

# **STATUS OF ECONOMICS AT THE SECONDARY SCHOOL LEVEL; THE CASE OF NYAMIRA**

**UNIVERSITY OF NAIROBI  
EAST AFRICA COLLECTION**

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## DECLARATION

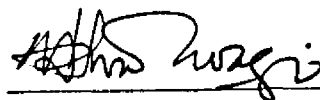
This Research is my original work and has not been presented for a degree in any other university.

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 25<sup>th</sup> Feb, 2005

SIEM MOKAYA OMBONYO

This Project Report has been submitted for Examination with my approval as a University Supervisor.

 25<sup>th</sup> Feb. 2005

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## **DEDICATION**

This Research is dedicated to my parents.

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## **ABSTRACT**

This study was intended to investigate the status of economics as a subject at secondary school level in Nyamira District. It examines the existing curriculum reforms and also tends to identify some of the significant problems that may explain the phasing out of economics as a subject from the secondary school syllabus.

Casual observation suggests that very few schools offer subject economics in their curriculum. Two reasons have been advanced for this state of affairs namely, the current changes in curriculum reforms, which witnessed the reduction of a number of subjects and apathy on the part of the students to study economics.

The data for this study was derived from a sample of secondary schools in Nyamira District. A total of 36 schools were identified as units of study. These schools also provided the other relevant study population as teachers and students.

The data was collected through the use of questionnaires and interview schedules. The analysis involved the tabulation of the raw data into percentages and means. Among other findings from the analysis revealed that curriculum reforms at the secondary school level was found to have significant effects on the ability for schools to offer the subject economics. Also clustering of subjects was found to encourage students to opt to study other subjects instead of economics. Equally, curriculum offered in various schools tend to discourage the enrollment of optional subjects like economics. Subsequently, many schools in Nyamira District do not offer economics as an examinable subject.

This study therefore suggests strong case for consideration of it as a core subject for secondary school curriculum, given practical application of knowledge gained in the field of study.

# CHAPTER ONE

## BACKGROUND OF THE STUDY

### 1.0 INTRODUCTION:

Education in Kenya as in many other countries is regarded as an instrument for achieving rapid social economic and political development. The future of every country depends more than nothing else on the rapid and effective development of its own system of education (Todaro, 1997). The individual, the family and the entire society view education as an investment for some expected future returns. Governments have recognized education as a pivotal role in development. For the last three decades education in Kenya was valued as an avenue of raising political and social consciousness and fostering economic growth and development through producing a large number of educated and trained manpower whose economic value was seen in the light of increasing productivity (Blaug, 1973).

Leduc (1961) recognized the inter – relationship between education and development when he remarked that: *“No economic and social development is possible without the extensive dissemination of the knowledge acquired by man, and the steady advancement”*

Leduc contended that the dissemination of knowledge is inherent in the very concept of development when he concluded that *“ No lasting progress is possible unless it is preceded and accompanied by general improvements in education levels”*

According to the UNESCO, Education is defined as comprising of organised and sustained communication designed to bring about learning (Thompson 1983). It is implied that education fosters development and consequently it's planned with the aim of realising certain goals. According to the World Bank (1980), the comprehensive

approach to development underlines the significance of education as emphasized through the following facts:

(a). As a basic human need, people need education so as to acquire a broad sense of knowledge, attitudes, values on which they can build on in later life, to learn to adjust and respond to new opportunities and participate in the political, cultural and social activities of their societies.

(b). Education is seen, as a means of meeting other basic needs, adequate nutrition, safe drinking water, health services and shelter

(c). Education is seen as an activity that sustains and accelerates over – all development, prepares and trains workers on various skills to manage capital, technology, services and administration in every sector of the economy. Studies have shown that economic returns to investment in education seem in most instances to exceed returns on alternative kind of investment (World Bank 1990). Thompson (1983) remarked that: *“Human learning is central to development because capital and technology that are required in most aspects of development reinvest without human knowledge and effort”* Studies conducted by the World Bank (1980) on the external efficiency of an education system reveal that education growth contributes positively to economic growth.

Economics in secondary schools curriculum in Kenya: Improvement of curriculum reforms is a theme that runs through many of the proposals for improving the quality and efficiency of education. The Government since independence sought to address the challenges facing the education sector. It has done this by establishing various commissions, committees and task forces with specific terms of reference. The Ominde

commission Reports (Republic of Kenya 1964) mentioned economics as a potential subject for candidates at secondary school level. Ominde further suggested that experiments should be made with the study of economics at the higher certificate level at form five (5) and six (6). It was offered either as a main subject or a subsidiary subject after serious consideration by the curriculum study unit.

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The expansion in the teaching of economics in Kenyan secondary schools in the sixties and seventies faced similar problems with those that were described for the countries of Western Europe during the early part of 20<sup>th</sup> century. They included shortage of trained personnel, argument against introducing the subjects below the university level and the general feelings of potential students that economics was a difficult subject to study (Lee, 1975). According to Gachathi committee (Republic of Kenya 1976) the focus was on the structure of education system and recommendation that government support community (Harambee) secondary schools. In the same report it was proposed that economics should aim at; *technicqfizing the general secondary school curriculum through the application as technical drawing, engineering, sciences, agriculture and economics in the programme of all secondary schools.*

This remark revealed the importance with which the report attached to the teaching of economics in secondary schools in Kenya. Economics as a subject was offered in the 7-4-2-3 system of education. The recommended education system was one where primary schooling was for seven years, and another four years at secondary school level. After passing examination at this level the students proceeded to "A" level (forms five and six) where economics was offered as an examinable subject. After passing at this level the student would proceed to the university for three-year degree course. This period saw

economics as a subject becoming popular among secondary school, so that by 1984, 108 out of 215 (48.3%) of the Kenyan secondary school level were offering economics as an examinable subject.

There have been several attempts at reforming curriculum since independence. As a consequence, many commissions have been established to reform the curriculum so as to ensure relevance of content. One such commission that had profound effect on education in Kenya was the Presidential Working Party on Second University (Republic of Kenya 1981). The report of this committee suggested the scrapping of pre-independence education system (7-4-2-3) in favour of the present 8-4-4 system of education. The recommended education system is the one where primary schooling was eight years, secondary school four years and another four years at the university level. Economics as a subject was introduced at the forms three and four of the 8-4-4 education system. The introduction of the 8 – 4 – 4 system of education stirred a lot of public debates in 1990s with regard to issue of curriculum and its implementation. The government responded to this concern by appointing various committees to look into these issues. However the government established Koech commission (Republic of Kenya 1999) with express instruction to look into fundamental issues of the 8-4-4-education system. One of the subjects that was frequently mentioned as being difficult for students was economics at the secondary school level. Since the inception of the 8 – 4- 4 system of education in 1985, Economics as a subject has been offered as an elective among other business education subjects. In the late 1990s the Kenya National Examination Council classified the secondary school subjects into five groups namely; compulsory subjects, sciences,

Humanities and Geography, Technical and Applied Sciences, Cultural and Foreign subjects (see Appendix A). Economics belonged to the group, which was then clustered with other subjects like Commerce, Accounting, French, German, Arabic, Music, Office practice and Typewriting. Even within this cluster economics was an optional subject at the forms three and four levels. Evidence from Kenya National Examination indicates that many students have opted for Commerce, which was perceived to be easier than Economics (see table 1.2.1)

**Table 1.2.1CANDIDATE ENROLMENT IN ECONOMICS AND COMMERCE AS FROM 1997 TO 2002 IN KNEC**

Subject	Entry 1997	Entry 1998	Entry 1999	Entry 2000	Entry 2001	Entry 2002
Commerce 562	82,141	94,763	97,052	104,626	93,526	93,044
Economics 563	2,253	2,320	2,107	1,701	1,032	625

Source Kenya National Examination Council 2003.

From the above table, economics seemed to attract fewer candidates in comparison with commerce, which was offered as an alternative within the cluster. Evidently, enrolments have continued to reduce for Economics as an optional subject over the years. In an effort to stem out the rising tide of discontent with regard to economics, the government has embarked on short-term reforms, which culminated in trimming down the number of subjects offered at the secondary school level. According to the report on Sector Review Development Directions (Republic of Kenya, 2002), the government announced major changes within the curriculum, which included discarding some subjects and also making some non – examinable. This ironically included dropping the technical subjects that were meant to be the core of the 8 – 4 – 4 system of education. The commission realised

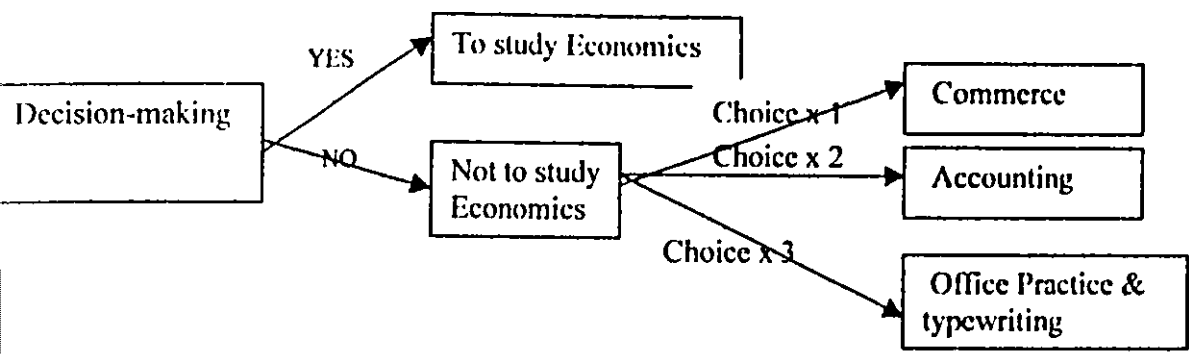


that there was urgent need to review the secondary school subjects with the regard of making the content more manageable. At secondary school level, the number of subjects was reduced from 32 to 13. In this reforms, subjects like Economics, Commerce, Accounting, Office practise were discarded and merged into business studies of the secondary school curriculum. The curriculum was to be implemented in phases beginning 2003, 2004, 2005 and finally 2006 respectively for forms I, II, III and IV. The recent curriculum reforms made in June 2002 (Reform Agenda for Education Sector in Kenya) has led to the scrapping of economics as a subject at the secondary school level. The thrust of this study will be attempting to establish the impact of low enrolment in economics at the secondary school level with special reference to Nyamira District (see table Appendix D).

