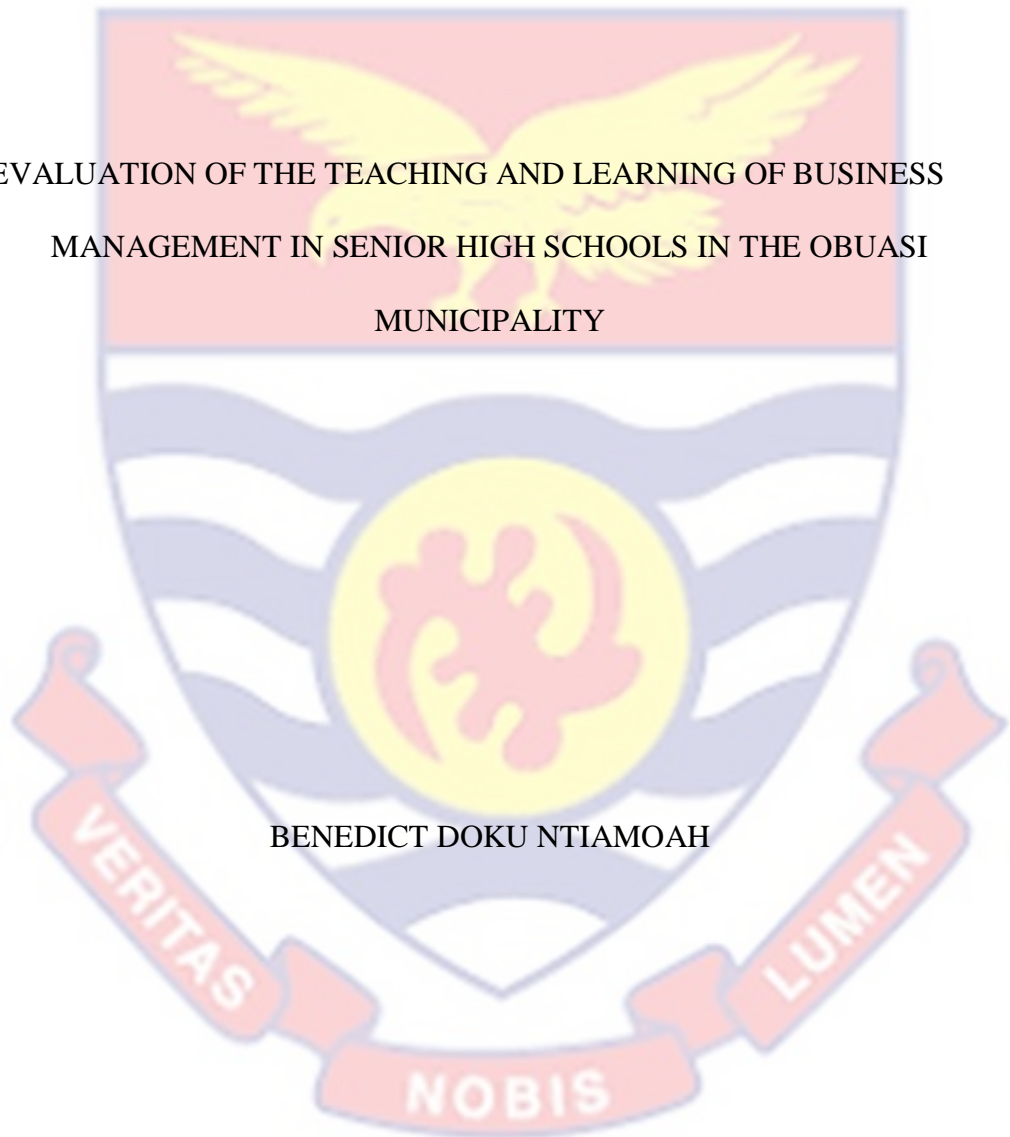


UNIVERSITY OF CAPE COAST

EVALUATION OF THE TEACHING AND LEARNING OF BUSINESS
MANAGEMENT IN SENIOR HIGH SCHOOLS IN THE OBUASI
MUNICIPALITY



BENEDICT DOKU NTIAMOAH

2018

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BY
BENEDICT DOKU NTIAMOAH

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education of the
College of Education Studies, University of Cape Coast, in partial fulfillment
of the requirements for the award of Master of Philosophy Degree in
Curriculum Studies

JULY 2018



DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:Date.....

Name:

Supervisors' Declaration

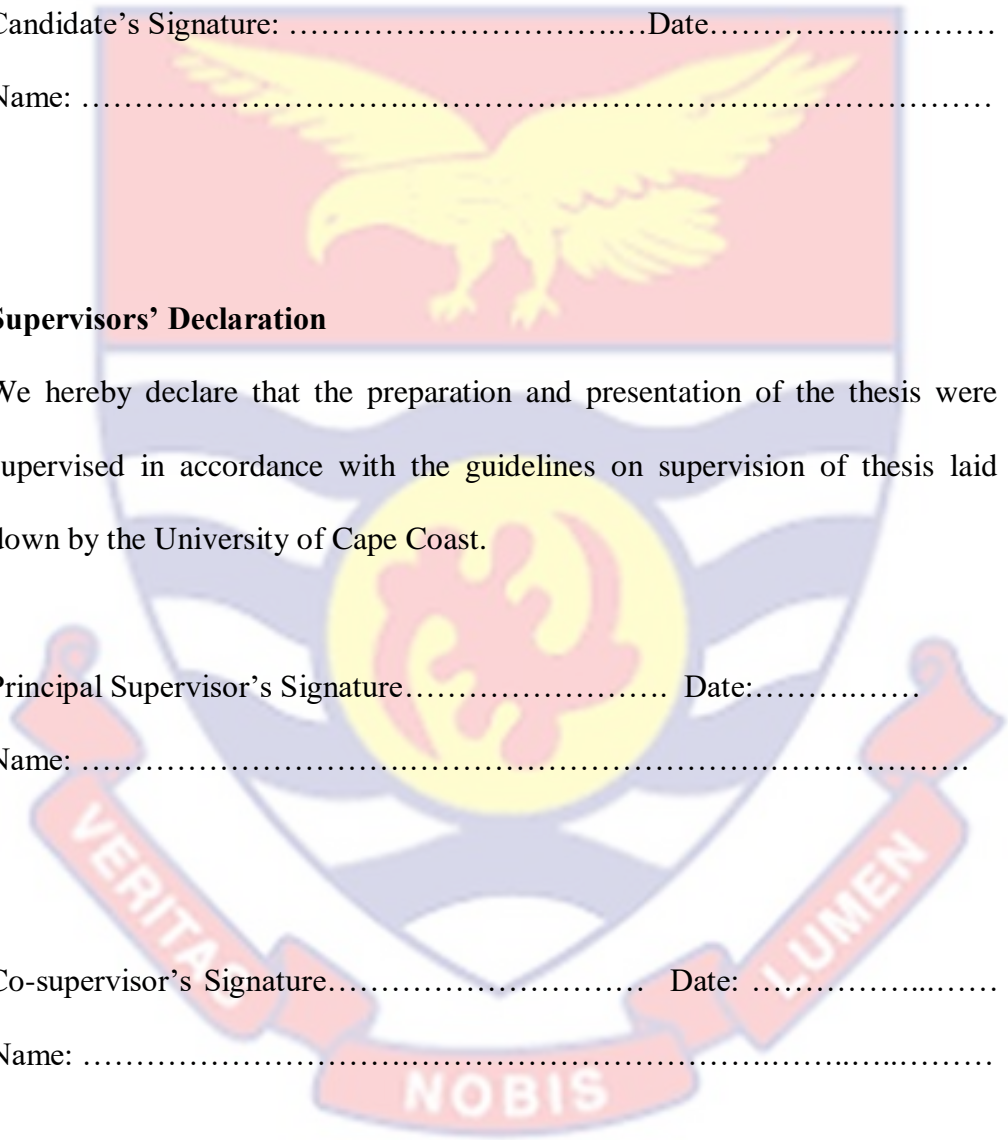
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date:.....

Name:

Co-supervisor's Signature..... Date:

Name:



ABSTRACT

This study used the Objective-based evaluation model to examine the teaching and learning of Business Management in Senior High Schools in the Obuasi Municipal Assembly of the Ashanti Region of Ghana. Specifically, the study focused on the aims, content, methods of teaching, and challenges of Business Management. Five research questions were formulated to guide the study. The descriptive survey design was used, questionnaire, interview guide, observation guide and checklist were the instruments used for data collection. The sample size comprised four (4) teachers and 96 students from all the Senior High Schools in the Obuasi Municipality which offer Business Management. The data from the teachers and students were analyzed through the computation of frequencies, percentages, mean of means distributions and standard deviations. The findings depicted that, respondents were highly knowledgeable about the aims of the Business Management Curriculum; were highly aware about the content of the Business Management Curriculum; and preferred the discussion method of teaching business management. It is recommended that Heads of Schools should motivate the teachers to sustain their efforts in teaching in order to realize the aims of the Business Management Curriculum. Teachers should continuously conscientise the students' on the aims of the Business Management curriculum to keep them focused on the relevant academic tasks.

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DEDICATION

To my mother, Madam Martha Yeboah; and my siblings, Mr. Alexander
Owusu and Mrs. Alberta Adu-Sarkodie.



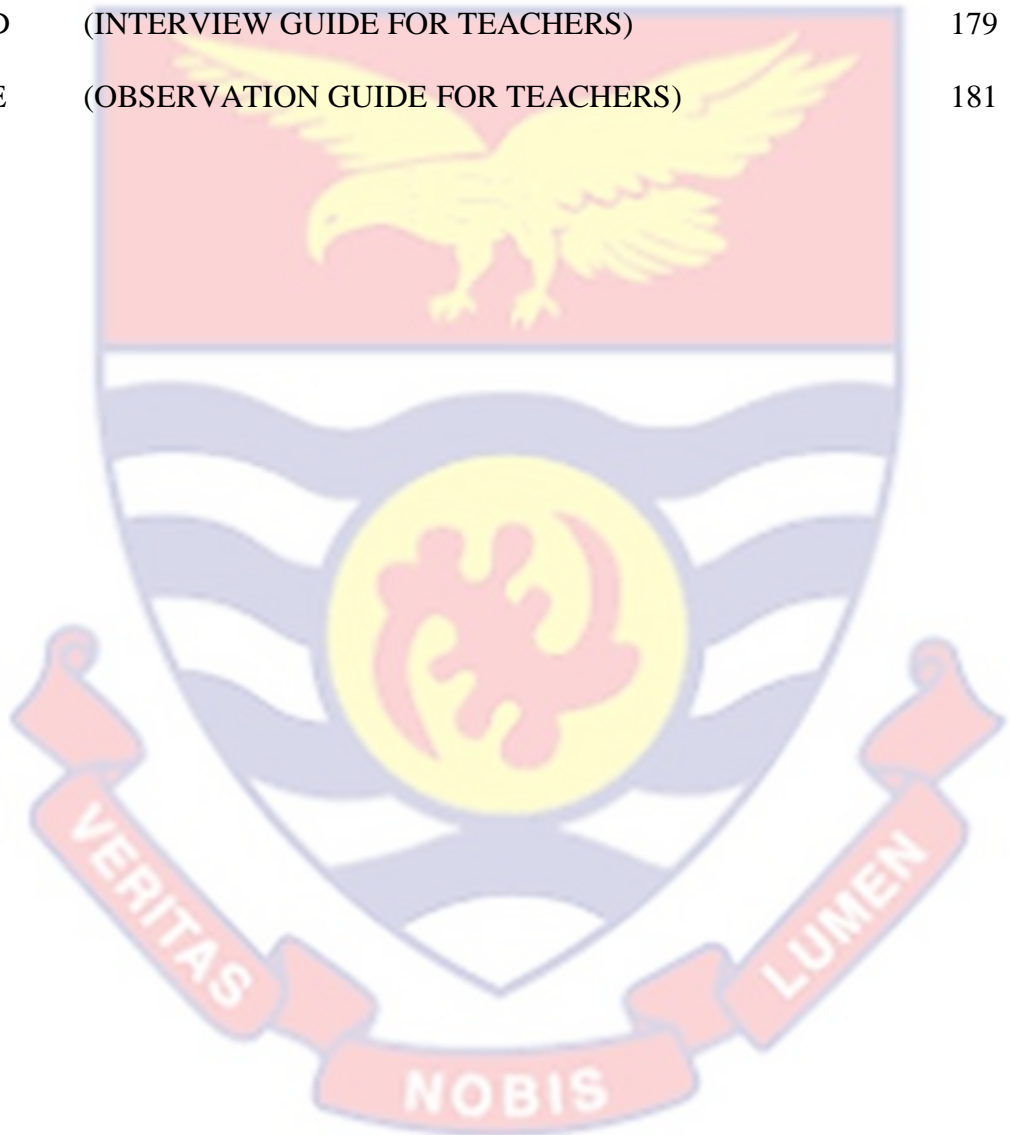
TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
DEDICATION	v
LIST OF TABLES	x
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	9
Research Questions	9
Significance of the Study	10
Delimitations	11
Limitations	12
Organisation of the Study	12
CHAPTER TWO: LITERATURE REVIEW	14
Introduction	14
Conceptual Review	14
The Concept of Curriculum	14
The Aims and Objectives of Business Management	19
Content and Importance of Business Management	23
The Concept of Teaching and Learning	26
The Methods of Teaching and Learning Business Management	32

Lecture Method of Teaching	35
Discussion Method of Teaching	39
Role Play Method of Teaching	41
Brainstorming Method of Teaching	42
Problem-Solving Method of Teaching	43
Case Study Method of Teaching	44
Field Trip Method of Teaching	45
The Challenges in Teaching and Learning Business Management	47
Theoretical Review	51
The Concept of Evaluation	51
The Models of Curriculum Evaluation	56
Empirical Review	64
Summary of Review of Related Literature	69
CHAPTER THREE: RESEARCH METHODS	71
Introduction	71
Research Design	71
Study Area	73
Population	74
Sampling Procedure	74
Data Collection Instrument	75
Questionnaire	75
Interview Guide	77

Observation Guide	78
Checklist	78
Pilot-test of Instruments	79
Data Collection Procedure	79
Data Processing and Analysis	80
Ethical Considerations	80
CHAPTER FOUR: RESULTS AND DISCUSSION	82
Introduction	82
Background Information of Respondents	82
Research Question One	86
Research Question Two	94
Research Question Three	101
Research Question 4	108
Research Question 5	121
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	128
Introduction	128
Summary of the Research Process	128
Key Findings	129
Conclusions	131
Recommendations	133
Suggestions for Further Research	135

REFERENCES	136
APPENDICES	153
A (INTRODUCTORY LETTER)	154
B (QUESTIONNAIRE FOR TEACHERS)	155
C (QUESTIONNAIRE FOR STUDENTS)	168
D (INTERVIEW GUIDE FOR TEACHERS)	179
E (OBSERVATION GUIDE FOR TEACHERS)	181



LIST OF TABLES

Table		Page
1	Characteristics of sampled Teachers	83
2	Characteristics of sampled Students	85
3	Level of knowledge of Teachers and Students about the aims of Business Management Curriculum	87
4	Awareness of Business Management objectives by Teachers and Students	93
5	The extent to which the objectives of Business Management Curriculum have been achieved	95
6	Achievement of Business Management objectives by Teachers	100
7	Level of awareness of Teachers and Students about the content of Business Management curriculum	101
8	Awareness of Business Management content by Teachers and Students	107
9	Compliance with recommended methods of Teaching and Learning of Business Management	109
10	Compliance with recommended methods of Teaching and Learning of Business Management	120
11	Challenges in Teaching and Learning of Business Management	121
12	Challenges Teachers and Students face in the Teaching and learning of Business Management	127

CHAPTER ONE

INTRODUCTION

This study sought to evaluate the Business Management Curriculum of Senior High Schools in Ghana. There is the need to evaluate every programme after some years of its implementation. The current Business Management Curriculum has been in existence since 2010 and not much has been done to evaluate its implementation.

Background to the Study

Education is a vital tool in a nation's development. It equips individuals with competencies, skills, knowledge and technical knowhow that are the necessary ingredients for higher productivity. Education is seen as guidance towards the understanding of the art of living. It thus, involves orderly, deliberate and sustained efforts to transmit or develop knowledge concepts, competencies, skills, expertise, attitudes and habits (Igwe, 2003). A plan is therefore required to guide this effort.

