

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

APPROVAL FORM

This serves to confirm that the undersigned have read and recommended to the Midlands State University for acceptance of a dissertation titled: Causes of student’s poor performance in Business Studies at advanced level from the period 2015 to 2017. A case study of Nhedziwa High and Ndimba government High Schools in Chimanimani District of Manicaland province.

Submitted by Praise Mwandihamba in partial fulfillment of the requirements of the Bachelor of Education Honours Degree in Management of Business.

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TITLE OF DISSERTATION: CAUSES OF STUDENTS POOR PERFORMANCE
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CHIMANIMANI DISTRICT OF MANICALAND PROVINCE.

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DECLARATION

I, Praise Mwandihamba declare that this project is my own work and has not been copied or lifted from any source without acknowledgement.

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DEDICATIONS

I dedicate this research project firstly to the Almighty God. I also dedicate this work to my family and my sponsor Mission Direct, I really appreciate the great role they played through their financial and moral support since the first day of my academic journey. Their contributions are highly appreciated in making this document success.

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ABSTRACT

The purpose of this study was to find the causes of student poor performance in A' level Business Studies at two selected high schools, which are in Chimanimani District of Manicaland province. The study sought to explore the challenges faced by both students and educators in the teaching and learning of Business Studies at A' level which results in poor student's performance. Both home environmental factors and the school environmental factors were looked upon as target areas. Prior to the collection of data for the research, a review of related literature was done by the researcher. Multiple case study design was employed in this research study. It facilitates the exploration of a phenomenon within its real life context using a variety of data sources. The population for this study comprised of all 65 A' level Business studies students (35 at Nhedziwa and 30 at Ndima Government High Schools), 14 A' level teachers (7 from each school), two school heads and 65 A' level students' parents. The research sample was made up of 45 participants. Among those students doing Business studies at advanced level, the researcher used a sample of 15 students from each of the 2 schools used for the study, School heads and 7 teachers (4 from one school) and 3 parents of the sampled A' level students from each school. Purposive sampling technique was used to select school heads and Business Studies teachers as well as parents. Students were selected using the simple random sampling where by each individual had an independent chance of being selected. The data collection instruments which were used in this study included both closed and open ended questionnaires, and structured and unstructured interviews. Parents and school heads were interviewed on why teachers and students answered questionnaires. The findings revealed that there were numerous factors at home and at school contributing to the poor performance of A' level Business Studies Students. Key findings of this research suggest that the home environment of learners is not educationally encouraging due to poverty, which includes factors such as high unemployment rate, parents' level of education, and unpredictable home environment. In the school environment, the study showed the following causative factors: lack of resources, inadequate learner support materials, teacher to student ration, lack of teachers motivation, teaching and learning strategies, teachers qualification, teachers experience and lack of interest in students. As a result, the study concluded that both school and home environment factors work together in producing poor performance in the schools. These findings were presented in forms of frequency tables, pie charts and bar graphs. Recommendations are supported and they include provision of adequate teaching and learning resources, relevant textbooks, qualified teachers, income generating projects like Agriculture and library to improve the performance in the subject. Also parents and teachers should work together in creating a conducive environment for students to enhance their learning.

TABLE OF CONTENTS

APPROVAL FORM	i
RELEASE FORM	ii
DECLARATION	iii
DEDICATIONS	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
List of Tables	xi
List of Figures	xii
List of Appendices	xiii
CHAPTER 1	1
THE RESEARCH PROBLEM	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.2 Statement of the problem	6
1.3 Research questions	7
1.4 Purpose of the study	7
1.5 Significance of the study.....	8
1.5.1 Researcher	8
1.5.2 Other researchers.....	8
1.5.6 The Ministry of Primary and Secondary Education Sports arts and Culture	9
1.5.8 School administrators.....	9
1.5.9 Learners	9
1.5.10 Parents	10
1.5.11 Teachers	10

1.6 Assumptions	10
REVIEW OF RELATED LITERATURE	14
2.0 Introduction	14
2.1 Teacher Academic and Professional Qualifications.....	14
2.2 Teacher’s Ability to Communicate Effectively	15
2.3 Teacher's Motivation in the Teaching Job and academic performance	15
2.5 Teacher’s Mastery of Subject and academic performance.....	18
2.6 Teachers’ teaching strategies and academic performance	18
2.7 Teachers transfer and academic performance	21
2.8 Lack of in-service training and student academic performance.....	21
2.9 Teacher quality and competence	21
2.10 Student to teacher ratio and academic performance.....	22
2.11 Teaching and Learning Resources (TLR)	25
2.12 Indiscipline and students’ academic performance	27
2.13 Underrating the subject by students	28
2.14 Student’s interest in learning and academic performance.....	28
2.15 Location and academic performance.....	29
2.16 Parents Attitude	29
2.17 Social Economic Status.....	30
2.18 Summary	31
CHAPTER 3	33
RESEARCH METHODOLOGY	33
3.0 Introduction	33
3.1.1 Research paradigm	34
3.3 Population.....	36

3.6 Research instruments.....	39
3.6.1 The questionnaire	40
3.6.2 The Interview	41
3.7 Ethical consideration.....	43
3.8 Validity and reliability of research instruments	43
3.9 Data collection procedures	44
3.9 Data presentation and analysis plan	45
3.10 Summary	46
CHAPTER 4.....	47
DATA PRESENTATION, ANALYSIS AND DISCUSSION	47
4.0 Introduction.....	47
4.1.1 Response rate.....	47
4.1.2 Distribution of respondents by gender	48
4.1.4 Teachers responses on in-service training.....	50
4.1.7 Teaching strategies.....	53
4.1.8 Responses by students on challenges faced in Business Studies	55
4.1.9 Summary of responses from the interview with the school heads on factors leading to poor performance.	55
4.1.10 Ways of improving the performance in Business Studies	57
4.1.11 Parents responses on their level of education.....	58
4.1.12 Students responses on parents level of education	59
4.1.13 Responses on assisting in school work by employed and unemployed parents.....	60
4.1.14 Responses by students on size of the family	60
CHAPTER 5	69
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	69

5.0 Introduction	69
5.1 Summary	69
5.2 Conclusions	71
5.3 Recommendations	72
REFERENCES.....	75

List of Tables

Table 4.1.1 Response rate.....	61
Table 4.1.2 Distribution of respondents by gender.....	62
Table 4.1.3 Teachers responses on in-service training.....	64
Table 4.1.4 Responses on challenges faced by teachers in teaching Business Studies.....	66
Table 4.1.5 Responses by students on challenges faced in Business Studies.....	69
Table 4.1.6 Summary of responses from interview guides with the school heads.....	70
Table 4.1.7 Teachers responses on how to improve the performance.....	71
Table 4.1.8 Students responses on the ways of improving performance.....	72
Table 4.1.9 Assistance in school work by employed and unemployed parents.....	74

List of Figures

Figure 4.1.1 Teaching experience	63
Figure 4.1.2 Responses of teachers on qualifications.....	65
Figure 4.1.3 Teachers responses on teaching strategies	67
Figure 4.1.4 Students responses on teaching and learning strategies.....	68
Figure 4.1.5 Parents responses on their level of education.....	73
Figure 4.1.6 Students responses on parents' level of education.....	74
Figure 4.1.7 Responses by students on size of the family.....	75

List of Appendices

Appendix 1: Interview guide for school heads.....	93
Appendix 2: Interview guide for parents.....	94
Appendix 3: Questionnaire for teachers.....	95
Appendix 4: Questionnaire for students.....	97
Appendix 5: Introductory letter from Midlands State University.....	99
Appendix 6: Letter of permission.....	100

CHAPTER 1

THE RESEARCH PROBLEM

1.0 Introduction

In this chapter concern will be concentrated to the back ground of the study, statement of the problem and research questions. The significance of the study, delimitation of the study and limitations will be looked at as well. Finally key terms will be defined in this chapter.

1.1 Background to the study

The students' achievement in any subject is a determinant to the success of that subject. Bae and Song (2006) indicated that Business Studies is highly beneficial on job placement, more so to non-college bound youths. A study by Quintini and Martin (2014) have shown that where both class and work-based training are provided in formal schools, it has led to reduction of youth unemployment in countries like Australia, Denmark, Germany, and Switzerland. Botswana, Ghana, Mozambique, Senegal, and Swaziland have incorporated basic vocational skills in their lower or Junior Secondary School Curriculum in an attempt to expose young people to pre-employment skills (African Union, 2007).

Bell (2014) defined academic performance as the state level as an evaluation of students' performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet. On the other hand Aremu (2003) referred to poor academic performance as a performance that is adjudged by the examinee as below an expected standard. Bonga (2016) posited that, human capital development in terms of education enhancement remains crucial in many developing nations, and Zimbabwe is

never an exception. He also indicated that, education allows knowledge, skills, values, beliefs, habits and values of a group of citizens to be transmitted to others by manner of discussion, story-telling, teaching, training or research. The significant Business Studies national performance at Secondary School level as announced by the ministry (2010), has not translated to the situation on the ground at Nhedziwa High and Ndima government High Schools. The schools registered a significant percentage of poor academic performance by students in Business Studies from 2016 as compared to the previous year's percentage.

The researcher was once a learner at Ndima Government High School and a student teacher at Nhedziwa High School. During my time at Ndima High school academic performance at 'A' level Business studies was better. Currently the performance had deteriorated drastically. At Nhedziwa High School academic performance is deteriorating as well.

Kathryn (2010) posited that academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each. Grades are certainly the most well-known indicator of academic performance. In the past three years, performance in Business Studies has been deteriorating while few students excel in their examinations. Majority of the students performed poorly. It is possible for a class at Advanced level Business Studies to achieve a 100% pass rate, but a close look at the examination results reveals that most grades are failures, that is Es and Ds. There is a wide dissatisfaction with the current situation of performance in Advanced level Business Studies at Nhedziwa High and Ndima Government High Schools. According to Maani (1990), pupils' success at school is closely related to their home backgrounds. Therefore, the researcher is going to look at factors which may lead to poor performance at the schools mention above.

Many children suffer from unpredictable home environments such as parents being divorced, death and always quarrelling due to substance abuse (Bell, 2016). The presence or of parents is necessary since they provide behavioral models, learning opportunities, information, and connection to other resources. Lack or inadequate of such encouragement strictly limits these processes of transactional protection and results in students with a low self-esteem. Educators might create a conducive school environment for students to feel at home at school in such a manner that they may be freely discuss what challenges they face which hinders them from performing better (Saiduddin, 2003).

Usually, different studies that made an effort to explain academic poor performance, normally they start with the three elements that involved in education; educators (academic causal factors), learners (personal causal factors) and parents (family causal factors). Saiduddin (2003) highlighted that among personal variables, the most studied are self-concept and motivation.

Motivation as a personal variable was also found to be the most significant since the learner will strive to obtain good and better grades even if they are not good in the subject area. Gonzalez (2012) found that motivation maintains a circular relationship with the level of information processing and improvement of academic performance of learners. This study seeks to find the factors that lead to students' poor performance.

(Berg, 2003) found that the decline of performance at advanced level in schools as compared to a student's performance at primary level would be due to attached academic standards where critical thinking (creativity) and hard work are necessary to cope, in addition to less personal attention and fewer opportunities to participate in classroom decision-making. Some argued that poor academic performance would be due to teaching strategies that were used in primary and junior secondary which developed a tendency of dependency among learners. Learners complain

that level of their performance drops due to unfriendly of teachers at advanced level which continuously made them feel academically incompetent. This research would provide solutions to problems raised by encouraging teachers to give students individual attention during study time since some of their problems might be academic whilst others could be problems within their home environments.

Majority of students' age group in this study were between 17-19 years, which is the adolescent stage that is generally a very difficult stage to control and if the learners' self-concepts are poor, they could rely solely on educators to finish the syllabus before the exams. This may impact on their performance. Academic performance and peer relationships have got a positive correlation, such as an isolation and rejection by peers may lead to perform poorly. This is in agreement with the study by (Buote, 2001), which highlighted that learners who perform poorly in school are those most rejected by their peer group in class.

The parents, community and other interested groups are concerned about the low standards of performance in the schools. Maranga, (1993) pointed out that general performance in education is still wanting. There are several factors which contribute to poor academic performance by pupils, Eshiwani (1983) gives the determinants of school achievement in the third world countries as: school resources and management, teachers' characteristics and student traits. Jenkins and Whietfield (1974) found that a teacher achievement with students is influenced and in some instances limited by teaching and learning resources such as textbooks. The researcher wants to find out, to what extent can resources affect students' academic performance at the two said schools.

There are various studies locally and internationally for example, Saiduddin (2003) and Themane (1989) regarding poor performance at advanced level: the findings showed that in many

circumstances the extent of academic performance in rural and urban areas is different. Adell (2002) argued that poor performance at advanced level is an international problem that has been linked to the low socio-economic background of the students. Munn (1996) also discovered that students who lived in urban areas tends to perform better as compared to rural students. Avital (2012) discovered that attitude of rural pupils towards school and its benefits negatively contributed towards their commitment to school work. Burmaster (2009) found that where pupils have no reason to be at school they frequently absent themselves from lessons to do other things they thought would help them in life like income generating activities.

Burman (2012) recommended the use of entrepreneurial pedagogy in Botswana, in order to improve the performance in Business Studies. This would be in the form of mini enterprise, kinesthetic (learning by doing) and experiential pedagogical approaches. To develop business skills students need to visit areas such as industries and business premises. Borrington (2004) asserted that more time needs to be allocated in the school time table. According to Burma (2012) teaching strategies such as debates, case studies, cooperative, survey and individual research projects may be used by teachers in teaching Business concepts globally among others. The use of such teaching strategies has increased the student performance by over 60%.

