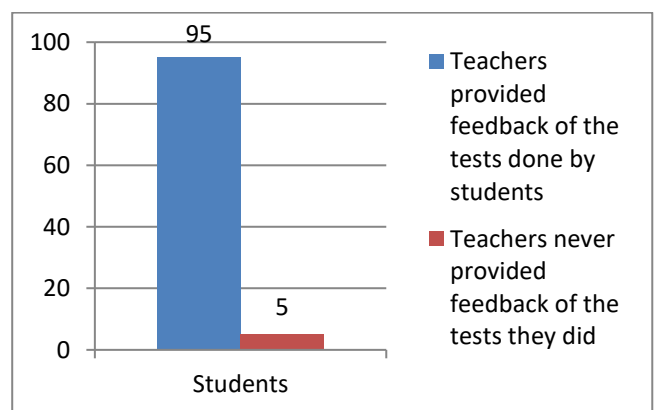


Figure 4.1 Students performance in Business Studies Tests

Students were further asked to give reasons for the level of performance they mentioned. Those who indicated that the performance was good mentioned that they loved the subject and therefore placed more effort to ensure that they passed it, that their teachers cover the topics adequately, that they consulted their teachers on where they had difficulties and that they did a lot of revisions. Those who were of the opinion that performance was not so good mentioned the following reasons: lack of adequate revision materials, lack of discussion groups, that some topics were difficult, lack of understanding of questions and that they read at last minutes to exams/tests.

4.5.3 Feedback on Tests



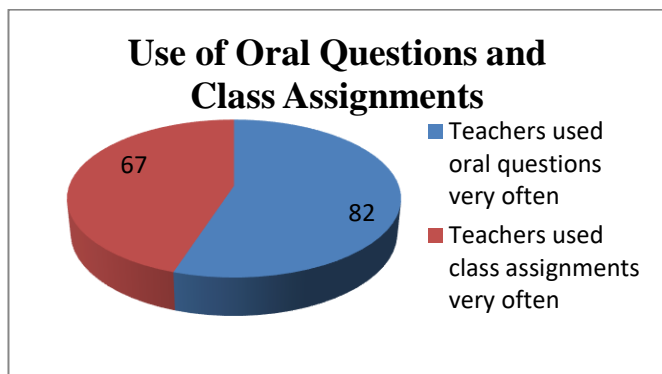
The students were asked to indicate whether teachers provided feedback for the tests they did.

According to the findings, 95% of the respondents indicated that teachers provided feedback of the tests done by students while 5% indicated that teachers never provided feedback of the tests they did.

4.5.4 Use of Oral Questions and Class Assignments

Student respondents were asked to indicate the extent to which their teachers used oral questions and class assignment as evaluation methods. According to the findings, 82% of the respondents indicated that teachers used oral questions very often and 67% of the respondents indicated that they used class assignments very often. The findings are presented in Figure 4.5.

Figure 4.5 Use of Oral Questions and Class Assignments



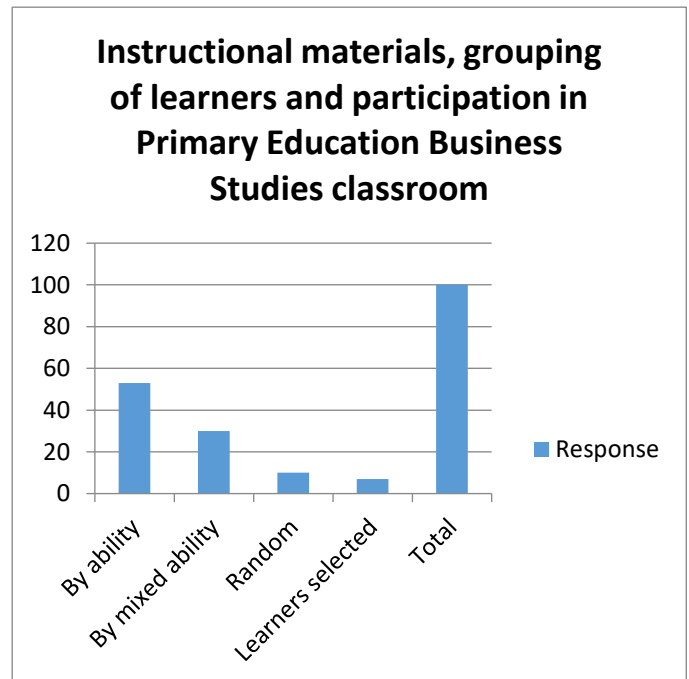
Types of grouping of learners during participation in Business Studies lesson

Figure 4.5 indicates the summary of response on instructional materials, grouping of learners and participation in Primary Education Business Studies classroom. The question sought to find out if learners are grouped while participating in Business Studies lesson. Grouping encourage sharing of skills that enable learners to use

instructional materials effectively as slow learners gain from quick learners.