## **1.2 STATEMENT OF THE PROBLEM**

Economics as a subject has been offered at the forms three and four of the secondary school curriculum, since the inception of the 8 – 4 – 4 system of education. It has been offered as an elective in a group of other subjects (see Appendix A). Once the students reach form three they can either choose to study Economics or any of the other elective subject (see Decision Tree in Diagram 1.2.1 in the next page).

**Diagram 1.2.1: Decision Tree; Whether to study Economics or Not.**



From the diagram 1.2.1 the student can decide to study Economics or any of the other subjects within the cluster. The alternatives to economics include Commerce, Accounting, Office Practice and Typewriting. As indicated in table 1.2.1 the number of students enrolling for economics have dropped in both absolute and in relative terms over the period 1997 and 2002. Consequently students have tended to opt for Commerce because of its perceived ease in understanding and application. The performances over the years in Economics have been poor and the mean scores were below average for all the papers from 1999 to 2002 (see Appendix C). The poor performance in economics examinations tends to influence the low enrolment in this subject (see Appendix D). For example in the year 2002 only two Students were enrolled in economics while commerce had 3,372 students. Surprisingly, in the year 2004 the Nyamira District mock results; there was no student who had enrolled in economics. Consequently this study intends to investigate the reasons behind low enrolments in economics for schools in Nyamira District.

### **1.3 PURPOSE OF THE STUDY**

The purpose of the study was to investigate the reasons behind low enrolment in Economics as a subject at secondary school level. The study therefore investigated the attitudes of school administrator, teachers and students studying with respect to the study in Nyamira District.

### **1.4 OBJECTIVES OF THE STUDY**

The following are the objectives of the Study:

- (a) To establish the factors associated with the teachers and how they affect the enrolment of students in economics at the secondary school level in Nyamira District.
- (b) To establish the effect of examinations performance on enrolment in economics at the secondary school level in Nyamira District.
- (c) To establish the effect of clustering subjects as alternative on the enrolment for economics at the secondary school level in Nyamira District.
- (d) To establish the effect of the non-school variables on the enrolment for economics at the secondary school level in Nyamira District.

### **1.5 RESEARCH QUESTIONS**

The study attempted to answer the following research questions: -

- (a) Are there factors that are associated with economic teachers that could affect the student interest to study economics at the secondary school level in Nyamira District?
- (b) What are the effects of past examination performance in economics on the enrolment of students for economics at secondary level in Nyamira District?

- (c) What are the effects of clustering subjects as alternative on enrolment for economics at the secondary school in Nyamira District?
- (d) What are non-school variables that may have discouraged schools from offering Economics as a subject in their curriculum?

## **1.6 BASIC ASSUMPTION**

The following were assumptions of the study

- (i) Economics deserves a better treatment and status as other subjects in the secondary school curriculum since the subject has direct implication for students' day-to-day life situation.
- (ii) Clustering economics together with other subject as options has significance effect on the enrolment of the student for the subject.
- (iii) Since there are very few schools in Nyamira District that still offer economics in their curriculum at forms three and four, the relevant population of the study are the current form three and four students. Their response is assumed to be representative for the entire secondary school student population.

## **1.7 SIGNIFICANCE OF THE STUDY**

The findings of this study will be of benefit to the Government, policy makers, scholars and curriculum developers so that they may understand the importance of economics as a subject in the secondary school curriculum.

The introduction of such a subject will enable the students have a firm foundation for further education and training in the related professions. The learners will appreciate basic economic issues affecting them in their society and equally develop, ability to acquire

critical thinking and rational judgement on economic related issues. The acquisition of skills, knowledge and attitudes will be expected to develop individuals who appreciate the society.

### **1.8 LIMITATION OF THE STUDY**

The study was carried out in Nyamira district, Nyanza Province in Kenya. The District has six administrative Divisions with a total of 106 Secondary schools. Population that was surveyed including teachers, students and Education Officers in Nyamira District. The research was carried in six sampled schools from each administrative division. The schools, which were the study units, were limited to 36 out of 106 secondary schools within Nyamira District. The students who were the subject of the study were obtained from upper section of the secondary school level (form three and four).

In addition the district inspector of schools was interviewed on the issues pertaining to the study of Economics at secondary school level as well as curriculum issues regarding this subject.

The study had the following limitations:

- (i) Not many schools offered Economics, as a subject in their curriculum.
- (ii) Teachers trained to teach Economics taught subjects that they were hardly trained in because there were no students studying economics.
- (iii) The study was conducted in a relatively small area within the country. Consequently the findings of the study may be assumed to represent the situation prevailing at the secondary school level in the entire country.

## 1.9 DELIMITATION OF THE STUDY

The data for this study was obtained from schools within six administrative divisions in Nyamira District. The divisions included Manga, Borabu, Rigoma, Nyamira, Ekerenyo and Nyamaiya. Equally, the public secondary schools and a few private schools were studied. Also since many secondary schools did not offer Economics in their curriculum, the forms three and four commerce Students were expected to respond to research instrument whose data was used to analyse result discussed in another section of this study.

## 1.10 DEFINITION OF TERMS:

- (i). **SEP** - Refers to Secondary School Education Project (aim to prepare students for training further education).
- (ii). **'O' Level** - Refers to the national Examination carried out at the end of four year cycle of secondary school that of the 7-4-2-3 system of education.
- (iii). **'A' Level** - Refers to the National Examination carried out at the end of six years of secondary education that of the 7-4-2-3 education system.
- (iv). **Form:** Refers to the structural classification of Education levels in Kenya secondary schools. It is synonymously used "class", "grade" or "standard. Presently these levels at secondary schools are classified from form one to form four. Form four is the terminal grade for the secondary school cycle of the current Kenyan education system.
- (v). **Formal Sector:** - Refers to modern salaried wage sector.
- (vi). **Informal sector** - Refers to all those economic activities in the economy that are unaccounted for and consist of small-scale enterprises organised under individual, family or group of people. This sector is hardly modernised in its productive aspects lack clearly defined organisation structure.

## **1.11 ABBREVIATIONS**

- (i). MOEST** - Refers to Ministry of Education Science and Technology
- (ii). EDSAR**- Refers to Education Sector Adjustment Programme
- (iii). NCEOP** - Refers to National Committee of Education Objectives and policy
- (iv). KNEC** - Refers to Kenya National Examination Council.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 ECONOMICS EDUCATION. THE NATURE, EVOLUTION AND PRESENT STATUS IN SECONDARY SCHOOL

The introduction of economics as a fulltime subject at the secondary school level is fairly recent. The growth of economics as a discipline is traced back to the 16<sup>th</sup> century during the rise of Mercantilists in England and Germany. Though there was no organised school of thought, people were mainly concerned about commerce as the main form of economics activity. One school of thought the physiocrat that emerged in France believed that agriculture was the most useful form of economic activity and advocated for the free market enterprise. Adam Smith (1936) later followed this preposition. Smith belonged to the classical school of economic thought whose other members included Mill (1909), Malthus (1872) and Ricardo (1911). The four scholars were associated with such economic concepts as specialization, determination of prices, wages, profits and the importance of market size.

Stuart Mill is better associated with his concept of political economy. He is among the protagonists of economics of political economy, who pressed for the inclusion of the subject in secondary school curriculum. Equally Malthus and Ricardo are known for their views of population and economic rent respectively. In brief, it was the Ricardian Theory of economic rent and zero profits that earned economics, that sad term of a “dismal science” (Schiller, 1970). Other notable economists and schools of thought that helped to determine the nature and methodology of economics through their debates were Karl Marx and his “Labour Theory of value”, the Marginalists and their “Paradox of Values”



that led to coding of law of “marginal utility”, Marshal who developed the relationships between demand, supply and market prices (micro – analysis) and Keynes known for his Theory of “Employment, Money and Interest”.