Another factor that may contribute to students' poor academic performance would be socio-economic background, creating a negative social environment at home. Solo (1997), indicated that the atmosphere at home helps to encourage or break school success. He further noted that domestic quarrels by parents exceptionally those who are poor and unemployed result in child not given enough care and in the end the performance of learners will be negatively affected.

Some of the research studies cite that the school environment could also be the source of students' poor performance if teaching and learning resources are inadequate. Ralenala (1993)

highlighted that the arguments concerning lack of facilities and resources in rural based schools are always raised where there is serious under performance at schools. He further argued that such schools often serve disadvantaged learners who are from families that are not educationally supportive.

Despite the fact that urban schools perform better than rural school, there are rural high schools which perform better than urban high school and this could be acknowledged.

The greatest important aspect of human resource development is education. Therefore, poor performance does not only result in learners having low self-esteem, but also causes sufficiently great stress to the parents. Karande and Kulkarni (2005) suggested that the school environment should link up with the environment at home in terms of warmth, love, understanding, and encouragement.

1.2 Statement of the problem

The purpose of this study is to find the causes of student poor performance in advanced level Business Studies at Nhedziwa High and Ndimba Government High Schools in Chimanimani District. Business Studies subject is intended to transmit skills and knowledge to learners so as to prepare them to suit in the world of work. It is generally assumed to expose students to a wide range of business skills and knowledge in areas like economic understanding, financial literacy and entrepreneurship (enterprise capability). Teachers are the facilitators and experts of the learning process and who have the responsibility to teach the course hence, play a crucial role in its accomplishment and also in learners' academic performance. Students' performance did not compliment with the efforts done by teachers in this subject. Therefore, it is under this importance that the researcher carried out this research to find out the challenges faced by

students and teachers which lead to poor performance in Business Studies at the two said schools.

1.3 Research questions

1. What are the performances in 'A' level Business Studies at Nhedziwa High and Ndimba Government High Schools from 2015 to 2017?
2. What are the causes of this kind of performance at Nhedziwa High and Ndimba Government High Schools from 2015 to 2017?
3. What are the challenges that students are facing in learning and studying 'A' level Business Studies at Nhedziwa and Ndimba Government High Schools?
4. What are the challenges that are faced by teachers in teaching 'A' level Business Studies at Nhedziwa and Ndimba Government High Schools?
5. What are the problems encountered by students at home (home environment factors) which are leading to poor performance in Business studies?
6. What are the solutions to the problems faced by both teachers and students?

1.4 Purpose of the study

The purpose of this study is to find the factors leading to poor student academic performance in 'A' level Business Studies with the view of improving pupil's performance. By the end of the study researcher should be able to:

- ❖ identify the students' performance at 'A' level Business Studies at Nhedziwa High and Ndimba Government High Schools from 2015 to 2017.

- ❖ identify the causes of poor academic performance at Nhedziwa High and Ndimba Government High Schools from 2015 to 2017.
- ❖ identify the challenges which are faced by learners in studying and learning ‘A’ level Business Studies at Nhedziwa and Ndimba High Schools and establish the solutions to those challenges.
- ❖ identify pedagogical challenges that the Business Studies teachers face in teaching Business Studies at Nhedziwa High and Ndimba Government High Schools and establish the solutions to those challenges.

1.5 Significance of the study

The study is very crucial to various stakeholders which are as follows:

1.5.1 Researcher

This research is of very importance, firstly to the researcher herself to a greater part as she is going to fully work in the teaching field. She can be in a position to know the major challenges which leads to students’ poor academic performance at ‘A’ level Business Studies and solutions to those challenges.

1.5.2 Other researchers

The study is expected to add to the existing body of knowledge and acting as a stepping stone for later researchers in similar studies that is; future Midlands State University students who may also want to research on related topics can benefit from this research since a copy will be left in the instruction’s library.

1.5.6 The Ministry of Primary and Secondary Education Sports arts and Culture

The ministry may utilize the findings to eliminate those factors identified as contributing to the poor academic performance. For instance, if teacher transfers affect students' performance negatively then the government can set a policy indicating when and how teachers can be transferred.

1.5.7 School Management Teams of high schools

The study would also assist the School Management Teams in that the findings of this study could provide insights on how to achieve quality education in 'A' level Business Studies in comparable schools in Zimbabwe. The study would also provide insights into the problems whose solutions might help inform specific actions to be taken to effectively address the poor performance in 'A' level Business Studies.

1.5.8 School administrators

School administrators would also be assisted in selecting students who qualify to take up the subject and to ask qualified personnel in teaching field. This research also assist in allocating adequate time to the subject as well as to take all subjects as equally important. This research also provide strategies to guide the schools that offer Business Studies on how to improve their performance of learners to a level that would allow them to pursue Business Studies programs in Higher and tertiary learning institutions.

1.5.9 Learners

The assessment shall also help pupils think of their own learning and direct their efforts where necessary and in appropriate direction of needs. The study enables pupils to use their available

resources more carefully. Also, pupils will know the difficulties around them which affect their performance and they will develop tactics for fighting against them so as to improve their performance.

1.5.10 Parents

Through this study, the assessment results could be guide posts that would help parents/guardians identify their area of strength and weakness and make necessary adjustments to fill the gaps in their roles. Also level of parents' status is hoped to improve for an improved performance. They may also use the findings to adapt any of the recommendations for the benefits of their children performance at school.

1.5.11 Teachers

The study is going to help teachers recognize and appreciate the need for motivation and motivate the learners for an improved performance. Also, teachers are assisted by this study finding the best method to teach pupils and to find out the solutions to problems of pupils who are affected in their learning.

1.6 Assumptions

The researcher will be given enough time and room by the administration to carry out the research. The researcher will investigate the problem in a class of mixed ability. A level pupils are old enough to offer reliable and unbiased information. All respondents would respond to the questions asked genuinely, truthfully and honestly. Most of the pupils at Nhedziwa High and Ndimma Government High schools are facing challenges in their learning.

1.8 Delimitations of the study

The researcher was confined on 'A' level students who were doing Business Studies. The researcher focused on two schools which are Nhedziwa High and Ndima Government High Schools from 2015 to 2017. This is done to ensure a comprehensive analysis due to a limited time in partaking this research.

1.7 Limitations of the study

- ❖ Teachers generally are not comfortable with being observed and questioned about their teaching methods especially by a student because they assume that they knew everything. Since the research is also centered on the teachers, there are chances that some teachers may give untruthful responses and results may not accurately reflect the opinions of all members of the population. The research is going to overcome this by explaining the importance of the study to them so that if their challenges are outlined there will be some stages to be taken to overcome the problem.
- ❖ The researcher was self-sponsored in this study. As a student the limited budget will hinder the researcher exhaustively pursue all avenues of getting detailed research data. The researcher asked for help from friends and relatives.
- ❖ There was time constraint since a lot of travelling was required starting from seeking permission from the Ministry of Primary and secondary education up to the phase of data collection, at the very time the researcher had to attend lectures. The researcher is going to overcome this by asking relatives in Harare to submit letters seeking permission to the Ministry. Also questionnaires shall be used in trying to resolve the problem.

1.9 Definition of terms

Adolescents is developing from childhood to maturity.

Business Studies is a broad subject in the social Sciences, allowing the in depth study of a range of specialties such as accountancy, finance, organization, human resources management and marketing.

Difficulties these are challenges or problems faced by pupils or teachers which may lead to poor performance.

Educator is a teacher or someone who helps others to acquire knowledge.

Ministry of education (MOE) is the government entity responsible for the management and administration of public education.

Pedagogical is the discipline that deals with the theory and practice of teaching and how these influence student learning.

Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves

Quarrels having an angry disagreement with someone.

Research is any gathering of data, information, and facts for the advancement of knowledge.

Administration is the act of managing duties, responsibilities or rules.

Social economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income , education and occupation

Stakeholder refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families,

community members, local business leaders and elected officials such as school board members, city councilors and state representatives.

1.1o Summary

This chapter provided the background to the study highlighting what triggered the researcher to have interest in the topic. Statement of the problem was also outlined in the chapter. These sought to benefit from the study were identified and amongst these were the researcher herself, learners, teachers, the Ministry of Primary and Secondary Education, School administrators and parents. The chapter also outlined the delimitations of the study. The researcher did not easily conduct the study especially on the data collection stage hence the inclusion of the limitations of the study in the chapter and these include high chances that teachers giving untruthful responses and results may not accurately reflected and financial constraints among others. The key terms that were of great importance to the study were defined for the sake of understanding the researcher's line of argument. These encompassed words like educator, research, stakeholder and Business studies among others. The next chapter reviewed the literature of words and researches done prior to this research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher reviews what various scholars and authors have said about causes of poor students' performance and factors that affect students' academic performance. Various studies expound that factors leading to poor academic performance, normally they start with the three elements; educators (academic causal factors), learners (personal causal factors) and family causal factors (social economic factors) school environment.

2.1 Teacher Academic and Professional Qualifications

In the herald of 18 July 2011, the former minister of Education, Sport, Art and Culture David Coltart highlighted that, the poor performance in subjects in schools has been a result of teachers. MacLean and Marian (1999) explain the term teacher, they said teachers are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, taking attendance, grading papers, looking at the curriculum as well as evaluating their performance.

A study conducted by Hammond (2000) examined the ways in which teacher qualifications and other school inputs were related to student achievement. He found out that, teacher quality like certification status and degree in the area to be taught are very important and had a positive correlation with learners' outcomes. The minister also indicated that employment of untrained teachers without the pedagogical skills to impart knowledge has led to poor performance. After

looking at the teacher's academic and professional qualifications in relation to students performance let us dwell on teacher's professional ability to communicate effectively to students.

2.2 Teacher's Ability to Communicate Effectively

Effective communication draws a student closer to the teacher. This makes a student pay attention during a lesson. Attentiveness of a student in class leads to success. This is in contrary to teachers who communicate negatively, harshly and unfriendly to their students, hence expectations of student success may be minimal. Also, a teacher should talk on a learner's level of comprehension, that is, the learner should be able to understand what the teacher is saying (Richards & Lockhart, 1994). Transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of the second language. Where teachers' own second language knowledge is not on an acceptable standard for the use of English as English proficiency, their poor usage and knowledge of the language are transferred to the learners (Stander, 2001). These assertions are supported by findings of The Progress in International Reading Literacy Study (PIRLS) of 2006. The study concluded that, factors contributing to poor second language acquisition and academic achievement include poor language teaching by teachers whose own English proficiency is limited (Stander, 2006).

Apart from the relationship between teacher's ability to communicate in class and students' academic performance also motivation in teaching plays a great role in students' academic performance.

2.3 Teacher's Motivation in the Teaching Job and academic performance

According to Business dictionary motivation are the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or

to make an effort to attain a goal. In education motivation may be defined as the amount of effort a teacher desires to exert in a particular class (Richmond, 1990). In support of these definitions, Kreps (1990) classifies motivation as intrinsic motivation, that an individual has for the enjoyment of an activity and extrinsic motivation that an individual has for an activity due to a reward received for performing the activity.

In education motivation may have many effects on how learners learn and their behavior towards subjects matter (Ormord, (2003). He went on to say that motivation of teachers and students in the teaching and learning process can direct behavior towards particular goals, leads to increase effort and energy, enhances cognitive processing, increases imitation of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance.

Teacher's motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. On the other hand, Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in an activity and are functioning at the peak of their abilities. To support Csikszentmihalyi in Maslow's hierarchy of needs theory someone can be motivated by being part of a group. The individual experiences high levels of concentration, strength, interest, and control in this situation. Teacher's interest and motivation in the teaching and learning has a role to play on learners' academic performance.

A research by Gorham and Zakahi's (1990) on the association between student achievement and teacher immediacy; there was a positive association between these two variables. Immediacy is an action that decreases the physical and psychological distance between individuals with respect to communication behavior (Gorham and Zakahi, 1990). Again Christensen and Menzel (1998)

reinforced these findings in their study by producing the same results. Educators who were perceived to exercise immediacy supported student learning.

If a teacher is not interested in the teaching profession that means he is not intrinsically motivated, thus he will not be eager to motivate students to learn, hence it will lead to poor academic performance. After finding the association between teacher's motivations in enhancing good students' academic performance we move to teacher's teaching experience as they relate to students' academic performance (Csikszentmihalyi, 2002).

2.4 Teacher's teaching Experience and students' academic performance

West and Chingos (2009) refers to teaching experience as all years the teacher has spent in the profession. Goe et al. (2008), argued that teaching experience is among the attributes under the concept of teacher qualifications that was found to have an influence on the performance of students. A teacher's years of experience and quality of training is correlated with children academic performance (Gimbert et al, 2007) yet children in low income schools are less likely to have well qualified teachers. Again a study by Goe et al (2008) on the relationship between teachers' teaching experience and students' academic performance revealed that teachers' teaching experience was significant with students' learning outcomes. Further studies showed that schools having more teachers with teaching experience of five years and above attained better results than schools having more teachers with less than five years teaching experience. On the other hand, inexperience is shown to have a strong negative effect on student performance. More so, their findings were in agreement with the study by Greenwald et al (1996) who found a positive association between teacher experience years and student achievement.

The study above shows that teachers experience has positive and negative impact to student academic performance. Apart from teacher's experience in the teaching job, teacher's mastery of subject can also enhance student' academic achievement as we shall see below. Let us now look into teacher's mastery of the subject in relation to student academic performance.

