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FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**ANALYSIS OF FACTORS HINDERING EFFECTIVE TEACHING AND
LEARNING OF BUSINESS STUDIES IN SECONDARY SCHOOLS IN
GWANDA DISTRICT**

BY

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FULFILMENT OF THE REQUIREMENTS OF THE BACHELOR OF EDUCATION DEGREE
IN MANAGEMENT OF BUSINESS***

GWERU, ZIMBABWE

MAY, 2018

DECLARATION

I, Talent Dzichauya (R159318A), declare that this dissertation is my own original work and that it has not and will not be presented to any other University/College for a similar or related degree programme or award.

Signature

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The undersigned certify that they have read and recommended to the Midlands State University for acceptance; a dissertation entitled '*An Analysis of the factors hindering effective Learning and Teaching of Business Studies in Schools in Gwanda District*', submitted by Talent Dzichauya in partial fulfilment of the requirements for Bachelor of Education Degree in Management of Business.

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DEDICATION

I religiously dedicate my work to my Mother who is my role model and to my Husband who is instrumental and supportive to my academic and career progression.

I am exceptionally humbled your encouragement and the roles you both played to take me to this height.

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ABSTRACT

This study sought to analyse the factors hindering effective teaching and learning of Business Studies in secondary schools in Gwanda district.

The objectives of the study were to identify and analyse the administrative, teacher and student related challenges hindering the learning and teaching of Business Studies at Ordinary and Advanced Level and to suggest ways of addressing the challenges available in the teaching and learning of Business Studies.

A descriptive research design was used in conducting this research. Only primary data sources on the experiences and views of the school administrators, teachers and students on teaching and learning Business Studies was collected and used. Purposive sampling was used to initially select a sample 5 schools out of a total of 13 secondary schools in Gwanda district from which respective administrators and teachers of the 5 schools were investigated and 30% of their respective students. The survey method, by way of self-administered questionnaires was used to collect data from the respondents.

The Statistical Package for Social Sciences (SPSS) version 23 was used to input collected raw data, process and generate descriptive statistics for presentation and analysis. The research showed that administrative related factors including inadequate modern infrastructure resources that support teaching and learning, non-existence of business units or income generating projects for practical component of learning, absence of budgets and programmes for participation in academic seminars and lax teacher and student assessment; and teacher related factors including lack of motivation due to low remuneration and incentives and inadequate research facilities and non-participation in refresher courses for teacher upgrade; and student negative attitude on the subject and lack of self-drive hinders performance of teachers and students in Business Studies in schools.

This study recommends that school authorities prioritising acquiring and installing modern school infrastructure resources that support teaching and learning, availing of budgets and programmes for academic seminars and staff refresher courses and establishment of business units at schools for practical learning. It is also recommended that government and local communities design packages for motivating teachers and providing students with induction on learning for transformation change.

Finally, the study recommends further research on the relationship between learning business studies and starting and running own small business unit; and on the impact of teaching for transformation change on students conduct.

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LIST OF ABBREVIATIONS AND ACRONYMS

‘A’ Level - Advanced Level

‘O’ Level - Ordinary Level

Zim ASSET - Zimbabwe Agenda for Sustainable Socio-Economic Transformation.

ZimStats - Zimbabwe National Statistics Agency

ZIMSEC - Zimbabwe Schools Examination Council

MOPSE - Ministry of Primary and Secondary Education

CHAPTER 1

THE RESEARCH PROBLEM

1.0 Introduction

The chapter covers the background to the study, statement of the problem, research objectives and questions, justification, assumptions of the study, a review of related literature, research methodology, limitations and the delimitations of the study.

1.1 Background to the Study

Teaching and learning are key of economic development world over. Teaching and learning provides education to the learners. When the students and largely the citizens of a country are educated, they become literate and that is a key to sustainable social, economic and political stability of a nation (Ojiambo, 2009). The government of Zimbabwe has significantly invested in education which is evidenced by the number of schools both primary and secondary as well as colleges and universities established after obtaining national independence in 1980. Further, the country is proud of its literacy level in the region and world over (Dokora, 2015).

The central objective of education i.e. teaching and learning is to transfer knowledge, skills and understanding from the instructor to the learner, that way education prepares the students at young age to be focused members of the local and national economy and upholds societal development (Nani, 2016). Effective education has positive impact on the general public, their nutritional health, social values and the efficiency of labour (Kising'u, 2012). The challenge of increasing unemployment facing developing economies can be addressed through Business Studies education and training that equips learners with skills and knowledge of entrepreneurship, starting up own businesses, self-employment and increases in income; therefore the curriculum of Business Studies in schools should be tailored on

equipping the learners with both theoretical and practical entrepreneurial centered skills indicating the role of Business Studies in the society (Nani, 2016).

Ministry of Primary and Secondary Education (2016), “The new curriculum is organised into two main teaching and learning levels which are primary and secondary. Each of these levels has two distinct stages; primary level have infant and junior stages while secondary level have ordinary and advanced stages”.

The infant stage starts at Early Childhood Development (ECD) A & B, grade one up to grade two. The emphasis at the infant stage is on the acquirement of elementary foundational skills for education covering Languages, Physical Education, Visual and Performing Arts, Mass Displays, Mathematics and Science, Social Studies and Information Communication Technology (Ministry of Primary and Secondary Education, 2016). The junior stage starts from grades 3 up to grade 7 buttressing foundational skills and start introducing students to life skills and work related skills. At this stage the following teaching and learning areas covered include languages, mathematics, history and life orientation subjects, science and technology, agriculture, computers, visual and performing arts, religion and moral education and physical education (Ministry of Primary and Secondary Education, 2016).

Secondary school curriculum has two sub levels; Ordinary Level starting from form 1 up to form 4 and Advanced Level which has forms 5 and 6. Both ordinary and advanced levels prepares students for numerous options including vocational, college and university training and education on both white collar and non-white collar programs. At secondary level the teaching and learning areas are wide including languages and humanities, science, technology and mathematics practical subjects, physical education, visual and performing arts as well as commercials including Business Studies (Ministry of Primary and Secondary Education, 2016).

Although there is abundant literature on the subject of Business Studies, scholars, researchers, practitioners and even policy makers have failed to come up with one specific definition of Business Studies (Fatoki and Chindoga, 2011; Salami, 2011). Some define Business Studies as a composite of accounting, commerce, management of business, economics, office practice and entrepreneurship education. From, Kenyan perspective, Business Studies comprises of concepts from and principles of commerce, accounting, office practice, economics and entrepreneurship education (Kenya National Education Curriculum, 2007).

However, in Zimbabwe secondary school curriculum, Business Studies whether at ‘O’ level or ‘A’ level is a distinct subject taught separately from Commerce, Accounts / Accounting and Economics. At ‘A’ level it used to be referred as Management of Business. In this study Business Studies shall be treated as a distinct discipline that is taught and learnt on its own with some schools providing it at ‘O’ level while some offer starting at ‘A’ level.

According to Kenyan Institute of Education (2007) in Warui I. J. (2014, p.5), “Business Studies curriculum is designed to offer the learners with opportunities to gain principles of business skills, knowledge and progressive attitude for self and national improvement. Business Studies as a dynamic subject it takes into consideration the need to resolve modern issues, globalisation trends in business and current issues in economies. The contents in the syllabus of Business Studies integrates the acquisition of academic skills both theoretical and practical that moulds the learners to become to appreciate hands on entrepreneurship, sense of self-employed and own source of income upon completion of Form Four”.

According to the ZIMSEC (2017, p.3) syllabus for Business Studies, the aims for the syllabus are to encourage students to understand and appreciate the nature and scope of business and its role in society, to develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision making in a dynamic environment and to be aware of the economic, environmental, ethical, governmental, legal, social, technological e.t.c issues associated with business activity.

In any sense, access to business studies and management education can analogously be viewed as the life-blood of the society especially those facing high formal unemployment rate like Zimbabwe. Hence there is need for the student to carry out a research analysing the challenges hindering the effective training and learning of business studies in Zimbabwean schools.

1.2 Statement of the Problem

Despite the provision of Business Studies in the Ordinary and Advanced Level education curriculum of Zimbabwe, the capacity of the students graduating with Business Studies to start, grow and sustain their own businesses and have a source of livelihoods supplementing government and private sector formal employment is not convincing. Secondary and High

schools are teaching Business Studies under commercial classes. The education on Business Studies is expected to transform the mind-set of the learners at early stage and prepare them for entrepreneurship such that upon completion of their learning levels they can identify business opportunities, generate business ideas and start entrepreneurship projects.

With improved teaching and learning environment, curriculum and processes in Business Studies; the graduates even before proceeding to Colleges and Universities they could engage in economic activities and value addition thus creating more jobs, realising high sales volume, generating income for the owners, employees and the economy as a whole thus reducing poverty levels. Hence the need to analyse the factors hindering the effective education of Business Studies in schools; opportunities to graduates in Business Studies shall also be explored.

1.3 Research Questions

- 1.3.1** What are the administrative challenges faced by public school authorities in the teaching and learning of Business Studies at Ordinary and Secondary level?
- 1.3.2** What are the challenges faced by teachers in teaching Business Studies?
- 1.3.3** What challenges are faced by students in learning Business Studies?
- 1.3.4** In which ways can the challenges available in teaching and learning of Business Studies in schools be addressed?

1.4 Purpose of the Study

This research focuses on achieving the following objectives:

1.4.1 Main Objective

To ascertain the factors hindering the effective teaching and learning of Business Studies in schools in Gwanda district.

1.4.2 Secondary Objectives

- 1.4.2.1** To identify and analyse the administrative challenges hindering the effective teaching and learning Business Studies at Ordinary and Secondary level;
- 1.4.2.2** To identify challenges faced by teachers in teaching Business Studies;

1.4.2.3 To identify challenges faced by students in learning Business Studies;

1.4.2.4 To suggest ways of addressing the challenges available in Business Studies teaching and learning in schools.

1.5 Significance of the Study

Numerous researches have been undertaken so far in both developed and developing countries highlighting the importance of entrepreneurship to individuals both youths and adults. This study is similar in scope to these previously done researches and in addition it provides a Zimbabwean based and Gwanda specific study that shall benefit various stakeholders.

Government policy makers

This research will provide insights to the government on the factors affecting the effective education of Business Studies in schools. Government related ways of addressing the challenges available in schools shall be suggested. The research shall also shed light in reviewing the curriculum for Business Studies in schools for imparting practical skills that promote entrepreneurship development, employment creation and sustainable economic growth.

Learners of Business Studies

The study shall assist students of Business Studies on how to effectively learn and comprehend the subject. In addition, the study will provide a practical career guide to the learners so that they can appreciate learning business studies for starting and growing their own businesses.

School Authorities

Through this study the schools authorities will have a manual for the effective education of Business Studies targeted at producing fully backed students prepared to take up entrepreneurship. The research shall be of further benefit to school authorities in that it shall unveil possible ways of addressing the challenges available in the teaching and learning of Business studies.

General body of knowledge

This research will be of benefit to the research community in Zimbabwe and elsewhere in that it will add to the body of knowledge in the area of business education and literacy and its impact on entrepreneurship development. The study will represent a practical example of the factors currently hindering the effective education of Business Studies in schools and

opportunities available in the real business world. The methods of addressing such challenges shall also be provided by this study.