Business, as a course of study, is practical in nature and a fastchanging discipline. Business Education in the Secondary School has become an essential part of the entire process of general education. Business Education is both vocational and social in nature (Crews & Dickerson, 2007). Thus prime duty of Business Education Curriculum is to offer instruction for and about business (Lambrecht, 2002). In the past, courses such as Accounting, Data Processing, Economics, Shorthand, Typing, Basic Business, Business Law, Business Math, Office Procedures and Business Communication were taught as a part of the Business Education Curriculum (MOE, 2012 cited in Larbie, 2015). Many of these courses continue to be taught, but the content and

technology aspect have transformed significantly (Popham, Schrag & Blocklvs, 2012).

According to O'Kelley (2000), there are two major objectives of Business Education. One is to prepare students for immediate jobs through courses like Accounting, Typing, Business Management, which will enable them to become aware of the major business and clerical work at advanced levels. Another objective is to make students intelligent users of the services of business by acquainting them with fundamental principles. Since the world is constantly changing, schools should adjust to meet those needs and this can be attained through quality education (Osuala, 2004).

According to the Ontario Curriculum (2006), Business Studies have several importance and among these are that business activity affects the daily lives of all Canadians as they work, spend, save, invest, travel and play. Therefore, young people must invest, travel and play. Secondly, young people must be prepared to understand how business functions; the role it plays in the society, and the impact it has on students' lives, on society today and in the future. Also, engaging in Business Education involves studying individuals, communities and institutions, considering their needs and problems, and generating solutions. Furthermore, Business Studies clearly demonstrate how a variety of areas of study can be combined in productive activity that will affect the lives of millions of people (Njoku, 2007).

The aforementioned importance is similar in the Ghanaian curriculum for Business Management. The ultimate purpose of the Business Management Programme is to equip students with knowledge, skills and attitudes to attain

success in high school, work place, post-secondary education or training, and daily life (Lambrecht, 2002). Business Management programme in Ghana at Senior High School (SHS) level is planned to achieve the following goals:

1. Recognize the main functional areas of Business Management.
2. Acquire basic principles and techniques for managing a profitable business enterprise.
3. Develop skills for solving business problems and minimizing business risks.
4. Acquire the capability for developing sound financial basis for business.
5. Develop appropriate attitudes and the necessary ethics for modern business.
6. Develop the capability for generating ideas for the creation of new business.
7. Develop interest in business as a career option.

The above objectives are in line with the general business studies goal in global sense (Ministry of Education [MOE], 2008 cited in Yeboah, 2011). In recent times, there has been a growing public anxiety and worry about the teaching and learning of Business Management in Ghanaian schools. Studies indicated that greater number of students seem to learn very little Business Management at school. Learning tends to be by rote and students find learning of Business Management to be difficult (Salau, 1996).

The quality of Business Management teaching and learning has also been questioned over time by parents, educators, and the general public and even by the government (Okebukola, 1997). Business Management teaching

in Ghanaian schools has been criticised because of the poor performance of Ghanaian students in the subjects' relative to their counterparts in other countries (MOE, 2012 cited in Larbie, 2015).

A number of factors have been identified to be responsible for these poor performances in Business Management. These include the lack of motivation for most teachers, deprived infrastructural facilities, insufficient textual materials, attitude of students to learning, lack of teaching skills and competence by business teachers, and lack of opportunities for professional development for business teachers (Braumoh & Okedeyi, 2001; Folaranmi, 2002; Olaleye, 2002;).

Other studies mentioned poor classroom organisation, lack of management techniques and poorly co-ordinated student activities also reduced the quality of Business Management teaching and learning (Demowska, 2017). Azrinawati (2013) also found the scarcity of funds for equipment and materials for fruitful practical work; especially in view of large class size in most schools is a problem. Some other researchers also attribute the low percentage of students who pass examinations in business, to dissatisfaction with the syllabus, teachers' qualifications, workload, experience and disposition, general lack of teaching skills, and the ineffective process of delivery of subject matter (Salau, 1996).

According to Adjei, Baffoe, Ansah and Baffoe (2013), teachers at most times do not use teaching learning resources in their lesson delivery. It was also detected that Business Management teachers do not make the lesson fascinating and concrete due to the absence of teaching learning resources in their lesson delivery. Due to the absence of teaching learning resources in

teaching and learning Business Management in the Senior High Schools, students lose interest in the subject. Also, the subject becomes boring to students and in turn affects student's performance. Students feel demotivated and they easily forget what they have been taught.

Research findings have further supported the concerns of Okebukola (1997) that teaching methods could result in poor state of learning and students' achievement in science (Philip, Roger & Femi, 2011; Odubunmi, 1998). A number of international researchers, however, provide evidence that teachers' content knowledge has an effect on both the content and the processes of instruction, thus influencing both what and how they teach (Haimes, 1996; Barnett, 2002; Treagust, 2002).

Over the years, educators and researchers in business education have intensified their efforts to seek a clearer understanding of the issues involved in the declining performance of students in business. Studies indicate that research efforts have proposed various suggestions and recommendations for improving the quality of Business Management teaching and learning in classrooms (Betty, 2007; Korthagen & Kessels, 2000; Moss, 2010; Okebukola, 1992). However, despite these various suggestions for improvement, the quality of teaching and learning and students' achievement in secondary continues to decline (Anderson, 2009; Ehijeagbon, 2013).

This is evident in a recent report by the Shelter Right Initiative (Olubusuyi, 2003) that for eight consecutive years, between 1992 and 1999, Ghanaian candidates trailed behind their counterparts from other countries in the West African Region based on performance in Business Management subject conducted by the West African Examinations Council (WAEC). The

lukewarm attitude of teachers to Business Management, poor quality of teaching and the teaching profession, compared to other professions in the country, could be accountable for these prolonged problems (Olofintila, 2006).

The need to improve the quality of Business Management teaching and learning for students to enhance their academic performance has been the yearning of every nation in this 21st century. The question often asked is the extent to which such curricula meet the expected needs of its recipients. In higher education, for example, business educators have ensured the continued survival of Business Management curricula by constantly searching for programme improvement through the evaluation process. In light of this, the research aims to evaluate the teaching and learning of Business Management in SHS in the Obuasi Municipal Assembly.

Statement of the Problem

The rationale of Business Management programme is to educate students who can manage the scarce resources of the economy effectively and efficiently. It is also envisioned to familiarize students with knowledge of principles and procedures in business, and skills that are necessary for a successful business career. The course will further lead to the acquisition of attitudes that are necessary for success in modern business practice (Ministry of Education [MOE], 2008 cited in Yeboah, 2011).

In spite of the aforementioned importance of Business Management programme, some areas have been identified that need improvement. These areas include: the quality of teaching, teaching and learning aids, more effective support staff to work alongside classroom teachers to support students among others (Lambrecht, 2002).

Available literature suggests that the practices of Business Management teachers do not conform to the expectations of curriculum planners in that teacher-centred pedagogy seems to be the overriding mode of instruction in schools (Osuala, 2009). In Ghana, the thrust and emphasis of the SHS Business Management curriculum is to prepare young people for the demands of self-employment and the world of work by exposing them to a range of business knowledge and skills such as financial literacy, enterprise capability and economic understanding (Ntukidem, 2003).

Research indicates that many students found Business Management to be difficult, boring and not interesting to them (Salau, 1996). Poor quality teaching, large class sizes, insufficient funding, deficient curriculum resources, poor teaching skills and lack of support for teachers among other issues further limit the quality of Business Management teaching and learning in Ghanaian schools (Okebukola, 1997). Teachers are not trained to use teaching learning resources in their training period hence they find it difficult to adopt in the classroom. Teachers continue with the traditional method of teaching which makes students passive participants of the lesson and thus hinders student's ingenuity.

There is a public outcry that the quality of secondary education has been sacrificed for quantity. By implication, it is being suggested that the products of the second cycle institutions these days do not meet the performance expectations of the tertiary institutions and employers. For those who feel the quality and content of secondary education has been sacrificed for quantity, their fears were elaborated by Bedford (2000) when he said,

“some second cycle institutions resemble old-fashioned factories turning out a standard, out-of-date, product-people with skills but no originality, with an ability to remember and repeat rather than to reflect and create, parrots more than true professionals” (p. 95).

The teaching of Business Management has standards to be followed by teachers if effective learning by students is to be achieved. Literature in this area appears very scanty and as a result, one’s knowledge of what Business Management teachers do in the classrooms is very limited. This therefore calls for more research efforts directed towards this very important aspect of Business Management teaching. Literature in this area also indicates that no research efforts were directed at comparing our standard of Business Management teaching with recommended standards worldwide (Njoku & Nwosu, 2002).

It is also important to compare the teaching and learning of Business Management presently to what is stipulated in the Business Management syllabus to enable us accomplish Business Management aims. The elements of urgency and relevance of the outputs of teachers and students are still a missing link in the school context, as well as the delivery process and evaluation techniques within the curriculum. It is in view of this, that this study is undertaken to evaluate the teaching and learning of Business Management in Senior High Schools in the Obuasi Municipal Assembly. Even though several studies have been conducted to evaluate the teaching and learning of Business Management, not much research have been done in the Obuasi Municipal Assembly and with respect to the 2010 Business Management

Curriculum. Therefore, there is the need to scientifically evaluate the status of Business Management Curriculum in relation to its aims and objectives, content, methods of teaching, and challenges in teaching.

Purpose of the Study

The purpose of the study was to evaluate the teaching and learning of Business Management in SHS in the Obuasi Municipal Assembly, using the objective-based approach of programme evaluation. Specifically, the study sought to examine the:

- 1a. knowledge of teachers about the aims of Business Management curriculum.
- 1b. knowledge of students about the aims of Business Management curriculum.
2. extent of achievement of the objectives of Business Management curriculum.
- 3a. awareness of teachers about the content of Business Management curriculum.
- 3b. awareness of students about the content of Business Management curriculum.
4. methods used in the teaching and learning of Business Management.
5. challenges in teaching and learning Business Management.

Research Questions

In order to address the problem, the following research questions were formulated:

- 1a. what is the level of knowledge of teachers about the aims of Business Management curriculum?

- 1b. what is the level of knowledge of students about the aims of Business Management curriculum?
2. to what extent has the objectives of Business Management curriculum being achieved?
- 3a. what is the level of awareness of teachers about the content of Business Management curriculum?
- 3b. what is the level of awareness of students about the content of Business Management curriculum?
4. how do teachers comply to the recommended methods of teaching and learning of Business Management at the SHS?
5. what are the challenges in teaching and learning of Business Management?

Significance of the Study

The quest for students' academic performance in education is paramount and cannot be overemphasised. It is needful that every SHS student performs well in order to climb further the academic ladder. However, this cannot be achieved without effective content and learning experiences, equipment and materials, and the quality of implementers. An evaluation of such a programme will help the Ghana Education Service (GES) decide to modify, discontinue or continue with it.

The findings of this study will inform the Ghana Education Service and the Curriculum Research and Development Division of the service with regards to the implementation of the Business Management curriculum for Senior High Schools. In this regard, it will help to determine whether the

Business Management curriculum aims are been attained or not and if aims should be altered or not.

The results of the study will inform decisions about the teaching and learning of Business Management. Teachers will be better resourced and informed about their adopted ways of teaching and the better ways of teaching Business Management. Students will also be encouraged on the self-help attitudes they can adopt in studying the subject.

Finally, the findings of the study will be an addition to existing literature in this field of study and may also help generate ideas for future studies. If similar studies are conducted at specified intervals, comparisons can be made, changes could be noted and future developments could be more adequately guided.

Delimitations

Educational research of this kind is appropriate when it covers a wider scope like all SHS in the country or the Ashanti region. The study was, however, confined to SHS in the Obuasi Municipality of Ashanti Region which were offering Business Management as the population of interest. The scope of the problem was limited to the objective model of curriculum evaluation with emphasis on the implementation of the 2010 Business Management syllabus. Data collected were on issues related to the teaching and learning of the Business Management curriculum. The study concerned itself with the extent to which the objectives of the subject have or are been achieved. It was a formative type of evaluation since the programme was in its fifth year of implementation.

Evaluation model adopted for the study was the objective based model of Tyler. On account of this, and for the purpose of this study, the researcher restricted the model to the first three stages and introduced challenges as the fourth element in evaluating the Business Management curriculum.

Limitations

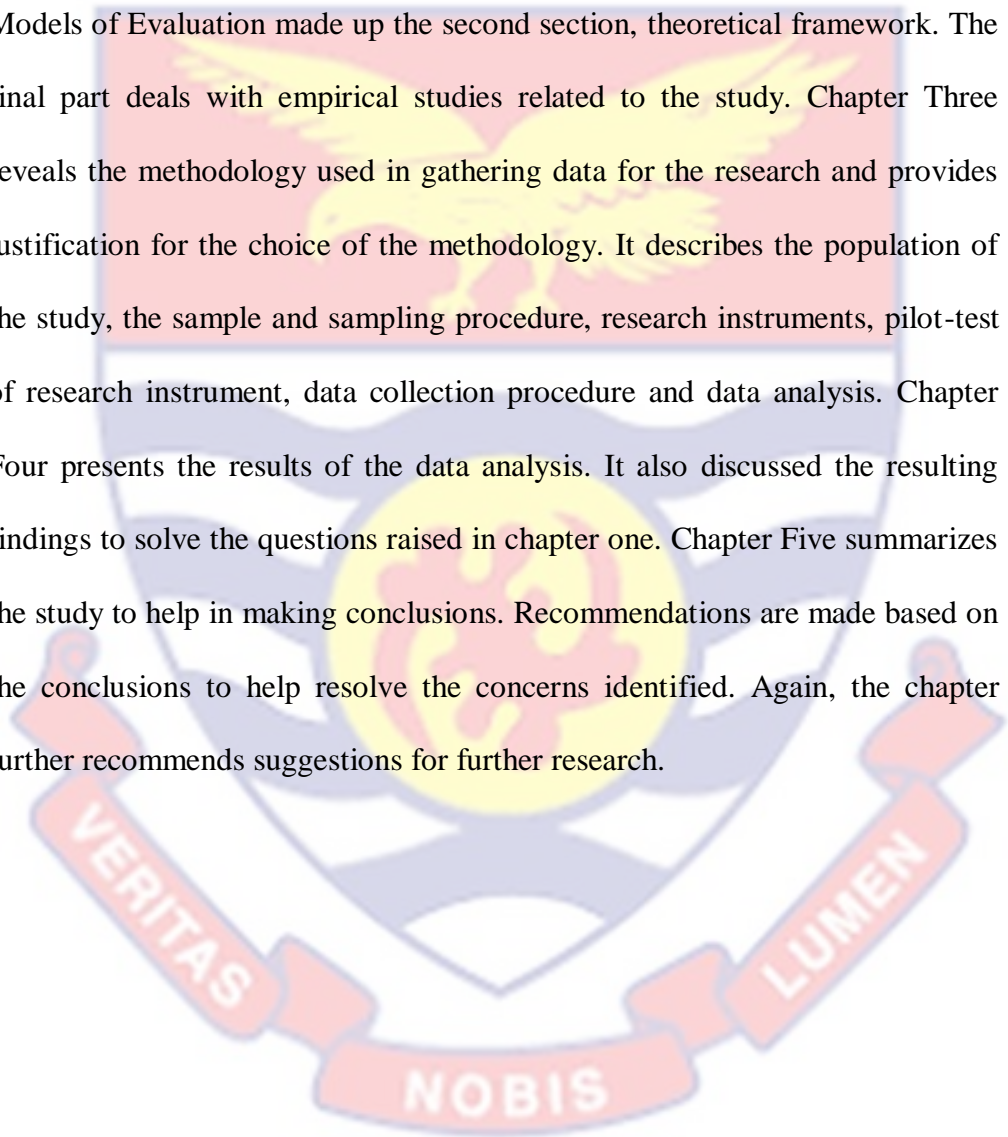
The limitations of the study were mainly a function of the instruments used to collect data. Since the questionnaire required them to rate their professionalism, teachers could fake their responses. Students' responses could be influenced by fear, hatred, love and other emotional issues about their teachers. However, an interview and observation were carried out to triangulate its results with that of the questionnaires.

Organisation of the Study

The thesis was organised into five main chapters. Chapter One introduced readers to the topic by outlining the background study to the topic. The background of the study emphasized the theoretical importance and practical import of the topic. The background study was followed by the problem statement. The objective of the study follows the problem statement, while the research questions are developed around the specific objectives, with a view to consolidating the findings. Following the objective and research questions is the delimitation and limitation of the study. This section addresses the extent of coverage of the study and the potential weakness associated with the outcome of the study. Finally, the chapter one ends with the organisation of the study, which explains the layout of the work.