2.5 Teacher's Mastery of Subject and academic performance

Teacher's mastery of subject matter can be described in three ways: knowledge of content, pedagogical content knowledge and general pedagogical knowledge (Eggen and Kauchak, 2001). This means that before entering a class for presenting a lesson, a teacher must have the information about a topic in the finger tips so as to deliver the lesson well and able to answer question where students may not understand. Kamla (2012) stresses that teachers' need to keep up to date with developments in the business world and this is a major challenge as Business Studies is concerned. As more information are readily available through modern technology the subject contents continuously changing as well. Boyd & Halford (2001) felt that, as a professional pride, teachers should keep abreast with current developments and avoid use of irrelevant examples and illustrations that are of the past. Business education curriculum being practical, vocational, and training- orientated requires, the teachers to maintain a real world focus in the teaching of Business Studies (National Business Education Association 2003). Teachers are required to use teaching strategies that guarantee that teaching and learning takes place in genuine and real-world contexts.

2.6 Teachers' teaching strategies and academic performance

Petrina (2004) stresses that students are different, and yet there are many commonalities from student to student. Again she discovered that, students are unique in the manner they are brought

up, their economic status, social status and their mental ability among others. Therefore whatever an educator does in the classroom must pointed at meeting the different needs of learners' population. A study conducted by Sivan et al (2001) states that students can learn more effectively when actively involved in the learning process. In Botswana, constructivist learner-centered teaching approaches were recommended in the Business Studies syllabuses where learners become the center of most classroom activities and teacher role is to facilitate and moderate learning in the teaching learning process (Sithole, 2012). Republic of Botswana (2008) states that in order to achieve learner-centeredness in teaching, educators should use action-oriented teaching methods such as project work, educational visits, case studies, group discussions, business simulations, and business resource persons.

In the study on classroom teaching in Botswana Fuller and Snyder (1991) observed that, teachers over relies on traditional teaching strategies such as lectures and teachers led discussion. They also found that there was dominance in the use of whole class recitation where the educator direct the teaching and learning process. Dube and Moffat (2009) made similar results. Their conclusion is that such strategies were not suitable because of class with varied students, to cater for all students the educator has to make use of varying teaching strategies to involve each and every one in the class.

Sherman, Sebor and Digman (2008) discovered that the use of traditional teaching strategies like lecture and direct instruction do not develop practical business skills and can be likened 'to teaching someone to swim without a swimming pool'. According to Sithole (2012), these traditional methods result to poor acquisition of business skills hence poor student academic performance in the national examination. Borrington (2004) indicated that the teaching of Business skills requires the use experiential pedagogical approaches and kinesthetic (learning by

doing). Traditional teaching strategies were discredited by Brendel and Yengel (1972) when stated that, some methods of teaching such as the questions and answers, lecture and drill are not conducive to the development of business concepts, ideas, theory and understandings. With these strategies learners only learn the theory without the knowledge to apply.

Education and Training Inspectorate (2000) observed that the most effective instructional strategies for business understanding should include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys, and critical- thinking exercises for teaching local and global business concepts. But the usage of these methods to improve on students is hindered by the use of untrained teachers who do not know of their existence. To improve on students' performance, every teacher in Zimbabwe is expected to have a degree or a certificate in education.

Nowadays students are “active learners” which means they require a new learning environment that is more experiential, collaborative, team or group based. Davies (2010) have identified various teaching strategies that are accessible to the educators such as Cooperative learning groups, collaborative learning, Teaching with Organizers, Teaching with Journals, Teaching using Different Learning Styles and Teaching with Other Teachers. Students learn best when they take action themselves to generate and create meaning and to apply the new knowledge into a meaningful situation. Students get engaged in effective learning when the teachers use activities such as discussion, investigation and reflection, problem solving and peer work (Aber, 1993).

2.7 Teachers transfer and academic performance

A transfer is an agile alteration in assignment within the district, province and from one school to another. Dewey and Hammer (2000) points out that ‘teachers who are employed in rural areas normally apply for transfers and if denied they simply run away and even ‘at post’ they often teach only a portion of their load as they find excuses to leave’. It is assumed that frequently change of teacher during the session is dangerous to academia. Public service Commission (2015) announced that government had with immediate effect frozen recruitment and promotions in the civil service. Thus the situation becomes more acute when an educator is transferred during the academic session and his replacement takes long time to be filled in future. Moreover it is not necessary that the new teacher has same philosophy as previous one, hence this will affect performance.

2.8 Lack of in-service training and student academic performance

Lack of in-service training for teacher’s means that they are not updated on the current trends in their subjects, educators can even teach areas that are already done away with, this may pose challenges to educators as they teach students who may be having the current information which the teacher does not have (Luvanga, 2003).

2.9 Teacher quality and competence

Lack of appropriate and qualified teachers can be a hindrance on the performance of students’ thereby forbidding improvement on teaching and learning of Business studies. In the research of Ncube and Tshabalala (2014) they maintain that teacher quality and qualification are an important standard to measure teacher quality .This observation was supported by Ngada (2007), who notes that the success or failure of any educational programme hinges largely on the

adequate qualified of well qualified, competent and dedicated teachers. This is so because as teachers are qualified they instill the rightful packages of skills. Thus anticipated teacher qualities works intertwined with good subject knowledge, class management, teaching skills, accessibility, relationship with learners' dedication, and hard work (South African Department of Education, 2000)

Quality and competent teachers knows the nature of content to teach and have a better position to detect learners' areas of need and are ready to assist through provision of rightful dose for remedy to learners thus contributing to their good performance. Some of the less qualified personnel made confuse to students rather than teaching them since they may face challenges in explaining some concepts. Dewey and Hammer (2000) agree that rural schools tend to harbor untrained teachers or unqualified teachers and these school inspectors often do not always visit them resulting in teachers being relaxed and always being absent from work.

It was concluded that these educators give reasons such as attending funerals, going to collect their pay, and going to the health center.

2.1o Student to teacher ratio and academic performance

In the daily news Mudzuri (2017) states that the current teacher to student ration was unconstitutional. Matangaidze (2017) was in agreement that the teacher to student ratio has gone through the roof. Though developing countries have been able to improve the percentage of literacy to impress the international fraternity, the quality of education provided has been a major concern due to congested classrooms resulting from high enrolments. One of the major indicators of quality is the student- teacher ratio (STR). Afolabi (2005) defined (STR) as the number of students assigned to teachers for teaching. Student teacher ratio is also the number of students

who attend a school divided by the number of teachers in the institution. Students to teacher ratio and academic performance.

It was noted in the report ministry of education (2012) that overcrowded classrooms due to increased enrollments had led to a strain to the resources thus compromising educational quality. Increased enrollment, increases the number of classes to be taught by the teachers, this leads to increased work load for the teachers. Owuor (2010) found out that, with the increased work load teachers are stressed to meet marking and other instructional deadlines and lack of motivation among other challenges. With the situation in our country Zimbabwe, government does not employ more teachers to take the additional workload it therefore stresses the teachers and therefore it became a challenge.

The STR in most developing countries is in a worrying state. Daily news (2017) states that the student to teacher ratio in most primary and secondary schools in Zimbabwe currently stands at 1:50 and in some extreme cases one teacher to 80 learners, a scenario which definitely compromises quality of the end result. At A level it is 1:30 and 1:35 which is not ideal for A' level classes. In addition A' level teacher will attend other junior class which make the burden too heavy. Majority of the countries that have STR exceeding 40:1 are in Sub-Saharan Africa and Asia. Sub-Saharan Africa has the largest STR with Congo having a STR of 54:1, Mali 55:1, Mozambique 67:1, Rwanda 65:1, Ethiopia and Malawi hovering around 70:1, South Asian countries such as Afghanistan with 83:1, Cambodia 50:1, and Bangladesh 50:1. (UNESCO, Institute of statistics, 2008). The high STR in many developing countries is as a result of large enrolments following the quest for universal education and the increasing teacher shortages. With such enrolments and reduced number of teachers, the available teachers face serious obstacles in an attempt to deal with over-crowded classes. These high enrolments have caused

low efficiency in the schools which is one of the main reasons for the poor quality of education offered in many primary and secondary schools in the developing countries (UNESCO, 2006).

Guta (2017) highlighted that due to overcrowded classrooms, the teacher cannot effectively attend to the needs of all the learners as some slow learners need one on one interaction with teacher to master some problematic concepts. He also points out that, large class size do not allow for critical thinking, it stifles students creativity when activity- based and child- centered methods are not used. Daily news (2017) teachers unions which include Progressive Teachers Union of Zimbabwe (PTUZ) and Zimbabwe Teachers Association (Zimta) are also appealing to the government to resume recruitment to teachers so as to improve performance in the education sector.

Owuor (2010) opined that student teacher ratio is a challenge to the students because big classes do not allow for individualized attention to the pupils, instead it leads to overcrowding in the classrooms which make learning uncomfortable. Small classes benefited all pupils because of individual attention from teachers (Bayo (2005). Pupils in large classes drift off task because of too much instruction from the teacher to the whole class instead of individual attention, and low-attaining students are most affected. Nkantana (2013) is of the opinion that the major challenges among student are failure to do assignments, stealing and sneaking from schools, drug abuse and truancy which has led to students' failure in examinations thus negatively influencing school academic performance and therefore a challenge in effective implementation of the curriculum.

Classes with too many students are often disrupting to education. Also too many students in a class results in a diverse field of students with varying degrees of learning ability. Consequently, the class will spend time for less academic students to assimilate the information, when that time could be better spent progressing through the curriculum.

2.11 Teaching and Learning Resources (TLR)

Teaching resources are generic materials used to describe resources teachers use to deliver instruction (Joceylene 2012). They include theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials like libraries or resource centers. They are widely accepted to facilitate the teaching and learning process. The World Bank, *A Chance to learn* (2001) asserts that learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. There is a problem of seeking to reconcile between declining resources and rising students expectations (Ottewill, 2003).

Zhou (2012) discovered that shortage of resources such as furniture and classrooms in schools is a major contributing factor towards poor performance in Business Studies. Usually, a well-equipped environment in terms of educational resources motivate pupils and drive them into learning mood but however this is rare in rural setup schools. Sevinc et al (2011) defined motivation as any process that influences any human change of behavior. David et al (2003) argue that learning environments that do not provide intrinsic motivation to students lead to a decrease in factual acquisition and in academic achievements.

David et al (2003) in their research 'Learning Station' discovered that learning environments that provides hands on activity and cooperative learning to pupils assists them to effectively comprehend concepts as well as providing them with visual aids which can further assist them to clearly understand what they are taught. As such pupils will learn in various ways which include linguistic, logical, musical, kinesthetic, visual, interpersonal and intrapersonal. It should be noted that learning environments that are poorly located and have scarce resources do not incite students' interest or curiosity for learning rather such environments kills the desire to learn.

The issue of a library is of great significance to mention. A library can be likened to a mine of information from which learners and teachers extract valuable information to promote education. According to Fodale and Baters (2011) the library facilities contribute to learners' attitude towards learning, reading and development of literacy skills. This therefore implies that the library facilities cultivate the interest and habit to read in learners when such materials as magazines and newspapers are readily available even though textbooks are few. However most rural schools do not have libraries those book worm type of pupils are demotivated. Even if they want to read there is no favorable environment since there is no library.

Momoh (2010) conducted that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning.

Wasanga and Kyala (2007) highlighted that there is a positive correlation between the availability of textbooks and students' learning outcomes. The consequence of not using these resources, as summed up by the researcher, led to students with good grades from primary school level receding in academic achievement in secondary school resulting to academic underachievement. According to Lonsdale (2003) instead of being limited to classroom lectures and textbook assignments, by using library resources- books and the internet, students were able to explore topics in more depth. A Massachusetts study also found that the highest achieving students attended schools with good school libraries (Baughman, 2000 Quoted in Lonsdale, 2003).

From the foregoing discussion it's evident that the teachers cannot effectively implement the work, with the challenges they face, it's like baking a cake without mixing ingredients in the

required proportions eventually the baker may not get a good quality cake (Waweru, 2004). The adequacy of TLR determines the success or failure of the educational system.

2.12 Indiscipline and students' academic performance

Former minister of education Sport Art and Culture David Coltart highlighted that, Indiscipline, absenteeism and inability of parents to pay fees in time have contributed to poor performance. The issue of drug abuse is rampant in the secondary schools, and when students engage in taking drugs, this influences the behavior of the student for example the student may start sneaking from the school, this may lead to the student missing lessons and therefore negatively affect the student's performance. Mutembei (2012) in her research on challenges facing head teachers in managing day secondary schools got responses as follows, 76% of the respondents agreed that lack of school fees was a major challenge to the students, 57% drug and substance abuse and 52% cited peer pressure as the main challenges to the students.

Nkanata (2013) is in agreement with Nzuki (2004) and Mutembei (2012) on school head challenges, because he noted similar challenges in his research in Igoji on administrative challenges that school head faced and had influence on students' performance, they were students indiscipline, in the schools. These challenges undermined the effectiveness of school administration in ensuring there is smooth teaching and learning process in schools, which eventually translated to poor academic performance among students.

This may make the teacher stressed most of the time he/she is in the school and may have a negative effect on the student's performance.

2.13 Underrating the subject by students

Education in Zimbabwe has at least been made accessible to all, thanks to the aggressive educational policies the country adopted after independence. High levels of literacy rates have been recorded although on average, pass rates at Ordinary Level are very low. Statistics from Zimbabwe School Examinations Council show that it was around 21% in 2013 and 31.2% in 2014 for the national Ordinary Level students. The country has a huge population in the rural areas with about 70% of total population (World Bank, 2004). Average pass rate amongst rural secondary schools is below the national with many achieving even a zero percent pass rate. This resulted in many students to take A level subjects without the required qualifications because they are struggling to have at least five O level subjects including Mathematics and English. As a result they will be overloaded by taking A' level combination as well as other subjects at O' level hence performance is affected negatively.