1.6 Assumptions of the Study

In carrying out this study the researcher has put forth the following assumptions.

1.6.1 The researcher assumes that there are challenges in the teaching and learning of Business Studies in schools.

1.6.2 The sample of school authorities, teachers and students to be selected in the study shall be representative of the entire population of the study in Gwanda District.

1.7 Definition of Terms

Business Management Skills Training - Training on effective business management. It covers training on various business management and entrepreneurship courses including business planning, record keeping, marketing, costing and pricing, inventory management, financial management and other related courses.

Business Studies - A commercial subject or discipline offered distinctly in secondary schools either at 'O' level or 'A' level. Business studies is a composite subject that incorporates principles of business environment, human resources, marketing, business finance and accounting.

Entrepreneur - A person who sees or discovers a business opportunity, generate a business idea and plan out of such an opportunity, assumes risk of undertaking an initiative and innovative business venture in anticipation of economic return.

Factors - These are variables that are manipulated to achieve results, which can be positive or negative.

Effective - Capacity to produce desired or intended results (aim, goals and objectives) with minimum expenditure on energy, time, money and materials.

School Environment - This is a school organisation system, which is the overall structure and surrounding where teaching and learning programmes are conducted both within and outside educational institutions at micro and macro levels.

Student - A person of school going age enrolled for learning and studying Business Studies in secondary schools. A student is a learner of Business Studies.

Teacher - A person who has trained and qualified to teach Business Studies in schools and has been employed by authorities to teach, guide, coach and mentor students of Business Studies.

1.8 Limitations of the Study

Absence of a quantitative measure of the causal-effect relationship between factors that affect the effective teaching and learning (independent variable) and performance and wellbeing of graduates (dependent variable) might compromise interpretation of the findings. The researcher shall use descriptive statistics mainly in the form of frequencies to deduce the relationship between research variables.

1.9 Delimitations of the Study

This study focuses on investigating and analysing the factors hindering the effective education on Business Studies in schools in Zimbabwe under the current curriculum.

The research is limited to schools in Gwanda district. As the study will be limited to one district only, attention should be exercised in the interpretation and the application of the results of this study and the generalisation of the findings to the whole of Zimbabwe.

1.10 Chapter Summary

The chapter presented the background to the study which provided a context for the research problem. The research objectives and questions derived from the research problem were highlighted.

The next chapter focuses on the review of related literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section review and discuss related literature on administrative, teacher oriented and student oriented factors that hinder the effective education of Business Studies in schools. Empirical studies and practical evidence of other researches on the teaching and learning of Business Studies or Management of Business in secondary schools across the globe shall be analysed in brief. The researcher shall make use of books, journals, policy documents on business education, print-outs and other reliable sources of information.

2.1 National Curriculum in Zimbabwe Schools

Renowned authorities in the field of education have viewed the curriculum goal from similar perspectives but have approached it through different means. Saylor and Alexander (1966; p. 5) are of the view that education curriculum embraces all teaching and learning opportunities provided by the school. Hence they think of the programme and the curriculum of the school as one and the same. Krug in Cookey (1980) regarded the curriculum as all the learning and study experiences which students have under the guidance of the teacher. Featherstone in Cookey (1980) stressed that curriculum does not consist of all the experiences students have under the guidance of the teacher only but curriculum also embraces all the limited and selected experiences which the school deliberately and intentionally uses for educational purposes (Featherstone, 1980, p.3). According to Cookey (1980) while some educators contend that the curriculum is a passage for children to express their experiences into meaningful activities, others think that the curriculum is a teaching and learning instrument for meeting educational needs.

According to Ministry of Primary and Secondary Education (2016), “The new curriculum strives to achieve five pillars which are to motivate the students to appreciate their

Zimbabwean identity, value their heritage, history and cultural traditions; to prepare students for life and work in a local and global economy; to ensure that students obtain and exhibit literacy and numeracy skills including practical competencies essential for real life situations; to prepare students for participation in voluntary service and to foster lifelong continuous learning in line with emerging opportunities and challenges.”

The curriculum is instituted on notions of inclusivity, accessibility, equity, relevance, continuity, respect, gender sensitivity, transparency and accountability (Ministry of Primary and Secondary Education, 2016).

2.2 Rationale for Teaching and Learning Business Studies in School

According to Ministry of Primary and Secondary Education Report (2009), business studies as a subject in secondary schools enables students to appreciate the issues that challenge the community in which they live with respect to trade. In the modern world characterised by rapid changes resulting from globalisation, it is essential that citizens starting from both primary and secondary education are able to make informed and rational decisions about business issues. The knowledge and skills gained by students from learning Business Studies in schools contributes to the development of a spirit and culture of enterprise in Zimbabwe and compliment government efforts to improve the economic well-being of the citizens and the economy at large (Education Committee on New Curriculum Development, 2009).

On completion of the course levels be it at ‘Ordinary’ Level or ‘A’ Level, graduates of Business studies have the opportunities to appreciate the fundamental role of business in communities and the economy, explore business opportunities in societies, start, manage and grow their own business enterprises (Zimbabwe Parliamentary Portfolio Committee on Education, 2017). This creates employment and income for the business owners themselves, their employees, their suppliers and through the multiplier it promotes economic growth and development of the country. Hence, the effective learning and teaching of Business Studies in schools is essential for the current and future economy of Zimbabwe (Mbeve, 2016).

Nani (2016) argues that the economy of Zimbabwe can move from being a net exporter of raw materials extracted from the country’s vast natural resources endowments and an net importer of final products from such raw materials if and only if policy makers successfully develops and implements strategies that promotes industrialization, value chain development.

Nani (2016) further, posits that achieving this can be possible if the education curriculum is aligned to impart both theoretical and practical business management and entrepreneurship knowledge and skills to students at lower levels up to higher education levels (Nani, 2016). Therefore, there is need to undertake this research to explore the factors that hinders the effective learning and teaching of Business Studies in schools.

2.3 Theoretical Literature Review

In this section, the theoretical framework guiding the study on factors hindering the effective learning and teaching of Business Studies in secondary schools will be discussed. The main focus shall be on Ludwig's Systems Theory of Organisations (1951). This theory will assist the research in understanding how the process of teaching and learning is perceived and applied in school organisations. The section also seeks to outline how this theory will assist in this research and ultimately, the schools as organisations under study.

2.3.1 Systems Theory of Organisations

This study shall be guided by the Systems Theory of organisations as profound by Ludwig Von Bertalanffy in 1951. The Systems Theory postulates that a school organisation is a set of interconnected parts mainly school administration, teaching staff and learners. According to this theory, all parts of an organisation are interconnected such that changing one part of the system in a school set up affects other parts as well. The Systems Theory views school organisation as a multifaceted social system whose properties cannot be known from study of the integral elements in isolation thus for effective understanding of the teaching and learning process, emphasis should shift from part to whole system.

Applying the Systems Theory to this study, the Systems Theory holds that there are different factors in the school system that influence the effective education process that must be managed together giving attention to all of them as a system without overlooking some factors over the others in order to produce a collective which in this case is effective performance in Business Studies. The performance of a system depends on how the parts work together and not how each part works independently.

To achieve effective education process, all factors that influence teaching and learning process of Business Studies in secondary schools must be investigated at.

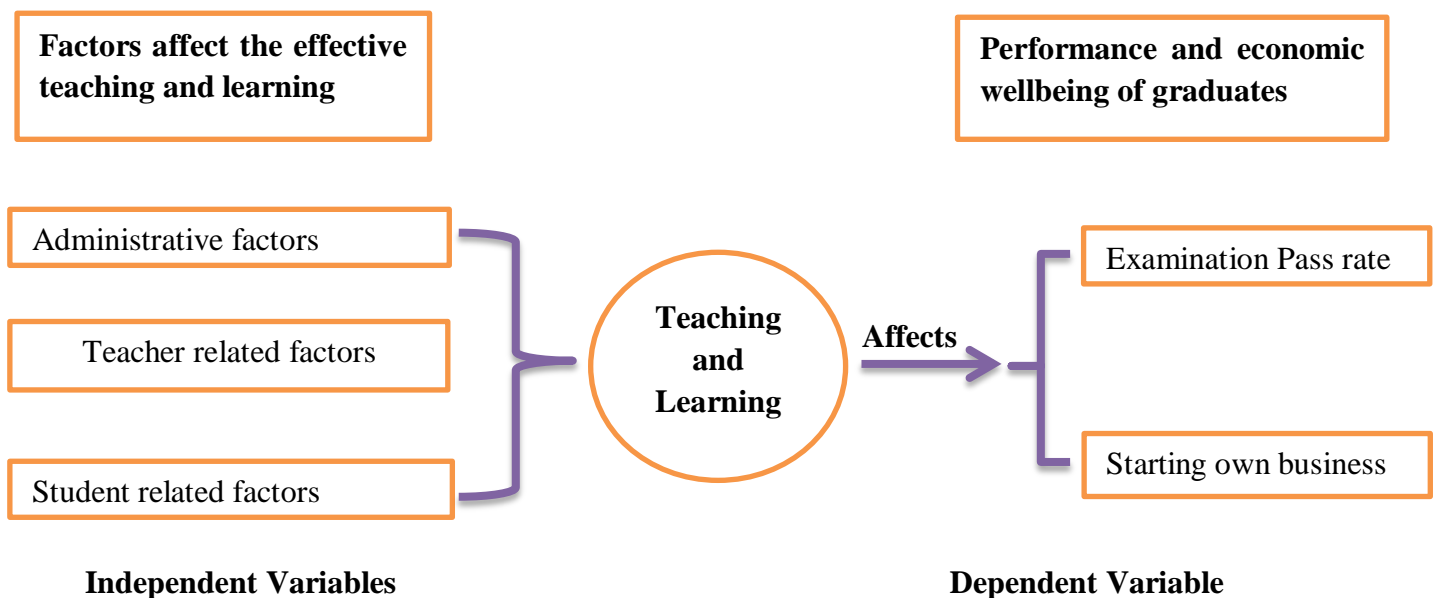
In this study, the independent variables are administrative factors, teaching factors and the learning factors. These are the systems inputs that must be analysed to ensure the process which is the effective learning and teaching of Business Studies and the outputs which are examination pass rates and ability of graduates to start and grow their own business projects.

2.4 Conceptual Framework

Ogula (1998) in Mege (2014) defines conceptual framework as a description of the main dependent variable and the independent variables of the study and the relationship among them. Dependent variables are factors that changes as the independent variables applied to the model changes. Independent variables also called explanatory variables are factors or characteristics that are influenced to determine the relationship and researcher’s phenomenon.

In this study the dependent variable is performance and wellbeing of graduates while independent variables are factors that affect the effective teaching and learning of Business Studies in secondary schools. Figure 2.1 present the conceptual framework for the study.

Figure 2.1: Conceptual Framework



Source: Researcher’s Own Construction (2018)

2.4.1 Administrative factors

Administrative dimension refers to the physical infrastructure and heads of schools authorities' competencies that supports both the teaching and learning of Business Studies. To understand the administrative dimension the researcher shall identify and analyse from the survey; the head of schools competencies, availability and furnishment of classrooms, research facilities including libraries and computer laboratories, and the time allocated to Business Studies lessons. The study assumes that changes in administrative factors have an influence on the performance of students during and after completing the course.