Chapter Two deals with the review of related literature and is divided into three sections. The first section focuses on the conceptual framework of

the study which covers areas such as; The Concept of Curriculum; The Aims and Objectives of Business Management; The Scope and Importance of Business Management; The Concept of Teaching and Learning; The Methods of Teaching and Learning Business Management; The Challenges in Teaching and Learning Business Management; and The Concept of Evaluation. The Models of Evaluation made up the second section, theoretical framework. The final part deals with empirical studies related to the study. Chapter Three reveals the methodology used in gathering data for the research and provides justification for the choice of the methodology. It describes the population of the study, the sample and sampling procedure, research instruments, pilot-test of research instrument, data collection procedure and data analysis. Chapter Four presents the results of the data analysis. It also discussed the resulting findings to solve the questions raised in chapter one. Chapter Five summarizes the study to help in making conclusions. Recommendations are made based on the conclusions to help resolve the concerns identified. Again, the chapter further recommends suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews previously undertaken researched work and established body of knowledge in the field of study considered relevant to this work. The purpose was to provide a platform for the study and also serve as a continuity of previous studies. The review was organised in three sections, namely; concepts, theories and empirical works. The first section dealt with concepts such as meaning of curriculum; aims and objectives of business management; content and importance of business management; meaning of teaching and learning; methods of teaching and learning business management; challenges in teaching and learning business management; and meaning of evaluation. The next section focused on theories and models of programme evaluation such as the decision-oriented model, consumer-oriented model, expertise-oriented model, participant-oriented model and objectivebased model which has been adapted for this study. The third section of this chapter also focused on empirical studies such as Yeboah (2011), Kwarteng (2009), Oppong (2009), Abudu (2003) and Cobbold (1999).

Conceptual Review

The Concept of Curriculum

The term 'curriculum' has been defined by many people based on their orientation and the philosophy they share. Smith (2000) stated that, the idea of curriculum is not new, but the way we understand and conceive keeps changing over the years, and there remains considerable dispute as to its connotation. Glatthorn, Boschee and Whitehead (2006) supported this idea

when they said that defining the term curriculum is probably the most difficult of all task, for it has been used with quite different meaning ever since the field took form. Curriculum, however, can be defined as prescriptive, descriptive or both.

Indiana Department of Education (2010) defined curriculum as the means the intended interaction of pupils with subject matter, materials, resources, and processes for evaluating the fulfillment of educational objects. Cliath and Solathair (2003) further defined curriculum as a written plan delineating what students will learn (a course of study). Curriculum may refer to all the courses presented at a given school, or all the courses offered at a school in a specific area of study. These two definitions are examples of prescriptive definitions of curriculum. By prescriptive definitions we mean definitions that provide us with what “ought” to happen, and they more often than not take the form of a plot, a projected programme, or some kind of a professional view about what needs to take place in the course of study (Ellis, 2004). Similar to prescriptive curricula are medicaments that patients have filled by pharmacists. This is parallel to the prescribed curriculum for schools where the teacher, like the patient, eventually decides whether the prescription will be followed.

The descriptive definitions of curriculum extend beyond the prescriptive terms as they force thought about the curriculum “not merely in terms of how things ought to be ... but how things are in real classrooms” (Ellis, 2004. p. 5). Another term that could be used to define the descriptive curriculum is experience curriculum. The Experienced curriculum provides

“glimpses” of the curriculum in action. Silva (2009) defined curriculum as a stress on what students can do with knowledge, rather than what units of knowledge they have, is the essence of 21st-century skills. Brown (2006) also opined that the curriculum is all student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.

The definitions provided for prescriptive and descriptive curricula vary primarily in their breadth and emphasis. It would be better a useful definition of curriculum meets two criteria: It should mirror the broad understanding of the term as used by educators, and it should be beneficial to educators in making operational distinctions. These two perspectives imply that the curriculum is a series of activities either planned or unplanned that learners are expected to undertake in order to be accepted as members of the society. Therefore, the curriculum can be considered as specifying the purposes of an educational programme and indicating the content, learning experiences and how they will be taught and evaluated. This implies that every curriculum has purposes, content, learning experiences and evaluation.

The purpose of a curriculum is grounded in the social aspirations of the society where the curriculum is being used. It outlines the goals and aims of the programme and states the goals and objectives of the curriculum. The content of a curriculum also known as subject matter is the body of knowledge, for example, economics, mathematics, geography, business management, that are taught in the school. They are usually the cherished

skills, attitudes and values the society wants the learners to acquire. Learning experiences are the interactions between the learner and his external environment. It places emphasis on the methodology of impacting the content. Evaluation is the process of making judgment regarding: inputs, means, content, outputs and outcomes of the whole learning process. The judgment is to enable stakeholders of the curriculum make decisions concerning it. It is the interaction of these elements in the social, political, economic, technological and environmental context that constitutes a curriculum.

The elements of a curriculum are to be arranged or put together in a particular way in order to achieve the aims and objectives of the curriculum. The manner in which the key components of the school curriculum such as the educational aims, content, learning experiences, methods of instruction, spaces, teaching and learning resources and available instructional time are put together in order to emphasize and achieve various sets of educational ends is termed the patterns of curriculum organisation. The common patterns of curriculum organisation are namely; activity curriculum, core curriculum, integrated curriculum, and subject curriculum (Adentwi & Sarfo, 2011).

Activity curriculum also known as the Experience curriculum is one where the interests and purposes of children determine the educational programme. The content of the curriculum is concentrated on activities that are based on the "felt interests and felt needs of children" and not on "adult conceptions of what children should be interested in or what children need" (Smith, Stanley, & Shores, 1957 p. 271). Its theoretical underpinnings are directly in line with humanism, which identifies the distinctiveness of human beings and the qualities of life that contribute to our humanity, in art,

literature, music and all facets of daily living (Krause, Bochner, & Duchesne, 2003). Humanist ideas such as Maslow's theory of human motivation and the hierarchy of needs, and Carl Rogers' model of clientcentred therapy and the concept of "freedom to learn", have instituted the very fabric of activity curriculum.

According to Oliva (1992) content could be organized into disciplines or integrated either on a school-wide basis (as with the core curriculum) or on the classroom level (as with certain types of unit plans) without concern for disciplines. To him, "by integration, we mean the blending, fusion or unification of disciplines" (p. 7). Janesick (2003) also defined integrated curriculum as education that is structured in such a way that it permeates subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a complete way and mirrors the real world, which is interactive.

Tanner and Tanner (2007) defined core curriculum as the body of courses required of all students or broad fields from which courses are to be selected to meet the mutual curricula requirements for general education. To Adentwi and Sarfo (2011), this type of curriculum organisation provides a compulsory set of subjects for everybody, while at the same time allowing individual students to select subjects from elective areas. Core curriculum is simply regarded as merely the subjects required of all students. The compulsory subjects are made up of required knowledge and skills, which are considered to be so basic to the culture and civilization that they must necessarily be exposed all learners. Thus, all learners are expected to reach

some basic level of competence in such courses or subjects for effective participation in society.

Subject curriculum is a curriculum which is centred on one single subject. Adentwi and Sarfo (2011) described subject curriculum as an organisation of the content of education into subjects of instruction. In other words, a subject centred curriculum is a way of teaching in which all the courses are planned to be about one particular subject or theme as opposed to an all-encompassing method. This means that under the subject centred curriculum, one basically studies his/her interest or subject and only opts out of the learning that has no linkage with what you want to learn. This pattern of curriculum organisation is based on the notion that knowledge is useful for its own sake and that the first duty of the school is to provide a standard programme of intellectual training in the fundamental disciplines (Chang, Dillion & Wang, 2002). In Ghana, SHS curricula are organised in the pattern of subject curriculum to which Business Management is of no exception.

The Aims and Objectives of Business Management

Curriculum developers must always be concerned about what should be incorporated into the curriculum and how to present and organize what is selected. In other words, they must first deal with content or subject matter and then learning experiences. These tasks are preferably carried out by articulating behavioural objectives, which act as a guide for the curriculum development and implementation process. The aims and objectives of any curriculum (subject) are derived from the rationale for which that was developed. Therefore, there is the need to understand what a rationale is. Pratt (1980) defined the rationale of an instructional programme as “an argument

that seeks to justify the pursuit of an aim” (p. 152). This means that the rationale provides the defence for which a course is been offered. This usually encompasses assumptions about the society, students and areas of study of a particular subject. It also indicates the benefits that learners will derive from studying the subject (Ndirangu, 2006). Concisely, the rationale is the philosophical base of a subject. That is, the synthesizing of all relevant knowledge and ideas which define the chief ends and values of a subject. Thus, it states what the programme seeks to bring to bear on its consumers.

In Ghana, the rationale for a subject are usually stated in the syllabus of that subject. A syllabus, according to Tolbert (2016) is a report of the contents of a subject which it is projected to study; it provides the order in which it is proposed to study those contents. Ndirangu (2006) stressed this view when she defined syllabus as a document with an outlined summary of topics to be covered in a course. These definitions neglect a lot of elements found in the syllabus by way of recognising only the content. In more comprehensive terms, a syllabus may be defined as an outline specifying the rationale, aims and objectives, contents, teaching methods, teaching-learning resources and assessment instruments of a particular subject, packaged in the school curriculum.

With respect to the rationale for the Business Management subject according to the Teaching syllabus for Business Management 2010, business management will help to advance a business management ethos, which is crucial for stimulating economic development. It is also intended to familiarize students with knowledge of principles and techniques in business and skills that are necessary for successful business career. The course will

further lead to the acquisition of attitudes that are necessary for success in contemporary business practice. The subject is, therefore, designed to enable the student to acquire knowledge and skills in the field of business and by so doing, build a better business profession.

The rationale is developed into aims and objectives of the curriculum. To be able to develop curriculum aims and objectives, a situational analysis also known as needs assessment has to be carried out. Hoy and Miskel (2005) defined needs assessment as a process of detecting openings between what is and what ought to be. In support of the need for situational analysis, Salia-Bao (1987) stated "for any curriculum to be functional, it must be rooted in the culture and needs of the people concerned" (p. 16). This is because education does not occur in a vacuum, but among people with different backgrounds. According to Richardson (2008), "when you conduct a situational analysis, you will always find that there are more situations that need attention than you can possibly address within the constraints of the time available, money, and other resources" (p. 23). This is because many factors come into play when conducting a meaningful situational analysis. Castañeda and Prendes (2013) has adopted Skillbeck's classification of these factors into internal factors and external factors. Some of the internal factors are the learner, the teacher, the existing curriculum and the institutional context. The external factors to be considered are the educational system, government policy, societal considerations, philosophy of education, psychology of learning, and financial resources. That is the learner, subject matter and contemporary society. This means that before we set to out to state aims or objectives, a needs assessment should have been conducted.

Print (1993) stated that, there is confusion over the use of aims, goals and objectives to represent the intent of a curriculum. Aims according to Pratt (1980) are used to refer to a statement of the general change to be brought about in a learner. They are the very broad or general statements of intent which are supposed to give direction to education in an entire country. Goals may refer to institutional level or general intents of a particular level of education, while objectives may be used to describe the ends of an instructional unit. The difference among the three terms is dependent on the level of specificity of educational purposes. Wheeler classified them into ultimate, mediate and proximate goals. According to Australian Curriculum Assessment and Reporting (2012), "ultimate goals are the expected endproducts of education carried out overtime" (p. 89). From the ultimate goals, mediate goals, which are the patterns of expected behaviour at given stages over the educational period, are carved out. Goals at this level are more in line with institutional goals. Out of the mediate goals, proximate goals are developed.

Proximate goals are more in line with programme goals. Much more specific objectives can be designed from proximate goals at the classroom level. In the case of the business management curriculum, its aims would be likened to what Wheeler calls proximate goals, while the specific objectives against which each content can be associated to his specific objectives. In sum, aims and objectives of a curriculum provide a basic orientation for the teacher or curriculum implementer. The aims and objectives of a course are statements of expected or desired outcomes of an educational enterprise. Thus, the aims

and objectives represent a clear idea of what teachers should achieve after instruction (Frank, 2012).

The aims of the senior high school business management syllabus are to help students:

1. Recognize the main functional areas of business management.
2. Acquire basic principles and techniques for managing a profitable business enterprise.
3. Develop skills for solving business problems and minimizing business risks.
4. Acquire the capability for developing sound financial basis for business.
5. Develop appropriate attitudes and the necessary ethics for modern business.
6. Develop the capability for generating ideas for the creation of new business.
7. Develop interest in business as a career option.

From the above, the business management subject is intended to provide a progressive education with the aim of channelling out people with business management culture. Also, the subject aims at helping students to acquire knowledge, skills and abilities to succeed in their business career.

Content and Importance of Business Management

Content as an essential component of teacher's knowledge is neither new nor a controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement for teaching. The myriad tasks of teaching, such as selecting worthwhile learning

activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn.

The term content can be used in two senses in curriculum studies. In its broadest sense, content consists of those aspects of the culture of a people which are considered to be important enough to be passed on to the younger generation. Adentwi and Sarfo (2011) described content as “the knowledge, skills, attitudes and values to be learned” (p. 159). Thus, values, attitudes and skills that are imparted to learners for the survival and progress of society and for their effective participation in the life of the society. This implies theoretical knowledge or information in books alone do not constitute content.

In a limited use, content implies a related body of facts, generalisations, or theories, or a description of events, as in Business Management, or any other predetermined arrangement of a particular segment of knowledge or subject matter (Adentwi & Sarfo, 2011). Thus, content is the body of knowledge or information which comprises the learning materials for a particular course or a given grade. Business Management falls under this description.

The idea implied in the limited sense of content is that since the school cannot transfer the entire culture of the society, it needs to make a selection of knowledge, skills, values and attitudes that it can effectively pass on to learners. Content, therefore, occupies a very important place in the curriculum since it's the stock in trade in the schools.

The meaning of Business Management as content becomes clearer when its component parts Business and Management are defined. Fry, Stoner

and Hattwick (1998) defined business as “any organization that strives for profits by providing goods and services that meet customer needs” (p. 7). They further stated that business really deals with a fundamental exchange, an exchange of products and services for money. Thus, business is an integrated exchanging value between a business organisation and its customers. Schlais (2011) opined that Management represents the utilization of human resources (employees) and other resources (such as machinery) in a manner that best achieves the firm’s plans and objectives. Schlais identified four key components of Management: understanding the characteristics necessary for managers to be effective; assignments of job responsibilities; management of the process by which the products are produced, and monitoring and improving the quality of product.

The content of the Business Management Curriculum has been designed in such a way that it will offer enough knowledge and skills to students discontinuing their education at the end of Senior High School to manage businesses efficiently. Business Management Programme also offers adequate foundation for students who will pursue further education in business. The content of the syllabus at the SHS level is categorized under ten sections as follows;

1. Nature of Management
2. Functions of Management
3. Management Information Technology
4. Legal Environment of Business
5. Finance and Financial Institutions
6. Role of Government in the Economy

7. International Trade and Problems of Developing Economies
8. Globalization and Economic Integration
9. Entrepreneurship and Small Business Management
10. Functional Areas of Management.

The Concept of Teaching and Learning

People's concept of teaching varies; some think of it as easy; others as difficult. The truth is that it is not easier or more difficult than other activities that require professional skills; but what many people fail to appreciate is what teaching really is and the skills that are actually required (Farrant, 2004). Farrant (2004) said "Teaching and learning are opposite sides of the same coin, for a lesson is not taught until it has been learned. Teaching, therefore, can be thought of as a process that facilitates learning"(p.168). According to Alderuccio (2010), teaching can be used in two senses. Firstly, it can refer to a particular occupation or profession in which people may be engaged. That is to say teaching can be seen as noble profession people take to like medicine or law. The second view of teaching denotes the various activities undertaken by a more experienced and more knowledgeable person in order to enable others learn. This second view raises three issues. The issues include;

1. Numerous activities which constitute teaching. Activities like sharpening a pencil, drawing on a chalk board, demonstrating a chemical experiment to pupils among others constitute teaching.
2. The person (teacher) carrying out the teaching should possess more knowledge and be active in the instructional process.
3. The learner does not have any knowledge and is a passive participant in the instructional process.

To Tamakloe, Amedahe and Atta (2005), teaching “is an activity of imparting knowledge, skills, attitudes and values to learners.” It involves creating situations to facilitate learning and motivating learners to have interest in what is being transmitted to them” (p. 58). Thus, it could be regarded as a process of bringing about learning. In this process, the teacher has an important role to play because he acts like a catalyst, actively stimulating learning. In normal speech, we usually say that children are taught by teachers but they learn from books. This distinction between teaching and learning is a subtle one but recognises the fact that teachers are able to respond in appropriate ways to the differing learning needs of individuals and the varying circumstances of particular situations. The role of the teacher is therefore very important in any teaching strategy, especially since his direct participation can range very widely, from complete control over what is learned to minimal intervention (Farrant, 2004).