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During late 19<sup>th</sup> century to the early part of 20<sup>th</sup> Century in England, political economy was viewed as the monopoly of the educated gentlemen (the Oxbridge man). The subject was regarded as a study only necessary for potential public administrators and private capitalists. It was thus taken for granted that economics was not for schools. In summary, the belief then was that adequate understanding of economic problems could be secured by paying attention to the subjects within the traditional disciplines of history, geography and mathematics. It was vital to note that even this time the academic respectability of economics was not questioned. Outside Britain, the suggestion for teaching economics in schools in the United States of America (USA) came between 1880 and 1890. In the 1885, the American economics Association was established. It was at this time economics became a profession in the USA.

During late 19<sup>th</sup> century and the first part of the 20<sup>th</sup> century the expansion of the teaching of economics courses at Secondary school level was very slow in USA and UK. In the countries that make up the European Economic Community, the teaching of economics as part of the general secondary education could only be found in the Great Britain. The only economics that was taught then was to be found under uniquely vocational framework i.e. as part of the preparation of students in vocations as professionals in such careers as Banking, Accounting, Business and Commerce and as part of the training of clerics and secretaries.

A serious feature of the expansion of the teaching of the subject to secondary level is the controversy that raged on the teaching of the subject to secondary school pupils. The general contention till the middle of 20<sup>th</sup> century was that the subject was too difficult for secondary school students. The argument was that it was not easy to comprehend the subject by average secondary school students. It was spearheaded by some eminent academic economists who took extreme stand in the controversy. Robins (1952) is on record as having objected to the teaching of economics at the secondary school level. The claim that economics is too abstract a subject and that it was too difficult to be comprehend by average learners at secondary school level has often been used against the introduction of the subject. Robbins represents the ideas of common opinion about the subject or the whole of 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century. While the general consensus was that economics was too difficult for secondary school students, a notable event in the approach to the subject matter of economics took place during this time. This was the rise of marginal analysis, which came due to marginal revolution whose proponents included the famous economists Alfred Marshal. This event led to the emphasis of microeconomics. It was not until 1950s that there was a shift in emphasis to macro – economics. The textbooks, which were written before 1950s had marginal analysis discussed in them. Such textbooks treated the subject matter of economics in a very logical academic and compartmentalized fashion. This made the discipline appear abstract and difficult to comprehend. The teaching of economics in the mid 20<sup>th</sup> century was characterised with the following problems.

- ◇ There was lack of teachers trained to teach the subject at the secondary school level.

- ❖ There was the general argument against the introduction of the subject at this level of education.
- ❖ Equally, the dogmatic content and philosophical approach of the textbooks that were in use at that time.

Economics at that time was divided into two parts – production and circulation of wealth, distribution and consumption of wealth. There was no practical treatment of such areas of macro – economics like national income or public finance. These problems hindered the gradual acceptance of economics as a teaching subject at secondary school level. The Education Act in Britain in 1944 made it possible for teaching of economics in secondary school level to expand. The act did away with the elitist secondary school education and introduced “Secondary Education for all”. It was not until 1960s that many grammar schools in the country saw the point in teaching economics as a subject. Actual expansion of the teaching of economics in general secondary schools in most countries of Europe came in the 1960s. The reason for the re- evaluation of the role of economics can be based on the need to restructure their economies, which had been devastated by world wars. This period was evidenced with deliberate efforts made by the government to revolutionize the education system in all the Western countries of Europe. Especially in the 1960s, the Crowther Report broadened the so – called “Minority time” economic course that was in existence. In France, a series of laws revolutionized the education where a law was passed in 1959 to do away the then existing elitist French Secondary School system. Those laws allowed compulsory secondary

school structure and the teaching of economics were introduced. Germany also adopted the same reforms in revolutionizing its curriculum.

Outside the developed countries of Europe and North America, economics teaching at Secondary school levels also dates back to the sixties in most countries of the less developed world. In most cases, the changes, which took place in the education systems in any individual country in Europe, were transferred to each country's dependencies (colonies). Even after the independence there was a limit to the extent to which each former colony could independently shape its own destiny in terms of restructuring its economy. Thus whatever changes took place in the countries in the developed world has continued to be reflected on changes in policy in the developing world for a considerable period of time.

The introduction of economics teaching at upper secondary school level in Kenya dates back to 1960s. It was pointed earlier in chapter one that the Ominde Commission Report (Republic of Kenya 1964) made specific recommendations regarding the introduction of economics at secondary school level. It recommended the introduction of economics as a separate subject at upper secondary school (advanced) level. Before the introduction of 8 – 4-4- system of education in 1985, economics had been a subject taught at form five (5) and six (6) of secondary school segments of the 7-4-2-3 system of education. The syllabus, used and mode of examination remained a replica of those that were used in Great Britain for a larger part. The expansion in the teaching of the subject in Kenyan secondary schools in the sixties and seventies faced similar problems with those that have

been described for the countries of Western Europe during the early part of the 20<sup>th</sup> century. For example shortage of trained teachers for the subject were witnessed, argument against introducing the subject below the university level and the general feeling of prospective students that economics was a difficult subject to study. Following the introduction in economics at a form three and four of the 8-4-4-education system in 1985, the enrolment of students has been declining every year. Researchers including Mwangi (2001) revealed that there was a persistent decline in enrolment of students in Economics “between” 1989 to 1996. This was possibly due to poor performance of economics as a subject at national level KNEC (1996).

## **2.1 IMPORTANCE OF INSTRUCTIONAL RESOURCES IN THE TEACHING AND LEARNING PROCESS**

Learning resources, if supplied adequately and utilized effectively can enhance the teaching and learning process in economics. Generally textbooks and other print materials guide all instructional processes in the classroom. Due to technological revolution in the print industry, a more variety of print learning materials have been made available to teachers and learners. Currently books, magazines, journals and newspapers among others have increasingly been acquired and used in the classrooms. The importance of the textbooks and its impacts on learning outcomes has been discussed by many researchers. They argue that adequate provision of books have a significant effects on students’ learning outcomes (Psacharopoulos & Wood hall 1985, Mwangi 2001), Shiefelbein & Farrell (1977) reported in their findings that students from deferent socio-economic backgrounds improve learning outcome if adequately supplied with textbooks. The above authors poised that effectiveness of textbooks acquisition in determining

learning outcomes diminishes when the ratio of books per student approaches 1:2. Similarly like any other subjects, the teaching of economics relies heavily on textbooks to guide the instructional process. The supplementary materials like journals, newspapers, magazines and periodicals are useful in economics education. Education Business Syllabus (1985) indicated that one of the major objectives of teaching economics in secondary school is to enable the learners to understand the structure and functionality of the Kenyan Economy. To enhance this understanding students should read relevant articles in the newspapers and magazines. It has equally been emphasized by Lee (1975) that there is need for students and teachers to teach economics using periodicals so that they can have a general understanding of the economics structure within which the national economy operates. The textbooks would present the content to guide students in examinations to test cognitive skills or entrepreneurship. Once this is done, the students' careers choice may be influenced so that some develop interest and acquire skills for self-employment activity.

Research from developing countries reported a more consistent relationship between pupils' achievement and the availability of books. A survey among schools suggests that students have a much more positive attitudes towards textbooks than do to teachers (Psacharopoulos 1985). Textbooks are more cost – effective means of improving academic achievement and increasing efficiency of schools.

Apart from textbooks (print material) learning resources include machines, people and materials used to improve and facilitate teaching and learning. Both print and non-print materials are also referred as instructional resources or even aids to teaching (Rominswuoski 1974, and Barbara 1989) contends that instructional materials will also

include a wide range of textbooks, supplementary materials, charts, newspapers, maps, posters, pamphlets, programmed learning periodical and reviews. The non-print materials will include electronic media like television, radio, films and filmstrips slides overhead projectors, models and pictures. The non-print materials are rarely available in Kenya secondary schools hence leading to low learning achievement in economics at secondary school level. Despite the fact that the authorities dealing with education must bring together qualified personnel to design generally acceptable instructional materials, the question as to which aids to teaching that the teacher must use, is the one that the teacher must settle himself.

## **2.2 THE METHOD OF TEACHING ECONOMICS**

The slow expansion of the teaching of economics at secondary school level has increased the need for economics educators to find out which method and materials are more efficient in teaching the subjects at this level. Besides this need previously there has been a lot of discussion on whether or not to introduce the subject at secondary school level.

The aims of teaching economics as suggested by Lee (1975) include intellectual training, preparation for citizenship and vocational training for business career. There is a general agreement on these three basic aims as evidenced by the degree of similarity of objectives of teaching in many countries.

Most Economics teachers accept that there is a wide range of techniques that could be met in teaching economics at secondary school level which they can group into two: - traditional techniques and modern techniques. The traditional techniques are essentially formal and teacher cantered. In these techniques the teacher is the key actor in the learning activity. The teacher normally and usually presents the subject matter

systematically such that the learners can comprehend and if possible to memorize what he has been taught. In modern techniques, which is learner centered, it involves learners in some activities within the teaching situations. The issues of which techniques should be adopted in the teaching and learning of economics has been a subject of extensive debate. The specific techniques that are suitable for teaching Economics include lecture technique, symposium and problem solving technique, and role-playing.