2.4.2 Teacher related factors

Teaching dimension refers to the competencies of the Business Studies teachers, delivery, monitoring and evaluation strategies employed. To determine the teaching dimension the researcher will gather details about the qualification and experience of teachers, number of teaching hours allocated to Business Studies and theoretical and practical assessment methods used. It is expected from the study that changes in teacher related factors have an influence on the performance of the graduates.

2.4.3 Student related factors

The learning dimension refers to a compliment of the factors that are centred on the behaviour, mind-set and quality of the learner with respect to Business Studies learning process. In analysing the leaning factors, the following variables shall be investigated; enrolment criteria, business mind set, self-drive concept, continuous assessment and final examination performance. The study assumes that the student related factors in learning of Business Studies have an influence in their performance and economic wellbeing.

2.4.4 Examination pass rate

End of school terms' examination performance of the students still yet to sit for their final examinations shall be investigated as an output to administration, teaching and learning variables. Final examinations pass rates for previous sittings shall also be probed and analysed. It is expected that effective learning and teaching of Business Studies will produce good students' performance and mould the wellbeing of the graduates. Hence manipulations in administration, teacher and student related factors have an influence on the pass rate of learners.

2.4.5 Starting Own business

One of the ultimate goal of teaching and learning business studies in schools is to prepare the students to be future entrepreneurs who shall start, run and grow their own businesses. Hence, in this study, the preparedness and capability of Business Studies students to start their own businesses is one of the output from the research's conceptual framework.

It is expected from empirical evidence that the administrative environment, teachers' teaching approach and students' learning capabilities have a linear relationship with the effective teaching and learning of Business Studies and hence the quality and entrepreneurship competencies of graduates produces.

2.5 Empirical Literature Review

A study by Udoukpong, Emah and Umoren (2012) on the students' academic performance in Business Studies based on self-concept showed that the high self-concept perceived students performed better in the subject than their low self-concept perceived counterparts. A possible explanation to this finding is that a child's positive self-concept is maybe the basis for his or her learning development and accomplishment. Sanchez and Roda (2008), highlighted that levels of self-concept affect the level of academic accomplishment. The students' differing academic performance in Business Studies on the basis of self-concept can be assumed to be a substance of personal character factor.

According to Sanchez and Roda (2008, p49), "Self-concept constitutes a mental aspect of how an individual appraises himself or herself in terms of what he or she is capable of doing or achieving". Marsh and Yeung (1997) had articulated that children with positive self-concept in a given subject, will always achieve better than those with negative self-concept. Studies by Udoukpong, Emah and Umoren (2012), Zimmer-Gembeck and Connell (1998), Alexander (1997) and Castor (1997) concluded that students who were convinced that they lacked the ability to succeed failed to make effort to perform well in Business Studies learning achievement assignments, exercises and examinations.

A study by Udoukpong, Emah and Umoren (2012, p.40) revealed that gender of students plays a significant role in effective teaching and learning of Business Studies at secondary education level. The findings were also supported by earlier studies conducted by Royer, Tronsky and Chan (1999), and Wigfield, *et al.*, (2000) whose studies found that girls were scoring higher performance than boys counterparts across academic years. These findings could be attributed to the belief that male students label Business Studies as a female subject which is associated with female careers ranging from clerks, waitress, secretarial to executive administrators. As such, male students are not motivated to attach much importance to learning Business Studies. However, school subjects as well as teaching and learning under the new curriculum no longer appear to be gender stereotyped, hence there could be other factors that hinders the effective learning and teaching of Business Studies which this research seek to establish.

A recent study by Waseka, Simatwa and Okwach (2016) on influence of teacher factors on Students' academic performance in secondary education found that the main factors that influences students' academic performance are heads of schools, teachers, students themselves, school environment and government policies. The study established that teacher factors influenced students' performance by 59.4%, while other factors outside their study accounted for 41.6%. However, their study's theoretical framework was not based on the Systems theory which requires that the teaching and learning analysis must be studied as a complete system rather than focusing on one sub factor or part only. Also their study was focused in Kenyan secondary school education set up which have much differences with the Zimbabwean set up on issues to do with curriculum, infrastructure, secondary school levels and academic performance grading. Hence a research gap exists.

The finding of the study by Ahmed (2015) pointed out that improper teaching by the teachers affects the education process in business studies. However, these findings contradicted the NPE (2004) which concluded that teachers are central in any educational set up. Therefore, in as far as teachers are important in teaching and learning of Business Studies it is their qualities that impact to greater extent the effective teaching and learning of the subject itself.

Ahmed (2015) further established that school authorities and government at large does not motivate business studies teachers. Onifade (2010) quoted in Ahmed (2015) stated that, teachers' morale is low as they are not well motivated to do their job properly. Onifade (2010)

and Ahmed (2015) concurred that in as much as school authorities do not motivate business studies teachers then teachers themselves do not encourage students to study hence poor performance in Business Studies.

However, Edem (2006) has a view that the capability of the students to study and be self-starters is to a great extent reliant on what Business Studies teachers conduct themselves to stimulate students' interest in the subject and to bring students to appreciate the significant of Business Studies as a subject in their education process. The study by Edem (2006) exposed also that limited schools infrastructure and modern learning facilities in public schools influences the effective learning and teaching of Business Schools resulting in students' poor performance. The study noted that the school infrastructure which was inadequate include classrooms, furniture, library resources and computer laboratories.

The findings of Edem (2006) on the negative influence exerted by inadequate infrastructure on the teaching and learning of Business Studies were gained support from Oghamadu and Okoye (2006) who indicated that inadequate infrastructure at schools hampers the attention and zeal of students in commercial and practical subjects. Oghamadu and Okoye (2006) found that inadequate teaching and learning facilities at schools hinder the effective teaching and learning of Business Studies. Aliyu (2001) buttressed that in subjects like Business Studies, teaching and learning facilities are important in encouraging students' interest in the subject and subsequently yield good performance.

However, Oghamadu and Okoye (2006) stressed that the existence of adequate school infrastructure does not guarantee effective teaching and learning of Business Studies as long as the students do not have positive attitude during lessons and individual studies. This finding is supported by Onifade (2010) who revealed that many students across schools are not ready to study in modern education systems. Onifade (2010) further highlighted that effective teaching and learning in Business Studies is a function of school administration factors, teacher related factors, parent and student related factors.

A study by Chiromo (2009) established that the teaching and learning of Business Studies in rural schools is influenced by several challenges including insufficient teaching and learning resources, high turnover of teachers with commercial degrees, absence of commercial subjects teachers, negative attitudes by students, poor home backgrounds, and lack of seminars. These challenges have direct influence on the effective teaching and learning of Business Studies in rural schools.

Kosgey (2013) found that the major factors that hinders the effective implementation of Business Studies in Kenya are inadequate teaching and learning resources and facilities, limited time allocated to the subject per week compared to other subjects, very wide syllabus coverage, scarce of Business Studies teachers in rural secondary schools, negative attitudes of students towards Business Studies, many schools failing to send teachers and students to attend seminars and some teachers not well versed in all syllabus sections that make up Business Studies. There is need to investigate what the situation is in secondary schools in Gwanda.

2.6 Administrative factors in the teaching and learning of Business Studies

Schools like any corporate organisations are run by an administration office under the Head of school's office. The main administrative or management responsibilities of heads of schools are to plan, implement, control, coordinate and evaluate. However, according to Ncube (2013), "School authority should commit themselves to monitor and control the learning and teaching process. There is poor administration going on in schools with regard to teacher assessment by heads of schools, subsequently teachers are reluctant to assess the learners rendering the whole system ineffective. The school authorities are required to make available adequate infrastructure resources that supports effective education to take place. The school administrators need to motivate the teachers materially and morally so that they develop a sense of excelling in the execution of their duties. School administrators need also to engage parents to be concerned and involved in the learning process of students by honoring obligation of paying school fees on time, attend meetings called for by school authorities, consult and check on the students' schoolwork and create a conducive home background environment that encourages the children to do school work (Ncube, 2013).

According to Kisirikoi and Malusu (2008), school administration have a direct influence on the effective education of any subject as the authorities are responsible for providing teaching and learning resources. Teaching and learning resources are all materials and equipment used to enhance effective learning (Kisirikoi and Malusu, 2008). It is the responsibility of school administration authorities to source and furnish both teachers and students with materials and equipments needed by their respective subjects. A teacher is responsible for selecting, developing and reorganizing teaching and learning resources provided by administration for effective teaching. School administration is therefore the most important factor that influence

the effectiveness of teaching and learning at a school. Johnson (2008) argues that having satisfactory teaching and learning materials should not be prioritised in schools as to a great extent they influence the effective teaching and learning of Business Studies.

Johnson (2008) found that administrative factors have a positive influence in the effectiveness of teaching and learning of Business Studies in secondary schools. According to Johnson (2008) in the modern education system, teachers no longer have to depend on words only subject delivery. There is unlimited variety of teaching and learning resources around that must be provided by school administration to make teachers more effective in content and knowledge delivery.

According to ideologies of the right, school authorities have a blame in students' failure in commercial subjects because the authorities lack perfect curriculum guidelines which links theory and practice but rather the current curriculum emphasises much on the social aspects of learning attaching much weight to teacher-centered learning approach instead of student-centered learning, especially in Accounting, Business Studies and Economics. The solutions to this challenge, as postulated by Yecke (2005) and Donnelly (2004) in Ncube (2013), is to make teachers and schools more accountable by naming and shaming failing schools, define what and how students must learn by implementing a prescriptive subject based curriculum, extend standardised testing practices and place much greater emphasis on formal whole class learning.

In a nutshell, the answer to falling performances by Business Studies students is greater regularity, uniformity and compliance. This literature, laid down a foundation for this study to analyse the administrative challenges that hinder the effective teaching and learning of Business Studies in schools.

2.7 Teacher related factors in the teaching and learning of Business Studies

According to Okolocha and Onyeneke (2013, p.175), "Teachers duties are to teach, guide and direct students active learning through active classroom management which is the basis for the realisation of effective educational objectives. Poor classroom management hampers effective teaching process and consequently affects students' academic performance. Cited in Okolocha and Onyeneke (2013), (Trophy and Good, 2004); Berliner, 2008) found in their studies that classroom management is the supreme challenging aspect for many teachers and

once a teacher fails to control his or her classroom, it apparently becomes difficult to correct the proceedings of the teaching and learning in that particular stream of learners. Therefore, teachers have an influence on the effective teaching of the subjects they teaches.

A study by Ncube (2013) found that most teachers in the schools have little time to check on the students' progress. To some teachers it was found that, going to work is just a formality. The finding revealed that some teachers go to class without being clear on what to teach and with no methodology of lesson delivery. Ncube (2013) further highlighted that to some teachers the question on what subject area and concepts to deliver on a particular lesson is something they decided on in the classroom in front of the students and not planned for. In most circumstances the teachers degrade their low remuneration and working conditions to an extent of failing to execute the basics of their teaching profession (Ncube, 2013).