The question has often been asked if teaching is an art or a science. Teaching as an art tends to suggest that there is no laid down procedures or processes during teaching. Teaching has no general rule as to what is the right way or the wrong way. Circumstances (environment) present so many variables that what might be right in one situation could be wrong in another. The teacher is expected to teach naturally and effectively as if he or she has been trained to teach. Thus, teaching as an art requires the teacher to use his innate skills to carry out his duty as a teacher. Teacher may have some training in content but not necessarily methodology. Teacher uses his own discretion in transferring information to the learner. That is not to say that the teacher should not constantly be searching for ways to improve his methods. People

like Socrates, Plato, Aristotle, Confucius, Jesus Christ and Mohammed are examples of teachers who can be associated with teaching as an art.

Modern teaching recognises teaching as a science more than as an art. Today's teaching does not leave things to chance as in the case of teaching as an art. Teaching as a science has a body of systematized knowledge on methodology, human development and psychology, and educational philosophy. Such knowledge is obtained from scientific investigations and in certain cases is built into models and theories. These theories and models provide the steps the teacher is to follow during instructional period. They have been tried out to find out their effectiveness and recommendations made to teachers. This is to avoid leaving things to chance as in the case of teaching as art. It is the recognition of the need for better methods that has led to a good deal of the surge towards innovation in education in recent years.

The Association of Supervisors and Curriculum Development in the United States of America in their 1949-year book, outlined the following seven (7) features of what they referred to as "better teaching" thus;

1. Fostering security and satisfaction;
2. Promoting co-operative learning;
3. Helping pupils to develop self-direction;
4. Fostering creativity;
5. Helping pupils develop values;
6. Providing opportunities for social action;
7. Helping pupils to evaluate learning.

Nezhad (2011) stated that effective teaching consists of; first, the process of teaching which involves a group of skills for organizing content of

an instruction and achieving its goals, and second, a group of personal and social skills for successful functioning in the school, for relating with parents and administrators. Nezhad (2011) outlined three (3) stages in the process of teaching as pre-teaching, teaching, and post-teaching stages. Pre-teaching stage, the first stage, involves activities that are carried out before the lesson. They include establishment of goals, determination of students' readiness, selection of instructional strategies and collection of materials, and assessment and evaluation. The teaching stage is the implementation of what was planned during the pre-teaching stage. The post-teaching stage, the last stage, includes activities such as assessment of the effectiveness of teaching methods used, determination of the extent to which objectives have been achieved among others.

In describing the characteristics of good teaching, Farrant (2004) stated that the teacher structures his teaching in relation to:

1. His pupils
 - a. by being sensitive to their abilities, interests and needs.
2. The Curriculum
 - a. by being thoroughly familiar with what he is required to teach.
 - b. by helping his pupils to make sense of their world.
 - c. by encouraging the creative abilities of each pupil
 - d. by helping children to develop emotionally and socially through their feeling valued.
3. Resources
 - a. that are readily available inside or outside the school

b. that can be handled conveniently

4. Teaching Methods

a. that builds on a foundation of knowledge already possessed by his pupils.

b. that encourage children to learn by doing

c. that ensure that learning grows out of useful experience and experimentation

d. that use teaching aids effectively

e. that create in the classroom and learning environment

f. that stimulate appreciation as well as cognitive development

g. that vary groupings of pupils to get the most efficient learning units for each type of lesson.

These suggestions by The Association for Supervisors and Curriculum Development, Nezhad and Farrant as to what better or effective or good teaching are statements suggesting set of principles or procedures that the teacher is expected to follow. The procedures are as a result of the quest to make teaching as a science more than an art.

Learning on the other hand, according to Lickliter and Honeycutt (2013) is the relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. In the words of Alderuccio (2010), “learning is the permanent acquisition and habitual utilisation of newly acquired knowledge or experience” (p. 310). To Farrant (2004), learning is the process by which we acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. In line with these definitions I will also

define learning to be the relatively permanent change in behaviour that occurs as a result of a person's interaction with the environment. It is a process of acquiring new, or modifying and reinforcing existing knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information. Tamakloe et al. (2005) stated that:

Learning is not restricted what to happens in formal education. It is constantly influencing almost all spheres of life. Generally, it is described as the process of having one's behaviour modified, more or less permanently, by what he does and the consequences of his actions, or by what he observes (p. 15).

To them, learning is therefore, the individual's ability to exhibit, for instance, new intellectual skills; acquire new information and attitudes as well as motor skills as a result of his or her mental capabilities and his or her reaction to environmental stimuli that do not affect his or her body. It is a phenomenon which is continuous and must last, if not made permanent in an individual's life. These definitions and explanations of learning provide three key elements of learning namely:

Change in behaviour, which means that once an individual has gone through the learning process, it is expected that the person exhibits a new behaviour. The second is relatively permanency of the behaviour. This implies the newly acquired behaviour should form part of the individual for a fairly long time. Lastly, learning results from 'practise' or 'experience'. It could be pointed out that whatever activity that qualifies to be labelled learned behaviour must result from the learner's experience or practice. Thus, the new behaviour can only be acquired through practising it or by experiencing it.

The Methods of Teaching and Learning Business Management

The effectiveness of learning is one of the important issues in teaching and learning interaction. The processes through which learning is effected are the methods used. Ideally, these should be called teaching-learning methods but the common parlance is “teaching method”. When the spectrum of the process which takes place in a teaching-learning interaction is considered, one is tempted to use the proposition “teaching-learning methods”. This is as a result there are teachers and students in the interaction and that each of the two groups engage in some type of activity or the other. So, in the interaction there is interplay of teacher activity and student activity.

These two types of activity can be placed along a continuum where at one end teacher activity is dominant through to the other end where student activities predominate. However, since learning can take place without teaching, it becomes necessary to have a distinction between methods which are related solely to teaching and those linked only with learning. The justification for the use of teaching methods or methods of teaching becomes evident in the light of the foregoing statement. In support, Tamakloe et. al. (2005) is of the view that there should be two separate things – teaching methods and learning methods – for the purpose of providing a distinctive basis for discussion.

Teaching methods are the complement of content, just as instruction is the complement of curriculum. Methods of teaching are instruments or channels adopted by teachers to achieve lesson objectives. Thus, teachers of all fields employ them during instructional periods. Tamakloe et al. (2005) explained that teaching methods are “the process which are adopted by both

the teacher and the students to induce learning in the teaching learning interaction” (p.346). Adamu (2008) supported this view when he defined method “as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students.” (p. 34). According to Vin-Mbah (2012), teaching methodology is concerned with what method techniques or approach, individuals or group of teachers select and use in actual classroom situation. Thus, teaching methods are the processes through which learning takes place.

Available literature suggests over 150 methods of teaching and whether a method is appropriate for a lesson or not depends on many factors such as subject or topic to be taught, the learning characteristics of learners, the socio-cultural environment among others. Methods of teaching can be grouped into two broad categories, namely: child-centred methods and teacher-centred methods. Child-centred methods are also referred to as Students-centred or learner-centred methods of teaching. Collins and O'Brien (2003) explained Student-Centred Instruction (SCI) as an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student in the centre of the learning process. Similarly, Dupin-Bryant (2004) defined learner-centred teaching method as “a style of instruction that is responsive, collaborative, problem-centred, and democratic in which both students and the instructor decide how, what, and when learning occurs” (p. 42). Learner-centred instruction is most suitable for the more autonomous, and more self-directed

learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The learner-centred approach reflects and is rooted in constructivist philosophy of teaching (Brown, 2008; Ministry of Education-Maldives, 2010 cited in Yeboah; Weimer, 2002; and Schuh, 2003). In Constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge (Brown, 2008). Child-centred methods include activity methods, assignment, supervised study, discussion method, field trip, project method, play and games method etc. These methods may be applicable to both individual and group approaches to teaching. However, some of the methods are more amenable to group than to individual approach and vice versa.

Dupin-Bryant (2004) defined teacher-centred teaching method as “a style of instruction that is formal, controlled, and autocratic in which the instructor directs how, what, and when students learn” (p. 42). The teacher-centred methods as the name implies, means that the principal actor in the lesson is the teacher while the learners are passive listeners. Learners have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. Duckworth (2009) asserted that teacher-centred learning actually prevents students' educational growth. At the end of a lesson, the learner may ask one or two questions or be required to answer some questions or pass some comments or jot down some points. Teacher-centred methods are a clear negation of the accepted view that learning is an active rather than a passive process that the best and most applicable learning is learning by doing.

Lecture method, questioning method and demonstration method are some of the teaching methods in this category.

The 2010 Business Management syllabus suggests teaching methods that ensure maximum student participation during lessons. It requires teachers to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning. Also, they are to emphasize the cognitive, affective and psychomotor domains of knowledge in their instructional system wherever appropriate. Teachers are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. Methods of teaching of the subject are presented in column four (4) of the subject's syllabus. It is stipulated in the syllabus that the following methods be used in the teaching of business management subject: lecture, discussion, role play, brainstorming, problem solving, case study, and field trip. These methods would acquaint students with knowledge of principles and procedures in business and skills that are necessary for a successful business career.

Lecture Method of Teaching

Lecture method according to Vin-Mbah (2012) is the oldest and the most common method in use at the tertiary level. Long before printing was invented, the method was the “core of Scholastic instruction” (Wallace, 2006). According to Brown (1987), the term lecture was derived from the Medieval Latin “Lecture” to read aloud. So, Lecture consisted of an oral reading of a text followed by a commentary. Collins and O'brien (2003) suggested lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note

taking, usually implies little or no class participation such means as questioning or discussion during the class period. Grison (2014) described the lecture method as an uninterrupted verbal presentation by an instructor. Kaur (2011) gave same definition as lecture occurs whenever a teacher is talking and students are listening. Vin-Mbah (2012) further defined it as the process whereby the teacher verbally delivers a pre-planned body of knowledge to his students. The lecture method, although considered by modern educators as traditional or out-dated, is probably still one of the most widely used procedures of teaching. Even in secondary schools, teachers fall back on this method when they have had insufficient time to prepare their lessons. Often, beginning teachers resort to lecturing using portions of their own lecture notes gathered while they were students themselves (Frank, 2012).

The lecture method has assumed many forms and Lowman (1984) cited in Tamakloe et al. (2005) has classified these forms into seven types of the lecture method of teaching. They are namely; Formal Oral Essay, Provocative Lecture, Lecture Discussion, Lecture – Recitation, Lecture Laboratory, Expository Lecture, and Lecture-demonstration. Formal Oral Essay type can be seen as a highly polished kind of lecture that presents information primarily to support a conclusion (Bain, 2004). In this process, the lecturer has reviewed and selected from a large body of knowledge the theories, research studies, and arguments that support his conclusion. In Provocative Lecture, the intention is to provoke the students' thought. Here the teacher challenges students' existing knowledge and values and helps them to form a more complex and integrated perspective. Lecture Discussion type is where the teacher encourages students to comment or express views rather

than simply raise questions. The lecture-discussion class starts with the teacher speaking for few minutes and then stimulating a few minutes of discussion around a key point in his remarks. The discussions are brief and may be carried out only twice during the lesson.

Lecture – Recitation: In this process, the teacher stops to ask specific questions or requests students to read prepared material aloud. But the teacher provides the questions and students share what they know or have prepared. Thus, students are given the opportunity to expatiate on what they have been asked to read about and has been touched upon in the lecture. Lecture Laboratory is where students follow short lectures by making their own observations, experiments, or other independent work. This lecture is usually used in science as well as in studio art and writing classes. In Expository Lecture the teacher does most of the talking, with only occasional questions from the students. These lectures are less elaborately planned than oral essay. The last variation is the Lecture-demonstration in which the teacher makes an increasing use of materials like realia, diagrams, charts to illustrate issues raised during lesson delivery.

After all, said and done, the most definite comment that one can make about the lecture method is that during the lesson, the teacher talks while the students listen and jot down essential points. This makes people describe the method as teacher-centred, teacher dominated and teacher activity method. The lecture method was criticized during the early days. There are a number of instructors who question the effectiveness of lecture as a method of teaching. As Kaur (2011) suggested the lecture method is not useful in teaching factual information. Some of instructors suggest the reading of materials as an

alternative to lecture method. Samuel Johnson said in 1766 “people have got a strange opinion that everything should be taught by lectures. But I cannot see that lectures can do so much good as reading the books from which the lectures are taken”. And he said in 1781, “Lectures were once useful; but now, when all can read, the books are so numerous, lectures are unnecessary.” If your attention fails and you miss part of a lecture, it is lost; you cannot go back as you do upon a book (Boswell, 1952). But in spite of these questions, Hergenhahn and Olson (1993) say, “Even with the possible shortcomings of the lecture, there appear to be at least three conditions under which its use is clearly justified” (p. 89). And then they say, first, it may be the best way to disseminate new ideas that are not yet available in print. Second, most of people enjoy listening to prominent individual presenting his ideas to an audience. Third, a good lecture can instill in a topic because of his enthusiasm and manner of presentation. Thus, a good lecture can sometimes motivate students to learn in a way that printed material cannot.

Finally, the advantages and disadvantages of lecture model can be summarized as: it provides information on topics which are not readily available or easily obtainable to students. It trains learners to be good listeners; it ensures the maximum use of students’ time and efforts; it improves the recall ability of learners; it has high motivational and inspirational values and provides students excellent opportunities to learn to take down notes, (Anti & Anum, 2003; Tamakloe, et al., 2005). The limitations of this method are that there is very little scope for pupils’ activity; it does not take into consideration individual differences; it spoon-feeds the students without developing their

power of reasoning and the speed of the lecturer may be too fast for the learner to grasp the line of thought.

Discussion Method of Teaching

Discussion according Sajjad (2011) is “a free verbal exchange of ideas between group members or teacher and students” (p. 5). In literature on teaching, the term "discussion" usually refers to a diverse body of teaching techniques, which emphasize participation, dialogue, and two-way communication. The discussion method is one in which the teacher and a group of students consider a topic, issue, or problem and exchange information, experiences, ideas, opinions, reactions, and conclusions with one another. Kochhar (2000, p. 347) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching.

During the discussion, more than one question is been asked as the group seeks to shape the responses into the best conclusion. Thus, the teacher poses the first question or statement which begins the process and from there answers and counter answers are provided by the group. Typical of discussion is the argument or debate that goes on during the process or period. Thus, members in the classroom can question, clarify and challenge a submission of another member. Teachers often use a discussion method of instruction because the method emphasizes high level of teacher student interaction. The method is thought to be a useful teaching technique for developing higher order thinking skills - skills that enable students to interpret, analyse, and manipulate information. Students explain their ideas and thoughts, rather than merely recount or recite memorized facts and details. During discussion

learners are not passive recipients of information that is transmitted from a teacher. Rather, learners are active participants. As they interact during the discussion, students construct an understanding about the topic. Discussion can take two forms namely; Class discussion or Group discussion.

Class discussion is where discussion takes place between the whole class and the teacher. In class discussion, there are students who are not courageous enough to stand up and contribute to the discussion. This may be due to stage fright, inability to articulate, shyness, generally low achievement and particularly lack of knowledge on the issue under discussion. Teachers do sometimes provide the needed encouragement and motivation for the students so they could participate in the discussion. However, fewer students benefit than group discussion. Group discussion on the other hand is carried out by putting students into groups to undertake discussion. This form of discussion permits a larger number of students to present a variety of problems, gain experience in the various ways of integrating facts, formulate hypotheses, amass wealth of relevant information, and evaluate conclusions. Because group discussion generates a high degree of student participation and involvement it is able to make real changes in attitudes and behaviour.

On the advantages of using the discussion method, Tamakloe et. al. (2005) said it makes students more tolerant of different views and develops group feeling among them. Moler (2008) added that it is efficient in coordinating or relating facts or materials learned for better understanding and also help to facilitate transfer of learning from one situation to other related situations. According to Ayeni and Ibukun (2013) the discussion method is highly recommended for its high degree of student participation which ensures

better understanding and retention of material. Other authors, however, find limitations to learning from discussion conducted among students; Laurillard (2002: 158-159), for example, finds that peer discussions do “not necessarily lead them to what they are supposed to know” since students might lack the knowledge to reach the desired learning outcome. Yet, a large body of research suggests that discussions are beneficial for learning, and especially for developing critical thinking skills. Thus discussion is considered as an active learning technique and credited with promoting critical thinking and higher-order, deep learning.