In Kenya all the educational commissions, which have been set up to recommend changes in education policy and practice have laid emphasis on child-centred methods of teaching.

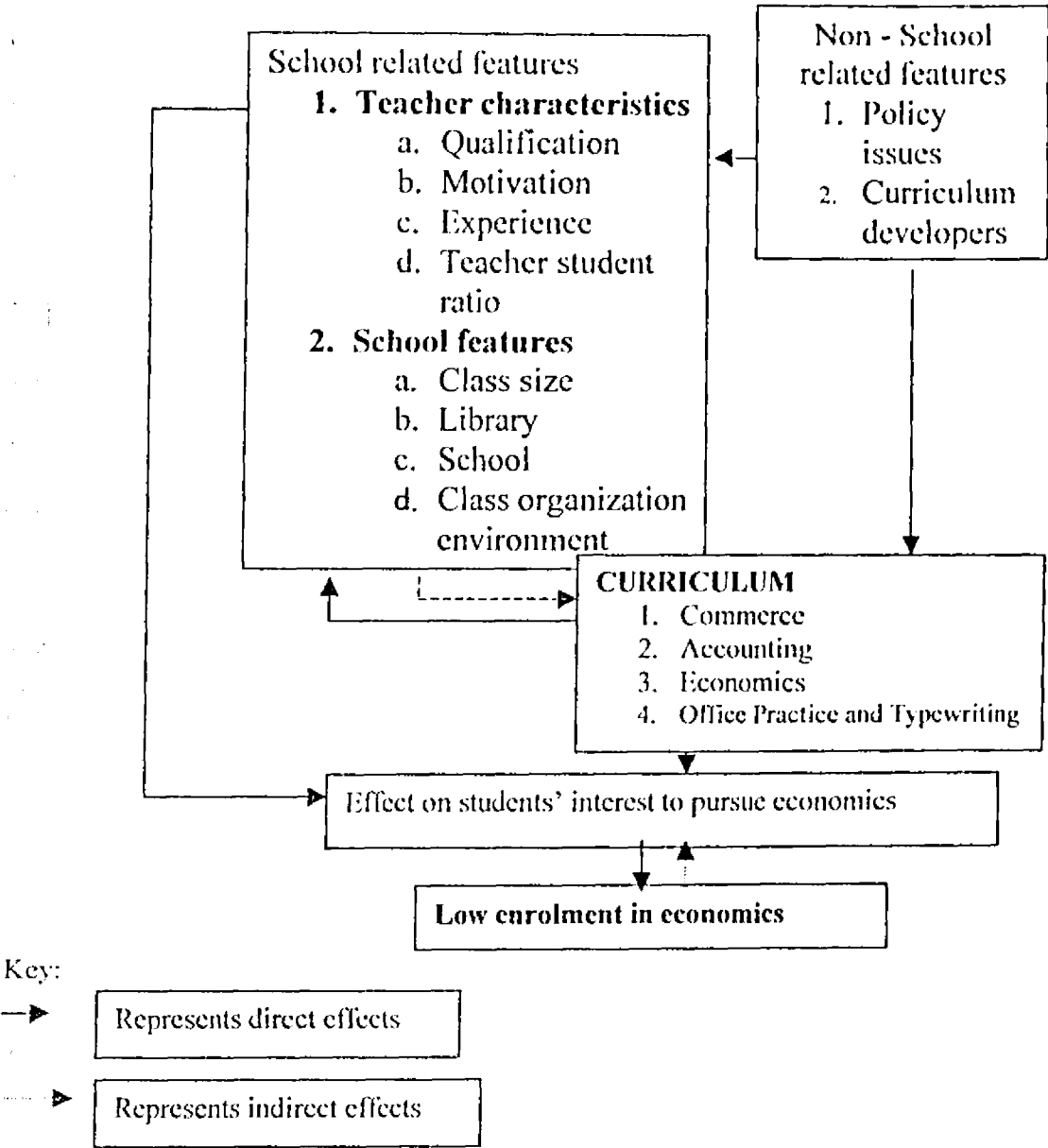
### **2.3 CONCEPTUAL FRAMEWORK**

Diagram 2.3.1 displays the conceptual framework for this study. From this diagram, the curriculum and its presentation has been found to affect the students interest and enrolment in economics. The curriculum offers a cluster of subjects, which are elective for the secondary school students at forms three and four. The school related characteristics have an indirect effect on the curriculum. For example a teacher may influence a student to study economics or not. The school related features have direct effects on the student's interests to opt for economics. Curriculum also has direct effects on students' interest to study economics. As indicated in Table 1.2.1 (chapter 1), and appendix D, there has been a continuous reduction in enrolment for economics at secondary school level between 1997 – 2003. The framework suggests that, the non-school related features like Government policy and curriculum development issues have a direct impact on the curriculum offered and subsequently on student interest to pursue a



specific subject within the cluster as shown in diagram 2.3.1. This study will investigate both the school and non- school related features that affect enrolment in economics.

**Diagram 2.3.1** The Effect of Curriculum on the Status of Economics at Secondary school level.



# **CHAPTER 3**

## **METHODOLOGY**

### **3.0. INTRODUCTION**

This chapter discussed the research design and describes the procedures that were used to collect and analyse the data. It deals with description of population under study, sampling techniques and sample size, the research instrument; reliability and validity of research instruments, data collection procedures and data analysis techniques.

### **3.1 RESEARCH DESIGN**

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The design of this research was ex post facto which is appropriate for social science researchers. This design is used to explore possible cause and effect relationship among variables that cannot be manipulated by the researcher. This study was ex post facto in design because the researcher investigated the independent variables such as professional qualifications, age, teaching experience in relation to the effect on dependent variables. It's hard to control some independent variables because their manifestations have already occurred. Some of the dependent variables include attitudes of students towards enrolments in economics as a subject at secondary school level as well as the effect of teachers in offering Economics as a teaching subject. Kerlinger (1986) has expressed ex post facto research as that in which the independent variables have already occurred and in which the researcher starts with the observation of dependent variable or variables. He then studies independent variables in retrospect for their possible relations to and effects on the dependent variables. The ex post facto design is recommended for educational and

social research since many research problems in this area do not lead to experimental inquiry (Kerlinger 1986).

### **3.2 TARGET POPULATION**

The study targeted a population of 36 secondary schools, 72 teachers and 360 students in Nyamira District, Nyanza Province. The issue of boarding, day, mixed, girls and boys schools were not considered. The study units included both public and private secondary schools. The study sought the information from 36 schools a total of 52 economics teachers and 360 students were respondents.

### **3.3 SAMPLING TECHNIQUES AND SAMPLE SIZES**

The study sample was taken from public and private secondary schools from Nyamira District. The schools were selected randomly from a box, which contained their code numbers in every division. To ensure fair representation of schools the researcher used purposeful sampling whereby selection of schools was based on criteria, that was objectively pre-determined by the researcher. Such criteria contained certain characteristics like schools, offering economics, proximity of such schools and accessibility to the major road network in the district. Sometimes if a school could not meet the above features, the next nearest school was chosen. The district has six divisions and from each division six schools were selected. Therefore the total number of schools selected was 36 and a total of 52 Economics teachers were respondents. Initially the study intended to collect data from 72 teachers. However, some schools had no economics teachers while others had one or two teachers. For schools without economics teachers, Head of Department was asked to respond to the economics teacher

questionnaire. Eventually data that was collected for this study was obtained from responses of 52 teachers from a sample of 36 schools within Nyamira District.

Table 3.3.1 summary of schools and their divisions

Division	No. Of public schools	No. of private schools	Total
Borabu	4	2	6
Rigoma	6	-	6
Nyamira	6	-	6
Manga	6	-	6
Ekerenyo	6	-	6
Nyamaiya	6	-	6
Total	34	2	36

Source: Nyamira District Inspectorate Department 2004

It was also clear in the course of research that with the introduction of 8-4-4-education system many schools had opted not to teach the subject. In determining the five students who should be issued with a questionnaire, the researcher employed random sampling with the help of the teacher for both form three and four classes of the sampled schools. The researcher prepared ballot papers enough for all economic students in the class, which were carefully marked 'YES' or 'NO' folded and put in a box. Each student picked a paper so that those with papers written, "YES" were used in the study and those with "NO" were excluded. There was a lot of co-operation from the economics teachers and the exercise went on smoothly in the schools surveyed. Also the researcher visited the District Inspector of Schools in the Ministry of Education and conducted interviews concerning the pertinent issues in economics. The data obtained from each of the visits were then analysed and presented in the tables of frequency distribution.