Ncube (2013) highlighted that teaching is a calling and a natural talent, subsequently not all people who undergo teacher training is a good teacher when it comes to effective teaching. In the mindsets of most teachers, the mentality is that to teach is just like any other career that empower the ones employed in it to earn decent living out of it. Despite efforts by schools to give incentives to teachers, some teachers are not even giving the barest minimum effort in their service delivery. Ncube (2013) further argues that it is sad to note that, in the 21st century the bulk of the teaching is still teacher-centered. It is common knowledge that student-centered learning brings positive results.

Another teacher related element of effective teaching is time management. Okolocho and Onyeneke (2013) found that teachers were not effective in observing to specific time assigned for teaching Business Studies as per their timetables, further they were not maximising period allocated for practices and demonstration of Business Studies and they were ineffective in detecting where extra time is required during teacher-pupil interactions. Teacher related factors are the main influence of effective education process. However, if the teachers themselves are not inspired, not committed and are not conscious about time management, the whole teaching and learning process is will be rendered ineffective (Okolocho and Onyeneke, 2013). Therefore, time management is significant in the teaching and learning process. Cited in Okolocho and Onyeneke (2013), (Kauchack and Eggen, 2008; Haniza, 2000) uphold that for realization of sustainable education process, teachers have to be conscious about the time for each subject and lesson delivery and adhere to the time allotted.

According to Okolocho and Onyeneke (2013), one may associate Business Studies teachers' ineffectiveness to poor school environment observed in many schools, especially in rural schools, together with inadequate and dilapidated teaching and learning infrastructure. However, Asiabaka (2011) in Nwadiani (2012) argues that a competent teacher cannot be rendered ineffective in subject delivery because of material environment as teaching is with the teacher's natural mindset not on resources provided.

In order for teaching to be effective it has to involve variety of teaching methodologies and practices from planning, lesson delivery and assessment such that knowledge and skills that produce desired learning that lasts in the mindset and actions of the learners (California State University Northridge, 2006). Torff and Sessions (2005) suggested that effective teaching is a blend of balanced educational knowledge skill and content knowledge.

Subject matter knowledge also called content knowledge is the first element of effective teaching, furnishing teachers with the educational background they need to involve students in learning the content, assessing students' understanding of the content, and drive them to higher levels of understanding and application (Fuhrman & Lazerson, 2005 and Torff & Sessions, 2005). Teachers graduating with bachelor degrees or diplomas in their content areas, and mastering their disciplines at levels that surpass what they must know to teach their students (Neill, 2006) attain subject matter knowledge. When teachers receive a major or minor in their subject matters, students benefit by showing higher academic accomplishment than when teachers lacks content knowledge (Stronge, 2002).

The aspect of subject matter knowledge gain support from Odumbe, Simitwa and Ayado (2015) who cited that teacher experience is one of the factors that affect the effective learning and teaching of any given subject, Business Studies included, in secondary schools. The study concluded that high teacher experience enhances effective education and ultimately good students' performance. Buttressing to this Onge'le (2007) and Omariba (2003) established that the teachers with high teaching experience have a mastery of subject and content areas and also have good examination coaching in their revisions hence they perform better in classroom management, examination techniques and produces good performance. Contrary to this; Bruce, Hersh and Mckibbin (1983) revealed that in the profession of teaching, experience is not the main factor in enhancing performance. They suggested that effective teaching is a totality of teaching experience plus high quality effort and passion to impart that experience to the learners.

This therefore presents the need to establish the influence of teacher related factors to the effective teaching and learning in Business Studies in secondary schools in Gwanda district, hence the need for the present study.

There is strong call for the teachers to be acquainted with Paulo Freire's critical pedagogy. Freire's critical pedagogy does provide a set of worthy ideals and principles to assist teachers develop pedagogies that are more engaging for the students (Ncube, 2013).

Freire's critical pedagogy is laid out in *Pedagogy of the Oppressed* (1993) where he propounds a prevailing 'banking concept' of teaching and learning, categorised by a deficit view of students and instructive teaching practices which position students as passive learners, rather than active objects who can change the world. In that teaching and learning set up, 'the educator teaches and the learners are taught; the educator knows everything and the learners know nothing; the educator talks and learners submissively listens'. Students are considered voiceless in this education setting. Freire (2001) asserts that teachers should recognise that students knows something and build on that in a participative teaching and learning environment and culture.

McCourt (2005, p.118) in his teaching experiences in New York ghetto school, describes the response of his students as speechless surprise when he asked them for their views on a contentious issue. 'Their faces are blank,' he says. 'Nobody ever told them they had a right to an opinion'. The teaching and learning model reflects repressive relations in society as it negates student subjectivity and is more determined on conserving the existing position than in calling for social justice in education (McCourt, 2005).

Contrary to that, Freire insists that teachers must be proficient in expert fields of knowledge. For instance, in commercial subjects teachers must at all-time engage students in a demanding syllabus areas. Teachers have a duty to provide students with assignments and to guide and correct them where necessary. The exercise of teacher authority has to be balanced with a binding assurance to initiate discussions, independent practices and participatory methods of teaching and learning (Ncube, 2013).

It is against this background that this study seek to investigate and analyse teacher related factors that hinder the effective teaching and learning of Business Studies in public secondary schools.

2.8 Student related factors in the teaching and learning of Business Studies

Students' perceptions of relevance, challenges, choice and appeal of learning activities have been associated with inspiration and education (Raineri and Gerber, 2004). It is against this background that Business Studies teachers have been found to be the most crucial part of the school as an organisation in order for effective learning to be accomplishment in schools (Czerniak and Haney, 2005).

Easton (2002) cross-examined students from a certain high school in with the objective to ascertain opinions of learning essentials. The study found the need for personal responsibility and answerability, self-esteem and personalised learning. They raised for teachers who care and about active learning. In addition they highlighted the need for high expectancy and the need to feel emotionally safe on the part of the school and the need for self-directed learning (Easton, 2002).

In analysing solutions generated by student to enhance the academic success of African-American youth, Tucker *et al.*, (2000) found that the educational preparation of learners and direct pressure of peers will enrich educational achievement thus admiration and motivation by the teachers, parents and guardians is required to enhance students' progression in education.

Empirical literature have evidence that effective learning will bring positive student achievement and leads to fulfilment of occupational and career aspirations by the learners. In line with this ascertain, Wong, *et al.* (2002) stressed that student attitudes and perceptions of the teacher and subject have a significant bearing on the learners' sprit of self-drive, practice and competence. Parental support is also key to the development of sense of self-drive by the children as the conduct of students was found to be influenced by their home background. Students' factors including gender, age and background are also related to attitudes of student self-development and achievement in education.

A study by Claxton and Murell (2007) found that students' learning styles have influences to the educational process. The authors suggested that learning styles of students influences learners' participation in class, execution of assignments given, and performance in both continuous assessments and final examination (Claxton and Murell, 2007).

Ncube (2013) revealed that in some schools committed teachers were demoralized by the conduct of lazy learners. Such committed teachers when they go to their classes and meet students, they clearly introduce the topics to be taught and the lesson objectives to be met.

The ball now will be in the students' hands to study on their own the topic given such that by the time the teacher comes for delivery of the actual lesson, the areas that students would have faced challenges in understanding during self-studies would be ironed out by the teacher yielding lasting understanding and good performance on the side of the learners (Ncube, 2013).

However, the study by Claxton and Murell (2007) found that students were just attending lessons without any attempt to prepare on their own and in turn they lose attention during the lesson as the teacher will be delivering very new concepts to those students who do not read in advance. Under such circumstances even if teachers are committed and knows their subject content it will be difficult for effective teaching to take place. Rather, many cases of alcoholism and mischievous activities are reportedly committed by some students than educational related activities (Ncube, 2013).

Following up to Ncube's assertions, this study to research particularly on the teaching and learning of Business Studies in an attempt to unearth student related factors that hinders the effective learning and teaching of Business Studies in secondary schools in Gwanda district.

2.9 Chapter Summary

The chapter dealt with the factors that influences the effective teaching and learning of Business Studies in secondary schools as a research construct. The theoretical and empirical literature on the factors that influence effective learning and teaching of Business Studies in schools were reviewed. The research's conceptual framework based on school administrative factors, teacher related factors and student related factors and their expected influences on effective teaching and learning of Business Studies was presented and discussed.

The following chapter focuses on research design and methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this section is to present the research methods and techniques applied in carrying out the research such as the research design, choosing the target population and the sample as well as the methods of collecting data from the respondents. The chapter also highlights the reliability and validity of data collected and the statistical techniques that was used to analyse data and the findings of this study.

3.1 Research Design

The research design can be understood as a detailed plan of gathering data in a research project seeking to answer set research questions or to test. According to Bradburn (2016) each research problem is different from another and there is need for much attention to be paid in coming up with a research design that suit the problem to be investigated and objectives to be met. According to Bhattacharjee (2012), there are basically three categories of social science research design namely causal, descriptive and exploratory. When a wrong or improper research design is employed, a wrong result is most likely to be attained to the detriment of the research objectives and problem. This study used the survey design which is quantitative and descriptive in nature.

3.1.1 Survey Research Design

Beullens and Loosveldt (2014) concluded that a survey research design is usually employed in finding solutions to identified problems, in assessing if set objectives are met and in forming basis for future comparisons. The scholars further added that a survey design helps in providing a trend analysis about a phenomenon and its existence, its context and its volume at the workplace is. Survey research design has got basically three characteristics, first, it

describes target population in a quantitative way including scrutinising the relationship and links that exists between and among variables. Second, the survey research data is gathered from the people and is regarded to be subjective. Third and last, survey research only engage a small portion of the total population from which generalisation of research findings and conclusions are done (Bradburn, 2016).

Beullens and Loosveldt (2014), noted that a survey research make use of dependent and independent variables in defining the scope of the study with little or no interference from the researcher. If a researcher is to successfully employ survey research, it is common that the researcher predict a model of constructs which shows how the variables are expected to be related before the research starts. The survey will then be done in a bid to test the predicted model in relation to research findings on the concerned constructs. Yeasmin and Rahman (2012) are of the view that human behaviour and cognition can be predicted and explained easily when an objective research design is employed.

This study used primary research survey as it has merits in that survey offer quick, inexpensive, efficient and accurate ways of collecting data. Another merit of the survey method is that surveys are useful in describing the characteristics of a larger population (Cant *et al.*, 2008, p.92). A cross-sectional descriptive research was used in which the collection of data from the respondents shall be done only once via the survey questionnaires.

3.1.2 Quantitative Research

A quantitative research is one in which the researcher mainly uses post-positivist claims in developing understanding through exploring causal-effect relationship, paying attention to specific research variables, establishing hypotheses or research questions, use measurements and observations, test of theories or answer research question and establish the unbiased position of the central problem under investigation. It may use approaches of research such as experiments and surveys, collects data through closed ended questions on predetermined instruments that will be analysed by statistical methods (Creswell, 2003).

In this study the researcher collected data on the experiences from the school administration authorities, teachers and students on the teaching and learning of Business Studies. The research tool was carefully designed in order to fully capture the views of the respondents, also the researcher categorised large amounts of seemingly qualitative data to produce

quantitative data that was then analysed through a Statistical Package for Social Science version 23.