Role Play Method of Teaching

Role playing is a teaching strategy that fits within the social family of models (Joyce & Weil, 2000). These strategies incorporate epistemological assumptions of constructivism. From the constructivist perspective knowledge has no objective or absolute value. It does not exist independently of the student, but rather is created based on the student’s experience, observation, reflection, experimentation and interaction with the environment (Greisen, Altar, Bolwig, Whitehead & Wortwein, 2005). Thus, it emphasizes the social nature of learning, and see cooperative behaviour as stimulating students both socially and intellectually.

Manoron and Pollock (2006) defined role play as a teaching technique that involves learners actively in the learning process by enabling them to act as stakeholders in an imagined or real scenario. Shaftel and Shaftel (1982) described role play as “a group problem solving in spontaneous enactment, followed by guided decision” (p. 6). They describe role play as a spontaneous acting out of a situation. It is an efficient technique for gaining insight into

sensitivity and awareness. It is a potent technique for training in leadership, human relationship skills and developing skills in decision making and problem solving. It makes dull students active and maintains students' interest in a lesson. However, they also may be time consuming and contain the risk of dominating up to the exclusion of solid theory and facts (Joyce & Weil, 2000).

Brainstorming Method of Teaching

Brainstorming is a loosely structured form of discussion for generating ideas without participants embroiled in unproductive analysis. Al-Maghrawy (2012) defines Brainstorming as a “group creativity forum for general ideas”. According to Mateen (2013), brainstorming was developed by Alex Osborn to create ideas without inhibition. Thus, brainstorming is process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Following generation of ideas, options are typically analyzed, a best solution identified, and a plan of action developed. It is a very useful technique for problem solving, decision making, creative thinking and team building. It develops listening skills. Rao (2007) found that students who had been trained in brainstorming techniques and used them regularly over a twelve-month period produced measurably higher results in writing tasks. To the teacher the method is important according to Al-Khatib (2012). It helps the teacher to conclude ideas that are broader than students' thinking solutions and makes the teacher more democratic and respectful of views regardless of the different points of view. Ibnian (2011) provided a number of rules which should be taken into account during brainstorming sessions. These are no criticism of ideas, building on what

others have suggested, strange and wild ideas are accepted, welcoming the large quantities of ideas.

Problem-Solving Method of Teaching

Many educationalists of secondary education stress the need for methods of teaching that equips learners with knowledge, abilities and skills to function in and out of school. This method usually consists of some form of problem solving procedure as the basis for most teaching and learning activities. Ghana Education Service (2010), Teaching Syllabus for Business Management states that

“As implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. A suggestion that will help your students acquire the habit of analytical thinking and the capacity for applying their knowledge to problems is to begin each lesson with a practical problem. Select a practical problem for each lesson. The selection must be made such that students can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let students analyze the problem, suggest solutions, etc., criticize solutions offered, justify solutions and evaluate the worth of possible solutions. There may be a number of units where you need to re-order specific objectives to achieve required learning effects.”

The problem-solving method may be defined as ‘a planned attack upon a difficulty ... for the purpose of finding a solution. It is a method in which a person uses his ability to solve problems which confront him’ Tamakloe et al. (2005). Problem-solving method also known as Problem based method can

also be explained as a pedagogical strategy based on constructivist learning theory that simultaneously develops both problem-solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem solvers. Students are confronted with problems that are "ill-structured," that is, they do not have clear-cut, absolute answers. These problems reflect the complexity of real-world situations. The tasks are designed to be as authentic, in terms of emulating real-world tasks and environments, and are designed to foster transfer of learning to real-world situations that the learner may encounter in the future. In addition, they require learners to actively explore information resources other than the teacher, including primary documents, reference materials and community members, and to draw on knowledge from diverse subject areas. Thus, the problem-solving method guides students to use certain skills to solve real life problem which may be bothering the student or society as a whole.

Case Study Method of Teaching

The term 'case study' covers a wide range of problems posed for analysis, but most types include several key elements. Most cases are either based on real events, or are a construction of events which could reasonably take place. They tell a story, one involving issues or conflicts which need to be resolved—though most case studies do not have one obvious or clear solution. The information contained in a case study might be complex (including charts, graphs, and relevant historical background materials) or simple - a human story that illustrates a difficult situation requiring a decision.

Preszler (2009) viewed case study as a situation where students draw inferences and make decisions given a detailed description of a scenario (often

based on a true story). Michael (2012) described case study as a method of teaching where a detailed analysis is made of some specific, usually compelling event or series of related events so that learners will better understand its nature and what might be done about it. Case study was primarily developed in business and law contexts, case method teaching can be productively used in liberal arts, engineering, and education. This method is basically used to develop critical thinking and problem-solving skills, as well as to present students with real-life situations. Students are presented with a record set of circumstances based on actual event or an imaginary situation and they are asked:

1. to diagnose particular problem(s) only.
2. to diagnose problem(s) and provide solution(s).
3. to give reasons and implications of action after providing both problem and solution.

Field Trip Method of Teaching

Field trip also termed as fieldwork or excursion by some scholars is described by Tamakloe et al. (2005) as “the teaching and learning process which takes place outside classrooms or laboratories” (p. 379). Thus, a field trip is any teaching and learning excursion outside of the classroom. Field trip according to Tamakloe et al. (2005) can be local or distant. Local field trip takes place within the school, the environs of the school or in the community where the school is located. Distant field trip, however, is one that takes place outside the community or town of the school is located. Field trip can range from a short visit to a single location to a tour or several days, covering several areas. This means field trip is a method of teaching by going on trips for

on-the-spot study, investigation and discovery. The method can also be classified into two types, thus, unstructured and structured.

Unstructured field trip according to Tamakloe et al. (2005) is where the teacher asks students to indicate any phenomenon which interest them and they would like to study. Once agreement is reached, the class embarks on the trip. Learners are not given any predetermined goals. They rather exhibit creativity and discover many things which might not have been accomplished in a structured fieldwork method. On the other hand, Tamakloe et al (2005) explained as structured field as one where students are aware of what definite task they have to perform in the field. They go out to observed and look for pre-planned issues or problems.

Field trips are used for a number of reasons. Notably are; it makes a connection between reality and theory – hands-on, it can be used as an introduction to a unit or a culminating actively, it provides an authentic learning experience, it is exciting - learners get to meet and interact with others, learners can experience all five senses, see, touch, feel, smell, and taste, and learners remember the field trips because they learn using different methodology. These develop learners' interest and understanding of the concepts been taught. Unfortunately, many teachers see this method as time wasting, costly and lack purpose (Tamakloe et al., 2005). Most teachers, therefore, tend not to use the field trip method of teaching. However, in spite of these challenges teachers should occasionally adopt field method in their teaching.

The Challenges in Teaching and Learning Business Management

Achieving a feat in teaching and learning practices could be very challenging since challenges appear to be part of every situation. Human as teachers are in the discharge of their duties, they do face some challenges when it comes to their professional execution of work. Notable challenges in teaching and learning Business Management are teaching and learning materials and assessment techniques.

On teaching and learning materials, the syllabus did not mention specific materials to be used by the teacher. However the materials are implied in the teaching and learning activities. Mankoe (2002) suggested teaching and learning resources that are to be provided to promote effective teaching and learning instruction. The development of space and equipment specifications such as laboratories, resource centres and computers. It therefore behoves on the teacher to search for an appropriate and suitable Teaching Learning Resources to match the lesson, which most teachers do not do.

Materials selection and obtaining appropriate teaching and learning materials for use in implementing curricular designs. Thus previewing, evaluating, designing and finding ways to provide appropriate materials. In commenting on the use of appropriate teaching and learning materials, Morant (1981) said “it is clear that in -service work, whether related to the needs of the teachers or not, will only make headway if appropriate and adequate resources are allocated” (p. 95). This implied that, there is the need to resource all schools with the appropriate and adequate resources in order to enhance effective teaching and learning.

In agreement, Jarolimick and Foster (1989) have explained that in any learning environment there must be quantity of good quality materials suitable for a wide range of abilities and learning styles. They maintained that the availability of a textbook to a student should be the principal concern of planners and administrators. According to Anti and Anum (2003) the task of the teacher is to arrange instructional materials to meet the needs and interest of students. Also, Bruce (1987) emphasized the fact that, greater availability of texts and reading materials raises the quality of learning activities thus increasing achievements.

Hoover (1989) conducted a study among pre-service teachers on educational programme in Korea. The study revealed that, lack of textbooks was the major problems. According to the study, the programmes failed to provide diversity in learning since all the students learn the same Business Management messages from the same textbooks without diversity. Thompson and Smith (1992) also found in a study he conducted that, teachers of Business Management in secondary schools in the Upper East Region of Ghana face the challenges of inadequate textbooks, the difficulty of teaching the subject, lack of in-service training and inadequate time allotted to Business Management on the time table.

Teaching and learning resources are very crucial in the success of any educational programme. No matter how knowledgeable or skilful the teacher is, he would not make much headway if quality and adequate resources are not provided. Regarding assessment techniques used in the teaching of Business Management, a central aspect of Business Management syllabus is the concept of profile dimension that should be the basis for instruction and assessment. A

‘dimension’ is a psychological unit for describing a particular learning behaviour. The profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Business Management, the two profile dimensions specified for teaching, learning and testing are:

1. Knowledge and understanding 45%
2. Application of knowledge 55%

The Business Management syllabus states that “both instruction and assessment be based on the profile dimensions of the subject. It emphasised that, in developing assessment procedures, teachers should try to select specific objectives in such a way to assess a representative sample of the syllabus objective in each assessment (M.O.E 2000 cited in Yeboah, 2011).

Cole (2002) has said that, evaluation means “to assess the value or worth of something”. In addition to assessing training in terms of merit and worth, evaluation is also concerned with the process and outcome of training. Assessing training process therefore means seeking answers to the question “did we do things right”? The Business Management syllabus recommended projects which include practical work and investigative study, class tests, homework and terminal test. Some of these assessment modes may take the form discussed by Nitko (2004):

1. Short answer items: - it requires a student to respond to each item with a word, short phrase, number, or symbol. It assesses students’ performance of lower-order thinking skills such as recall and comprehension of information.
2. True-false item: - it consists of a statement or a proposition that a student must judge and mark as either true or false. There are at

least six varieties: true-false, yes-no, right-wrong, correction, multiple true-false, and yes-no with explanation. They assess a student's ability to identify the correctness or appropriateness of a variety of meaningful propositions.

3. Multiple-choice item: - It consists of one or more introductory sentences followed by a list of two or more suggested responses. The student must choose the correct answers from among the responses.
4. Essay items: - They are used to assess higher-order thinking and writing skills of students. Essay items are usually classified into two groups: restricted response items and extended response items.

Park, Cohen and Murch (1996) study showed that: (a) teachers were not well prepared for business studies discussions, (b) the content of the text books consisted of normative argument (c) most teachers used textbooks content directly in assessing the students. Also Moon (1995) cited in Brookhart (2010) conducted a survey on assessment strategies in business studies in Korea. The finding revealed that, assessment was solely based on the cognitive domain and that no Business Management dilemma was used in assessing students. Assessment is very important in every educational endeavour where teaching and learning is the main objective because it seeks to evaluate the performance of the students, the educators and the curriculum as a whole. It is therefore very important for teachers to use the appropriate techniques to assess students in order to achieve the desired result. Assessment should aim at evaluating the totality of the students.

The major challenge here is how the teacher will be able to decide on which assessment kind will be suitable for which topic. This serves as a threat to the effective teaching and learning of Business Management.

Theoretical Review

The Concept of Evaluation

Like curriculum, the term evaluation has a great variety of meanings (Alexander, Antwerp, Cromwell, Fraser, Mullen, & Turney, 2009), with each definition given to suit a particular discipline or context. In fact, considering the role of language in evaluation, Patton (2000) noted there are nearly sixty different terms for evaluation that apply to one context or another. These include adjudge, appraise, analyse, assess, critique, examine, grade, inspect, judge, rate, rank, review, score, study, test, and so on. He further noted that the variety of uses of the term evaluation “reflects not only the immense importance of the process of evaluation in practical life, but the explosion of a new area of study” (p. 7). Therefore, there are many definitions of what evaluation is. The definition of evaluation could be likened to a blind man attempting to describe an elephant; depending on where he touches is how he will describe the elephant.

Scriven (cited in Fitzpatrick, Sanders and Worthen, 2004, p.5) defined evaluation as “judging the worth or merit of something. Thus, implying that evaluation is determining the worth or merit or value of an evaluation object. Fitzpatrick, Sanders and Worthen (2004) broadened the definition of evaluation as “the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria.” This implies that a major activity involved in all evaluation is

the gathering of data to make judgment on the extent to which set criteria are been achieved. Criteria over here are relative to evaluators, as different evaluators have different criteria they use to undertake evaluation. According to Tamakloe et al. (2005) “evaluation involves gathering information on a person, programme or a process and trying to form judgements about the effectiveness of what is being evaluated”(p. 161). Tamakloe et al. (2005) continued by saying, “evaluation is the process by which quantitative and qualitative data are processed to arrive at a judgement of value and worth of effectiveness” (p. 161). It is both quantitative and qualitative descriptions of persons, events, objects and attributes as well as value judgements concerning the desirability of the characteristics under consideration. In his contribution Koloeze, Iyoko, Okoh and Akubuilu (2015), described evaluation as a “frequent decision-making and judgements which individuals, groups, institutions and governments pass on what affect their lives and those of others. Such decisions or judgements are usually taken on the basis of experience, information, evidence, or date” (p. 268). He further added that in taking these decisions, a systematic or initiative approach may be followed and whichever approach that is followed, the process of getting the information, analysing it and drawing a final conclusion is evaluation.

The terms evaluation and assessment are often used synonymously in education, yet there are significant differences in what they imply. Assessment, according to Marsh and Willis (2007) implies a much narrow and technical process determining how much a student has learned. Thus, it is concerned with the appraisal of individuals, and largely based on the teacher’s estimation of the extent to which a learner has attained mastery of what he or

she is supposed to learn. Therefore, measurement of learner learning is made through the use of a test (paper-and-pencil testing) or teacher's observation of the learner as he (learner) goes about his normal learning activities. Evaluation, on the other hand, is an attempt to weigh and appropriately value something – a person, an action, a process, or an object. This is to imply evaluation refers to how well something is done (merit) and the importance of doing it (worth). Evaluation in education could be carried out on a programme, project or the curriculum. This study looked at curriculum evaluation.

As a term, curriculum evaluation has come into use lately. It evolved from the informal use of feedback by classroom teachers to find out if new instructional materials, processes and methods, among others were yielding any positive results or not. Later on, other parties interested in the successful implementation of curriculum innovation such as local educational authorities, publishers, universities, examination bodies, employers and others, made use of largely informal ways to judge the effectiveness of the changes made. These days, however, as a result of the quest for accountability in public life, which makes it necessary for public officers to justify their actions, teachers, school heads and others involved in the educational enterprise are called upon to formally evaluate what goes on in schools. This has given rise to curriculum evaluation.

Curriculum evaluation according to Cobbold (1999) is the act of gathering information and juxtaposing it with some set of criteria to make judgements regarding the strengths and weakness, merit or worth of an educational innovation, programme or product. Cobbold's definition suggests

in evaluation of the curriculum, information needs to be collected concerning the curriculum, compared to the set standards and conclusions drawn on the curriculum. Hamilton cited in Adentwi and Sarfo (2011) on his part, said curriculum evaluation is the process or processes used to weigh the relative merits of those educational alternatives which, at any one time, are deemed to fall within the domain of curriculum practice. Koloeze, Iyoko, Okoh and Akubuilu (2015) defined curriculum evaluation as “Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development ... Evaluation also implies the selection of criteria, the collection of data, and data analysis” (p. 24). The definition tries to suggest a diagnosis of the curriculum is made in order to take a decision to further improve the entire curriculum or some aspects of it.

It can be clearly seen that, the aforementioned definitions do not limit curriculum evaluation to the appraisal of learning outcomes but actually extend it to other aspects of the curriculum such as the teaching – learning materials being used, the programme of study being pursued under the curricula, the context or conditions within which the curriculum is operating, the level of effectiveness of the instructional methods being employed, the competence of teachers and other personnel implementing the curricula, the suitability of the objectives being pursued among others (Adentwi & Sarfo, 2011). Hickey (2013) identified the purposes of curriculum evaluation as follows:

1. to construct and interpret a reasonably clear overall view of what happened in a learning programme, and to compare this with curriculum intentions;

2. to identify relative strengths and weaknesses as a basis for further curriculum experiences;
3. to determine the effectiveness of the curriculum in preparing learners to undertake particular functions;
4. to identify changes in learners' abilities arising from their curriculum experiences;
5. to delineate accountability of teachers and educational managers and
6. to aid management decision making about justification of resource expenditure.