### **3.4 RESEARCH INSTRUMENTS**

The research instruments were designed on the basis of the objectives of the study. The data obtained in this study required the use of questionnaires for both the students and economics teachers. The items listed provided information from respondents in relation to the variables to be studied like age and professional qualification attained by the teachers. The scale for Likert method was used where items were presented in a multiple choice. The respondent was required to indicate his or her degree of being interesting or dull. Respondents' attitude was assumed to be reflected by the score he or she received over all items (oppenheim, 1966). The following were the types of instruments: -

#### **(i) TEACHERS QUESTIONNAIRE**

The teacher's questionnaire was administered to the economic teachers in the selected schools. (See Appendix 1). The questionnaire was out to sought variety of information. These include teacher's personal information like sex, academic qualification and professional qualifications, attitudes towards the teaching of economics, teachers work load and instructional resources used. Also the teachers were asked to list methods used in teaching, and assessment, and marking of assignments. They were requested to state the problems they face in teaching the subject, and their views about the new business syllabus.

or

#### **(ii) STUDENT QUESTIONNAIRE**

The student questionnaire (see appendix 2) used in this study consist of 10 items which comprise of objectives type questions with multiple choice from which students were expected to select the appropriate responses. The questionnaire sought information about the attitudes they have towards economics, as a subject, how they rank the subject,

the types of textbooks they use, and whether they use the non-print materials in learning economics. The open-ended questions were intended to enable the respondents to give their views about the teaching of economics.

### **(iii) INTERVIEW SCHEDULE**

This instrument was out to gather information about the role of inspectorate in relation to teaching at the secondary school level. Other information included issues of curriculum implementation and evaluation. Much information regarding the study was also gathered.

#### **3.4.1 INSTRUMENT RELIABILITY**

Reliability is consistence and stability measurement by a test. To test the reliability of a questionnaire, a split-half reliability (coefficient of internal consistence) test was employed. Some respondents from the accessible population were given questionnaires at instrument testing level of research to provide opinion (solution) to the questionnaire questions there were varied from the main research respondents. The test was administered to a group of subject and later the items were dividend on two comparable halves. The score were obtained for each individual on the comparable halves and a coefficient for the two scores using the Pearson Product Moment correlation coefficient formula. The score on the odd numbered items of the test were correlated with the score on the even numbered items. The correlation between the odd and even items obtained coefficient  $r=0.5461$ , that was reliability estimate for half the test. To transform half correlation into appropriate reliability for the entire test, Spearman-Brown Prophecy formula was employed (Ary, 1979).

$$r_{xx} = \frac{2 r_{1/2} 1/2}{1 + r_{1/2} 1/2}$$

The reliability coefficient of 0.7812 was obtained which is quite high because it is close to 1. The correlation coefficient of 0.1 he said to be weak while that of 0.9 is strong and that of 1, perfect. Therefore the research instrument was quite reliable, consistence and capable of measuring attitudes of teachers and students towards the economic and learning economics respectively in accordance with the variables identified.

### 3.4.2 INSTRUMENT VALIDITY.

The term validity indicates the degree to which an instrument measures the construct under investigation (moore, 1993). For a data collection instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the need or gap establishment. The first draft of the questionnaire was edited with confirmation from the university supervisor for expert scrutiny. The wordings of the items, coverage of the instrument and it its potential to meet the objectives was checked by the supervisor. The tools were typed and used in the study as shown in the appendix 1and 2. The validity of the questionnaire was ensured through pilot study, to test whether the results were achieving the objectives of the study. The instrument was pre-tested using three economic teachers and five students from public secondary schools in the area of the study, which was 5.77% and 2.77% of the target population respectfully. The Economic teachers and students who participated the pre-test were randomly sampled from the secondary school in Nyamira District. The three economic teachers and five students were suitable for the pre-test, for normally the pre-test sample is between 1% and 10% on the sample size (Mungenda and Mungenda, 1999). The pre-tested questionnaire was

adopted for the main study and those teachers, who participated in the pilot study, were excluded in the main study.

### **3.5. DATA COLLECTION PROCEDURES**

Authority to conduct research in Kenya Secondary Schools was obtained from the Ministry of Education Science and Technology. The researcher equally reported to Nyamira District Commissioner for clearance. After the permission was granted the researcher visited each school. The researcher obtained permission from the Head teachers to conduct research. The questionnaires were distributed to the teachers and students who participated in the survey. The questioners were later picked where about 72% of teachers had responded and well over 100% response from the students.

Interviews were carried with officers at the ministry of Education, science and technology in Nyamira District. The researcher recorded responses of the officers on a writing pad. This information becomes useful in giving insights into curriculum issues at the secondary level in Nyamira District.

### **3.6. DATA ANALYSIS TECHNIQUE**

After the data was collected, it was classified according to demographic variables, Age, Sex, teacher's professional and academic qualification. Descriptive statistics was used to analyse data collected. Initially the information was cleared and coded. The analysis involved the presentation of information in tabular form, derivation of the percentage, mean and frequency distribution. The tables were used to show the distribution of the variables. Likert summated Rating scale was used for the questionnaires, which required the measurement of attitudes of students and teachers in the learning and teaching of



economics respectively and discussed earlier. Responses that did not support positive statement were regarded as negative the frequencies and percentages for the items yes /no were calculated. The open-ended questions were coded, and then the frequencies and the percentages calculated.

The subjects who participated in the study were 52 teachers of whom 34 were male teachers while 18 were female teachers. Thus in total 65.5 % were males while 34.5 % were females. The age of the study ranged from 24 – 45 years. Those who formed the majority of the teachers for economics were 73% and they were 34 years and below. The average age of males who participated in the study were 30 years. The low average age for economics teachers in Nyamira District relate favourably with their teaching experience hence are reason for low enrolment

### 4.3 PROFESSIONAL QUALIFICATION

Economics teachers in Nyamira District could be classified into four categories according to their professional qualifications. Table 4.3.1 summarised the distribution of economics teachers according to their qualification.

Table 4.3.1 Teachers personal qualification

Professional Qualificaion	No of teachers	Per cent
Trained graduate	28	53.8
Diploma/SI	15	28.8
Untrained graduates B.A/ Bsc.	1	1.9
B.A / B.Sc/ B. Comm with PGDE	8	15.5
Total	52	100

Source: Field survey

The analysis of the respondents on teaching qualification is as shown as on the table above. The result indicated that 69.3% of the economics teachers who responded to the teacher’s questionnaire are trained graduate teachers at degree level with a professional training. The teacher’s in this group include bachelor of education and those with Post

Graduate Diploma in education. Others included trained teachers with SI and Diploma qualification in education as well as certificate holders represent 28% of the entire sample of teachers. The teachers do not have long experience in teaching and this could have a direct effect on teaching and learning the subject. Since majority of teachers were trained, it would have been expected that enrolment would increase as opposed to what facts on the ground portended. Therefore it could be true but other factors other than teacher qualification affected enrolment in economics.

#### 4.4 SUBJECT TRAINED IN

The table4.4.1 below shows the subjects the respondents were trained in college or university.

Table 4.4.1 Subject trained in college or university

Major	Minor	No	%
Economics	Maths	14	26.92
Economic	Business studies	7	13.46
Economics	Geography	11	21.15
Kiswahili	Economics	6	11.53
Economics	Accounting	8	15.38
Economic	History	6	11.53
TOTAL		52	100

Source: Field study

The analysis of the respondents on the subject trained in indicates that 26.92% are trained in maths and economics. Then it is followed with economics and geography which has 21% and the rest are a distributed as shown in the above table.

#### 4.5 TEACHER'S WORKLOAD PER WEEK

Table 4.5.1 shows the analysis of the response workload with respect to the teaching economics and the total number of periods taught per week. The workload is expressed in terms of period, with each lasting for forty minutes. The results obtained from the table indicate that those teachers with few periods have other administrative duties within the school. This administrative position includes being heads of departments, deputy heads or heads of schools.

Table 4.5.1 Teacher's workload per week and number of Economic lessons per week

Total No of periods taught per week	No	%	No of Economics period taught per week	No	%
5-9	-	-	Below 0	45	86.5
10-14	7	13.5	5-9	7	13.5
15-19	10	19.2	-	-	-
20-24	30	57.7	-	-	-
25 and Above	5	9.6	-	-	-
Total	52	100		52	100

Source: Field Survey

The analyses of the response shows 86.5 % of the teachers are not teaching economics as a subject per week. This implies that majority of the teachers teach the second and third subject. The analysis of the response equally reveals that 13.5 per cent of the teachers teach economics alone. This has lead to low enrolment in economics as a subject.

#### 4.6 ALTERNATIVE SUBJECT TAUGHT

Most of the teachers responded that they are teaching other alternative subjects within the cluster like accounting, commerce, and office practise and typewriting apart from other subjects like maths, history, geography, as shown in table 4.6.1.

Table 4.6.1: Alternative subject taught

Subject	NO	%
Commerce	40	76.92
Accounting	5	9.61
Office practice and typewriting	2	3.856
Maths	3	5.769
Geography	2	3.846
Total	52	100

Source: Field study

From the analyses of the response, it shows that 76.9% teach commerce within its cluster.

This is because commerce is perceived by many students as an easy subjects compared to economics as a subject leading to low enrolment.

#### 4.7 TEACHING EXPERIENCE:

Table 4.7.1 Distribution of Economics Teachers' Experience.