2.14 Student's interest in learning and academic performance

Interest is defined as a state of curiosity or concern about or attention to something (Farlex, 2014). This definition, when put in a class situation is described as involving some kind of preference for a school subject or for activities related to that subject. There is a considerable research base to support a strong correlation between the degrees of student interest among others. For instance, Csikszentmihalyi et al. (1993) study on student interest and choice found that students who are engaged in work that interested them were overwhelmingly more able to see connections between their present work in school and their future academic or career goals. These findings are in agreement with Glasser (1988) who advocates that students who are interested in what they are learning are motivated to pursue learning experiences of ever-increasing complexity and difficulty. However student learning cannot be detached from how the

teacher is facilitating learning since the teacher bridges the student interest and classroom learning. According to Eggen and Kauchak (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must have interest in the learners.

2.15 Location and academic performance

Location of a home is another variable that affect the academic performance of a child. Children from homes located in urban areas may tend to perform better academically than children from homes in rural areas. Uche (2010) pointed out that location is an important variable that influence academic performance of a child. Schools in urban area tend to be well equipped with material resources needed to enhance learning. The type of accommodation provided to a child also affects his ability to learn and his subsequent academic performance. Pleasant and conducive surroundings when provided give rise to pure thought, better concentration and understanding and enhance performance. Noisy overcrowded and busy home environment tend to affect the rate of concentration of adolescents and lower their academic performance. Students in urban areas had a greater exposure thus why their performance is mostly better than that of rural students.

2.16 Parents Attitude

Acelajdo (2004) found that there was a substantial influence from parents their children's educational ambitions which is more powerful than that of friends or peers. Studies have shown that parents who are knowledgeable, aware and more involved with their responsibilities brought up their children with a school attitude which is positive and a better student performances. According to Anthony and Walshaw (2007) comments given by parents affect the students especially if the parent is not able to help the child with school work and they air their opinions

that the work is difficult and it makes them nervous. Students pick up on these messages and it affects their success. The family plays a great role in developing a negative attitude particularly if no one in the family has done well at school. Chun and Fun (2001) pointed out that involvement of parents has a direct impact on student academic achievements.

2.17 Social Economic Status

Social economic status is mostly determined by combining parents, educational level, occupational status and income Jeynes, (2002). Majority of the studies done in academic performance of learners, it is found that social economic status is one of the major contributing factor. According to Graetz (1995) ones educational success depends very strongly on the social economic status of the parents. Considine and Zappala, (2002) argue that families where the parents are advantaged socially, economically and educationally and encourage a high level of achievement in their children. Theresa and Michael (1995) list the barriers of learning that can result from low income. Low income means inadequate funds to buy uniforms, pay fees, fund school trips, buy classroom material, school textbooks to mention just a few. This can result in children being isolated, and stigmatized. Children from low income families are more likely to suffer from ill health which can affect their attendance and performance at school.

Low income parents cannot afford private tuition or access to private education for their children. Low income reduces the likelihood of a computer at home with internet access, a desk, educational toys, books and space to do homework and also a comfortable well heated home. All these factors lead to poor performance and the majority of students from low income background go to school without eating and some even have one meal a day. Students can hardly learn with empty stomachs hence lost concentration. Lack of concentration resulted in negative attitudes

because students are lost along the way and at times it becomes difficult for them to catch up. In addition some students stay far away from school and they have to walk long distances to get to school, and reach school very tired and usually very late for lessons. Furthermore children from poor back ground might experience absenteeism due to distance from the school especially during the rainy season. Without transport and flooded rivers students might fail to reach school. All these factors may lead to poor performance at A' level Business Studies (Zappala, 2000).

Haneshek and Ludger (2010) propounded that education has long been viewed as an important determinant of economic well-being. Education according to Sharma,' (1979) is defined as an effective weapon to fight out a war against ignorance, poverty and diseases which are root causes of restlessness throughout the world, without education no nation can claim long life. Men make nations strong and education therefore strengthens the human mind. At the same time education according to Ogotu and Wandibba, (1987) is a process by which people acquire knowledge skills, habits, values or attitudes. Education allows knowledge, skills, beliefs, values and habits of a citizens to be transferred to other ways of story- telling, discussion, training, teaching or research (Bonga, 2016). Parents who are educated tends treat their children in terms of assisting with school work different than uneducated parents.

2.18 Summary

This chapter has explained some of the key concepts; academic performance, the meaning of commercial subjects and importance of commercial subjects in society's development. Students issues have been raised that influence student's academic performance in schools. They include qualities of a good teacher, teaching and learning resources and socio economic background. These issues were explained through data collection and analysis in order to understand factors

which influence poor academic performance in Business Studies in advanced level in secondary schools. It has been observed in all these studies that there has been no study done on the factors which influence students' academic performance in Business studies at Nhedziwa High and Ndimu Government High Schools. The findings established why there is tremendous academic poor performance in Business Studies. Therefore this study anticipates filling this gap. The next chapter provides the methodology which were used during data collection and the method of data analysis.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The focus of this chapter was to discuss the methodology used in this research study. The research design that was used in the research was discussed. Concern was given to the population, sample, sampling techniques and the research instruments that were employed in data collection. Issues on ethical considerations are made, and how data was going to be presented, and analyzed were discussed in this chapter also.

3.1 Research methodology

Haralambos (1995) highlighted that, methodology is an approach utilized to obtain data. According to Haralambos and Holborn (2005) methodology is a detailed piece of information which should contain both detailed research methods through which data is collected and more general philosophy upon which the collection and analysis is based upon. This chapter will explain how the research is going to be carried out and the center of interest will be on the procedures used in the data collection, the population, and the sample size and also the sampling method will be outlined. The research made use of instruments which include questionnaires and interviews. Data collection procedures and data analysis plan are also taken into account. Finally the conclusion will be given as a summary of the chapter.

3.1.1 Research paradigm

Creswell (2007) highlighted that research paradigms are a sets of assumptions, values or beliefs about fundamental aspects of reality which give rise to a particular world view and serves as the lenses or organizing principles through which researchers perceive and interpret reality.

Paradigms are encompassing systems of interrelated practice and thinking that define for investigators the nature of their inquiry along three dimensions of ontology, epistemology and methodology (Durkheim and Blanch, 1999). Ontology specifies the nature of the social interpreted through our senses and experiences, resulting in differing perspectives of reality, (Cohen and Manion, 2006). Lincoln and Guba (2007) views knowledge as objective and tangible which demands researchers to be observers' and see knowledge as personal subjective, unique and imposes on researchers an involvement with their subjects and a rejection of the ways of the natural scientist.

The basic constitution of this study is qualitative. Denzin and Lincoln (2009) highlighted that qualitative research involving an interpretive naturalistic approach to the world. This means that in qualitative researches things are being studied in their natural settings or state, attempting to make sense of or interpret circumstance in terms of the meanings brought about by people". Jacobson et al (2009) posit that, qualitative research is used to explore and understand people's beliefs, experiences, attitudes behavior and interactions. This study, made use of qualitative research design to examine and understand the causes of students' poor performance among students in Chimanimani district, particularly Ndimba Government High and Nhedziwa High Schools.

Denzin and Lincoln (2009) discovered that, in qualitative research, the researcher interact with in people in the real world, with the intention to comprehend what is crucial to them and how they

recognize the world. Wyse (2011) indicated some common qualitative methods which include individual interviews, focus group interview, and observations. Individual interviews and questionnaires were used in this study to collect data. Therefore the purpose of the case study design through the use of the qualitative findings helped to explain and the results. Thus a research paradigm then can be viewed as a plan to bring different parts of the study into a smooth following sequential way in a bid to respond to the demands of the research problem.

3.2 Research design

Combo and Tromp (2006) define research design as the arrangement of conditions for collection and analysis of data in a way that aims minimization of expenditure of efforts, time and money. Punch (2009) also highlighted that, a design is all the issues involved in planning and executing a research project. In this research the researcher used a case study design to find the causes of students' poor performance at Nhedziwa High and Ndima Government High Schools in Chimanimani District. A case study is defined as an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real life context (Dudovskiy, 2012). Case study was useful to the researcher because it avoid situations in which the evidence does not address the initial research questions. It will be used in form of in-depth interviews by the researcher so as to understand the challenges faced by teachers and A 'students at Nhedziwa and Ndima Government High schools in the teaching and learning which resulted in poor students poor performance. Yin and COSMOS Corp. (1984) indicated that single case design and multiple case design are the two types of case study design. Multiple case is when you study more than one case. This research falls under multiple case study design since the research include two schools. This design is particularly relevant for avoiding extraneous variations, providing a large picture of a complex phenomenon and comparing different studies between

industries, countries, organizations, individuals, institutions and society management decision. The design allowed the participant and the researcher to interact, and it also enabled participants to tell their story. Case study are most commonly associated with qualitative research and qualitative data. The Multiple cases can allow theory to be better grounded in more varied evidence, with the particular advantage that they allow for cross-case comparison. Yin (2009) case study design is adaptable to different types of research question and to different research settings. The use of multiple sources of evidence allows triangulation of findings. Case study also offer the benefit of studying phenomenon in detail and in context, particularly in situations where there are many more variables of interest than there are observations. Dube and Pare (2003) format of case study may make the research accessible to wider readership than some other designs.

Yin (2003) case studies can be descriptive, exploratory and explanatory. The researcher choose an exploratory case study as supported by Yin (2014 p, 10) ‘a research question starting with ‘what?’ is also accurate, especially for a relativist subjective approach’. Exploratory case study focus is usually a limited number of cases of up to 10. The purpose is to better understand an emerging phenomenon and or to propose new theoretical insights to generate new ideas and hypothesis. The interest is particularly strong when existing theories are incomplete or unable to provide a satisfactory representation of the studies phenomenon.

3.3 Population

Charumbira (2012) defined a population as the set of people entities to which findings are generalized. Chiromo (2009) also defined a population as all the individuals, units, objects, or events that will be considered in a research project. Calisto, (2009) says, target population refers

to the entire group or individual to which the target is in. A population in educational research is considered as target population. The population for this study consisted of all 65 A' level Business studies students (35 at Nhedziwa and 30 at Ndima Government High Schools), 14 A' level teachers (7 from each school), two school heads and all A' level students' parents. The researcher regarded the identified population as the relevant group about whom generalizations can be drawn (Arkava & Lane, 1983: 27).

3.4 Sample

Chiromo (2009) highlighted that a sample is a smaller group or a subset of the population selected from the population. Webster (2011) also defined a sample as a small amount of something that gives us full information about the thing it was taken from. Therefore from the definition one can see that a sample is a part that has been extracted from the entire population. It is also possible that a sample as the part of a population can have characteristics similar to where it is taken that is the population. Chiromo further argues that the general rule of the thumb is to always use the larger sample possible .The larger the sample the more representative it is going to be, smaller samples produce less accurate results because they are likely to be less representative of the population. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Nestor & Schutt, 2012).

In this study the research sample comprised of 45 participants. Among those students doing Business studies at advanced level, the researcher used a sample of 15 students from each of the 2 schools used for the study, School heads and 7 teachers (4 from one school) and 3 parents of the sampled A' level students from each school contributed well by providing the researcher with ideas about causes of student's poor performance at A' level Business studies.

3.5 Sampling technique

Orodho defines sampling as the process of selecting a sub- set of cases in order to draw conclusions about the entire set. Therefore, it is clear that a sample is simply an extract from the population. The limiting factors mentioned in chapter one as well as the sparse distribution of the population made it impossible for the researcher to study all elements. Chiromo (2009) says that, it is not always possible to study the whole population due to factors of expense, time and accessibility. This made the researcher to choose a sample from which the research was carried out. The sample was chosen in such a manner that the information gained represents the whole population. The researcher used both probability non-probability sampling techniques, she chooses simple random sampling and purposive/ judgmental sampling respectively. While often considered the most rigorous sampling method, probability samples may not be feasible in certain research contexts due to limited time and resources. Judgmental Sampling is a non-statistical sampling method. Chara and David (1992) state that with judgmental sampling, the units are selected subjectively by the researcher, who attempts to obtain a sample that appears to be representative of the population.

Purposive sampling technique was used to select head teachers and Business Studies teachers because they were few and were the experts in the education industry (Amia 2005). Parents were also purposively selected because the researcher believed that they were the right people who could give the right information required. The researcher had in mind that they had information she required (Amia, 2005). The sampling was done in such a way that different categories of respondents were represented in the sample. The sample was large enough to enable generalization of results. Hence purposive sampling is a type of sampling whereby items for the sample are deliberately selected by the researcher (Kothari, 2004). Purposive sampling is popular

in qualitative research as it starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. The researcher had the purpose of finding the causes of students' poor performance at A' level Business Studies.

Bearing in mind the words of Pannelersalvam (2000) "This sampling method has more changes of personal biases". This disadvantage can be overcome if the study is done more seriously, better results will be achieved.

Simple random sampling

Students were selected using a simple random sampling. According to Chiromo (2009) simple random sampling is a probability sampling technique in which each member of the population has an equal and independent chance of being selected. This means that the selection of one individual does not affect in any way the selection of the other individual. Random sampling offers unbiased selection and it is highly representative, it enables researchers to draw clear conclusions from results gotten from the study Fraenkin and Wallen (2003).

3.6 Research instruments

According to Cohen et al (2011), research instruments refer to the measurement tools that are designed for the purpose of collecting data on a topic. Dudovskiy (2012) exploratory case study data collection methods is often accompanied by additional data collection methods such as interviews, questionnaires and experiments among others. The tools which were employed in this study are questionnaires, and interviews. In an ideal world, you would choose the method that absolutely answers your research question or addresses your hypothesis. Keyton (2001) indicated that, however, alternative explanations will exist regardless of which research methods you choose, thus researcher's processes. In that respect, the obvious way forward is likely to be a

fusion of the two approaches so that their respective strengths might be reaped (Haralambos and Holborn, 1991).