In their previous researches Ahmed (2015), Mege (2014) and Warui (2014), highlighted that the rationale for using a quantitative approach is to measure and rate attitudes, behaviour and opinions of respondents on the teaching and learning of Business Studies. A quantitative approach is appropriate to capture the categorised data on the opinions of the respondents and use statistical package to present collected data and analyse the findings otherwise qualitative research is going to yield wide variations in responses that will be very difficult to present and analyse since the school heads, teachers and students have much divergent characteristics and teaching and learning approaches (Ahmed, 2015; Mege, 2014 and Warui, 2014).

3.1.3 Descriptive Research Design

Descriptive research is intended to provide a representation of circumstances as they occurred and describe the scope of the research phenomenon in detail (Burns and Grove 2003, p.201). It may be used to validate the current practice, make decree and develop theories.

Descriptive research is more suitable in quantitative research as it answers questions on who, what, when, where and how (Gerber-Nel *et al.*, 2005, p.33). The answers to these questions determine a course of action for the problem under study.

For the purpose of this study, descriptive research was used to ascertain the factors hindering the effective learning and teaching of Business Studies in schools in Gwanda district. The approach was chosen in order to expose relationships between research variables, making it possible to recommend policy actions or strategies for enhancing the effective education of Business Studies in schools.

In this quantitative and descriptive survey, data collected was presented in the form of tables depicting descriptive statistics mainly in the form of frequencies, means and modes, as well as graphs.

3.2 Population

The target population were the school administrators, Business Studies teachers and current Business Studies students of all the 13 secondary schools that offer Business Studies in

Gwanda district as per the database of the Ministry of Primary and Secondary Education, Gwanda district office. However, in this research a sample was used for investigations.

3.2.1 Sampling

In this research, the sample was a set of respondents (school administrators, teachers and students) selected from the population of 9 secondary schools in Gwanda district that offer Business Studies both in urban and rural. The sample for this study was selected on the basic idea that conclusions can be drawn about the entire population.

The sample was purposively selected to provide data representativeness of the schools population from which it was drawn. This means the data obtained from the survey of the selected sample respondents was an unprejudiced reflection of the opinions, perspective and experiences on the subjects under study (Hertzog, 2008).

Sample size depends on what the researcher wants to find out, the objective of the study, what is at stake, intended usefulness, levels of credibility to be achieved, and what can be done with available time and resources (Patton, 2002, p.243). However, from critical literature review it was found that there are three methods that can be used to justify the size of sample for surveys that employ purposive sampling. These are; citing recommendations by quantitative methodologists, acting on precedent through citing sample sizes that were used in studies similar with the research problem and design in hand and or using statistical demonstration of saturation within a given dataset. Among these methods, the first two are considered external justifications as they depend on other scholars while the third one is internal justification (Marshall et al., 2013, p.13).

Martins (1999, p.262) contended that the adequateness of the sample size in a research depend on the nature of the population to be sampled, research design and the purpose of the study. Martins further argued that although there are no standard rules, 30% of the target population is considered adequate for researches in which descriptive analysis of a phenomenon is to be undertaken. Sample size for this study shall be purposefully determined.

In this study the researcher acted upon a precedent of (Ahmed, 2015; Mege, 2014, Warui, 2014 and Nani, 2016) who settled for 50% of the schools in a district in which they carried out their researches in Kenya and Zimbabwe.

The sample size for this research was 5 secondary schools (50% of the 9 schools offering Business Studies in Gwanda district); out of which 5 school administrators, 5 Business Studies teachers and 30% of the Business Studies students at each of the 5 respective schools who were investigated.

3.3 Research Instruments

Data for this research was collected from primary sources. Data was collected from the school administrators, teachers and students using self-administered survey questionnaires. This research instrument was chosen because it was consistent with previous studies on the teaching and learning of Business Studies (Ahmed, 2015; Mege, 2014 and Warui, 2014). Question items in the questionnaire were developed from the review of related literature and in consistency with research objectives and questions of this study.

A pilot study was conducted to caution the researcher on the literate level and capacity of the respondents to administer survey questionnaire on their own.

Considering that the research was a survey of respondents who were dispersed over a wide geographical area of Gwanda district, where the travelling demands on the interviewer was going to be excessive hence it was more economical to use self-completed questionnaires. Furthermore, self-administered questionnaires were used because they were found to be less expensive in terms of time and money than other data collection methods such as a personal interview where the researcher must be present with respondents at all times (Cant *et al.*, 2008, p.92).

The questionnaire for this study used mostly closed-ended questions because closed-ended questions eliminate the development of response bias amongst the respondents especially when assessing attitudes, beliefs, opinions and perception. This is because using closed-ended questions makes the response items standard and comparable (Phellas, 2004).

3.4 Data Collection Procedures

3.4.1 Administration of Research Instrument and Collection of Data

All the information for this research was derived from primary sources.

Data was collected using self-administered survey questionnaires. Primary data information was collected from the school heads, Business Studies Teachers and students.

The researcher made appointments over the phone through school heads requesting for a day to visit respective schools for distribution of research questionnaires for collection of primary data personally from the sample units.

Then the researcher visited each school as per the appointment schedule for collection of completed questionnaires.

3.4.2 Validity

Bradburn (2016) noted that when a researcher is concerned about research congruency, a tight fit among research details, research evidence and research conclusion, that is a concern for validity. Bhattacharjee (2012) also said that validity is the degree to which an instrument accurately measures what it is expected to measure. In most cases, validity is referred to in line with the research outcome and due to this it is highly recommended that the researcher must think of the instrument's validities as opposed to thinking of the instrument's validity. This emanates from the fact that validity implies the measure of how an instrument measure what it is intended to measure and the same instrument can have many purposes that may vary in scope, kind and number. Bhattacharjee (2012) is of the view that if a research is to be accurate, the research need to seriously consider content, criterion, construct, internal and external validity.

With reference to Bhattacharjee's forms of validity, attention will be taken in this study in complying with construct, face and content validity. In this study the researcher ensured that the research instrument encompassed all the facets of the research construct, engaged two experts (a research assistant and the research Supervisor) to evaluate and validate the research instrument, pre-tested the research instrument, did comprehensive review of related literature and abided by ethical considerations in research (Bhattacharjee, 2012; Beullens and Loosveldt 2014).

3.4.3 Reliability

In a nutshell, reliability seeks to measure if the research instrument is to be subjected over and over on the same respondents will give the same conclusions all the time. Beullens and Loosveldt (2014) noted that there are mainly two ways in which the researcher can come up with reliable measures and these are split half reliability and test-retest and split half reliability. Test retest reliability is a situation whereby the reliability of an instrument is determined by administering that instrument two or more times on the same respondents while comparing the findings. On the other hand, split half reliability implies a situation where the researcher divides the research items in the research instrument in two halves and compare the results of the scores for the two halves through the use of correlation coefficient.

Last but not least is the internal reliability which is sometimes known as internal consistency. This is a measure used to ascertain the similarities of items in the research instrument that are supposed to measure a specific research construct. Mahembe (2013) reiterates that Cronbach alpha coefficient is the measure that determines internal reliability of a research instrument. Cronbach alpha coefficient is a statistical process that is used in the determination of correlations and relationships among items in the instrument. Beullens and Loosveldt (2014) concluded that if the items have a strong relationship with each another, the internal consistency for such items is regarded to be high such that the Cronbach alpha coefficient will be close to one and vice versa.

This research used the Cronbach alpha coefficient to measure the reliability of the research instrument. Further, the questionnaire was subjected to a pilot study in order to check whether respondents were able to answer the questions without any difficulties. This was essential to attain a high response rate and ensure that there were no problems in the questions constructed. The pilot study sample size was guided by the recommendations of the research done by Hertzog (2008), Lackey and Wingate (1998) and Nieswiadomy (2002) that a pilot study sample size can be 10% of the total research sample size.

3.5 Data Presentation and Analysis Procedures

Data analysis usually involves the reduction of raw collected data through sorting and coding, inputting coded data into a statistical software package, generating summaries and retrieving tables and graphs for presentation (Cooper & Schindler, 2003:87). It also involves the

discussion and interpretation of the research findings against research questions and objectives, and determines whether the findings or results are consistent or vary with previous related researches as per literature review (Gerber-Nel *et al.*, 2005).

Cognisant that this research is descriptive in nature; accordingly the research questions were categorised and coded to capture quantitative data, the researcher shall use SPSS version 23 (SPSS 23) to generate summaries of data, present and analyse the data findings. Data presentation and analysis for this study included tables of statistical frequencies, percentages and various types of graphs generated from SPSS 23 and Excel (Gaur and Gaur, 2009).

Because the research is more of descriptive and quantitative in nature, the researcher employed SPSS 23 to analyse data collected using frequencies and percentages.

Therefore graphical and tabular presentation and analysis were used, in order to come up with conclusions and recommendations from the study.

3.6 Chapter Summary

The chapter has examined the research methodology for this study. The pertinent research design was clearly defined, described and justified. In addition; sampling, data collection and data analysis procedures were provided and justified. The chapter outlined the methods to be used to ensure validity and reliability of research instrument, data collected and findings.

The next chapter focuses on presentation of data collected, interpretation and analysis of research findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter focuses on data presentation techniques, discussion and interpretation of the research findings. Data presentation process involve scanning and sifting data collected from the survey, organising it, and summarising it. Descriptive statistics has been used to present the research findings through tables of frequencies and percentages and figures that are followed by interpretation and discussion in relation to the research problems and sub-problems.

4.1 Survey Response Rate

Response rate in this study refers to the actual number of respondents who successfully answered the survey questionnaire divided by the total number of respondents in the sample.

Table 4.1: Survey Response Rate

Category	Number of questionnaires sent out	Number of questionnaires returned	Percent Response rate
Administrators	5	5	100.0
Teachers	5	5	100.0
Students	52	48	92.3
OVERAL	62	58	93.6

From Table 4.1, it can be seen that 62 questionnaires that were distributed to respondents constituted the sample for this study. Fifty eight questionnaires out of sixty two were returned

and all these were successfully completed. This means that the results of 58 questionnaires were presented and analysed in successive sub-sections of this chapter.

On an overall basis a 93.6% response rate was achieved, which is high enough to sufficiently analyse the subject in hand. This is consistent with a study by Baruch (1999), *Response Rates in Academic Studies: A Comparative Analysis* which established that a questionnaire response rate of at least 69% is acceptable for survey researches in academic studies. However, there is no agreement among researchers on the question, ‘how many respondents are enough in survey research’ (Keller, 2014).

4.2 Background of the Respondents

Background of the research subjects is presented and discussed in this study in terms of gender and age range of school administrators, Business Studies Teachers and Students, position in school administration as well as level of studies in which the students were drawn from. Such characteristics of the respondents was discussed because they are useful in the interpretation of the results of the study as they may have a bearing on how research subjects respond.

4.2.1 Gender Distribution of Respondents

Table 4.2: Gender of all Respondents

Category	Gender		Frequency	Percent
School Administrators	Valid	Male	3	60.0
		Female	2	40.0
		Total	5	100.0
Business Studies Teachers	Valid	Male	3	60.0
		Female	2	40.0
		Total	5	100.0
Business Studies Students	Valid	Male	27	56.2
		Female	21	43.8
		Total	48	100.0

Table 4.2 indicates that more males participated in the survey than their female counterparts. However, the percentages indicate an almost fair gender balance. Therefore, the findings

from this survey research are considered fair as they represent the views and experiences of both males and females.