Teaching experience years	No of teachers	%
Below 1	2	3.8
1 - 4	30	57.7
5 - 9	12	23.1
10 - 14	7	13.5
15 And Above	1	1.9
Total	52	100

Source: Field Survey

The analysis of the respondents on teacher's experience indicates that many teachers 61.5% had not taught for more than 5 years or above. The analysis reveal further that 84.6 % had not taught more than 9 years. Thus only 15.4 % had experience of more than 10 years. It seems therefore that few senior teachers remain in the profession perhaps holding senior positions in the school. Therefore the length of teaching experience

determined students' performance. The teachers that were found to have long experience i.e. 10 years old above were only 15.4% of the entire sample. Where teachers don't have enough experience in school subjects, students' loose interest or they perform poorly this could be extended to explain low enrolment in economics. Equally lack of experience has a negative effect in teaching of economics hence leading to low enrolment in economics.

#### **4.8 MAIN TEXTBOOKS AS REPORTED BY ECONOMICS TEACHERS:**

Various economic textbooks and print media materials, differs from one school to another except for secondary Business Education economics students book three and four printed by Kenya Institute of Education (K.I.E). The analysis of the responses proved that some reference books were oftenly used. All the teachers 100 per cent responded that learners used the form three and four recommended textbooks. The textbook used for reference by majority of the teachers is economics for Eastern Africa by Living stone and ord. The table below show a wide range of textbooks reported as being used by the teachers as basic and reference books.

Table 4.8.1 The main textbooks as reported by economics teachers.

Titles And Author of Books		N	%
1	Secondary business Education Economics students form III (K.I.E)	36	100
2	Secondary business Education Economics students from IV ( K.I.E)	36	100
3	Economics for Developing World by Todaro	20	55.6
4	Economics for Eastern Africa by Livingstone and Ord.	30	83.3
5	Economics made simple by saleem	32	88.9
6	economics by Ashique Hussein	15	41.7

source: Field study

Many of the schools relied on the recommended textbooks by Kenya Institute of Education and the rest of the other books are used for reference. The shortage of textbook discourages learners from enrolling the subject. Textbooks are essential in equipping learners to pass the examination.

#### 4.9 OTHER SOURCE MATERIALS

The table below shows the other source material used in the teaching and learning of economics.

Table 4.9.1 Other source materials

Materials	No of schools	%
Economic Journals	3	8.3
News Papers	15	41.6
Business Journals	3	8.3
Teaching Aid	20	55.5

Source: field study

Table 4.11.1 Frequency of economics tests as reported by economics teachers.

Frequency of testing	N	%
Weekly	12	23.1
Monthly	33	63.5
Termly	3	5.8
Yearly	2	3.8
Others specify (after every topic)	2	3.8
Total	52	100

Source Field Survey

From the above table 4.11.1 it reveals that 63.5 % give a test on monthly bases while 23.1% give tests on weekly basis. Also 5.8% give tests on termly basis. In relation to the type of tests items given 28.2% of the respondents' used essay type of questions. Thus only 76.3 % give structured items to the students and 62.3 per cent give a combined objective and essay type of questions. The results indicated that teachers give test on monthly basis, which discourages the reading habit of the learner.

#### **4.12 TEACHERS ATTITUDE TOWARDS ECONOMICS**

The teachers were requested to rank their attitude about economics in relation to other subjects. From the analysis of the response it was revealed that most teachers (84.6%) give economics the top rank order while 15.4 % give it the second rank and below. This information reveals that more teachers who teach economics at secondary school level appreciate it. The teachers were equally asked to indicate their perception about economics as a teaching subject. The results from the respondents in table 4.6.1 shows that 82.6% of the teachers perceived | the subject is very interesting to teach while the rest 17.4% felt it was interesting to teach. The teachers revealed that the subject was



interesting but surprisingly they would not offer the subject hence leading to low enrolment. The optional subjects within the cluster tend to attract more students because they are easy to pass.

Table 4.12.1 Teachers personal views about economics as a subject

Teachers attitudes	N	%
Very interesting	40	76.9
Interesting	12	23.1
Dull	-	-
Very Dull	-	-
Total	52	100

Source: Field Survey

**4.13 USE OF LIBRARY FACILITIES**

Table 4.13.1 show how frequently the teachers use the school library. This item was answered for those teachers who have the library facility in the school. They were expected to respond on how frequently they visited the library. The analysis of the responses in the table below reveal that 30.8 % of the teachers visit the school library at least once a week while the rest 51.5 per cent visit the library less than once a week. This observation reflect that majority of the teaching staff rarely visit the library due to lack of economics literature materials. Most respondents indicated that their school libraries are not well stocked and therefore they lack enough teaching literature for the subject.

Table 4.13.1 Teachers use of the school library in teaching economics

Frequency use of library	N	%
Daily	9	17.3
Weekily	16	30.8
Monthly	14	26.9
Rarely / Not at all	13	25
	52	100

Source. Field Survey.

#### 4.14 TEACHERS VIEWS ABOUT THE SCRAPPING OF THE SUBJECT:

The analysis of responses on the teachers’ questionnaires revealed the views of various teachers following the scrapping of the subject from the secondary school curriculum

- (i). The scrapping of the subject denies the students an opportunity in learning the concepts which affect them in their daily lives
- (ii). The subject should be made compulsory and not optional since the national emphasis of education is for self – reliance
- (iii). The scrapping of the subject is thought to diminish the quality of students admitted in tertiary institutes to study economics
- (iv). From the analysis of responses, (78%) of the teachers approved the subject to be brought back to the curriculum while. (22%) of the teachers supported the scrapping of the subject from the curriculum arguing that the subject can be taught at tertiary institutions and its difficult for students to comprehend it.

#### 4.15 SOME OF THE PROBLEMS THAT FACE THE LEARNING AND TEACHING OF ECONOMICS

From the questionnaire teachers responded by giving the problems that they face in the

teaching of economics at secondary school level. Some of the problems encountered to the teaching of economics are:

- (i) Most teachers listed shortage and inadequacy of textbooks and other materials among the problems encountered in the teaching of economics. Thus there is need to buy more reference books because the form three and four economics textbooks have inadequate literature in most topics
- (ii) Lack of printed materials like journals, magazines was mentioned as being in short supply. The shortage is associated with the Head teachers who are unwilling to set a fund to buy them. Most teachers suggested that many heads spent a lot of money in compulsory subjects leaving little attention to optional subjects like economics
- (iii) The language of most economics text books are too hard for the secondary school learners to comprehend
- (iv) The syllabus for form three and four is generally extensive and the time available is not enough. There was need to re - examine the syllabus as viewed by the teachers
- (v) Many topics introduced to form threes and fours are quite new to the learners since they have never met the subject before
- (vi) The syllabus topics are not arranged in any logical order most teachers felt this presents difficult problems to them especially when preparing schemes of work
- (vii) The clustering of economics with other subjects by the Kenya Institute of Education make many students to select other subjects like commerce and accounting leaving economics with few students. Thus economics is an optional subject.
- (viii). Curriculum reforms made by the policy makers make other subject optional and others compulsory in the school syllabus.

#### 4.16 DEMOGRAPHICS FEATURES OF THE STUDENTS

The subjects who participated in the study were 360 students of whom 50 were girls and 310 boys. Table 4.16.1. Shows that 13.88% were girls and 86.1% were boys.

Table 4.16.1. Students as categorised by age and sex

Age group	Male	%	Female	%	Total
14-16	80	22.2	20	5.55	27.75
17-19	100	27.77	10	2.77	30.54
20 and Above	130	36.11	20	5.55	41.66
Total	310		50		100

Source: Field study

#### 4.17 RANKING OF ECONOMICS

In assessing the student attitudes towards economics, the variables like ranking and feeling were used. First the learners were requested to give economics a rank or order among the subjects they were taking. This act would measure the degree to which the students liked the subject. The analysis of the result is shown in table 4.17.1 below.

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Table 4.17.1 Students ranking of Economics Among other Subjects.

Position	N	%
1 <sup>st</sup>	10	2.8
2 <sup>nd</sup>	350	97.2
Total	360	100

Source Field Survey

The analysis from the above table 4.17.1 indicate that 2.8 per cent ranked the subject in the first order and 97% of them ranked the subject in the second order. This clearly revealed that few students registered this subject in the Kenya National Examination council. Equally the learners were also asked to indicate their feelings during the Economics lessons. The analysis of the response is given in table 4 .17.2.

#### **4.18 STUDENTS ATTITUDE TOWARDS THE LEARNNING OF ECONOMICS**

Table 4.18.1 Student's Attitudes Towards the Teaching of Learning of Economics

Attitudes category during economics lessons	N	%
Very interested	126	35
Interested	195	54.2
Not interested	39	10.8
Dull	-	-
Very Dull	-	-
Total	360	100

Source Field Survey

From table 4.18.1 it can be observed that 35 % of the students who responded to the questionnaires felt very interested in the learning of economics and 54.2 % of them were interested. at least 89.2 % showed a positive attitude towards economics as a subject, but few students enrolled in it despite of their interest.

**4.19 MAKING OF NOTES**

Table 4.19.1 methods of making notes

	No	%
a) Through dictation by the teachers	70	19.44
b) By copying from the chalkboard	250	69.44
c) From class text books	10	2.77
d) From friends notes book	30	8.3
Total	360	100

Source: Field survey

The analysis of the response from the above table shows that majority of the student copy notes from the chalkboard thus 69.44%. Very few students who consists 2.77% copy notes from textbook and this is a proof that schools have few books for economics.