3.6.1 The questionnaire

According to (Orodho 2009) a questionnaire is an instrument used to gather data, which allow measurement for or against a particular view point. Chiromo (2009), also define a questionnaire as a form of inquiry which consists of systematically compiled and organized series of questions sent to a sample of respondents. From these definitions it can be denoted that questionnaires contains sets of questions that have to be answered by respondents. Questionnaires were used to collect data in this study because they have the ability to collect a large amount of information in a reasonably quick space of time as noted by (Orodho 2009). The researcher used both open and closed ended questionnaires so as to cover up the limitations of the other. According to Annum (2016) open ended questions are questions that allow a respondent to give a free-form answer. The respondent frames and supplies the answer to the question raised in the questionnaire. Haralambos and Horbon (2002) notes that close ended questions are good in that they keep the respondents on the subject at hand and are naturally objective. Close ended questions are good also in that they generate data which is easy to tabulate because it gives brief responses. Annum (2016) says open ended questions constitute questions which give the respondent an opportunity to express his or her opinions. Cohen et al (2011) also highlighted that, open ended questions enable large quantities of data to be collected from a considerate number of people over a relatively short space of time. Unanticipated findings can be discovered through the use of open ended questionnaire unlike closed questions. Also, questions that are open ended provide rich qualitative data as compared to closed questions. Most researchers refer to the response to open ended survey questions as qualitative research. The researcher used questionnaire to collect the

data from teachers and students. It was generally quick to collect information using questionnaire although it took more time to design, administer and analyze.

Makore-Rukuni (2002) contents that, the questionnaire can be affected by a low rate of return and it can be lost or condemned to the waste paper bin. The researcher individually distributed the questionnaires by hand and collected all of them at the end. This made the researcher to get all the questionnaires without any problems encountered. The questions were made simple and straight forward so as to explore deep enough to provide the required picture of their feelings and opinions. The researcher emphasized that the respondents should answer honestly and freely. The students were able to give their information despite the fear that they might be penalized by giving their real opinions. The students were told why the information was being collected and how results would be beneficial to them. In addition they were told that the information to be supplied would be kept confidential. To ensure anonymity, steps are taken to protect the identity of the individual by neither putting their names when presenting research results, nor including identifying details which may reveal their identity such as workplace, personal characteristics and occupation (Rees, 2009). In this study, anonymity was achieved by not putting names on the questionnaire. The researcher at the end could not link any information to any participant. Also students will answer the questionnaires in the absence of their teacher for them to be free to write their opinions.

3.6.2 The Interview

Nhlanga and Ncube (2003) defines an interview as an oral question or process of directly interacting with a subject for the purpose of extracting data for a research. There were structured and unstructured interviews and the researcher employed the structured interview. Zimkund

(2006) asserts that a structured interview comprises of questions prepared in advance. The researcher had the questions prepared in advance and conducted a personal interview to school heads and parents. Rwegelera (2010) defines an interview as the meeting in which a researcher asks somebody questions in order to find out his or her views. The predominant form of data collection is formal interview specifically face to face, verbal interaction which accounts respondents. The researcher used interview schedule to obtain data from school and parents. The researcher opt for interviews as an instrument for data collection because interviews are less time consuming and help in getting more valid information through the respondents' body language.

Two minutes was spent at the beginning of the interview to build rapport with respondents for them to feel relaxed and comfortable. That way the researcher managed to get more information out of the interviews. The interview method showed its major advantage by allowing the researcher to observe non-verbal behavior and to probe interviewees for clarification on answers and responses. Body language like frowns were noticed and the researcher assumed that it showed that the interviewee was thinking of what to say. Face to face helped the interviewee to get the desired results and help her with the expression of the person to whom they were interviewing.

The anonymity of their responses showed that pupils felt very comfortable when interacting with them, face to face. The interview required careful preparation and control since respondents might have been carried away by other issues which were not relevant to the study. The researcher to account for these problems had to make arrangements with the interviewees and come up with appointments. She managed to conclude the interviews at the agreed time and dates.

3.7 Ethical consideration

Nachmias and Nachmias (1996) highlighted that ethics are rules that have to be observed by the researcher. Chiromo (2009) defines ethical considerations in research as guidelines on what is right and what is wrong that should guide researchers when carrying out their research. Pera and Tonder (2010) also propounds that ethics are a code of behavior considered correct. It is important that all researchers are aware of research ethics. Ethical issues observed in this study included informed consent, right to privacy and right to anonymity. Ethics relate to two groups of people, those conducting research, which should be aware of their obligations and responsibilities, and the 'researched upon', which have basic rights that should be protected. Ethics are useful in protecting the rights of the participants. The researcher intended to protect the anonymity of the participant and confidentiality of their disclosures. If the respondents did not want to give away information, the researcher would respect that since respect for person is a basic human right. Participants as individuals have the right to choose either to participate or not, in the research study. Collins English Dictionary (1991:286) defines choice as 'the act or an instance of choosing or selecting, the opportunity or power of choosing'. The decision is to be made without coercion. If the respondents did not understand, the purpose of the study was fully explained to them in the language they were well conversant with.

3.8 Validity and reliability of research instruments

According to Orodho (2009) validity is the degree to which a test measures what it purports to be measuring. He also highlighted that, validity of the questionnaire was determined using the content validity. Content validity is a systematic examination of the measuring instruments to determine whether it covers all the areas of the study (Orodho 2009). Joppe (2000) define reliability as the extent to which results are consisted overtime and an accurate representation of

the total population under study. Which means the results obtained after testing on similar respondents must be the same each time. Validity and reliability of data depends on the instruments used in the research (Kothari, 2004). Yin (2009) recommence that before collecting data on the main cases, a pilot study had to be carried out to explore both substantive topic and method issues. This may help to sharpen the focus of the research as well as ensure the intended field procedures are effective. Pre-testing of the instruments was done by the researcher at one of the high schools in the population but not in the sample before administering them to the research sample so as to achieve validity and reliability. Pre-testing is the opportunity to see what questions work well, what questions sound strange, what questions can be eliminated and what needs to be added (Tarket, 2010). Is the interview too long? Do the respondents losing interest? Are they understand the questions? Therefore, to obtain this, first with the supervisor went over the instruments. An instrument can be reliable even if it is not valid. Curriculum experts who included the supervisor and the chair person studied the instrument and ascertained its validity. The ministry of education also validates the instruments. In order to facilitate understanding between the researcher and participant, the research instruments need to be prepared in language that will be easily of the instruments (Mugenda, 1999). Joppe (2000) indicated that, using more than one person to collect data also increases its reliability. Again, to ensure reliability, the researcher used a uniform way of recording data since she used multiple case study design.

3.9 Data collection procedures

The researcher obtained an introductory letter from the faculty of education Chairperson and write a letter to the Ministry of education accompanied by research instruments asking permission for data collection. Also another letter was written to the province to liaise with the Educational Director who also direct the researcher to the district in which the schools to be

sampled are. This was followed by visits to selected schools to liaise with school heads to explain the research, and to request permission to conduct study in their schools. Appointments were made with the respondents this was all done during periods convenient to both the researcher and the respondents.

Self-administered questionnaires were then administered to the pupils by the researcher and completed anonymously. Teachers were also administered questionnaires and answer faithfully. School heads were interviewed and completed well as well as parents. The sampled parents were consulted individually by the researcher at their respective homes to ask their permission and agreed on the time of their choice (Denzin and Lincoln, 1998:57).

3.9 Data presentation and analysis plan

According to Orodho (2009), data analysis is the process of systematically searching and arranging interview scripts, filed notes, data and other materials obtained from the field with the aim of increasing your own understanding of them and enabling you to present them to others. According to Babie (1992), data analysis involves the separation of things into their parts. Also, Marshall and Rossman (1999) describe it as a process of data reduction and interpretation. Data reduction means that "the reams of collected data are brought into manageable chunks" and interpretation "brings meaning and insight to the words and acts of the participants in the study. After collection of data the interview schedules, the questionnaire for the teachers and the questionnaires for the students were organized in such a way that they could give answers to the research questions. Qualitative data was analyzed using content analysis where the researcher categorized the responses thematically, the responses with similar themes were categorized together, by putting them in those categories the researcher came up with similar trends from

which inferences and conclusions were made. After the analysis of individual cases are completed, cross case analysis may be carried out (Hartley, 2004). The researcher is going to use frequency tables, graphs and pie charts to present the findings. Frequency refers to the number of times each category occurs in the original data (Chiromo, 2009). Pie charts are a means of presenting data by means of a circle divided by radial lines or sectors that look like slices of cakes (Beller, 2018). The researcher will use them because they are easier to present data. Bar charts will also be used. These are simple charts which represent data by means of height indicating the size of the figures. Bar charts are clear and easy to read as well as to interpret to the reader. They will also be simple to construct as compared to tally bars. The researcher also decides to use tables since they are able to present a summary of data in a clear and logical way.

3.1o Summary

The chapter focused on discussing and justifying the procedures which clearly explain how data was collected, presented and analyzed. The type of research design for this study chosen by the researcher is descriptive survey. This was because the study is concerned with the opinions and attitudes of school heads, teachers, and pupils as well as parents towards the causes of student poor performance at A' level Business Studies. The total population was composed of two high schools, two school heads, seven teachers, thirty students and eight parents. Instruments used in this study were comprised of interview guides, and questionnaires. Consideration of ethical issues were addressed in this chapter. The center of interest of the next chapter will be on the presentation, analysis and discussion of findings of the research study.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The center of interest of this chapter is on presentation, analysis and interpretation of data because it will be insignificant or purposeless when data as raw fact without presentation or analysis. That data was mustered from the field through interviews and questionnaires on the causes of student poor performance at A' level Business Studies at Nhedziwa High and Ndima government High Schools. The researcher made use of frequency tables, pie charts and bar graphs to present data.

4.1 Presentation and analysis of findings

4.1.1 Response rate

Table 4.1.1 Response rate

Instruments	Number issued	Number returned	Percentage (%)
School heads interviews	2	2	100
Parents interviews	6	6	100
Teachers questionnaire	7	7	100
Students questionnaire	30	30	100

The table above shows that all instruments issued during the process of data collection were returned and were fully done hence giving a response rate of 100%. This response rate was attributed through the organization of issuing and collection of instruments performed by the researcher.

4.1.2 Distribution of respondents by gender

Table 4.1.2: Distribution of respondents by gender

School	A		B		
Gender	Female	Male	Female	Male	Total
Parents	2	1	1	2	6
School Heads	-	1	-	1	2
Teachers	1	3	2	1	7
Students	5	10	7	8	30
Total	<u>8</u>	<u>15</u>	<u>10</u>	<u>12</u>	<u>45</u>

The table reviews that the sample was made up of 45 respondents. It shows that 2 School Heads and 6 parents were interviewed, 7 teachers and 30 pupils were given questionnaires. There were 18 male students and 12 female students. Among the parents who were interviewed 3 were male and 3 were female thus gender balance in the parents' category. Out of the total sample 28 (60%) were male while as 18 (40%) were female. The female respondents was less as compared to male respondents due to the fact that the number of female students enrolled at A' level are few than male students in rural areas also all the schools were headed by males.

4.1.3 Teaching experience

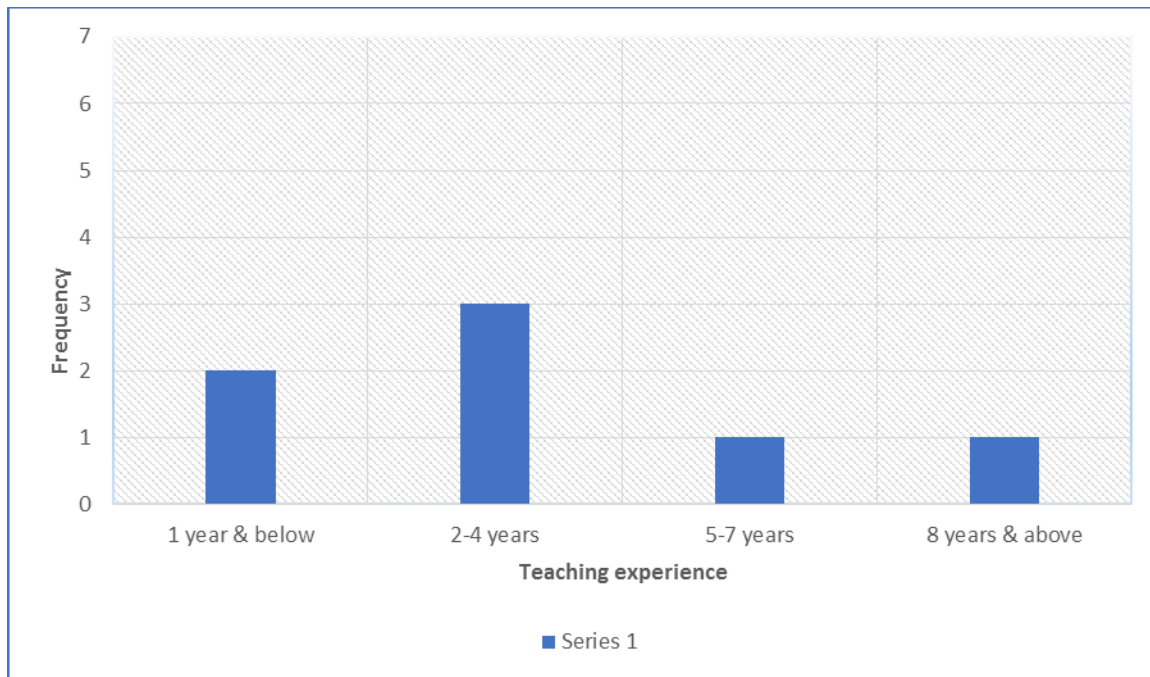


Figure 4.1.1 Teaching experience

The bar graph above reviews that, 1 out of seven teachers had experience of 8 years and above. Teachers with teaching experience of 1 year and below are 2. Those with experience of 2- 4 years are 3. 1 teacher shows experience of 5-7 years. 6 out of 7 teachers who teach commercial subjects have very little teaching experience.