4.2.2 Administration Position

Table 4.3: Position in School Administration

Position	Frequency	Percent
Valid Head of School	2	40.0
Deputy Head	1	20.0
Senior Teacher	1	20.0
Administrator / Bursar	1	20.0
Total	5	100.0

The survey managed to reach across all administrative spectrum hence the findings represents the views and experiences of heads of schools, deputy heads, senior teachers and executive administrators with respect to school administrative factors that affect effective learning and teaching of Business Studies in schools.

4.2.3 Age Distribution of Respondents

Table 4.4: Age of Administrators and Teachers

Category	Age range	Frequency	Percent	
School Administrators	Valid	18 - 30 years	0	00.0
		31- 40 years	2	40.0
		41- 50 years	2	40.0
		Above 50 years	1	20.0
		Total	5	100.0
Business Studies Teachers	Valid	18 - 30 years	1	40.0
		31- 40 years	4	40.0
		41- 50 years	0	00.0
		Above 50 years	0	00.0
		Total	5	100.0

The age range distribution presented on Table 4.3 shows a normal distribution in the age of both school administrators and teachers who participated in this study. However, the age distribution is peaked at the centre indicating that there are more middle aged administrators and teachers in Gwanda District. The middle-aged are expected to be more energetic and deliver effectively in their administrative and teaching roles. Also the maturity of the administrators and teachers influences the effective teaching.

These findings are in line with the study of Nani (2016) who also found high number of middle-aged heads of schools and teachers than young or elderly. However, his study was on urban secondary schools only contrary to this study which focused on both Gwanda urban and rural.

4.2.4 Students' Level of Studies

Table 4.5: Business Studies Course Level

Category	Frequency	Percent
Valid 'O' Level	11	22.9
'A' Level	37	77.1
Total	48	100.0

Table 4.5 shows that the students' respondents were drawn from both those studying Business Studies at Ordinary Level and those studying at Advanced Level. In consistency with Zimbabwe School Examination Council (2015) Business Studies Curriculum and Enrolment, this study found that Business Studies is offered more at 'A' Level than at 'O' Level.

4.3 Research Sub - Problems

This section focuses on presenting, interpreting, discussing and analysing the findings on school administrative, teacher and student related factors which hinders the effective teaching and learning of Business Studies in schools. Hence this forms the main research thrust.

4.3.1 School Administrative Factors

This sections presents and discusses on administration related factors that hinders effective education. The factors include staffing level in Commercial Department which houses Business Studies as a subject, infrastructure facilities, income generating projects, participation in business studies seminars and refresher courses and frequency of teacher assessments by administration.

4.3.1.1 Departmental Staffing

The findings presented on Table 4.6 revealed that schools in Gwanda district have satisfactory staffing of commercial subjects teachers as 4 out of 5 schools surveyed reported normal distribution and only 1 reported over staffing.

Table 4.6: Status of Departmental Staffing

Category	Frequency	Percent
Valid Under Staffed	0	00.0
Normal Staffed	4	80.0
Over Staffed	1	20.0
Total	5	100.0

4.3.1.2 Availability and Adequacy of School Infrastructure Facilities

Table 4.7: Status of School Infrastructure Facilities

Category	Status	Frequency	Percent
Teacher Accommodation	Fairly adequate	2	40.0
	Adequate	3	60.0
Classroom facilities	Fairly adequate	2	40.0
	Adequate	3	60.0
Library facilities	Fairly adequate	2	40.0
	Adequate	3	60.0
Textbooks & other Reading Materials	Inadequate	2	40.0
	Fairly adequate	3	60.0
Computer Laboratory	Not available	1	20.0
	Fairly adequate	2	40.0
	Adequate	2	40.0
Computers for Students	Not available	1	20.0
	Inadequate	1	20.0
	Fairly adequate	3	60.0
Internet facilities	Not available	1	20.0
	Fairly adequate	3	60.0
	Adequate	1	20.0

As illustrated on Table 4.7, majority of the school administrators pointed out that the schools have adequate staff accommodation, classrooms, library and computer laboratory facilities. These facilities have an impact on education in school set ups. However, majority of administrators indicated that their schools do have fairly adequate textbooks & other reading

materials, computers for students and internet facilities. Surprisingly, in this advent some schools reported that they completely do not have computer laboratory, computers for students and internet facilities.

4.3.1.3 Existence of Business Project

Table 4.8: Existence of Income Generating Projects for Practicals

	Frequency	Percent
Valid Yes	1	20.0
No	4	80.0
Total	5	100.0

Table 4.8 displays interesting findings that despite secondary schools offering Business Studies in their curriculum both at ‘O’ and ‘A’ Level; 80% of the surveyed schools are not even running any business or income generating project. Only 1 school out of 5 that participated indicated that it has piggery and poultry run as business units.

4.3.1.4 Participation in Business Studies Seminars

Table 4.9: Participation in Business Studies Seminars

	Frequency	Percent
Valid Yes	2	40.0
No	3	60.0
Total	5	100.0

As illustrated on Table 4.9, it was found from the survey that almost half of the schools do not have budget and programmes for their teachers and students to participate in Business Studies seminars within and outside their clusters. This points out that teachers and students are not exposed to their own weaknesses a situation that influences the effective learning and teaching.

4.3.1.5 Teacher Assessment by School Administration

Table 4.10: Teacher Assessment

	Frequency	Percent
Valid Mid Termly	1	20.0

Termly	4	80.0
Total	5	100.0

From Table 4.10, majority of the school administrators (80%) stated that they assess their teachers on termly basis. Against the background that supervision is one of the key responsibility of school administrators especially heads of schools to enhance effective education, these findings are quite sad as termly assessment seem to be too lax an assessment frequency since the administration will only know if teaching and learning is effectively conducted at the end of the term while it may be very late to take proactively assist to teachers who might be lacking content knowledge, classroom management or lesson delivery.

4.3.2 Teacher Related Factors

This sections presents and discusses on Teacher related factors that hinders effective teaching of Business Studies. The factors include employment status, experience, highest qualification, teaching load, frequency of student assessments and challenges faced by teachers.

4.3.2.1 Employment Status of Teachers

Table 4.11: Employment Status

	Frequency	Percent
Valid Permanent	4	80.0
Temporal	1	20.0
Total	5	100.0

It is expected from empirical evidence that permanently employed teachers conduct effective teaching than temporal teachers.

The study revealed positive findings to this effect as illustrated on Table 4.11 that almost all schools in Gwanda district have permanently employed Business Studies teachers.

Out of 5 schools that were surveyed, only one school has a temporal teacher who was hired by the School Development Association as a relief for a permanent teacher who was reported to be on maternity leave.

4.3.2.2 Teaching Experience of Teachers

Table 4.12: Teaching Experience

	Frequency	Percent
Valid Less than 5 years	1	20.0
5 - 10 years	3	60.0
Above 10 years	1	20.0
Total	5	100.0

The study found that majority teachers in Gwanda district have adequate teaching experience, 80% of the teachers responded that they have more than 5 years in the field while only one out of five was less than 5 years in service.

4.3.2.3 Highest Qualification held

Table 4.13: Highest Education Level of Teacher

	Frequency	Percent
Valid Diploma	1	20.0
Bachelor's Degree	4	80.0
Total	5	100.0

The survey revealed that all the teachers who participated have adequate qualifications for their subjects, 4 out of 5 were holders of first degrees in Business Studies while only one was a holder of Diploma in the subject area. These findings indicated that the teachers have content knowledge of their subject area and they are expected to effectively teach Business Studies. The results gained supported from Ncube (2010) and is buttressing the fact that Zimbabwe has the highest literacy in Africa.

4.3.2.4 Teaching Load

Table 4.14: Status of Departmental Staffing

Category	Frequency	Percent
Valid Under Staffed	0	00.0
Normal Staffed	4	80.0
Over Staffed	1	20.0
Total	5	100.0

Table 4.14 shows that the 4 commercial departments from the 5 schools that participated in this study have adequate teachers as per their enrolments and one school actually has more than enough Business Studies teachers.

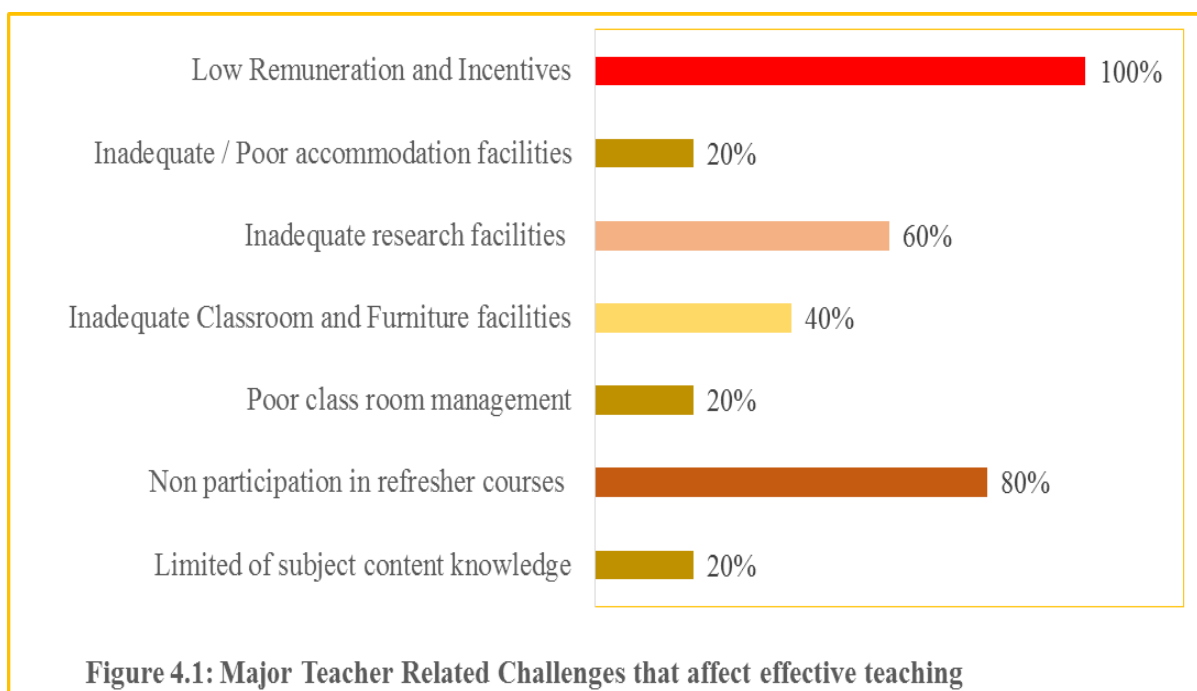
4.3.2.5 Students Assessments by Teachers

Table 4.15: Students Assessment

	Frequency	Percent
Valid Fortnightly	1	20.0
Monthly	3	60.0
Termly	1	20.0
Total	5	100.0

Following poor assessment timing reported by school administrators on their teachers, Table 4.15 displays that majority of the teachers assessed their students on monthly basis while at one school students are only assessed termly through end of term tests. One school was found to be doing exceptionally good as the teacher reported that students are assessed on fortnightly basis giving much time for corrective actions to be put in place.