Table: Instructional materials, grouping of learners and participation in Primary Education Business Studies classroom.

Response	Response rate	Percent (%)
By ability	16	53
By mixed ability	9	30
Random	3	10
Learners selected	2	7
Total	30	100



As shown in Figure 4.5, out of 30 respondents 16 (53%) said that grouping is based on learner’s ability stating that, ability or homogeneous grouping combines learners with similar academic needs, allowing teachers to adjust or maintain the pace of instruction according to group progress. According to Esther (2015), this provides struggling learners access to additional reinforcement, while high achievers may pursue

enrichment activities like independent research. Ability grouping is appropriate during participation Business Studies lesson or after assessments, when there are apparent gaps in learners understanding.

The results show that out of 30 respondents 9 (30 %) indicated that grouping is done by mixed ability stating that mixed ability, or heterogeneous groups, includes learners of all academic backgrounds, abilities, and readiness levels. This ensures diversity and high academic standards for all learners Edward (2015), therefore provides faster learners opportunities for skill modeling and peer teaching, while slower learners benefit from exposure to their teammates' higher level thinking skills. Mixed ability grouping is most appropriate when used in conjunction with other activities that support the needs of individual learners, particularly those who are academically gifted or low ability Nicholas (2016).

Out of 30 respondents 2 (7%) said that it is done through learners selected. Learner-selected groups place the responsibility of creating cooperative teams entirely on learners. This method works best in smaller classes with members who know each other well. Teachers may add structure by asking learners to write down names of those they would most like to work with, and organizing them before informal activities like using instructional materials on participation in Business Studies lesson. Learner -selected groups also form effective teams which function to support participation and review with classmates who have missed material due to absence.

The results illustrate that 3 (10%) out of 30 respondents indicated that grouping is done randomly they stated that this method ensures a blend of personality types, abilities, genders and ethnicities, as learners are not grouped using pre-planned criteria. rather, they are organized by birthdays, numbers, favorite animals or shirt colors.

As a result, learners do not feel labeled as slow or fast learners on participation in Business Studies lesson, and are free to collaborate without preconceived expectations of their performance. Random grouping is most appropriate for impromptu collaborative work from which learners benefit from exposure to diverse perspectives.

Perception of Teachers towards Classroom Instructional Assessment

Figure 4.6: Perception of teachers towards classroom instructional assessment

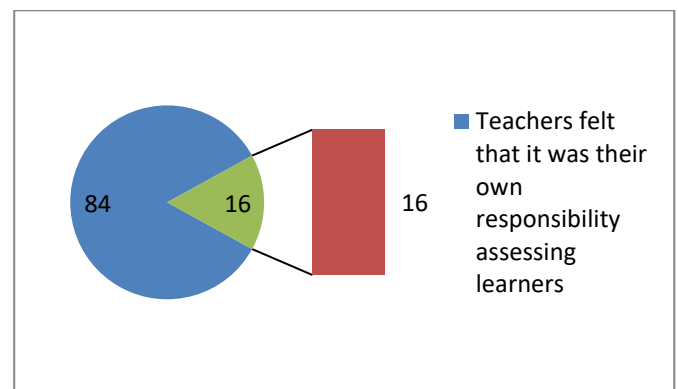


Figure 4.6 indicates teachers' perception towards assessment which is presented in frequency and percentages. 27(84%) of the teachers felt that it was their own responsibility assessing learners and 5(16%) of the teachers felt that it was someone else's responsibility. This is very encouraging because it is an indication that majority of the teachers handling children with LD have positive attitudes towards the learners and can help them realize their full potential. Further, teachers who view assessment as their own responsibility say that they are able to establish the learner's weaknesses and help them.