4.1.4 Teachers responses on in-service training

Table 4.1.3 Teachers responses on in-service training

Year	Frequency	Percentage (%)
2015	1	14
2016	0	0
2017	2	29

The table above shows that, training of teachers in commercial subjects was inadequate, only 3 teachers out of 7 had received in-service training for the 3 years. During 2015 1 teacher managed to receive training. In 2016 no one had received training but in 2017 only 2 teachers received training.

.1.5 Teachers qualifications

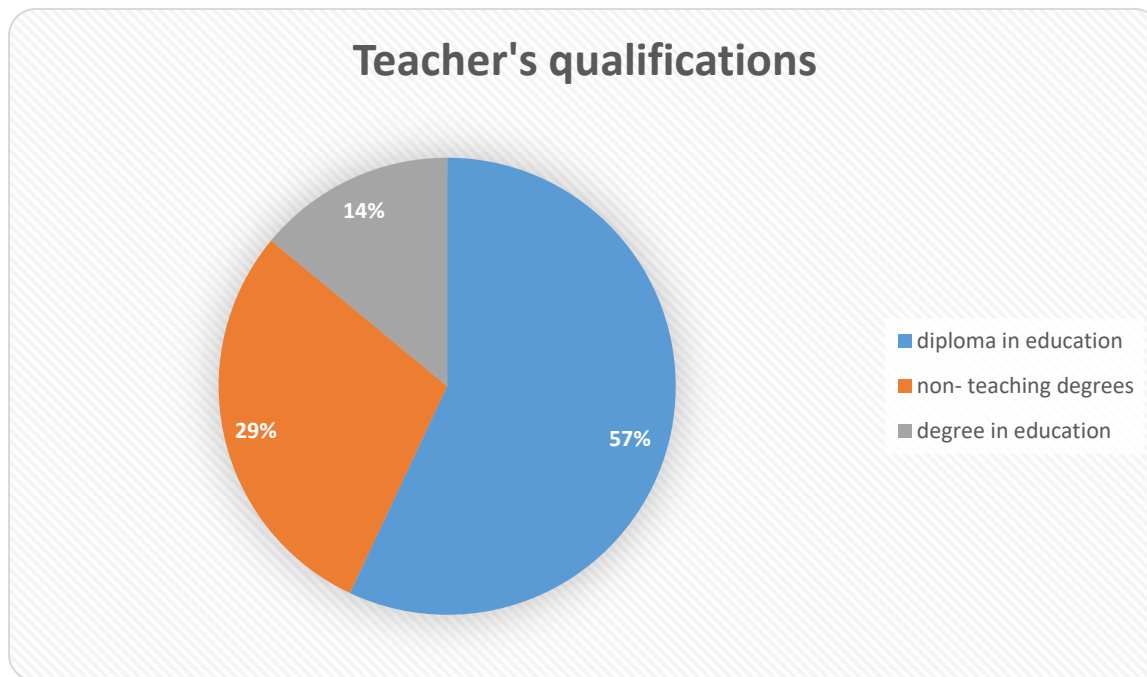


Fig 4.1.2 Responses on teachers qualifications

The pie chart above shows that 57% of the commercial teachers poses diploma in education. Teachers with degrees without pedagogy are results to 29% which is a greater percentage than 14% of those with educational degrees.

4.1.6 Responses on challenges faced by teachers in teaching Business Studies

Table 4.1.4 Responses on challenges faced by teachers in teaching Business Studies

Challenge	Frequency	Percentage (%)
Lake of teaching and learning resources	7	100
Lake or inadequate field trips	5	71
Inadequate knowledge in some areas of the Business Studies syllabus (inexperience)	3	43
Negative attitudes by other students	4	57
High student to teacher ratio	5	71
Lack of interest in the subject by students	4	57
Lack of finance for seminars and field trips	6	86
Syllabus which is long and complex	3	43
Inadequate information technologies	2	29

The table shows that 100% of the teachers agreeing that shortage of resources is one of the challenge in teaching and learning Business Studies which lead to poor performance by students. 86% supported the issue of field trips and 71% shows that student to teacher ratio was high. The table also shows that 43% of teachers have inadequate knowledge in some areas of the syllabus and the same percentage states that the syllabus is too long. 29 % reports that inadequate information technology is another challenge they encountered in teaching Business studies.

4.1.7 Teaching strategies

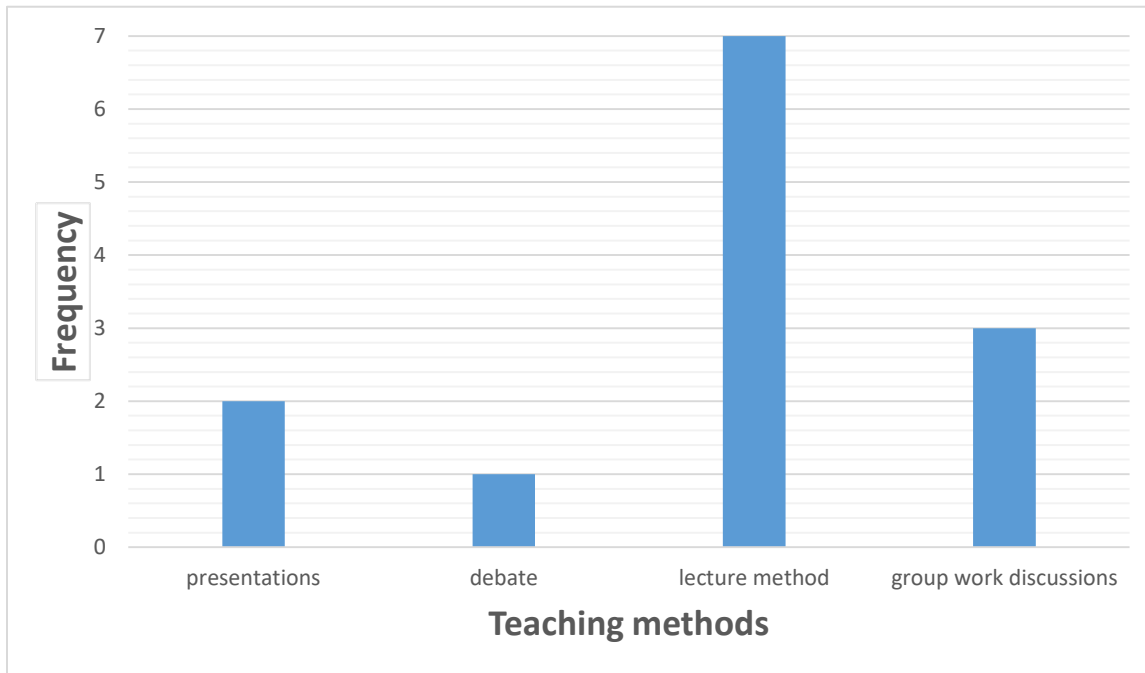


Fig 4.1.3 Teachers responses on teaching strategies

The above diagram clearly shows that all teachers from the sampled schools often use lecture method in their teaching. 3 teachers out of 7 use group work discussions presentations are used by 2 teachers while 1 teacher made use of debates.

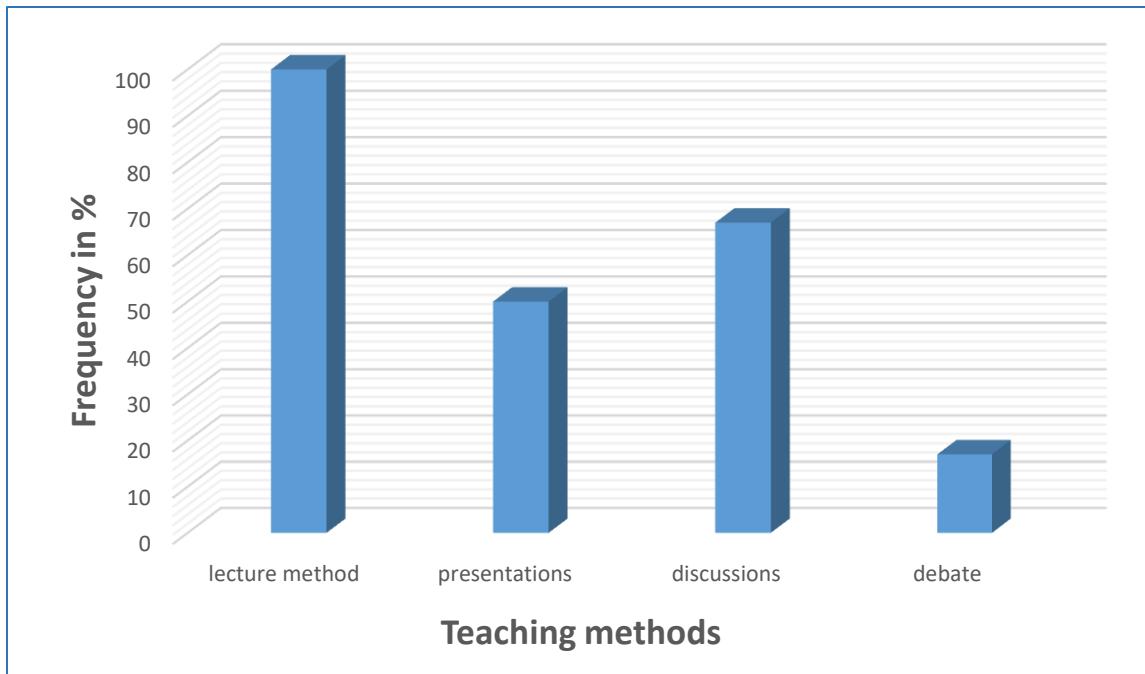


Fig 4.1.4 Students responses on teaching and learning strategies

The graph above shows that 100% of the students states that their teachers use lecture method always. 48% indicates on the use of presentations, 64% discussions and 14% debates.

4.1.8 Responses by students on challenges faced in Business Studies

Table 4.1.5 Responses by students on challenges faced in Business Studies

Challenge	Frequency (N)	Percentage (%)
Inadequate resources	25	83
Lack of varied teaching strategies	20	67
Inadequate furniture	26	87
Improper time management	10	33
Lack of motivation by parents	18	60
Lack of school fees	22	73
Lack of guidance and counselling	15	50
Retaking O' level subjects	20	67
Low socio economic background	23	77
Poor combination	6	20

The above table shows that 83% of students faced the challenge of inadequate resources, 73% lack of school fees, 87% inadequate furniture and 33% improper time management. 60% lack motivation by parents, 67% retaking O' level subjects, 77% low socio economic background and 20% poor combination.

4.1.9 Summary of responses from the interview with the school heads on factors leading to poor performance.

Table 4.1.6 Summary of responses from the interview with the school heads on factors leading to poor performance

Factor	Frequency	Percentage (%)
Lack of resources	2	100
Teachers incompetence	1	50
Lack of exposure by students	2	100
Higher teacher to pupil ratio	1	50
Negative attitudes by students towards the subject	1	50
Peer pressure	1	50

The table above shows that lack of resources and lack of exposure by students are the major causes of students poor performance at A' level Business Studies with a 100% response rate. Peer pressure, negative attitudes by students towards the subject, higher student to teacher ratio and teacher's incompetence all registers a 50% response rate.

4.1.1o Ways of improving the performance in Business Studies

Table 4.1.7 Teachers responses on how to improve the performance

Response	Frequency	Percentage (%)
Provision of teaching and learning resources	7	100
Use of varied teaching strategies	5	71
Need for in-service training	5	71
Motivation of learners	6	56
Government and NGO support on resources	3	43
Functional library	7	100
Carrying out income generating projects (Agriculture)	6	86

The table above shows that 100% of the teacher were in support of provision of teaching and learning resources as well as provision of a functional library. Also 71% states the need for varied teaching strategies and need for training. 86% of the responses by teachers shows the need to carry out income generating projects to fund seminars as well as field trips. Motivation of learners 56 % and government support on resources 43%.

Table 4.1.8 Students responses on the ways of improving performance

Response	Frequency	Percentage (%)
Provision of experienced teachers	18	60
Provision of textbooks	25	83
Provision of a school library	14	47
Engage in field trips	28	93
Teachers attending lessons often	12	40
Provision of seminars and group discussions among students	19	63
Teachers engage in various teaching strategies which made lessons to be more interesting.	20	67
Carrier guidance in choice of subjects at A' level	17	57

About 93% of the students supported the need for field trips. Also about 83% suggested the provision of textbooks. Suggestion on provision of experienced teachers 60%, provision of seminars and group discussions 63%, use of varied teaching methods 67% and carrier guidance in choice of subject 57%.