4.3.2.6 Challenges faced by Teachers



Findings on the major challenges faced by teachers in their quest to effectively teach Business Studies are displayed on Figure 4.1 in which seven challenges were pencilled. All teachers revealed that they lack motivation to excel in their teaching because of low remuneration and incentives from government, administrators and community they work in.

Majority teachers highlighted that non participation in teacher refresher courses and inadequate research facilities in schools were the main challenges that affect their effective teaching of Business Studies in schools. All the challenges displayed on Figure 4.1 were found to be valid in the modern education set up as they negatively impact on the capability of the teacher to effectively teach.

4.3.3 Student Related Factors

This section presents and discusses on students' attitudinal and self-drive factors that hinders effective learning of Business Studies.

4.3.3.1 Attitudinal Factors

Table 4.16: Students' Attitudinal Factors

Attitudinal Factor	YES		NO	
	Frequency	Percent	Frequency	Percent
I need to do well in Business Studies	30	63.0	18	38.0
Business Studies is my favourite subject	33	69.0	15	31.0
I believe Business Studies has contributed to my knowledge	24	50.0	24	50.0
I feel happy in learning and studying Business Studies	30	63.0	18	38.0
I hope Business Studies will help me to get a job	35	73.0	13	27.0
I feel happy while solving problems related to Business Studies	25	52.0	23	48.0
I wait for Business Studies eagerly	30	63.0	18	38.0
I hope that Business Studies will help me in my future activities	30	63.0	18	38.0
I attend Business Studies lessons regularly	40	83.0	8	17.0
AVERAGE		64.0		36.0

Figure 4.16 shows summarised students responses on attitudinal factors and perceptions that influences effective learning. Majority students constituting 64% on average exhibited

positive attitude towards learning Business Studies while 36% of the students showed negative attitude towards the subject.

4.3.3.2 Self-drive Factors

Table 4.17: Students' Self-drive Factors

Self-drive factor	YES		NO	
	Frequency	Percent	Frequency	Percent
I do home works in time and own my own	20	42.0	28	58.0
I do class work at in given time	25	52.0	23	48.0
I do assignments on my own	20	42.0	28	58.0
I do exercises related to Business Studies	15	31.0	33	69.0
I participate in group work	30	63.0	18	38.0
I am involved in Business Studies activities	15	31.0	33	69.0
I take time to read or study Business Studies	22	46.0	26	54.0
I relate activities of Business Studies to real world	14	29.0	34	71.0
I will start my own business after finishing this business studies course	28	58.0	20	42.0
AVERAGE		44%		56.0

Table 4.17 presents the responses on students' self-drive attributes and competences towards learning Business Studies. The study found an almost fifty-fifty situation on the way students' conduct themselves in terms of self-initiatives on Business Studies related activities. Fifty-six percent of the respondents demonstrated sense of self-drive in learning Business Studies while 44% exhibited that they need some external drive in order for them to carry out activities given during the teaching and learning process.

4.4 Discussion of Research Findings

This section discusses the main findings from the study in relation to reviewed literature.

4.4.1 School Administration related factors

The main school administration factors that were found to influence the effective teaching and learning in schools are; inadequate school infrastructure facilities, no facilities for practical learning and demonstrations in the subject area, failure to send both teachers and

students for Business Studies seminars and too reluctant teacher assessment by the administration.

The findings are consistent with a study by Ahmed (2015) which found that quite a significant number of schools have inadequate infrastructure resources and hence this negatively affect both teachers and students performance. Nani (2016) revealed that despite schools offering Business Studies as a subject, the concept of entrepreneurship has not been embraced in the majority schools both in urban and rural. If schools runs small business units or income generating projects it gives students practical opportunities of understanding the implementation of business and enhance their knowledge and skills.

4.4.2 Teacher related factors

On teacher related factors, some findings are consistent with empirical literature while some are contrary. The study found that lack of teacher motivation programmes in schools negatively influenced effective teaching. This is in conformity to the studies by (Ahmed, 2015; NPE, 2014; Onifade, 2010) which stressed that teachers are key in any educational set up and the competencies and morale of a teacher largely influences the quality of teaching / training and learning system and finally the performance of the learners. Therefore teacher motivation programmes were found to be crucial because if teachers are not motivated in their job then they cannot encourage and motivate their students.

On challenges affecting Business Studies teacher, majority of the teachers revealed that low remuneration and low incentives as well as non-participation in teacher refresher courses were the main challenges in execution of their duties. According to Nani (2015), “When teachers were asked on how refresher courses influences effective teaching, it was noted that refresher courses exposes teachers to their own weaknesses, new methodologies and covers gaps and opportunities for effective teaching”.

Contrary to a research by conducted by Ncube (2013) in five of the ten provinces in Zimbabwe namely, Harare, Mashonaland East, Mashonaland Central, Mashonaland West and Midlands; which found that one of the main reasons for students’ failure was that majority teachers lacked teaching experience this study found that teachers in Gwanda district have adequate teaching experience on Business Studies. The differences in the findings might be because Ncube studied a wide population and sample than this study which focused on only one district.

On the frequency and adequacy of student assessment by teachers, the study established that teachers take too long before assessing how the students cope with the learning process. Majority of the teachers reportedly assessed students work on termly basis which is too long and reluctant approach that hinder effective teaching and learning. The findings gained support studies by Mege (2014) in Kenya, Ahmed (2013) in Nigeria and Ncube (2013) in Zimbabwe; which found that one of the main teacher related factor that hinders effective teaching in Commercial and Science subjects in secondary schools is poor assessments by teachers as majority teachers were reported to be doing termly assessments.

4.4.3 Student related factors

The finding of the study on student related factors that influence effective learning in Business Studies in secondary schools in Gwanda district were consistent with Ahmed (2015) who found that students revealed negative attitude in learning Business Studies and in doing the activities related to the subject. This is buttressed by a study by Onifade (2010) which found that many students are not ready to learn these days. These studies stressed that students' attitude and perceptions of the subject influences their conduct and hence the effectiveness of the whole teaching and learning process in schools.

The results gain support from Ncube (2013) who found that hard working teachers were being let down by students who lacks sense of self-drive but rather spend much of their efforts in mischievous activities than school related tasks.

These results indicate that even if school administrators and teachers plays their roles, it may fail to yield good performance as some students have negative attitude and perception about learning Business Studies.

4.5 Chapter Summary

This chapter presented the data collected from the survey. The findings of the research were analysed through SPSS version 23 using descriptive statistics through the frequency and percentage tables as well as figures and discussed in relation to literature review, research objectives and questions.

The next chapter summarises the complete study, draws out conclusions, gives recommendations and highlights possible areas that still need further research.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to ascertain the factors hindering the effective teaching and learning of Business Studies in schools. This section focuses on summarising the research findings, draw conclusions and proposing policy recommendations to various stakeholders. The areas for further study are also highlighted in this chapter.

5.1 Summary of Research Findings

This study was carried out in Gwanda district with respondents drawn from a sample of secondary schools across the district. The research was prompted by the deteriorating performance of graduates of Business Studies during their studies and after completion of their course levels. Despite having been equipped with knowledge and skills of starting, managing and growing their own businesses and create their own employment, income and livelihoods.

The study used a quantitative descriptive research design through survey questionnaires to a sample of 60 research subjects consisting of 5 school administrators, 5 Business Studies Teacher and 52 Business Studies Students. The respondents were purposively selected from a population of the entire secondary schools in Gwanda district.

From the analysis of the study it came out that:

5.1.1 Administrative related

- ✓ Secondary schools in Gwanda district have adequate teaching staff on commercial subjects, Business Studies included;
- ✓ Majority schools have fairly adequate traditional school infrastructure including staff accommodation, classrooms, library and textbooks that supports effective education process. However, majority of the schools do not have adequate modern infrastructure

resources including computer laboratories, computers for students and internet facilities;

- ✓ Majority schools do not have business units or income generating projects for students to gain practical knowledge and skills on business studies and management;
- ✓ Almost all schools do not have budget and programmes for teachers and students to participate in academic seminars within and outside their clusters;
- ✓ Majority school administrators were assessing teachers on termly basis.

5.1.2 Teacher Related

- ✓ All schools that participated in the study have permanently employed Business Studies Teachers;
- ✓ All the teachers investigated possess adequate in-service teaching experience;
- ✓ All the teachers who participated in the study have relevant subject teaching highest qualification of a Secondary Teaching qualification on the lower side and a Bachelor's Degree on the upper side. However, none of the teachers have postgraduate qualification;
- ✓ Majority teachers were assessing students on a monthly basis;
- ✓ Teachers face majority challenges in their quest for effective teaching, the challenges include poor classroom and accommodation facilities, poor classroom management skills, inadequate research facilities, none participation in refresher courses, limited subject content knowledge and low remuneration / incentives.

5.1.3 Student Related

- ✓ Quite a number of students exhibited negative attitude and perception on the learning Business Studies; and
- ✓ Majority students lack self-drive in Business Studies activities in the learning process.

5.2 Conclusions

Conclusions were drawn from the data analysis done in the previous chapter in line with objectives outlined in chapter one. From the perspective of 58 respondents comprising of 5 school administrators, 5 teachers and 48 students the following conclusions were drawn:

5.2.1 School Administrative Factors

This study concluded that administrative factors hinders effective teaching and learning of Business Studies in secondary schools. There pertinent administrative factors that hinder effective learning and teaching of Business Studies in Gwanda district are inadequate modern infrastructure resources that support teaching and learning, non-existence of business units or income generating projects for practical component of learning, absence of budgets and programmes for participation in academic seminars and lax teacher assessment.

5.2.2 Teacher Related Factors

The study conclude that teacher related factors hinders the effective teaching of Business Studies in secondary schools. The main teacher related factors that hinder effective teaching in Gwanda district are lack of motivation due to low remuneration and incentives and inadequate research facilities and non-participation in refresher courses for teacher upgrade.

5.2.3 Student Related Factors

It is concluded that student related factors hinders the effective learning of Business Studies in secondary schools. The main student related factors that hinder effective teaching in Gwanda district are negative attitude on the subject and lack of self-drive in the conduct of students.

5.3 Recommendations

Based on the findings and the conclusions of the research, with the endeavor to meet the objectives of the study, the following recommendations have been made.

In the light of the conclusion made on administrative related factors, it is recommended that school authorities acquire and install modern infrastructure resources like stage set-up class rooms, projectors, computer laboratories and computers for effective sitting, research, and lesson delivery. Also schools are recommended to run small business units for students to gain to bridge the gap between theory and practice in the business studies field and budget and programmes for academic seminars are a requisite. Over and above these, school administrators are recommended to step up in assessing teachers conduct in the teaching and learning process.

On teacher related factors, it is recommended that teacher motivation packages put in place in order to boost teacher morale. Such packages include sending them for manpower development refresher courses, provision of research facilities for them to upgrade themselves and improving their accommodation facilities not mentioning monetary benefits that are always scarce. In addition, teachers are encouraged to further their studies to post graduate levels.

On student related factors, this study recommends that students be inducted for mindset change as and when they enroll for each Business Studies level i.e. at Form Three and Form 5 and availed opportunities to run business units under the mentorship of their teachers such that the negative attitude can be cleared and a sense of self-drive be installed into the students. Further, it is recommended that students participate in academic seminars and study tours.