4.2.2.2.4 Opinions of Teachers on Classroom Instructional Assessment

Figure 4.3: Opinions of teachers on classroom instructional assessment

Teachers who view assessment as their own responsibility were further asked to give their own opinions why assessment was their own responsibility and 42 % said that it helps them to know the way forward and the level of coverage. Thirty-five per cent (35%) said that it helps them to know the progress of the children and 19% felt that it is generally their duty to do assessment among other responses. This is summarized in Figure 4.3 above. However, none of the teachers seemed to have knowledge in assessing and evaluating cognitive development (Thinking, reasoning and concept development) assessment on motor development (gross and fine motor skills), assessment (social interactions) and social emotional development assessment (child help skills). This knowledge is very vital when identifying learners with LD for early intervention.

to direct learners on how to use them. For example teacher should explain to the learners on how to use straw to blow in soapy water to experience the presence of air in water before they start using them.

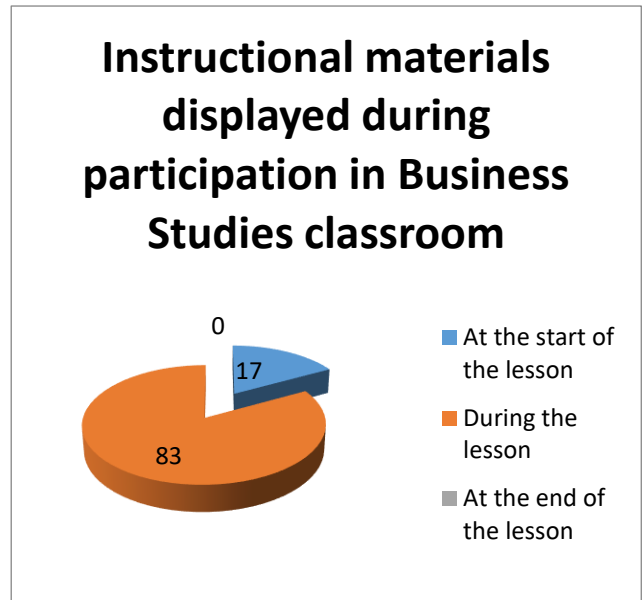


Table 4.11 instructional materials displayed during participation in Business Studies classroom

Response	Response rate	Percent (%)
At the start of the lesson	5	17
During the lesson	25	83
At the end of the lesson	0	0
Total	30	100

Out of 30 respondents 25 (83%) stated that they display during the lesson while 5 (17%) of the respondents indicated that they display during the lesson. None of the respondents display the instructional materials at the end of the lesson. Displaying of instructional materials should be done either at the start or during the lesson in order

Method of Evaluation	Very often	Often	Rarely	Not used at all	Total			
	f	%	f	%	f	%	f	(%)
Use of oral questions	18	82	2	10	20	100	8	%
Use of assignments	15	66	2	9	17	100	8	%

4.5.5 Recommendations on the ways of improving the implementation of Business Studies curriculum

Studies curriculum

The heads of departments were asked to recommend on the ways of improving the

implementation of Business Studies curriculum in schools. The following recommendations were given:

- i) That teacher should use diverse teaching strategies to ensure effective implementation of the curriculum such as organizing for trips to expose the student and through invitation of resources persons for motivational speaking in schools.
- ii) That the MOE should increase the number of lessons allocated for the Business Studies subject to allow them to complete the syllabus in good times to fully prepare the students
- iii) That Ministry of education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum. It was further recommended that workshops and symposiums for the subject should also be organized for teachers and students.
- iv) That MOE should sequence the topics in a better way to facilitate understanding and the flow of the syllabus

4.6 Summary of Discussion

On the teacher preparation for the implementation of the new Business Studies curriculum, the study found that teachers were adequately trained to teach Business Studies. As evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). This is in line with Gichuki (2015) who observed that the teacher's competence influences the quality of performance at the end of the course.

In terms of attendance to in-service training, it was found that most of the teachers (75%) had attended the trainings. 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). Regarding the attitude of the teachers towards Business Studies curriculum, it was found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. This in line with findings by Gichuki (2015) where only 21% of respondents had negative attitude towards the integrated English curriculum.

The study found that 75% of the respondents indicated that the resources were available but where not adequate. 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. Regarding the strategies used for teaching Business Studies, the study found that discussion was the most preferred method as indicated by all teacher respondents. Bloom, (2011) found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning.

Regarding the techniques used by teachers for evaluating Business studies curriculum, it was found that written tests was commonly used as indicated by 55% of the respondents. Evaluation of the syllabus may take form of standardized assessment, observation of behavior, oral questioning in class, quizzes, assignment or written tests (MOE., 2013).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.0 OVERVIEW

The purpose of the study was to assess the implementation process of an integrated syllabus for Business Studies for the purpose of improving performance in the subject in the public secondary schools of Chilubi town of Chilubi District. The study was guided by the following Specific objectives: to find out the training provisions for teacher of Business Studies for their preparation to implement the integrated syllabus in secondary schools, to determine the attitude of teachers of Business Studies towards the secondary school Business Studies syllabus, to determine the teaching/learning resources and strategies used to implement Business Studies syllabus, to determine the techniques used by teachers of Business Studies in evaluating the curriculum and to identify problems facing the teachers of Business Studies in implementing the integrated syllabus.