**4.20 RATE OF CHECKING NOTES**

Table 4.20. shows the analysis of the responses that 72.2% of the teachers check student’s notes once a term. This is a long period taken by the teachers to supervise the lazy students who will not be serious in updating their notes. Surprisingly, 2.77% of the teachers never at all, check the students whether they have written the correct information hence leading to low enrolment.

Table 4.20.1 Rate of checking notes

Period	No	%
Once a term	260	72.2
Once a week	50	13.88
Rarely	40	11.11
Never at all	10	2.77
Total	360	100

Source: Field survey

**4.21. RATIO OF SHARING TEXTBOOK IN CLASS**

Table.4.21.1 below shows the list of textbooks and how they are shared in class.

Distribution among students in class				
Text books	Per student	Between students	Among 3to 5 students	Over 5 students
Secondary business education economics students, F3 (KIE)	-	-	30	6
Secondary business education economics students, F4 (KIE)	-	-	20	16
Economic for developing world by Todaro	-	-	-	10
Economic for Eastern Africa by Livingstone and Ord	-	-	-	25
Economics made by Saleem	-	-	32	-

Source: Field survey

From table 4.21| 1. the analysis of the response indicates that the rate of sharing a book is among three students and above. This shows how school administrators have invested very little money in this area. They tend to give preference to the compulsory subjects where the ratio is 1:1. The shortage of the textbook, tends to influence further row enrolment

**4.22. STUDENT GROUP DISCUSSION**

Table 4.22.1 shows the analyses of the response whether the student participates in-group discussion. It shows that slightly above 50% of the students have group discussion as shown below.

Table 4.22.1. Group Discussion

	No	%
Yes	200	55.56
No	160	44.44
Total	360	100

Source: Field survey

Due to low level of group discussion the performance of economics is likely to be low hence leading to low enrolment.

#### 4.23. ATTITUDES TOWARDS GROUP DISCUSSION

From the analyses of the responses it indicates that most students have low interest in group discussion, thus 73.21%. This justifies why there is low enrolment hence making the subject uninteresting to the students as shown in table 4.23.1.

Table 4.23.1. attitudes towards group discussion.

Very interesting	100	27.7
Not interesting	210	58.33
Waist of time	50	13.88
Total	360	100

Source: Field survey



# **CHAPTER 5**

## **SUMMARY, RECOMMENDATION, SUGGESTION AND CONCLUSION**

### **5.0 INTRODUCTION:**

This chapter provides a summary of the findings of the research, conclusions and finally recommendations of the study.

### **5.1 SUMMARY OF THE STUDY**

The major purpose of this study was to investigate the status of economics as a subject at the secondary school in Nyamira District. An attempt has been made to examine curriculum reforms that have been in operation since independence and the impact they have had on economics as a subject at secondary school level. The researchers aimed at identifying the effects of teachers qualification, experience on performance. The study also examined the performance of economics at national level and how it has affected its enrolment. The students in form three and four were given questionnaires to indicate where they rank economics as a subject. The conceptual framework is based on three major factors thus the school related features; the non – school related features and the curriculum. A combination of these factors affects the student's interest in pursuing economics.

The study is significant in that, the findings may be useful to the educational policy makers, policy evaluators and scholars. The study may be as well useful to the curriculum developers. The study had limitation in that the data was collected from one District and hence generalisation will be mainly limited to the province.

The literature reviewed related to the study provided guidelines and foundations for the study. The literature review covered differed issues related to the teaching and learning of economics at secondary school level. The review covered the introduction of economic at secondary school in other countries as well as in Kenya, method of teaching economics and instructional material used.

The research methodology, dealt with research design, which was ex post facto. It means the design did not allow the researcher to manipulate the independent variables, hence the researcher had to observe and describe what had already happened. A questionnaire was used and interview schedule as research instruments. The questionnaire was used to collect the data from 36 secondary schools, 52 teachers and 360 students.

To test the validity of the research instrument three economic teachers and five students from public secondary schools were used. The feedback from the teachers and students involved in pre test ensured that the instruments measured what it was intended to measure.

The reliability of the instruments was computed using the split half method, the odd and even numbered items was also used. The odd and even numbered its scores were correlated using the Pearson Moment coefficient. To calculate the full reliability of the instrument Spearman Brown prophecy was used and reliability of 0.7812 was obtained. Data collected was analysed using tables, frequencies and percentages.

## **5.2 FINDINGS OF THE STUDY**

The major findings of this study can be summarised as follows: -

- (a) The variety of instructional materials supposed to be used by economics teachers are very much limited; majority of the teachers only uses textbooks and rarely uses journals, magazines and electronic media and reference books
- (b) Both the untrained and trained teachers teach economics. The majority of the teachers have taught for less than five year therefore they lack teaching experience, which has greater influence in enrolment.
- (c) The clustering of subjects as compulsory subjects and optional subjects has affected the enrolment of economics. Economics as a subject has been made optional by the curriculum developers and few students were selecting it.
- (d). The curriculum reforms made by the policy makers and curriculum developers has led to the phasing of economics as a subjects from the 8 – 4 - 4 system of education
- (e). The poor performance in economics as a subject within its cluster has led to low enrolment of students. Good performance in commerce and accounts has attracted large population of students
- (f). There is a direct relationship between teachers, training and experience and ability to use a variety of methods of teaching.
- (g). It was realised that many students were given take away assignment and written examination for terminal evaluation
- (h). It was realised that majority of the schools are not offering economics as a subject at secondary school level in form three and four due to changes in the resent past (Reform Agenda for Education sector in Kenya 2002)

### 5.3 RECOMMENDATION

- (i) There is need to review the present curriculum once more to accommodate economics as an independent subject. This idea of including some economics in such disciplines like business studies and geography would date us back to 1960s when certain recommendations were made to introduce the subject at upper secondary school level in Kenya
- (ii) The curriculum developers and policy makers should make consultation with the economics teachers or subject teachers when reforms and changes are being made. It was observed that the Koech Commission (Republic of Kenya 1999) went to the public to solicit views about the curriculum relevance and changes to be made.
- (iii) The Ministry of Education, parents, board of governors and politicians should give priority to provision of adequate instructional resources and equip the school libraries.
- (iv) The University and Diploma training institutions should allow all Bachelor of Education students who opt or take economics to choose business studies as their teaching subject
- (v) The ministry of education should formulate strategies to ensure urgent production of textbooks for effective implementation of the 8 – 4 – 4 system of education in economics education course. This will solve the problem of book shortage.
- (vi) The Government should try to make teaching more attractive so that the teaching personnel should stay for long in the profession. The study revealed that average teaching experience of the serving teachers was less than five years.

(vii) Training of teacher should incorporate the value of educational technology. The teachers ought to be in- serviced for the new syllabus as well train them on how to use computer technology to access materials from the internet.

## **5.4 CONCLUSION**

In conclusion, there has been a decline in the enrolment of the students in economics as a subject in secondary school. There is need in future to introduce the subjects in to the secondary school curriculum. Currently the subject is not offered at secondary schools in Nyamira district

## **5.5 SUGGESTION FOR FURTHER RESEARCH**

- (i) There is need to assess and carry out research on the implication of the new Business studies curriculum on Economics as subject at the secondary school level.
- (ii) There was clear evidence that students' interest in the cluster subjects was influenced by the administration. Most schools offered alternative subjects like Commerce, which are easily passed, and therefore improving the school mean. Thus there is need to carry out further research in the role of career master in order to explain the benefits of Economics in the society.
- (iii) The study found out the number of students enrolling in Economics as candidates for the Kenya certificate of secondary school examination has been on a steady decline. Equally the sectorial and curriculum reform has phased out Economics as a subject in secondary school level. There is need to come up with an educational policy concerning Economics education in Kenya with a view of producing economically literate society.

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April



## **APPENDIX A**

### **Kenya Certificate of Secondary Education regulations and Syllabus 2000 (KNEC)**

#### **Subject Groupings**

##### **Group I(All compulsory)**

101 English

102 Swahili

121 Mathematics

##### **Group 11 Sciences**

231 Biology

232 Physics

233 Chemistry

##### **Group 111 Humanities**

311 History & Government

312 Geography

313 Christian Religious Education

314 Islamic Religious Education

315 Hindu Religious Education

316 Social Education & Ethics

##### **Group IV – Technical & Applied Sciences**

441 Home Science

442 Art & Design

443 Woodwork

444 Agriculture

445 Metal Work

446 Building Construction

447 Power Mechanics

448 Electricity

449 Drawing and Design

4450 Aviation Studies

4451 Computer Studies

### **Group v cultural & Foreign Languages**

501 French

502 German

503 Arabic

514 Music

561 Accounting

562 Commerce

563 Economics

564 Typewriting & Office Practice

### **N/B**

Candidate must sit for at least seven (7) subjects from Groups 1,2,3 4, &5.