4.1.11 Parents responses on their level of education

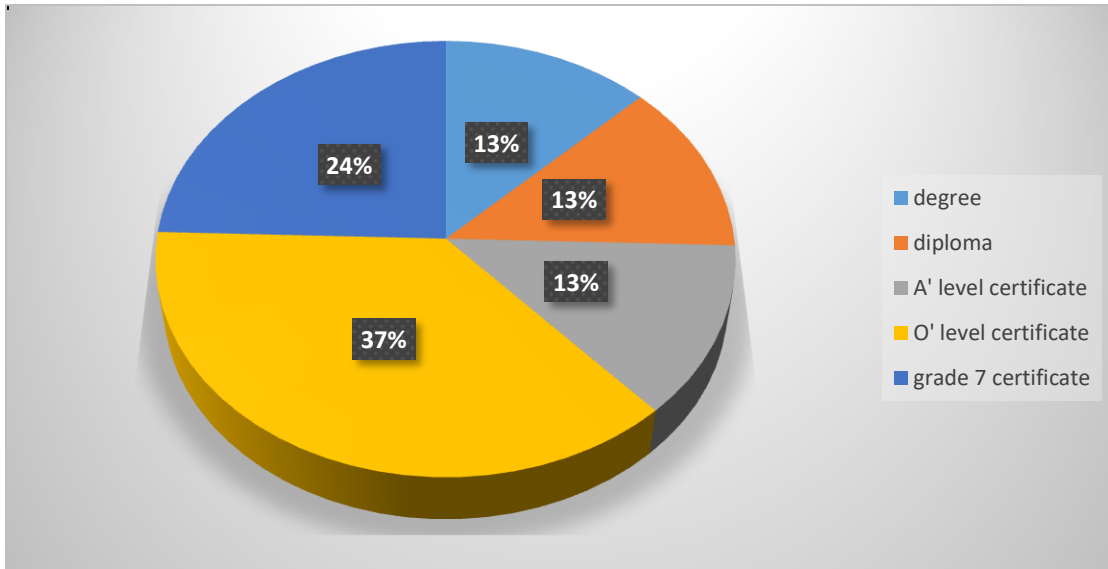


Fig 4.1.5 Parents responses on their level of education

The chart above shows that 13% of the parents possesses grade 7 certificates, diploma in education and A' level certificates. 37% have O' level certificate while 24% are degree holders.

4.1.12 Students responses on parents level of education

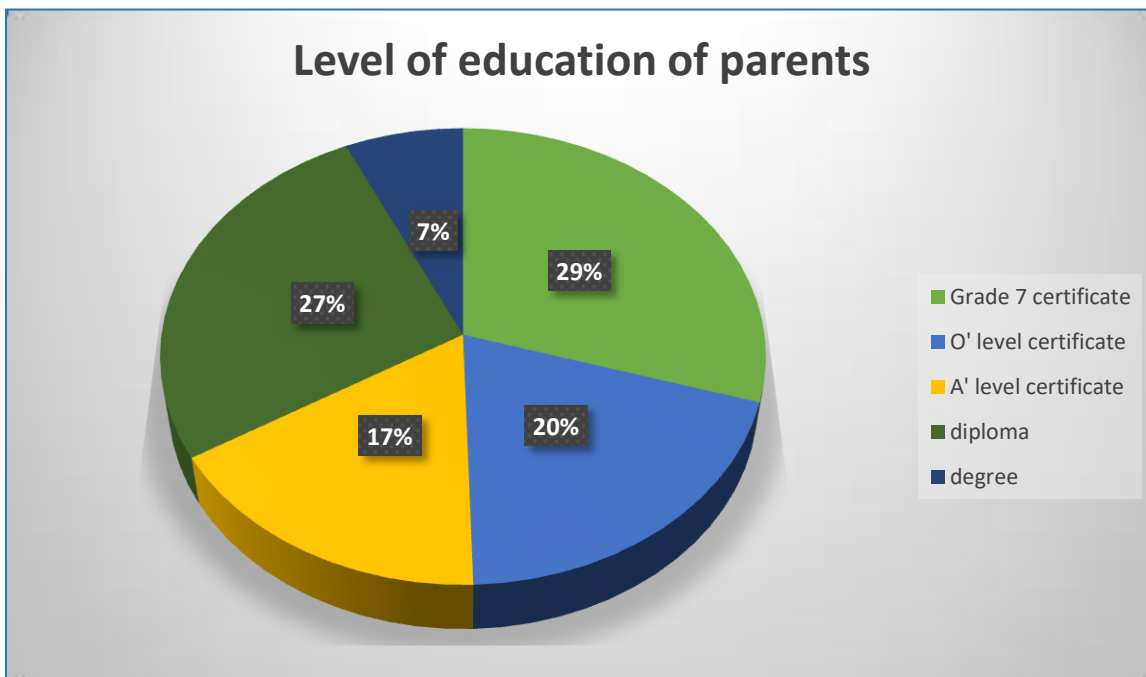


Fig 4.1.6 Students responses on parents level of education

The pie chart above shows responses from students on their parents' level of education. 27% Grade 7 certificate, 20% O' level certificate, 17% A' level certificate while 27% have degrees and 7% are degree holders.

4.1.13 Responses on assisting in school work by employed and unemployed parents

Table 4.1.9 Responses on assisting in school work by employed and unemployed parents

Condition	Frequency	Percentage (%)
Employed	2	25
Unemployed	3	38

The table above shows that 25% of employed parents assisted their children with school work and 38% of unemployed parents assist their children with school work.

4.1.14 Responses by students on size of the family

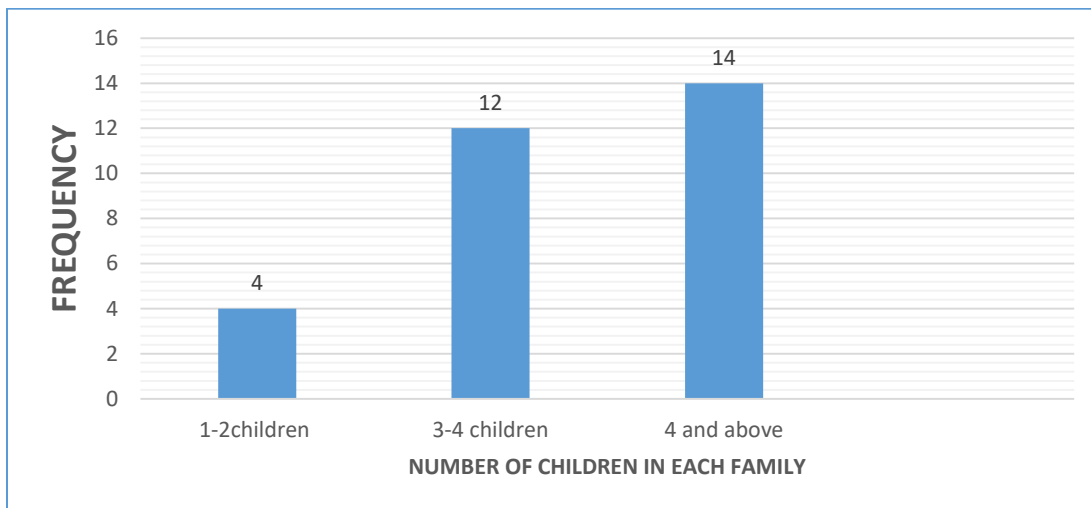


Fig 4.1.7 Responses by students on size of the family

The graph above shows that 14 responses from students lived in families with more than 4 children, 12 students from family with 3-4 children and 4 from family with 4 children.

4.2 Discussions

Factors affecting student's performance in Business studies.

4.2.1 School based factors

Inadequate teaching and learning resources

Responses of 100% from teachers revealed that they did not have enough resources like textbooks. Also 83% of students responses revealed that inadequate resources like textbooks was a great challenge in the schools, whilst only 17% said had enough. This situation of textbooks was further elaborated by teachers who said textbooks were not enough. Majority of the students highlighted that they had never been in conduct with the Business studies textbooks. This placed students at a greater risk of high failure in their academic work due to inadequate sources of information. Ninety percent of the students reports that there was internet at the school in the school computer laboratory and the time for accessing internet is very limited. The problem of internet was talked about by the H.O.Ds and they generally showed some concern since there were scarce computers and the internet was most of the time down. Only a few students did have access at a time. In a research conducted by Adebjei and Owoise, (2002) they found that there was a significant relationship between the use of recommended textbooks and academic performance. According to Psacharopolous and Wood Hall (2005) textbooks are a major input in performance in examinations.

The school in which one attends has a greater role in the performance of the children. Eighty six percent of the students indicated that they did not have enough furniture in the school. Some

schools do not have enough classroom blocks as a result both commercial and art students share a single class. While arts will be having a lesson those doing commercials will went out. Student who attended school in this set up normally do not have enough time to study because they have always disturbed. All this is a disadvantage to those attending these schools compared to those who do not share a class. Furthermore most public schools do not have enough furniture. Students move up and down looking for furniture from other rooms and this is time consuming. Without enough resources this becomes a challenge to the majority of students. Citing lack of resources students might fail to do their assignments or may use notes instead of researching and attitudes develop negatively.

Barrg (2005) postulated that doors that lead to academic performance can either opened or closed by schools depending on the school environment. In the schools teacher pupil ratio is in a worrying state which means classrooms are overcrowded. Overcrowded classrooms make it virtually impossible to carry out the kind of individualized and performance oriented instruction essential to meet the standards (Crosnoe et al, 2004).

Teacher's qualification and teaching of Business studies

Teachers are qualified with a minimum of Diploma in Education 57%, holders of degree in education 14% and other non-teaching degrees This is because most of the teachers with better qualifications went to better schools in towns and left those without pedagogy and with diplomas in education even though they do not qualify to teach A' level students without a degree.29%.

Van Hooft (2005) posits that higher trained teacher's deliver and offer quality teaching to pupils all times because they are equipped with proper skills and knowledge. It is against this background that teachers who are diploma and certificate holders are not well qualified to teach

advanced level even those with degrees without the pedagogy because they lack depth content theory of education and effective pedagogy hence this leads to poor performance. Similar findings from other studies also reported that quality teaching involves teachers who are competent with adequate knowledge and skills relevant for effective classroom management, pupil assessment subject teaching and those who engage in regular professional learning (Polland and Tam, 1993). Teachers who lacked the highlighted attributes are likely to negatively affect pupils' acquisition of the concepts which can eventually result in negative attitudes towards the subject which lead to poor performance at A' level. From the interviews made with the school heads the researcher noted that the performance was below the national standard.

Teaching Experience

Majority of teachers who were teaching Business studies have little teaching experience.

Mondoh (2005) posits that teachers with many years of experience in teaching understood the subject matter as well as teaching methodologies that may positively influence students' attitude towards learning of Business Studies. Findings reviewed that teachers with experience left schools during the 2008 economic crisis and went for greener pastures. The schools suffer from inexperienced teachers since they were located in rural areas, teachers transferred to better schools in towns hence left with teachers without the pedagogy. Adeyemi (2008) highlighted that teachers teaching experience was significant with students' learning outcomes as measured by their performance in the secondary school certificate examinations.

Teaching strategies to enhance learning of Business.

All teachers indicated that they always used the lecturer method. The lecture method helps in the content coverage but it has a disadvantage that it is teacher centered. Small group discussions were often used by teachers and this helps in the sense that students get involved and get the concept better through discussions. Gibbs (1981) posits that most teachers prefer the lecture method because it is the one best way to cover the syllabus. One of the teachers from the sampled schools concludes that Business studies syllabus is very long and lecture method is the easiest of them all which enable them to complete the syllabus in time. Again, he said that lecture method results in giving notes which are good that enabled prepare students for examination, students are drilled to pass the examination. Gudyanga et al (2014) postulated that drilling includes teaching students through rote memorization to enable them to only grasp concepts that are necessary for them to pass the exams. This strategy did not give students room for participation during the lesson and it is more of teacher centered lesson. Besides using the different teaching methods in enhancing learning and improve students attitudes the teacher aired views that practical examples can be used. Some teachers believed that students from different schools should interact through workshops and seminars. Parents and schools have to work together to facilitate student learning. Parental support is very important and it boost student moral towards learning. I. C. T department should avail latest I.C.T knowledge to learners with parents installing Wi-Fi at homes so that the pupils can access internet even at home.

Team teaching can also be implemented so that teachers can exchange ideas and weakness on a certain topic by one teacher can be complemented by the other. Teachers to be encouraged to use child centered teaching methods like discovery learning, projects, group discussion to mention just a few. Teachers to develop patience when dealing with slow learners. More time is needed

with these students hence policy makers need to consider the needs of the slow learners and develop a curriculum that will also benefit them. Students to be encouraged to work hard and do all assigned work by teachers themselves and avoid copying from others.

Challenges faced by students

Results from students' questionnaires shows that there are a variety of factors that cause students poor performance. The most contributing factors to poor performance among students are inadequate resources proceeded by low socio economic background. Another factor leading to poor performance is the greater number of A' level students retaking O' level subjects. One of the school heads from the sampled schools concluded that pupils retaking O' level subjects was a great challenge which affected the performance. He went on to say that majority of O' level students with better and good grades went to better schools in towns and boarding schools except the few who cannot afford will remain. The majority of the population for lower six will be composed with students of not more than 5 O' level subjects including Math's and English, they have to retake the failed subjects whilst doing the A' level combination. Since most of them are slow learners they will carry a heavy burden to do justices to all the subjects, hence resulted in poor performance and may pass with Es and Ds.

Challenges faced by teachers

Teachers from B school points out that they had never went for any field trip for commercial subjects since A' level was established at that school. He went on to say that most of the students in rural areas lack exposure. These trips could assisted them exposed to different corners of the world so that they may apply them in their learning. Some of the challenges teachers encountered are born by their failure to effectively deliver the content. One of the teachers from school A

points out that she possess an honors degree in Accounting and she faced some challenges in other part of the syllabus. Morrissey, Bernard and Bundy (2010) highlighted that for teaching and learning of the subject to be done effectively teachers need to be professionally trained.

4.2.2 Home environmental factors

In finding out the student's background the following data was collected. Whom do you stay with? Five categories were used. It was noted that 47% of students stay with both parents whilst 53% stayed with single parent, grandparents or relatives. Obviously there are a lot of negative effects in terms of provision for these students. According to Theresa and Michael (1995) they associate low income with insufficient funds to pay fees, buy uniforms, afford transport costs to mention just a few. This can lead students to be stigmatized, isolated and bullied. Furthermore children from low income are more likely to suffer from ill health which can affect their attendance and performance in school.

Forty seven percent of the families had more than four children. The bigger the family the less resources are there to cater for all individuals to the fullest especially in situations where there is no employment and people depend on subsistence farming which is also dependent on the rainfalls.