5.2 Summary of Findings

This section presents the summary of the findings of the study as per the objectives of the study.

5.2.1 Training Provisions for Teachers of Business Studies

On the teacher preparation for the implementation of the new Business Studies curriculum, the study found that teachers were adequately prepared in terms of subject combination as evidenced by 25% having a combination of Business Studies/mathematics and Business Studies/economics (16.7%). In terms of attendance to in-service training, it was found that most of the teachers (75%) had attended the trainings. It was finally found that 58% of the teachers attended the

trainings before the introduction of the new Business Studies curriculum.

5.2.2 Attitude of Business Studies teachers towards the secondary school Business Studies

Regarding the attitude of the teachers towards Business Studies curriculum, it was found that 42% of the respondents indicated that their initial reaction to the new curriculum was that it was their duty to teach. This was an indication that teacher initially had a negative attitude towards the new Business Studies curriculum which has gradually changed to be positive. The negative attitude was because most teachers were not informed of the changes which were to be made in the new curriculum before the changes were affected as indicated by 67% of the respondents.

5.2.3 Teaching/learning Resources and Strategies used to implement Business Studies syllabus.

On the availability of teaching and learning resources for Business Studies, the study found that 75% of the respondents indicated that the resources were available. On the other hand, it was found that even though the resources were available in many of the schools they were not adequate. This was evidenced by the fact that one book was shared by more than five students as indicated by 103(45%) of the respondents.

Regarding the strategies used for teaching Business Studies, the study found that discussion was the most preferred method as indicated by all teacher respondents 12(100%). Other methods used included: assignments, personal study method, explanation, talks by resource persons, demonstration, role play and field trips.

5.2.4 Techniques used by teachers of Business Studies in evaluating the curriculum

Regarding the techniques used by teachers for evaluating Business Studies curriculum, it was found that written tests was commonly used as indicated by 55% of the respondents. Other methods used included class assignments and oral questions as indicated by 82% and 67% respectively.

5.3 Conclusions

From the findings of the study, it can be concluded that teachers were prepared for the implementation of new Business Studies curriculum in secondary schools. It can also be concluded that teachers have positive attitudes towards the implementation of Business Studies curriculum. The study further concludes that teaching and learning resources were not adequate in the schools to ensure effective implementation of Business Studies curriculum. It was finally concluded that different strategies such as the use of discussions, class assignments, personal study, talks by resource persons, demonstration, role play and field trips were used in the implementation of the new Business Studies curriculum. On the techniques used by teachers to evaluate the curriculum, the following methods were used: written tests, class assignments and oral questions.

5.4 Recommendations

- i) On the training provisions for teachers, the study recommended that That Ministry of education should organize for compulsory in-service training for teachers of Business Studies to equip them with the necessary knowledge for the implementation of the new curriculum.
- ii) It was also recommended that teachers should be informed when changes are to be made in an existing curriculum. This will make teachers feel involved in the whole

process thus facilitating the implementation of the new curriculum.

- iii) Regarding the availability and adequacy of teaching and learning resources, the study recommended that the government and the schools should ensure that there are adequate teaching and learning resources for the implementation of curriculum.
- iv) The study further recommended that teachers should use different teaching strategies to ensure effective curriculum implementation in schools. Furthermore, it was recommended that teacher should come up with different strategies for evaluating the implementation of the new curriculum such as the use of assignments, written tests and orals questions to test on students“ understanding of the syllabus.
- v) The study finally recommended that MOE should re-organize the syllabus in the new Business Studies curriculum to enhance understanding among students for effective implementation of the curriculum.

5.5 Recommendations for Further Research

This study was carried out in public secondary schools in Chilubi town of Chilubi District. The researcher therefore recommends that another study be done in other districts to determine the challenges facing the implementation of the integrated Business Studies curriculum which was not a concern of this study.

Acknowledgment

I wish to convey my sincere gratitude to the following my supervisor, Mr. Siame I. for the educative comments and advance for helping me in the data analysis exercise. I wish to thank the provincial land Officer, Lusaka city council for encouraging me to do this degree program.

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