5.4 Area for further research

This study recommends the need for further research on:

- ✓ The relationship between learning business studies and starting and running own small business unit; and
- ✓ The impact of teaching for transformation change on students conduct.

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APPENDIX I: SURVEY QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS



QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

To: The Administration

Dear Sir/Madam

RE: RESEARCH QUESTIONNAIRE

My name is Talent Dzichauya a student studying Bachelor of Education in Management of Business Degree at Midlands State University.

In partial fulfilment of the requirements of the program, I am conducting an academic research which seeks **to analyse factors hindering the effective teaching and learning of Business Studies in schools in Gwanda district.** As a way of gathering data necessary for this study, I kindly ask you to fill in this questionnaire.

This research will be used for academic purposes and will assist school authorities in administration and planning, teachers in execution of lesson delivery and students in their learning of Business Studies. You are strongly assured that the responses from respondents will be kept very confidential. If you need any assistance in answering the questions, please do not hesitate to ask.

Your cooperation and participation in this research is greatly appreciated.

Yours Sincerely

.....
Talent Dzichauya (Student Number R159318A)

Part A: Demographic information of the respondent

Q1. What is your Gender? (**Tick appropriate*)

1. Male		2. Female	
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Q2. What is your age range? (**Tick appropriate*)

1. Between 18 - 30 years	2. Between 31 - 40 years	3. Between 41 - 50 years	4. Above 50

Q3. What is your position in the Administration of your school? (**Tick appropriate*)

1. Head of School	2. Deputy Head	3. Senior Teacher	4. Administrator / Bursar

Part B: School Administrative Factors that affect effective teaching of Business Studies

Q4. What is your ranking in terms of Teaching Staffing (**Tick appropriate*)

Under Staffed	
Normal Staffed	
Over Staffed	

Q5. What is your ranking (*not available, inadequate, fair, adequate*) in terms of the following school infrastructure facilities that support effective learning? (**Tick appropriate*)

Infrastructure facilities	1. Not available	2. Inadequate	3. Fair	4. Adequate
Teacher accommodation				
Classrooms				
Library				
Textbooks and other reading material				
Computer Laboratory				
Computers				
Internet				

Q6. Does the school have income generating projects where Business Studies teachers and students conduct practical lessons? (**Tick appropriate*)

1. Yes		2. No	
--------	--	-------	--

Q7. If your answer in **Q6** above is ‘YES’, may you specify the nature of business or project.

.....

Q8. As the school administration does your Business Studies teachers and students participate in Business Studies Seminars with other schools? (**Tick appropriate*)

1. Yes	<input type="checkbox"/>	2. No	<input type="checkbox"/>
--------	--------------------------	-------	--------------------------

Q9. As school authorities do you send Business Studies teachers for refresher courses? (**Tick appropriate*)

1. Yes	<input type="checkbox"/>	2. No	<input type="checkbox"/>
--------	--------------------------	-------	--------------------------

Q10. How often do you assess your Teachers to ensure there is effective teaching process? (**Tick appropriate*)

Every Two Weeks	<input type="checkbox"/>
Monthly	<input type="checkbox"/>
Mid Term	<input type="checkbox"/>
Termly	<input type="checkbox"/>

Thank you very much for your precious time and contribution.

APPENDIX II: SURVEY QUESTIONNAIRE FOR TEACHERS



QUESTIONNAIRE FOR TEACHERS

To: The Business Studies Teacher

Dear Sir/Madam

RE: RESEARCH QUESTIONNAIRE

My name is Talent Dzichauya a student studying Bachelor of Education in Management of Business Degree at Midlands State University.

In partial fulfilment of the requirements of the program, I am conducting an academic research which seeks **to analyse factors hindering the effective teaching and learning of Business Studies in schools in Gwanda district.** As a way of gathering data necessary for this study, I kindly ask you to fill in this questionnaire.

This research will be used for academic purposes and will assist school authorities in administration and planning, teachers in execution of lesson delivery and students in their learning of Business Studies. You are strongly assured that the responses from respondents will be kept very confidential. If you need any assistance in answering the questions, please do not hesitate to ask.

Your cooperation and participation in this research is greatly appreciated.

Yours Sincerely

.....
Talent Dzichauya (Student Number R159318A)

Part A: Demographic information of the respondent

Q1. What is your Gender? (**Tick appropriate*)

1. Male		2. Female	
---------	--	-----------	--

Q2. What is your age range? (**Tick appropriate*)

1. Between 18 - 30 years	2. Between 31 - 40 years	3. Between 41 - 50 years	4. Above 50

Part B: Teacher Related Factors that affect effective teaching of Business Studies

Q3. What is your employment status? (**Tick appropriate*)

1. Permanent		2. Temporal	
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Q4. How long have you been teaching Business Studies? (**Tick appropriate*)

1. Less than 5 years	2. Between 5 - 10 years	3. Above 10 years

Q5. What is your highest educational level? (**Write the area of specialisation in the appropriate level*)

1. 'A' Level
2. National Certificate in
3. National Diploma in
4. Bachelors Degree in
5. Masters Degree
6. Doctorate in
7. PhD in

Q6. What is your Teaching Load (*State number of lesson periods per subject as per your time table)

Subject	Lessons per week
Commerce	
Principles of Accounts	
Economics	
Business Studies	
Accounting	
Other Subjects	
TOTAL LESSONS	

Q7. In light of your teaching load, how do you consider it with relation to effective teaching of Business Studies? (*Tick appropriate)

1. Under load	
2. Normal load	
3. Over load	

Q8. Do you and your students participate in Business Studies seminars with other schools?

1. Yes		2. No	
--------	--	-------	--

Q9. What are the major challenges that affect your effective teaching of Business Studies? (*Tick appropriate, more than one responses are allowed)

Factors	
1. Lack of content knowledge	
2. Lack of refresher courses	
3. Poor class room management	
4. Inadequate Classroom and Furniture facilities	
5. Inadequate research facilities (Library, computer laboratory, Internet connections)	
6. Inadequate / Poor accommodation	
7. Low Remuneration	

Q10. How often do you assess your Studentss to ensure there is effective teaching process? (*Tick appropriate)

1. Every Two Weeks	
2. Monthly	
3. Mid Term	
4. Termly	

Thank you very much for your precious time and contribution.

APPENDIX III: SURVEY QUESTIONNAIRE FOR STUDENTS



QUESTIONNAIRE FOR STUDENTS

To: The Student

Dear Sir/Madam

RE: RESEARCH QUESTIONNAIRE

My name is Talent Dzichauya a student studying Bachelor of Education in Management of Business Degree at Midlands State University.

In partial fulfilment of the requirements of the program, I am conducting an academic research which seeks **to analyse factors hindering the effective teaching and learning of Business Studies in schools in Gwanda district.** As a way of gathering data necessary for this study, I kindly ask you to fill in this questionnaire.

This research will be used for academic purposes and will assist school authorities in administration and planning, teachers in execution of lesson delivery and students in their learning of Business Studies. You are strongly assured that the responses from respondents will be kept very confidential. If you need any assistance in answering the questions, please do not hesitate to ask.

Your cooperation and participation in this research is greatly appreciated.

Yours Sincerely

.....
Talent Dzichauya (Student Number R159318A)

Part A: Demographic information of the respondent

Q1. What is your Gender? (*Tick appropriate)

1. Male		2. Female	
---------	--	-----------	--

Q2. You are studying Business Studies at which level? (*Tick appropriate)

1. 'O' Level	2. 'A' Level

Part B: Pupil Related Factors that affect effective teaching and learning of Business Studies

Q3. Students' Attitude towards Business Studies

No.	Item	Response	
		Yes	No
1	I need to do well in Business Studies		
2	Business Studies is my favourite subject		
3	I believe Business Studies has contributed to my knowledge		
4	I feel happy in learning and studying Business Studies		
5	I hope Business Studies will help me to get a job		
6	I feel happy while solving problems related to Business Studies		
7	I wait for Business Studies eagerly		
8	I hope that Business Studies will help me in my future activities		
9	I attend Business Studies lessons regularly		

Q4. Students' Self-Starting spirit and Practice

No.	Item	Response	
		Yes	No
1	I do home works in time and own my own		
2	I do home class work at in given time		
3	I do assignments on my own		
4	I do exercises related to Business Studies		
5	I participate in group work		
6	I am involved in Business Studies activities		
7	I take time to read or study Business Studies		
8	I relate activities of Business Studies to real world		
9	I will start my own business after finishing this level		

Q5. As students do you go for seminars in Business Studies with other schools? (*Tick appropriate)

1. Yes		2. No	
--------	--	-------	--

Q6. How often are you assessed by your Business Studies teacher (s) to ensure there is effective learning process? (**Tick appropriate*)

Every Two Weeks	
Monthly	
Mid Term	
Termly	

Thank you very much for your precious time and contribution.

APPENDIX IV: UNIVERSITY RESEARCH CLEARANCE



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 80404/60337/60667/80450
Fax: (263) 54 80233/60311

FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

25 April 2018

TO WHOM IT MAY CONCERN

The bearer, QZICHALITA TALENT RISENISA is a B.Ed/MED/PGDE student at this University. She / He has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you


.....
Dr. C. Manyumwa
(Chairperson – Educational Foundations Management and Curriculum Studies)



APPENDIX V: RESEARCH PARTICIPANT CONSENT FORM

Consent Form for Participation in a Research Study

Name of University: Midlands State University (MSU)

Title of the Research: Analysis of the factors hindering effective teaching and learning of Business Studies in secondary schools in Gwanda district.

Description of the research and your participation

You are kindly invited to participate in a research study conducted by Talent Dzichauya a student undertaking a Bachelor of Education Honours Degree in Business Management, Student Number R159318A. As a student in the final year of the course, I am required to carry out this academic research to fulfil the requirements of the degree programme.

I chose this research title because as a teacher I am much interested in effective teaching and learning and success of students after graduating from each level of their studies. Business Studies as a subject equips and prepares students to be successful entrepreneurs who on completion of studies can start, own and improve their own businesses, create own employment and sources of incomes. However, there is no much information on the factors hindering the effective teaching and learning of Business Studies such that graduates will be able to perform well during and after studies. Therefore this survey that I am asking you to participate by responding to the research questionnaire attached is a tool of collecting data that shall be analysed for academic purpose only in order to ascertain administrative, teacher and student related factors that hinder the effective teaching and learning of the subject in Gwanda, give recommendations and conclusions that may guide the school authorities, teachers, students and parents as well as contributing to the general body of knowledge.

Risks and Protection of confidentiality

There are no known risks associated with this research. To eliminate any possible risk in this research, I will do everything I can to protect your privacy. The questionnaire will not ask you the name and contact details of your business. Your identity will not be revealed in any publication resulting from this study.

I have been officially cleared by the Ministry of Primary and Secondary Education, to work with you if you freely want to participate, attached herein is the Ministry clearance letter.

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact Talent Dzichauya on 0776311297. If you have any questions or concerns about your rights as a research participant, please contact Faculty of Education, Department of Applied Education, MSU, Gweru at 08677 000234.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's Signature _____ Date: _____

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