Adentwi and Sarfo (2011) simplified this when they stated “the main purpose of curriculum evaluation to be to help provide information that would enable us determine the current status of the object of evaluation, to compare that status with a standard criterion, and to select an alternative from among two or more to make a decision” (p. 168) Koloeze, Iyoko, Okoh and Akubuilu (2015) also stressed that the goals of curriculum evaluation are to “emphasise merit, efficiency, the adequacy, acceptability and goodness, role stresses development, improvement, try-out investigation, verification, data gathering and processing.

Curriculum evaluation occurs throughout all stages of the development and implementation of the curriculum. It is to facilitate accountability to the professions, society, the education facilities and the learners. Curriculum evaluation has both formative and summative flavour, in that it helps in the improvement and termination or continuation of the curriculum. It is also important to note that anything about the curriculum can be evaluated.

The Models of Curriculum Evaluation

In the early days, when evaluation was emerging as a field, it was troubled by definitional and ideological disputes. Scholars who wrote about evaluation held different views of what evaluation was, and those who undertook evaluation studies brought to bear diverse conceptions of how one should conduct evaluation. These different conceptions about the meaning and process of carrying out evaluation are what we call “Models of Evaluation”. A model is a conceptualized framework which guide and focus on inquiry (Alade, 2006). Models, logically structured, are capable of helping the evaluator anticipate all the information needed for decision making. Evaluation models prescribe what evaluators ought to do and explain how to conduct a particular type of evaluation.

Adentwi and Sarfo (2011) also explained evaluation models as a representation of a coherent set of ideas about what an evaluation should accomplish and how it should be done. In others words, evaluation model refers to the goals and procedures of evaluation. Different scholars have proposed different lists of evaluation models. For example Lawton cited in Adentwi and Sarfo (2011) classified models of curriculum evaluation into six namely: The Classical (or agriculture botany) Model, Research and Development Model, Illumination Model, Briefing Decision-Makers (The political) Model, Teacher as Researcher (The Professional) Model and Case Studies (Eclectic) Model. From another view, Fitzpatrick et. al. (2011) classified the many different approaches to evaluation into five categories: Objectives-oriented approach, Management-oriented approach, Consumer-oriented approach, Expertise-oriented approach and Participant-oriented

approach. On their part, Hewitt (2006) discussed five models. These are: the Experimental, the Goal-oriented, the Decision-focused, the User-oriented, and the Responsive models.

While a volume of other evaluation models still exists in available literature, the fact remains clear that a model presents a mental picture of the conceptualization of the relationships assumed to exist among a set of phenomena, and how the parts of a whole framework affect each other. Available literature has recognized and even recommended that, several existing models can be used in curriculum evaluation if they are deemed appropriate to the problem and the audience. The Objectives-oriented model is the model that guides the study. However, explanation is given based on Fitzpatrick et al. (2011) five frameworks of evaluations in education.

a. **Decision-oriented model:** I have always been a proponent of the view that every evaluation is for decision making; whether to terminate, modify, improve or continue a programme. Also known as “management-oriented approach”, it emphasizes the program decision maker’s need for evaluation results, reasoning that “evaluative information is an essential part of good decision making” (p. 88). The model focuses on the production of information for selecting among alternative courses of action. Any evaluation that: services a decision; implies a choice among alternatives; and is used in committing resources for the next interval of time before another decision is to be made, is decision oriented (Algahtani, 2016). The decision maker is the audience to whom this type of evaluation is directed, and the decision maker’s concerns, informational needs, and criteria for effectiveness guide the direction of the study. Developers of this method have relied on a systems

approach to evaluation in which decisions are made about context, input, process, and output of the programme. A well-known management-oriented approach is the CIPP model proposed by Stufflebeam (Fitzpatrick et al., 2004; Stufflebeam & Shinkfield, 2007). The model name (CIPP) is an acronym based on a framework that addresses decisions related to Context (population, problems), Input (strategies, budgets, schedules), Process (procedures, refinement decisions), and Product (outcomes, program continuation decisions) (Stufflebeam & Shinkfield, 2007).

The greatest advantage associated with this model is the fact that it helps to focus an evaluation study by paying attention to the specific informational needs of the curriculum planning and implementation process. This helps prevent blind gathering of information that is not directly relevant to the key issues or questions (Adentwi & Sarfo, 2011). Furthermore, the capacity for this approach to provide feedback to decision makers at various decisional stages in curriculum planning and implementation makes it instrumental in ensuring that the curriculum is not left to proceed unaffected by updated knowledge about needs, resources, new developments in education, the relatives of day-to-day operations, or the consequences of providing education in a given way (Gafoor, 2013). For limitation, one is if followed in its entirety, the approach would be costly and complex. If priorities are not set and followed it may lead to an evaluation system as large as the programme itself and diverting resources from programme activities.

b. **Consumer-oriented model:** The consumer-oriented approach seeks to inform consumers about products so that they (the consumers) have the informational basis for making judgments about human service products, such

as commercial educational programmes and materials. The emphasis of this approach is to help consumers choose among competing programs or products. The major question addressed by this evaluation is, “Would an educated consumer choose this program or product?”

A major contributor of this model is Michael Scriven. Scriven’s major contribution is the way in which he adamantly defined the role of the evaluator in making value judgments. Shadish, Cook and Leviton (1991) noted that Scriven was “the first and only major evaluation theorist to have an explicit and general theory of valuing” (p. 94). Scriven is unequivocal in his position that society requires valuing and it is the role of the evaluator to do that job. He maintains that there is a science of valuing and that is evaluation. Scriven (1986) notes, “Bad is bad and good is good and it is the job of evaluators to decide which is which” (p. 19). Scriven (1983) notes that the greatest failure of the evaluator is in simply providing information to decision makers and “passing the buck [for final judgment] to the non-professional” (p. 248). The evaluator, in valuing, must fulfill his or her role in serving the “public interest” (Scriven, 1976, p. 220). By public interest, Scriven does not restrict the evaluator’s responsibility simply to clients, users, or stakeholders, but to all potential consumers.

Consumer Reports provides an example of this type of evaluation. The model is predominantly a summative evaluation approach. However, product developers have realized that using model’s data collection tools while the product is being created is the best way to prepare for subsequent public scrutiny. Consumer-oriented evaluators use a variety of data collection methods, including checklists, needs assessments, cost analysis, experimental

and quasi-experimental designs, and codes (Stufflebeam & Shinkfield, 2007). Strengths of this model include; valuable information is given to those who don't have time to study, advancement of consumers' knowledge of appropriate criteria for selection of programs/products. Its weaknesses include; increase product cost, stringent testing may "crimp" creativity, local initiative lessened because of dependency on outside consumer services.

c. **Expertise-oriented model:** This is the oldest and most widely used type of evaluation. The expertise-oriented evaluator relies on his or her expert judgment about the worth of the object of evaluation (Fournier, 2003; Fitzpatrick et al., 2004). The purpose is to provide professional judgments of quality. The question addressed in this kind of evaluation is, "How would professionals rate this program?" For example, a leadership graduate program evaluation might rely on the expertise of faculty, school administrators, and teachers to judge the program's effectiveness. Expert could be a person or a team of persons. However, since one person will not own all of the requisite knowledge needed to do the evaluation adequately, a team of experts who complement each other are much more likely to produce a sound evaluation.

Expertise-oriented model manifests itself in five categories namely: formal review system, informal review system, ad hoc panel review, ad hoc individual review and educational connoisseurship and criticism. Some strengths are those well-versed make decisions, standards are set, encourage improvement through self-study while few weaknesses include whose standards? (personal bias), expertise credentials.

d. **Participant-oriented model:** Participant-oriented evaluation is an evaluation approach focused primarily on serving the needs, interests and

values of those participating in the program. These approaches emphasize the fact that evaluations are done for particular participants whose values vary and must be addressed in fair and systematic ways if justice is to be met and the participants are to have sufficient interest in using the evaluation results. Robert Stake, an early proponent of this approach, began writing about a “responsive evaluation” approach in the 1970s (Fitzpatrick et al., 2004). His major focus is attending and responding to the participant and stakeholder need for information. Out of Stake’s responsive evaluation approach grew the participant-oriented approaches, including the utilization focused evaluation that specifically attends to and gives power to the evaluation user (Patton, 1994) and empowerment evaluation (Fetterman, 2002), an approach that involves the participants in the evaluation process. This approach seems particularly useful in education as all members of a democratic society have a stake in the making sure the citizens are well educated in order to make informed societal decisions.

Reflecting multiple realities; use of inductive reasoning and discovery; first-hand experience on site; involvement of intended users; training intended users; reaction to the limitations of other evaluation approaches; ties into intuitionist-pluralist philosophy of evaluation; use a multiplicity of data; do not follow a standard plan are some characteristics of this model. Strengths include emphasis on human element, gain new insights and theories, flexibility, attention to contextual variables, encourages multiple data collection methods, provides rich, persuasive information, establishes dialogue with and empowers quiet, powerless stakeholders. Limitations of this model include too complex for practitioners (more for theorists), political element,

subjective, “loose” evaluations, labour intensive which limits number of cases studied, cost, potential for evaluators to lose objectivity.

e. **Objectives-based model:** Many people have contributed to the development and growth of the Objectives-based model of curriculum evaluation since its inception in the 1930s, but its roots are embedded in the works of Tyler (1942) “General Statement on Evaluation” and (1950) “Basic Principles of Curriculum and Instruction”. This has led to the model been also called “The Tylerian Evaluation Approach”. The model was developed and implemented during the Eight Year Study of the late 1930s. Tyler defined evaluation as the process of determining the extent to which the objectives of a programme actually being attained. Adentwi and Sarfo (2011) referred to the objectives-based model as “The Goal-oriented model” and explained it as “identifying, clarifying and stating the purposes of an educational activity and then assessing the extent to which the purposes has been or is being achieved.”

Adentwi and Sarfo’s views imply that the model is primarily concerned with the objectives of a programme. The evaluator checks if the objectives have been achieved. The model allows the evaluator to look at the general objectives outlined for the programme and its outcome. In this model “broad goals or objectives are established or identified, defined in behavioural terms and relevant student behaviour are measured against the yardstick using either standardised or evaluator constructed instruments” (Cobbold, 1999, p. 40). The major question guiding this kind of evaluation is, “Is the program, product, or process achieving its objectives?”

The model has received a number of criticisms. Eisner (1991) cited in Cobbold (1999) pointed out that the outcomes of educational programmes are

not completely predictable and hence to evaluate only for the goals one has intended can lead one to neglect equally important outcomes that were unintended. Consequently, he concludes that “a conception of evaluation that limits itself to what has been pre-planned in terms of goals or objectives is likely to be educationally thin” (p. 174). For Glatthorn (2009), the objectives model “assesses without explaining... Hence the developer of curriculum cannot learn from it” (p. 120). To him, while the use of the objectives as criteria permits judgement of failure or success, it is incapable of assisting in the diagnosis of reason why a curriculum has succeeded or failed.

McNeil (2011) concluded that “Despite these criticisms, however, the Tyler rationale and the specific approach to evaluation he has long advocated have been one of the most widely accepted and used means for approaching the process of curriculum development and evaluation” (p. 413). To Glatthorn, Boschee and Whitehead (2006) the Tyler model has several advantages. It is relatively easy to understand and apply. It is rationale and systematic. It focuses attention on curricular strengths and weaknesses, rather than being concerned solely with the performance of individual students. It also emphasizes the importance of “a continuing cycle of assessment, analysis and improvement” (p. 303).

The researcher supports this view in that, the very aim of every programme must be achieved. And the achievement of the aims of the programme is what informs us as to whether the programme is doing well or not. Based on this, I see the main aim of every evaluation as one that is looking at the attainability of the aims of the programme under the spotlight. This model is adopted for this study because the work seeks to find out if the

objectives or aims of the Business Management Education Programme for Senior High Schools are been achieved or not.

Empirical Review

Several attempts have been made to evaluate certain aspects of the educational programme in Ghana. These studies range from the evaluation of subjects in the Junior High School (JHS) to the tertiary level. The studies have focused on identifying the conditions under which certain programmes may succeed; ascertaining the capabilities required for the implementers, and the availability of supporting resources such as resource materials, building and instructional framework. Studies conducted along these directions in Ghana include the works of Yeboah (2011), Kwarteng (2009), Oppong (2009), Abudu (2003), and Cobbold (1999). The empirical review includes the analyses of the purposes/objectives of the previous studies, the methodologies used, the findings, conclusions and recommendations made.

Yeboah (2011) sought to find out the status of Business Management Curriculum in selected Senior High Schools in the Kumasi Metropolis. The study objective was to determine the existing state of Business Management Curriculum in the Senior High School. The conceptual framework for the study was based on the Context, Input, Process and Product (CIPP) model of programme evaluation. The study adopted the cross-sectional survey method, and the questionnaire was the instrument used for data collection. The sample size used for the study was 381; 351 and 30 students and teachers respectively as respondents. Four research questions and two hypotheses were framed to guide the study.

The main finding of the study was that both teachers and students consider Law of Contract as difficult in the Business Management syllabus. Another finding was that the Business Management Curriculum is too theoretically based. Law of contract as a topic in the Business Management syllabus must be given the needed attention in its teaching and learning, since both teachers and students consider it to be difficult. Also a relationship between theory and practice is therefore recommended, to foster and cement the relevance of Business Management as a very important subject for the job market, tertiary needs and national development.

Kwarteng (2009) explored the status of Accounting Curriculum implementation in the Senior High School. The purpose of the study was to find out the concerns that teachers had with regard to the implementation of the new accounting curricula. The Concerns-Based Adoption Model (CBAM) was used. The CBAM stage of concern questionnaire was adapted and used to collect the relevant data. He identified seven stages of concern (CBAM), and these were awareness, information, personal, management, consequence, collaboration and refocusing. Accounting teachers in the Ashanti Region and Central Region of Ghana constituted the respondents for the study.

The study revealed that accounting teachers had two high concerns at the awareness and personal stages and low concerns at the refocusing stage. Teachers with Higher National Diploma (HND) qualifications or profile exhibited high concerns at all the seven stages; whereas, teachers with Bachelor Degrees had high concerns at the awareness and management stages, but with low concern at refocusing stage. However, Accounting teachers holding the Master's Degree recorded high concerns at the awareness, the task

and impact stages, but low concerns at the personal stage. He further stated that, the Accounting teachers in the Ashanti Region had high awareness but low refocusing concern; whereas, their colleagues in the Central Region depicted high self-concerns and high concerns at the refocusing stage. He recommended that Accounting teachers should be involved in discussions and decisions about the curricula.

Oppong (2009) also investigated the effectiveness of the teaching and learning of History in Senior High Schools in the Central region of Ghana. The study concentrated on the approaches of teaching the subject, learning styles of students, teaching learning resources, assessment instruments and teachers' and students' perceptions of the subject.

Data were collected from documents, through the use of questionnaire and observation of classroom lessons. The internal reliability co-efficient of the questionnaire was .735. The sample comprised 570 students (selected randomly) and all the 31 history teachers from all the Senior High Schools in the Central Region which offer History. Frequencies, percentages and means were the main statistical tools employed for the data analysis.

The study found that the most prominent methods of teaching history, in order of ranking, were the question and answer, discussion and lecture methods. Students were found to use both audio-visual and active-reflective learning styles. The findings also exposed the inadequacy of instructional resources in the schools and teachers' use of class tests and exercises in assessing students' learning outcomes. Finally, the study found that history teachers have a positive perception of the teaching of the subject while history students have a negative perception of the learning of the subject. It is

recommended that teachers should adopt interactive teaching methods and use investigative study and project work in assessing students' learning outcomes. Also, the Ghana Education Service should provide instructional resources to schools.

Abudu (2003) evaluated the in-in-out programme of teacher education in Ghana. The objective of the study was to discover the effects of the programme on mentees. The descriptive research design was used and the forty-one Colleges of Education in the country were clustered into four zones. The questionnaire, interview guide and observation were used, and four categories comprising principals, tutors, mentees and mentors constituted the sample for the study. Stufflebeam's (1987) Context, Input, Process and Product (CIPP) evaluation model was used. The finding from the study was that variances existed between the implementation of the programme in the classroom situation, and the standard that has been set in the policy document guiding the implementation of the programme. He stressed that recourse materials were lacking in most Colleges, and established that all implementers attach a very high level of importance to the objectives and activities of the programme.