1. The students must register all the three subject code numbers 101, 102 & 121 in Group 1.
2. At least two subjects from Group 2 (code numbers 231,232,233).
3. At least one subject from Group 3 (code numbers are 311, 312, 313/314/315/316)
4. Any other subject selected from the remaining subjects from Group 2,3,4or 5.
5. Candidate can sit for a maximum of nine (9) subjects and the extra one or two subjects can be selected from any of the remaining subjects from 2 and 5.

From the above instructions one can note that the policy makers clustered Economics as an optional subject thus giving a raw deal.

## APPENDIX B

*Kenya National Examinations Council Regulatory and syllabus 2002 (New Syllabus)*

### **Group 1- Compulsory subjects**

101 English

102 Kiswahili

121 Mathematics

### **Group 2- Science Subjects**

231 Biology

232 Physics

233 Chemistry

234 Physical sciences

235 Biological Sciences

### **Group 3 – Humanities & Geography**

311 History and Government

312 Geography

314 Islamic Religious Education

315 Hindu Religious Education

316 Social Education & Ethics

\*Business studies

### **Group 4 – Technical, Applied Sciences and Foreign languages**

441 Home Science

442 Art & Design

443 Agriculture

450 Aviation Technology

451 Computer Studies

501 French

502 German

503 Arabic

504 Music

## APPENDIX C

### Candidate Overall Performance in Fisheries for the Last Four Years

Year	Paper	Candidate	Max. Score	Mean score	Standard Deviation
2002	1	625	100	47.93	11.77
	2		100	40.23	14.05
	Overall		200	86.95	24.61
2001	1	1,032	100	50.25	13.02
	2		100	29.83	13.71
	Overall		200	75.15	32
2000	1	1,701	100	43.85	12.94
	2		100	32.13	13.58
	Overall		200	75.54	24
1999	1	2,107	100	48.57	13.23
	2		100	35.17	15.05
	Overall		200	83.84	26.5

Source: Kenya National Examination Council.

## Appendix D

**Performance of economics as a subject at national level compared with commerce in the following years in Nyamira District**

### Performance in Economics and Commerce 1998-2004

Year subject/ grade		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	N	M.S.S
1998	Econ	00	01	01	00	01	07	08	11	04	23	16	01		73	4.09
	Comm	01	08	26	47	99	216	322	396	415	953	578	75		3216	4.09
2000	Econ	00	00	01	04	02	04	06	05	07	22	11	01		63	4.09
	Comm	12	46	100	137	180	310	359	438	472	928	489	82	13	3567	4.64
2002	Econ	00	00	00	01	00	00	00	00	00	00	01	00		02	5.50
	Comm	159	94	163	194	207	297	369	331	343	737	462	82	21	3372	5.55
2003	Econ	00	00	00	00	00	00	00	01	00	05	01	00		07	3.14
2004	Econ / Mock Result	00	00	00	00	00	00	00	00	00	00	00	00	00	00	0.00

*Source Nyamira District - K.C.S.E Result Analysis*

# APPENDIX 1

## RESEARCH INSTRUMENTS

### Questionnaire Teacher

Please complete this form by putting a (/) in the space provided against your choice.  
Where no choices are provided, write down your responses the spaces provided.

#### (1) Sex

- (i) Male ( )
- (ii) Female ( )

#### (2) Age

- (i) (a) Under 24 years ( )
- (ii) (b) 25-34 years ( )
- (iii) (c) 35- 44 years ( )
- (iv) (d) 45-54 years ( )
- (v) (e) Over 55 years ( )

#### (3) Professional/Academic Qualifications

- (i) SI/DIP- Education ( )
- (ii) BA/BSc Without Education ( )
- (iii) BA/Bsc with Education ( )
- (iv) Bed ( )
- (v) Others specify ( )

#### (4) Subject trained in

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

(5) Total teaching loads per week.....

(6) Number of economics period taught by you .....

(7) What other subjects do you teach at present?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

(8) For how long have you taught economics as a subject?

- (i) 1-2 years
- (ii) 3-5 years
- (iii) 6-10 years
- (iv) Over 11 years

(9) List the titles of the main economic textbook used in form III and IV Of these books which ones are used as basic class text book(s) and in preparing your teaching notes?

- (v)
- (vi)
- (vii)
- (viii)

(10) What other source materials are available for use in economics in your school?

- a.
- b.
- c.

(11) Do you give notes to your students

- a. Yes ( )
- b. No (.)

(12) How often do you give economics tests?

- a. Weekly
- b. Monthly
- c. Termly
- d. Yearly
- e. Others (specify)

(13) What type of questions do you normally include in your test.

- i. Essay
- ii. Short answer questions
- iii. Objective questions
- iv. Structured questions
- v. Combination of the above

- (14) What is your personal feeling about economics as a teaching subject?
- Very interesting
  - Interesting
  - Dull
  - Very Dull
- (15) Do you have a library? |      |
- (16) How often do you make use of the library facilities to promote the teaching of economics?
- Daily
  - Weekly
  - Monthly

What is your view about scrapping the subject from the secondary school curricula?

- - 
  - 
  -
- |      |
- (17) Outline some of the problems you have encountered during the teaching of economics.
- - 
  - 
  -



## APPENDIX 2

### STUDENTS QUESTIONNAIRE:

Fill in the blank spaces provided where necessary. Where alternative responses have been given put a tick [✓] in the space provided opposite the correct response.

1 Your Sex

(a) Male

|      |

(b) Female

|      |

UNIVERSITY OF NAIROBI  
EAST AFRICAN COLLECTION

2 Your Age \_\_\_\_\_

3 Your Form \_\_\_\_\_

4 List the subjects you are taking and read economic among your subjects

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)

(i)

5 How do you feel during economics lessons

(a) Very interested

|      |

(b) Interested

|      |

(c) Dull

|      |

(d) Very dull

|      |

6 How do you make your economics notes?

(a) Through dictation by the teacher

|      |

(b) By copying from the chalk board

|      |

(c) From class text books

|      |

(d) From friends' notebooks | |

Other (Specify )

7 How often does your economics teacher check your notes?

(a) Once a term | |

(b) Once a Week | |

(c) Rarely | |

(d) Never at all | |

8 Give the title and authors of your basics class textbooks (in economics only) and comment on its distribution among the students in your class:

TEXTBOOK	DISTRIBUTIONS AMONG STUDENTS IN CLASS			
	A textbook per student	A textbook between students	A textbook among 3 or 5 students	A textbook among over 5 students

9 Do you have group/ class discussions?

(a) Yes | |

(b) No | |

(c)

10 In your opinion class discussions are:

(a) Very interesting | |

(b) Not interesting | |

(c) A waste of time | |

## APPENDIX 3

### Unstructured open interview schedule for officers at inspectorate Nyamira District.

1. What are the functions of your office in relation to teaching and learning of Economics in Kenyan secondary schools?
2. Briefly explain to me your duties in this establishment.
3. From your experience as an in charge, what are your major interests in teaching and learning economics in nyamira District?
4. In your own opinion, please explain how teachers training acts as an ingredient to successful learning in economics may be given a boost in order to create interest to learn economics for the Kenyan youths
5. Can you explain how performance in economics as a subject affected its enrolment in Nyamira District?

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY



Telegram: "EDUCATION", Nyamira  
Telephone: (058) 6144224

**DISTRICT EDUCATION OFFICE  
NYAMIRA DISTRICT  
P.O.BOX 4  
NYAMIRA.**

When replying please quote

NYED/ADM/42/TPY/9

2<sup>ND</sup> SEPTEMBER, 2004

Ref. No. ....

Date .....

MOKAYA SHEM OMBONYO  
UNIVERSITY OF NAIROBI  
P.O. BOX 30197  
NAIROBI.

Dear Sir,

RE: RESEARCH AUTHORISATION:

In reference to the letter from MOEST ref. No. MOEST 13/001/34C 302/2 dated 27.8.04.

You have been authorized to carry out the above exercise in Nyamira District as indicated in MOEST letter.

Yours faithfully

*Hw.* **DISTRICT EDUCATION OFFICER  
P.O. BOX 4  
NYAMIRA**

ROSEMARY C. OMBACHI  
FOR: DISTRICT EDUCATION OFFICER  
NYAMIRA DISTRICT.

C.C. The Permanent Secretary  
Ministry of Education, Sci. & Tech.  
P.O. Box 30040 - 00100  
NAIROBI.

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. **MOEST 13/001/34C 302/2**

and date



JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O. Box 30040 00100

27<sup>th</sup> August 2004

20...

Mokaya Shem Ombonyo  
University of Nairobi  
P.O BOX 30197  
NAIROBI

Dear Sir

**RE: RESEARCH AUTHORISATION**

Please refer to your application for authority to conduct research on "The status of Economics as a subject at secondary school level." Case for Nyamira District.

This is to inform you that you have been authorized to carry out research in Nyamira District for a period ending 30<sup>th</sup> November 2004. You are advised to report to the District Commissioner and the District Education Officer, Nyamira District before embarking on your research project.

Upon completion of your research project, you are advised to submit two copies of your research report to this office.

Yours faithfully

**B.O ADEWA**

**FOR: PERMANENT SECRETARY**

Cc

The District Commissioner  
Nyamira District

The District Education Officer  
Nyamira District.