At times students need assistance with their homework but from the findings thirty seven percent of the students did the assignments on their own. This is because most of the time employed parents got busy with their work and while at home they needed some rest. To those who are unemployed have time to assist their children but the challenge was that, majority of the unemployed parents are the ones who were illiterate. Louw (1993) concluded that as a result of the low level of education of the parents, most of them are unemployed. Also parents who are

employed can support their children in terms of resources and motivates their children through gifts and rewards. With this situation if the student did not understand the concept in class they may not be able to do homework on their own. Twenty six percent of the students said were being helped by neighbors.

According to Acelajdo (2004) he posits that there is a substantial influence of parents on their children's educational aspiration and it is much stronger than that of peer. Parents have to be there to support their children through education helping them with homework and also passing positive comments about the subject. Anthony and Walshaw, (2007) says comments given by parents affect the students especially if the parents are not able to help the child with homework and they air their sentiments that the stuff is difficult and it makes them nervous.

Student's attitudes towards learning and performance in Business Studies

From the findings pupils showed that they had a positive attitude towards learning of Business Studies. 100% of pupils indicated that they enjoy learning Business Studies. When you enjoy learning it shows that you have a positive attitude but this kind of attitude is not reflected by the result that the student produce at A' level. There was poor performance in schools. Hence now the question arises with the effect of cause of failure. What is it then that demotivate them such that they come out with poor performance? Further analyzing the findings it was seen that the stage of adolescent and peer pressure have an influence on the students. It is at this stage of their education that the students must choose their friends carefully.

Tobias (2003) posits that when a child is not gifted or a slow learner they might end up being afraid of their fellow students from discovering their weakness. That fear leads pupils to be puzzled and as well be unable to seek help from other pupils or teacher as a result they are not

able to overcome the abstract to the subject hence they develop negative attitudes which in turn leads to poor performance. This implies that the methods used by teachers in delivery of the content are very important. When students do the work on their own it is very easy to remember the concepts rather than just being taught using the procedural methods.

Sixty percent of the students strongly agreed that the parents and siblings encourage them to perform well in the subject. Aceladjo (2004) ascertains that a substantial influence of parents on their children's educational ambitions is much stronger than that of peers. Studies have shown that parents who are knowledgeable, aware and more involved with their responsibilities bring up their children having a more positive school attitude and better academic performance. Anthony and Walshaw (2007) ascertain that comments given by parents affect the students. Hence parents have a role to play in reinforcing positive attitudes towards students learning

4.3 Summary

This chapter presented and analyzed data collected from school heads, teachers, parents and students through interviews and questionnaires. Findings showed that poor performance is there in schools that is Nhedziwa High and Ndimu Government High. Factors causing student poor performance has been outlined in this chapter as well as the ways of how the performance of A' level Business Studies can be improved. Summary, conclusions and recommendations will be of focus in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is a summary of the whole study. It summarizes previous chapters from chapter one to chapter four that is research problem, literature review, research methodology, data presentation, analysis and discussion. Conclusions are drawn from the results obtained from the analysis of questionnaires, interview, observation and document analysis. Again recommendations are also provided to lessen the challenges raised in the research study.

5.1 Summary

The center of interest of this study was to investigate the causes of students' poor performance at A' level Business studies at the 2 selected school that is Nhedziwa High and Ndimba Government High Schools. This in turn triggered the researcher to carry out this research to investigate the causes of students' poor performance at A'level Business Studies. The study sought to explore the challenges faced by both students and educators in the teaching and learning of Business Studies at A' level which results to poor student's performance. The study is set to benefit the education stakeholders: Ministry of primary and secondary education, schools administrators, teachers, pupils, parents and the researcher just to mention few. The research was carried out at Nhedziwa High and Ndimba Government High Schools in Chimanimani District of Manicaland province of Zimbabwe. Despite having been moved by a noble motive to carry out this research, the researcher faced time and financial constraints.

Prior to the collection of data for the research, a review of related literature was done by the researcher. Chapter 2 was concerned with the review of literature. Arguments by different scholars were explored and the study gap was unveiled. This is when the researcher unveils how Business Studies can be taught using various methodologies referred as pedagogies. Research questions were answered in subsequent paragraphs in this longest chapter of the study. The researcher employed a multiple case study design as her research design. It facilitates the exploration of a phenomenon within its real life context using a variety of data sources. The population for this study comprised of all 65 A' level Business studies students (35 at Nhedziwa and 30 at Ndima Government High Schools), 14 A' level teachers (7 from each school), two school heads and all A' level students' parents. The research sample was made up of 45 participants. Among those students doing Business studies at advanced level, the researcher used a sample of 15 students from each of the 2 schools used for the study, School heads and 7 teachers (4 from one school) and 3 parents of the sampled A' level students from each school. Purposive sampling technique was used to select school heads and Business Studies teachers as well as parents. Students were selected using the simple random sampling where by each individual had an independent chance of being selected. The data collection instruments which were used in this study included both closed and open ended questionnaires, and structured and unstructured interviews. The findings revealed that there were numerous factors at home and at school contributing to the poor performance of A' level Business Studies Students. Some of them under the school environment were inadequate resources both human and physical resources, teachers incompetence's, and teaching strategies just to mention few. Lack of support by parents, level of parent's education and family size were among the home environmental factors. These findings were presented in forms of frequency tables, pie charts and bar graphs this was followed by

analyzing and discussions of the findings. Then the current chapter focuses on the summary of the whole chapter and discusses conclusions and recommendations of the study.

5.2 Conclusions

The study focuses at finding out the causes of students' poor performance in A' level Business Studies at Nhedziwa High and Ndimba Government High schools which result to perform below what is expected from the efforts done by both teachers and parents.

Leaning on the findings, the researcher came to the conclusion that the Business Studies subject is taught mostly by unexperienced teachers, who are either having a degree without the pedagogy or having a diploma but without full knowledge of the whole subject. They tended to use teachers-centered teaching strategies which do not encourage full participation of the student to understand, retain the information and gave room for critical thinking.

Leaning on the findings again, the negative attitudes by students towards the teacher affects their performance negatively in Business Studies. These negative attitudes may be reduced or eliminated by having teachers who are experienced in the subject, who were able to use teaching strategies which are students centered to encourage critical thinking in learners.

Provision of A' level Business Studies textbooks can guide educators and learners in teaching and learning of Business Studies therefore performance may be improved. In rural areas most students came for lower six in the second term but they still need to complete a 2 year syllabus which is long. In addition some parents did not done justice to their children in assisting them with school work due to illiteracy, occupied with their jobs. Learning of Business Studies was not effective because some schools do not have adequate resources to enable the teaching and learning of the subject.

As such the above research findings clearly showed that there is great need for improving the teaching and learning of Business Studies for improvement of performance.

5:3 Recommendations

The researcher recommends that in order to improve the students' performance at A' level Business Studies the following should be done.

- ❖ There is need for teacher retraining and development to cope with the current information as well as to be capable of using technology. Mandima (2012) highlighted that teachers do not enter the classroom as finished products, most teachers who remain in the profession improve and grow over time and become better. Mandima (2012) goes on to say continuous professional development is critical to develop and maintain high quality teachers. To ensure professional growth and better students' outcomes, he supports for an ongoing training. Therefore, the researcher recommends that the District should held some seminars, workshops to train teachers and equip them with knowledge on the challenging areas. Also, teachers without the pedagogy and those with only diplomas to work for their degrees either through block release or distance education which raise the quality of Business Studies teachers.
- ❖ Business Studies teachers should use the available resources wisely so as to enhance positive attitudes. Teachers have to be computer literate so that they could not run away from technology.
- ❖ The schools management team should held a carrier guidance to all lower sixth students before giving them combination because most of the students in rural areas can just

choose a subject without knowing its importance in the future or without the capabilities of doing the subject.

- ❖ Since some students were redone O' level subjects and having a burden during the two years A' level course , I recommend that it is wise for the school administration to have a cut of subjects for A' level like 5 O' levels including Mathematics and English to reduce potential of retaking O' level subjects.
- ❖ With teachers who are not well talented in area of accounting part of the Business Studies syllabus like ratios, budgets and financial statements I recommend them to hire resource persons in that areas.
- ❖ The school finance department can source funds from the government, non-governmental organization and former students so as to buy the material required for the teaching and learning of Business Studies in schools.
- ❖ Income generating project like agriculture must be practiced by students at the school.
- ❖ Given the challenges faced by students with parents or guardians who cannot assist them with school work due to illiteracy, poverty and pressure from their jobs hence cannot afford to give moral support to the children; as a researcher I recommended that:

The School Management Team should ensure that teachers identify students performing below the standard, monitor the usage of study period, and assist in resolving challenges regarding the poor performance of such students at school, because they lack assistance and supervision at home.

Also they had to encourage students to finish most of the school work during the study periods, where they can help each other through group discussions or seek help from their teachers since their parents might not be able to help them.

- ❖ Learner support team should be formed at schools to assist learners that may need individual help or extra lessons.
- ❖ Create a conducive environment where students will be assisted without being labelled by grouping them into categories (slow learners, special education etc.)
- ❖ A workshop would be coordinated by the school heads and facilitated by Government officials to embolden parents to become involved and make them realize the importance of their participation.
- ❖ The Department of Education should prioritize the neediest schools when allocating resources in schools.
- ❖ Monitor or revisit the methods of teaching and assessment. The Director of Education should ensure that service providers who facilitate workshops for teachers are familiar with their subject matter.

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Appendix 1: INTERVIEW SCHEDULE FOR THE SCHOOL HEADS

1. How long have you been the head of this school?
2. Do you have qualified teachers in Business Studies?
3. Do you often supervise your teachers especially when teaching their subjects?
4. Does your school have enough resources for each subject?
5. Do you have enough computers at your school?
6. Do you allocate equal computers to all departments?
7. Do you think Business Studies is taken as important like other subjects?
8. Do you allow pupils studying Business Studies to go for trips?
9. What are the cut of points for Business Studies students?
10. What are the major difficulties pupils are facing at your school which may lead to your poor academic performance?
11. What do you think can be done to reduce the failure in Business Studies?

Appendix 2: INTERVIEW GUIDE FOR PARENTS

1. How many children do you have?
2. What is your occupation?
3. Do you allocate time for your children to do homework?
4. Do you assist your children with their work?
5. Do your children work at home/
6. If yes what kind of work will they be doing?
7. Did you attend school if yes to what level?

Appendix 3: QUESTIONNAIRE FOR BUSINESS STUDIES TEACHERS

This questionnaire was prepared to find the causes of pupils’ poor academic performance at ‘A’ level Business Studies at Nhedziwa High and Ndimba Government High Schools in Chimanimani District. You are kindly asked to participate in this research study. You will not be penalized in any way if you do not wish to participate in this research study. All information that you provide will be kept confidentially and will not be given to any other than the research staff. The results of this research may be published but your name and identifying information will not be revealed.

INSTRUCTIONS TO RESPONDANCE

- Please do not write your name
 - Tick in the appropriate box
1. Gender Male Female
 2. Number of years in teaching service
Less than one year one year to five years
More than five years
 3. Professional qualifications
Degree Diploma
Trainee teacher Awaiting Training Others
 4. How do you find teaching Business Studies?
Difficult I cannot tell
Enjoyable Most satisfactory
 5. Do you use the same teaching methods each time?
Yes No sometimes
 6. Which method do you often use?
Lecture Note giving
Group discussion Any other
 7. Do you use teaching and learning Aids?
Very much some times
I do not use most of the times
 8. Do you have adequate resources in your department?
Yes No
 9. Is business Studies equally important like other subjects?
Yes No
 10. What do you think are the major causes of student’s poor academic performance at A level Business Studies?

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11. What do you think can be done to improve pupil's performance?

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Household talk []

Income generation []

13. What major problems are you facing which are leading to poor performance in Business Studies?

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14. What do you think can be done to improve the performance?

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All communications should be addressed to
The Secretary for Primary and Secondary
Education
Telephone: 232026
Telegraphic address: 'EDUCATION'
Fax: 794505



ZIMBABWE

Reference: C/426/3 Manicaland
Ministry of Primary and
Secondary Education
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Causeway
HARARE

09 March 2018

MINISTRY OF EDUCATION
(PROFESSIONAL ADMINISTRATION)
6-4-18
MANICALAND
P.O. BOX 166, MUTARE

Praise Mwandihamba
Midlands State University
P Bag 9055
Gweru

*D.S.I assist
Chimanimani please
accordingly M.*

THE DSI
MINISTRY OF PRIMARY
& SECONDARY EDUCATION
23 APR 2018
P.O. BOX
ZIMBABWE
Phone: 025 2311 2951

*The school heads of schools concerned
please assist accordingly.
D.S.I*

Re: **PERMISSION TO CARRY OUT RESEARCH IN MANICALAND PROVINCE:
CHIMANIMANI DISTRICT: NHEDZIWA AND NDIMA HIGH SCHOOLS**

Reference is made to your application to carry out research at the above mentioned schools in Manicaland Province on the research title:

" CAUSES OF POOR PERFORMANCE IN BUSINESS STUDIES AT ADVANCED LEVEL IN SECONDARY SCHOOLS."

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director, Manicaland Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by 31 December 2018.

E. Chinyowa
Acting Director: Planning, Research and Statistics

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED Manicaland Province

MIN. OF PRY. & SEC. EDUCATION
POLICY PLANNING RESEARCH
AND DEVELOPMENT
13 MAR 2018
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FACULTY OF EDUCATION DEPARTMENT OF APPLIED EDUCATION

7 November 2017

TO WHOM IT MAY CONCERN

The bearer, MWANOHAMBA PRAISE is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:
Causes of students poor performance at A level
Business Studies. A case study of Nhedziwa High and
Ndima Government High Schools in Chimanimani district
He/she is required to 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. M. Chauraya
(Chairperson - Applied Education)

MIDLANDS STATE UNIVERSITY
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