Cobbold (1999) also investigated the implementation of social studies in the Teacher Training Colleges (TTC) now the Colleges of Education. He obtained his data from interviews, questionnaires and discussions held with tutors and students as well as field observation. This illumine-process evaluation of the curriculum was executed from the fidelity and adaptive perspectives. The study discovered that the characteristics of the social studies programme were fairly clear to both tutors and students and that they regarded

all the components of the programme as important. The study also revealed that the tutors, principals and students involved in the study had favourable attitude towards the teaching of social studies in the TTCs.

However, the professional and academic background of the tutors was found not to be supportive to the implementation of the programme. Also, the tutors rarely used some important methods recommended for teaching social studies. He recommended that enough thoughtfulness should be given to the implementation procedure no matter the price, and that enough attention should be given to tutor's role in order that they understand clearly all aspect of the programme. This would enable them partake fully in the implementation.

In recent years, there have been a number of studies which have been carried out on the status of Business Education in other countries. The objective of these studies has been determined from the information gathered and the answers to some important questions such as: Is the present programme of Business Education achieving its aims? If not, what changes can and should be made to better achieve these aims? Comparative short summaries of studies have been made in different sections of Australia, India and the United States of America - Pennsylvania in particular. One of these summaries of studies is the Pennsylvania study.

The Pennsylvania study was conducted during the school year of 1996/1997 and the topic was "a study of Business Education programme in the Senior High Schools in Mississippi. As cited in O'kelley (2000) a study was done by John R. Haubert, Chief Commercial Education in Pennsylvania. Haubert surveyed 1,187 Senior High Schools in Pennsylvania to determine the

type, the extent, the subject offerings and the grade level of the subject offerings in Business Training.

The instrument used for the study was questionnaire. Two questionnaires were formulated for the purpose of obtaining data relative to the Business Education programme in Senior High Schools of Mississippi. He found out from his survey that both personal-use and vocational–business training was being offered to some degree. A summary of trends and problems that Haubert identified were that community surveys and follow-up studies of business graduates are needed to determine whether school programmes are training students for actual business opportunities. Also, expository courses and guidance programme should be expanded to aid in the selection of business students possessing interest and ability. Furthermore, opportunities in the field of selling are being neglected in the smaller high schools.

Summary of Review of Related Literature

This chapter reviewed literature related to the study. It uncovered the fact that any educational programme when implemented should be evaluated from time to time in order to reflect the changing needs of the society and ascertain if the goals and aims for which the programme was implemented are achieved. This is to ensure that the content of education is always consistent with the changing needs and demands of the society. Again, it is to ensure implementation is on the right track. The chapter indicated that majority programme evaluator authors such as Fitzpatrick et al. (2004), Tamakloe et al. (2005) and Marsh and Willis (2007) are of the view that programme evaluation is a tool for gathering evidence, based on which decisions may be made about the value of a programme. These include evaluating whole

programme or components of the programme. Various forms of programme evaluation models exist today and any can be adopted to evaluate a given programme depending on the purpose of the evaluation exercise.

It is upon this that the researcher adopted the objective model to gather data concerning the implementation of the Business Management Curriculum in Senior High Schools. This would give the Ministry of Education and the Ghana Education Service on whether the Business Management Curriculum should be in continuous use, modified, or otherwise. The review of studies on programme evaluation in Ghana has provided invaluable material and insight for this study. The review of studies on programme evaluation conducted in Ghana mostly adopted the CIPP model of programme evaluation. The few that adopted the objective model were not in the area of Business Management. It is therefore important to point out the fact that none of these studies have been conducted on evaluation of Business Management Curriculum using the objective model creating a great vacuum. Hence, this study seeks to fill the gap by considering if the objectives of the Business Management Curriculum are been achieved.

CHAPTER THREE

RESEARCH METHODS

Introduction

The chapter provides a detailed description of design, instrument and procedure used to gain insight into the effectiveness of the teaching and learning of Business Management in Senior High Schools in the Obuasi Municipal. It describes the research design, the population of the study, the sample and sampling procedure, data collection instruments, pilot-testing of research instrument, data collection procedure, data processing and analysis, and ethical considerations.

Research Design

The researcher adopted the descriptive survey design. The descriptive survey design was used because the study aimed at describing, observing and documenting the situation as they naturally occurred rather than explaining them. Since the population was large, the descriptive survey was used because it had the advantage of producing a good amount of responses from a wide range of people. The researcher considered the design very useful, since it had a potential of providing a lot of information from quite a large number of individuals (Fraenkel & Wallen, 2000).

Babbie (2015) stated that descriptive survey design is flexible and hence allows many questions to be asked on a given topic. He continued that descriptive surveys looked at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and events that constitute their various fields of inquiry. Descriptive research concerns itself with current conditions or existing

relationships, beliefs, points of views, or trends that are developing. At times, descriptive research is concerned with how, what is or what exists and is related to some preceding events that has influenced a present condition (Best & Khan, 2006).

Similarly, other researchers (Polit & Hungler, 1995; Fraenkel & Wallen, 2000) postulated that descriptive studies describe a given state of affair of a phenomenon as fully and carefully as possible by asking the same set of questions from a large number of individuals. This helps to produce a good amount of responses from a wide range of people. Babbie (2015) argued that survey research is probably the best research design that is available to researchers who are interested in generating original data for descriptive, explanatory and exploratory purposes. Moreover, Fraenkel and Wallen (2000) in support of Babbie reiterated that a big advantage of survey research is that “it has the potential to provide us with a lot of information obtained from quite a large sample of individuals” (p.10). Descriptive research design is the most appropriate to describe precisely data on one-shot basis and hence is economical and efficient. However, they asserted that the descriptive studies are characterized by two-fold difficulties which consist of how to ensure clarity and unambiguity in the questions that are to be answered, and getting sufficient return of the completed questionnaires so that meaningful analysis can be made of the data. To overcome the debilitating effects of these weaknesses of survey design, the items in the questionnaires were made clear and simple to read and understand by respondent.

Study Area

The study was conducted in the Ashanti region of Ghana, specifically the Obuasi Municipal Assembly. The Obuasi Municipality is one of the twenty seven (27) districts in Ashanti region of Ghana, which was carved out of the Adansi West District Assembly (AWDA) as part of government's effort to further decentralize governance.

The Municipality is located at the southern part of Ashanti between latitude 5.35N and 5.65N and longitude 6.35N and 6.90N. It covers a land area of 1624 km². There are 53 villages in the Municipality which share 30 electoral areas. It is bounded to the east by the Adansi South District, west by Amansie Central District and to the north by the Adansi North District. It has Obuasi as its Administrative Capital where the famous and rich Obuasi Gold Mine, now AngloGold Ashanti is located. The city is well known for its natural resource (Gold). On vegetation, it is predominantly a degraded and semi-deciduous forest. The forest consists of limited species of hardwood which are harvested as lumber. The Municipality has nice scenery due to the hilly nature of the environment.

With regards to education, the Region and for that matter the Municipality is known to be among the best providers of quality education in the country. For the past ten years the Municipal has constantly been among the top five performing Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana in the Basic Education Certificate Examinations (BECE).

Population

Ball (2006) stated that the term “population” refers to the aggregate or totality of all objects, subjects or members that conform to set of specification. At the time of the study, the Municipality had four (4) public and private Senior High Schools offered Business Management. The population of the study comprised teachers and form three students of Business Management in all the Senior High Schools that offered Business Management in the Municipality. Thus, a total of 100 participants consisting, 4 teachers and 96 students made up the population. The choice of teachers and students was to enable the researcher collect first-hand data relating to teaching and learning Business Management respectively.

Sampling Procedure

The sample size of the study was 100 respondents. Out of this, 4 were Business Management teachers and 96 Business Management students. These respondents were from the four (4) SHS in the Municipality offering Business Management. They were: Father Murphy Senior High School; St. Margret Senior High School; Christ the King Senior High School; and Obuasi Senior High and Technical School. Father Murphy Senior High School and St. Margret Senior High School were private schools; while Christ the King Senior High School and Obuasi Senior High and Technical School were public schools. All four schools were mixed schools.

The census method was used to involve all the Business Management teachers and students of the selected Senior High Schools. Census is the use of all elements in a population as the sample. Census was adopted for this study

because the population of teachers and students were small and so there was the need to use all of them in order to increase validity of the results.

Data Collection Instrument

A descriptive design enables the observation, descriptive and reportage of the situation as it naturally occurs on the field of teaching (Babbie & Mouton, 2000). A look at the criteria listed above meant both quantitative and qualitative methods were the most efficient approaches to help the researcher collect quality data and for the reporting of the findings of the evaluation. In that regard, a questionnaire, interview guide and observation guide were used to gather data on the teaching and learning of Business Management.

Apart from these instruments, the researcher also adopted checklist (Business Management Syllabus) to seek documentary evidence. Together, these instruments provided a rich source of complete data and ensured corroboration of the findings through triangulation in order to boost confidence in the ensuing findings. This is in agreement with Webb (as cited in Abudu, 2003), who suggested, “Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes” (p. 3). I chose the research instruments used, because of their ability in sourcing the necessary information that would be useful to the study.

Questionnaire

Questionnaire is simply a paper-sheet or few paper-sheets containing a number of questions typed and printed. These questions usually are very carefully drafted keeping in view the main object, nature and scope of the

problem under investigation (Rao, 2008). Questionnaire was used for the study because it afforded respondents adequate time to give well thought out answers (Kothari, 2004). Kothari further said that, large samples can be made use of and thus the result can be made dependable and reliable. The questionnaire was of two kinds for the two groups of respondents (i.e. teachers and students). The questions in both questionnaires were geared towards collecting data to help answer the study's research questions. Both questionnaires had an introductory part which comprised of the topic of the study and an assurance of confidentiality and anonymity to be attached to the responses of the respondents.

The questionnaire for teachers had six sections as follows:

1. Section A – Knowledge of aims of business management.
2. Section B – Achievement of the objectives of Business Management
3. Section C - Awareness of content of Business Management
4. Section D – Methods of teaching and learning Business Management
5. Section E – Challenges of teaching and learning Business Management
6. Section F – Biographic Data

The questionnaire for students had five sections as follows:

1. Section A – Knowledge of aims of Business Management.
2. Section B – Awareness of content of Business Management
3. Section C – Methods of teaching and learning Business Management

4. Section D – Challenges of teaching and learning Business Management

5. Section E – Biographic Data

The questionnaires had both open-ended and closed-ended questions.

The open-ended questions consisted of items which elicited respondents' opinions. The close-ended questions items asked respondents to indicate the extent to which they agreed to some view about Business Management.

Interview Guide

Regarding an interview, as Valenzuela (2006, p. 89) remarked, “as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.” As such, the interview is not exclusively either subjective or objective; it is intersubjective (Kothari, 2004). Interviews enable participants – be they the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses, the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable. The advantages of interview are that the interviewer can clarify any questions that are obscure and also ask the respondent to expand on answers that are particularly important or revealing (Fraenkel & Wallen, 2016).

The interviews were targeted at Business Management teachers. The interview sessions with the respondents were follow ups to the questionnaire administered to them, to find out if they knew what they recorded on the

questionnaire and not just mere ticking of options. The interview guide covered all the research questions that guided the study. The semi-structured interview was used, where I asked “a standard set of questions and nothing more” (Leedy & Ormrod, 2005, p. 184).

Observation Guide

According to Leedy and Ormrod (2005), “an observational study involves considerable advance planning, meticulous attention to detail, a great deal of one or more research assistants” (p.180). Observation guide was used in the observation of teachers and students in the classroom. Thus, the researcher sat in classrooms during lesson times to assess teaching. The guide had sections in relation to the statement of objectives of the day’s lesson and whether the content and methodologies were helping in the achievement of the set objectives, and teacher competence and availability of teaching learning resources.

Observation literally means a method of collecting data that employs vision as its main means of data collection, (Sarantakos, 1998). This observational method of collecting data was used to complement the questionnaire and interview instruments data as the researcher would see for himself what happens during teaching and learning of the subject.

Checklist

Documentary evidence was gathered from the 2010 Business Management syllabus. This document served as a source from which the researcher was able to identify any gaps in what the curriculum prescribed and what actually happens in the classroom.

Pilot-test of Instruments

The researcher's supervisors helped to determine the content validity of the instruments. The questionnaire, interview guide and observation guide were presented to them for their comments and suggestions. The suggestions they made were incorporated to refine the content of the instruments. The instruments were then pilot-tested in two SHS in the Cape Coast Metropolis, which had similar characteristics as the schools selected for the study. The schools were Sammy Otoo SHS (a private school) and Academy of Christ the King SHS (a public school), both mixed schools. The main purpose of the pilot-test was to validate the appropriateness of the items. The items were tested on 30 students and 4 teachers from the two schools.

Cronbach alpha of 0.7 and 0.8 were obtained for the students' and teachers' questionnaires respectively.

Data Collection Procedure

A letter of introduction was obtained from the researcher's department (Appendix A). The letter spelt out the purpose of the instrument, the need for individual participation, anonymity as well as confidentiality of respondents' responses. With the letter, permission was sought from the selected schools' heads. The teachers and students of each school were met and appropriate dates for the data collection was scheduled.

Questionnaires were then administered to the Business Management teachers and students separately on the agreed dates. They were allowed ample time to complete the questionnaires, after which they were collected the same day. Return rate of both questionnaires were 100%. On interview, the Business Management teachers were used.

Regarding observation, the researcher sat in the classroom during instructional periods. Data were gathered by observing Business Management lessons. This was done for the purpose of cross-checking views expressed on the questionnaire and interviews. It was to find out the situation on the ground with respect to the teaching and learning of the subject. Each teacher was observed twice in a double period lesson of eighty (80) minutes each. The teachers were rated on a scale indicating the extent to which they demonstrated the competencies outlined in the observation guide.

Data collection was done personally by the researcher. The presence of the researcher was necessary as it helped establish rapport between the researcher and the respondents, which facilitated complete understanding of the instruments by clarifying areas they did not understand.

Data Processing and Analysis

Data collected was fed into SPSS, a software programme for research analysis in the social sciences for the purposes of easy access and analysis. Each item on the questionnaires tallied and frequency distribution tables drawn. Descriptive statistics was carried out to obtain the means and standards deviations of the variables of the study. The means provided the average scores of variables of the respondents, while standard deviations measured the extent of dispersion from the mean of the various variables. Interview guide was analysed using narratives while the observation guide was analysed using thematic analysis.

Ethical Considerations

The following ethical issues or considerations were factored in to the study: Making respondents aware of the purpose; Seeking the informed

consent of the subjects; Treating respondents with due respect and decorum; Abstaining from probing into private concerns; Giving subjects the right to safeguard their integrity; Conducting research in such a way not to cause harm to anyone; Keeping the identities of informants/ respondent anonymity; Maintaining confidentiality of information provided; Conducting study in honest way, reporting finding accurately and as fully as required so as not to mislead; Acknowledging input of others; and Research not having the use of intellectual property of others without first gaining their permission.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to evaluate the teaching and learning of Business Management in SHS in the Obuasi Municipality, using the objective based approach of programme evaluation. A set of questionnaires, a semi-structured interview guide and an observation guide were employed to gather the requisite data for the study. The descriptive statistics was employed in the data analysis. The observation data from the teachers and students were analysed through the computation of frequencies and percentages; while questionnaire data of both sets of respondents were through mean of means distributions as well as standard deviations. Data from the interview sessions were analysed narratively. This chapter presents the interpretations discussions and inferences that were made from the output.

Background Information of Respondents

To enable the researcher, obtain a deeper understanding of the nature and characteristics of the respondents used for the study, background information was collected on them. Two different respondents were used for the study. These were Business Management teachers and students. Table 1 shows the characteristics of Business Management teachers in SHS in the Obuasi Municipality, who served as respondents for the study. Table 1 presents a summary of the background information of teachers while Table 2 does same for students.

Table 1: Characteristics of Sampled Teachers

Variable	Subscale	No	%
1. Gender	Male	3	75.0
	Female	1	25.0
2. Age	21-30 yrs	3	75.0
	31- 40 yrs	1	25.0
3. Educational Qualification	Bachelor Degree	4	100.0
4. Professional Qualification	B.Ed	4	100.0
5. Years of Experience	1-5 years	3	75.0
	11-15 years	1	25.0
6. In-service courses attended over the past five years	None	1	25.0
	1	2	50.0
	2	1	25.0
7. Official teaching experience in Business Management before teaching the subject	Yes	4	100.0
8. Other subject(s) taught other than Business Management	Yes	2	50.0
	No	2	50.0
9. Preference for teaching other subject(s) to Business Management	Yes	1	25.0
	No	3	75.0

Source: Field data, 2015

From Table 1, out of the 4 teachers who were involved in the study, (75.0%) were males, while (25.0%) were females. Thus, a greater number of respondents in the study area were males. Again, with respect to the age of the respondents, (75.0%) were between 21-30 years and (25.0%) between 31-40

years. Therefore, majority of the teachers were between 21-30 years. In line with the educational qualification of the teachers, (100.0%) possessed a Bachelor's degree as their highest educational qualification. This means that all the teachers possessed the minimum educational qualification for SHS teachers. Again from Table 1, it can be concluded that all the teachers representing (100.0%) had Bachelor of Education as their professional qualification. This implies Business Management teachers in the Municipality were professionals. Regarding the years of experience of the teachers, (75.0%) had 1-5 years of working experience whereas (25.0%) had 11-15 years of working experience. Therefore, the majority of the teachers had a working experience of 1-5 years, which presupposes that, the majority of the teachers have been teaching there for not quite too long.

Again, the majority of the teachers had attended only one in-service course over the past five years. This is because, (25.0%) of the teachers had not attended any in-service course over the past five years, (50.0%) had attended only one in-service course over the past five years and (25.0%) had attended two (2) in-service courses over the past five years. Also, from Table 1, all the teachers representing (100.0%) had obtained official teaching experience in Business Management before teaching the subject. As to whether respondents have taught other subjects other than Business Management, (50.0%) agreed whereas (50.0%) disagreed. However, as to whether teachers preferred teaching other subjects to Business Management, (25.0%) agreed and (75.0%) disagreed. This indicates that, the majority of the teachers preferred teaching Business Management to the teaching of other subjects.

Table 2: Characteristics of Sampled Students

Variable	Subscale	No.	%
Gender	Male	83	86.5
	Female	13	13.5
Age	16- 18 yrs	40	41.7
	19 years and above	56	58.3
Form	Three	96	100.0

Source: Field data, 2015

From Table 2, out of the 96 students who served as respondents for the study, (86.5%) were males whereas (13.5%) were females. Thus, the majority of the respondents were males. Again, with respect to the age of the respondents, (41.7%) were between 16-18 years and (58.3%) were 19 years and above. Therefore, the majority of the students were 19 years and above. Again, from Table 2, it can be concluded that all the students representing (100.0%) were in SHS 3. This is as a result of the researcher's decision to use only students in that class (SHS 3) since they are at the peak of the SHS level where they would almost through with the syllabus. This will enable students provide better assessment opinions on the Business Management curriculum.

This section below presents the results and discussions of data collected to answer the five research questions guiding the study. It comprised data from the questionnaire, interview guide and observation guide.

Research Question One (a and b): Knowledge of Teachers and Students about the aims of Business Management curriculum

The purpose of research questions one (a and b) were to find out from teachers and students respectively level of knowledge about the aims of the Business management curriculum. This was to ascertain the knowledge of both teachers and students on the aims and objectives of the curriculum they are using and hence provide a road map for the teaching and learning process. All the three instruments were used to gather data to answer this research question. Means and standard deviations were used to analyze the data from the questionnaires that were collected from both respondents (teachers, N=4; students, N=96). Table 3 shows the results obtained from the questionnaires.

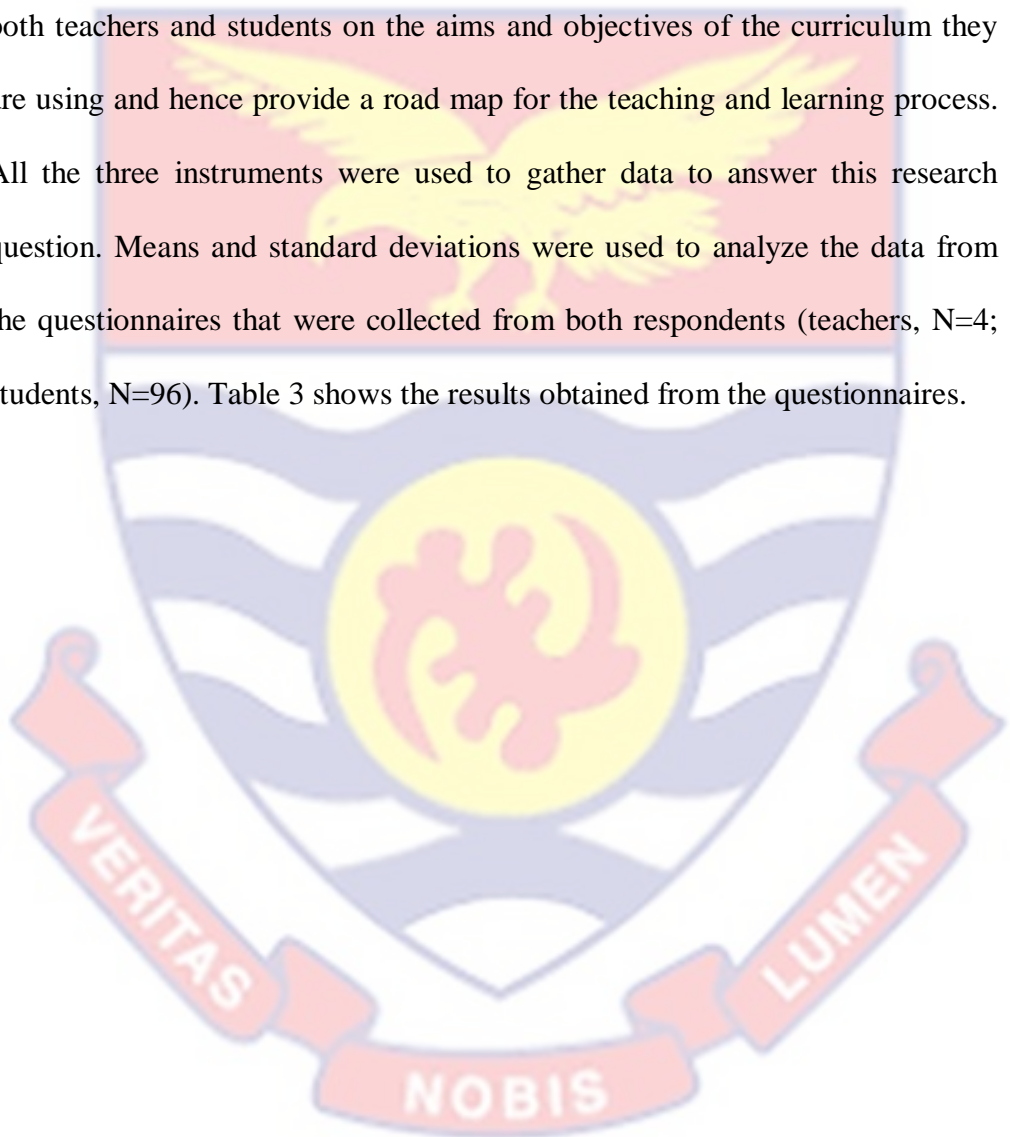


Table 3: Level of knowledge of Teachers and Students about the aims of Business Management curriculum

S/N	Statement	Teachers		Students	
		M	SD	M	SD
1.	I am very clear with what Business Management education is about	2.43	.31	2.86	.19
2	I am very clear with the aims and objectives of Business Management as stipulated in the syllabus	2.28	.25	2.45	.11
3	The rationale of Business Management is about developing a Business Management culture, which is vital for promoting economic development	2.86	.10	1.78	.22
4	The focus of Business Management is to help students acquire basic principles and techniques for managing a profitable business enterprise	2.89	.12	1.96	.10
5	The teaching of Business Management is to develop students' skills for solving business problems	2.78	.19	2.78	.19
6	Business Management teaching is to develop students' competencies in minimizing business risks	2.16	.24	2.86	.18
7	Business Management deals with the cognitive, affective and psychomotor domains of learners	2.52	.20	2.54	.22
8	The teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for modern business	2.36	.18	2.86	.19
9	The emphasis of Business management is on practical problem solving	2.43	.26	2.45	.11
10	Business Management emphasizes principles of application of previous knowledge	2.45	.16	1.78	.22

Source: Field data, 2015

Mean Range: High: 2.1 – 3.0, Average: 1.1 – 2.0, Low: 1.0 – 0.0

Teachers Average Mean = 2.52; Average Standard Deviation = 0.20

Students Average Mean = 2.43; Average Standard Deviation= 0.17

The knowledge of teachers about the aims of Business Management is necessary in order to provide a progressive education with the aim of turning out people with business management culture and helping students to acquire knowledge, skills and abilities to succeed in their business career. With an average mean of ($M = 2.52$), it can be concluded that, majority of the teachers agreed to most of the questions posed to them to find out their knowledge level about the aims of Business Management. The average of standard deviation of ($SD = 0.20$) indicated that the respondents did not differ significantly regarding their level of knowledge of the aims of Business Management. On the part of students, an average mean of ($M = 2.43$) and average standard deviation of ($SD = 0.17$) were recorded. This ($M = 2.43$) recorded by the students indicates their high level of knowledge about the Business Management curriculum which is similar to that of their teachers. An average standard deviation of ($SD = 0.17$) gave an indication of the closeness of the various responses to each other, in other words, the respondents' responses were clustered around the mean of ($M = 2.43$) (High). It can be concluded that both teachers and students possessed high level of knowledge about the aims of Business management curriculum. This assertion falls in line with Igwe (2003) in his assessment of knowledge impartation to include the deliberate and sustained efforts to transmit or develop knowledge concepts, competencies, skills, expertise, attitudes and habits. The following conclusions could be drawn for some of the individual items in Table 3.

From Table 3, most of the teachers possessed high level knowledge about the rationale of Business Management. This knowledge is vital in developing a Business Management culture and promoting economic

development. This is evidenced ($M = 2.86$, $SD = 0.10$) for this item. For the students, ($M = 1.78$, $SD = 0.22$) indicated students' level of knowledge of the rationale was average. This implies they have a fair idea of the rationale of the programme. This is in line with the view expressed by Salia-Bao (1987) that, "for any curriculum to be functional, it must be rooted in the culture and needs of the people concerned" (p. 88). Rationale usually encompasses assumptions about the society, students and areas of study of a particular subject. It also indicates the benefits that learners will derive from studying the subject (Pratt, 1980).

Majority of the teachers had high level of knowledge regarding the statement "The focus of Business Management is to help students acquire basic principles and techniques for managing a profitable business enterprise". This can be seen from ($M = 2.89$, $SD = 0.12$) that were obtained. A mean of ($M = 1.96$), indicating an average level of knowledge about the focus of Business Management was obtained from the responses of students. The standard deviation of this item was ($SD = 0.10$) implying students were not far apart in their knowledge level of Business Management focus. Though the mean of students indicates an average level of knowledge about the focus of Business Management, it is not far from a higher level. In view of this, both respondents possess a higher level of knowledge about the focus of Business and Management. This is confirmed by Scott and Sarkees-Wircenski, (1996) who stated that the value and merit of secondary business education programme are their ability to enable students to move into the world of work successfully.

Also, ($M = 2.78$, $SD = 0.19$) were recorded for the item “The teaching of Business Management is to develop students’ skills for solving business problems” both for teachers and students. This mean shows both teachers and students possessed high level of knowledge about the intention of their teaching and learning respectively. This finding refutes what Hebbs (2006) suggested that business schools are failing to help students develop the needed competencies and skills. Hence, it can be resolved that the teaching of Business Management is developing students’ competencies and skills for problem solving.

A ($M = 2.36$, $SD = 0.18$) were obtained when the statement, “The teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for modern business” was posed to the teachers. This means that, level of knowledge among the teachers was high in reference to the statement. For students, ($M = 2.86$, $SD = 0.19$) were also acquired. This shows students possess high level of knowledge in relation to the statement “The teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for modern business”. This confirms my agreement with Gustafson et al (1993) as they opine that, Business Curriculum must reflect the current trends that are acceptable in the business world since business educators attach to their subject success in the place of work. With both respondents been abreast with this aim of the curriculum, teaching is expected to be in sync with events at the work place.

Again ($M = 2.43$, $SD = 0.26$) were realized with respect to the statement: “The emphasis of Business Management is on practical problem

solving”. Thus, the majority of the teachers possessed high level of knowledge to the statement. The standard deviation obtained which was higher than the mean of standard deviation of (SD = 0.20) indicates that not all the teachers’ level of knowledge on the statement was high and that there were variations in the responses recorded for the item. However, it still stands that, the majority of the teachers highly knew that, the emphasis of Business Management is on practical problem solving. On the side of students, (M= 2.43, SD = 0.11) were recorded. In relation to mean, the students possess a high level of knowledge of the above statement. While the standard deviation ascertained was lower than the average standard deviation of (SD = 0.17) representing a more clustered response of students. This finding is in line with other studies that stated that each society expects from its education system that it enables the individuals to become an active problem solver in their real life (Walter & Lofton, 2003; Chin & Chia, 2004).

The findings depict high level of knowledge about the aims of Business Management by both teachers and students. This is because, they both agreed that, they are very clear with what Business Management education is about; they are very clear with the aims and objectives of Business Management as stipulated in the syllabus; and they agreed that the teaching and learning of Business Management is to develop students’ skills for solving business problems. Also, both teachers and students agreed that Business Management teaching and learning is to develop students’ competencies in minimizing business risks; business management deals with the cognitive, affective and psychomotor domains of learners; the teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for

modern business; and the emphasis of Business Management is on practical problem solving which deviates from the finding of Yeboah (2011) who sought to find out the status of Business Management Curriculum in selected Senior High Schools in the Kumasi Metropolis where he concluded that Business Management Curriculum is too theoretically based. Thus, the Business Management syllabus must be given the needed attention in its teaching and learning, since both teachers and students consider it to be difficult.

The results from the interview guide also indicated that the teachers were knowledgeable about the aims and objectives of business management curriculum. This is because, when the teachers were asked what the aims of the business management curriculum were, one responded that;

“the Business Management programme seeks to achieve that after students have left school in any endeavour that they find themselves whether be it in organization or corporate world they should be able to relate well with the working environment by inculcating in students the skills of Management so that when they assume any position in any organization at least skills that they will acquire here will enable them just to work and function as leaders or as workers in that organization or outfit”, and another also said “Business Management as one of the subjects that the business students offer in our various business schools. It is done to help the students to acquire some attitude towards any business career that in the future if they would want to undertake and at the same time too equip them with the needed skills

and procedure that they need in order to take up any business practice they do or find themselves in”.

This assertion falls in line with Igwe (2003) in his assessment of knowledge impartation to include the deliberate and sustained efforts to transmit or develop knowledge concepts, competencies, skills, expertise, attitudes and habits.

Frequencies and percentages were also used to discuss data gathered from the observation guide. Table below shows the results obtained from the observation guide.

Table 4: Awareness of Business Management objectives by teachers and students

Statements	Yes N (%)	No N (%)
1. Teacher sets SMART objectives in line with aims of business management curriculum.	8 (100.0)	0 (0.0)
2. Teacher shares objectives with learners.	4 (50.0)	4 (50.0)
3. Learners are clear with lesson objectives set by teachers.	6(75.0)	2 (25.0)

Source: Field data, 2015

From Table 4, all teachers representing (100.0%) set Specific, Measurable, Attainable, Realistic, and Time bound (SMART) objectives in line with aims of business management curriculum. Again, (50.0%) of the

teachers share objectives with learners whereas (50.0%) do not. As to whether learners were clear with lesson objectives set by teachers, it was realized that, (75.0%) of the learners were clear with lesson objectives set by teacher whereas (25.0%) of learners were not clear. It can be concluded that, teachers are knowledgeable about the aims of the business management curriculum. This is because majority of the teachers set SMART objectives in line with the aims of Business Management curriculum and share them with learners who are equally abreast of teaching objectives.

From the discussion, so far on the research question one, it can be concluded that Business Management teachers in the Obuasi Municipality are knowledgeable about the aims of the Business Management. This is seen in the results from the questionnaire, interview guide and observation guide. On the part of students, questionnaire and observations revealed that they possessed high level knowledge of the aims of the Business Management curriculum and opposes the stance of Braimoh & Okedeyi (2001); Folaranmi (2002) and Olaleye (2002) who claim, amongst other things that Business Management teachers lack teaching skills, competence and opportunities for professional development.

Research Question Two: Achievement of the objectives of Business Management Curriculum

Research question two set out to find out the extent of achievement of the objectives of the Business Management curriculum. Questionnaire, interview guide and observation guide were used to collect data to answer this question. Teachers were the only respondents whom the data were collected from since the students are not in a better position to provide information on

The level of achievement of the objectives of Business Management by teachers is necessary in order to recognize the main functional areas of business management, acquire basic principles and techniques for managing a profitable business enterprise and to develop skills for solving business problems and minimizing business risks. The findings depict that teachers have to an appreciable extent achieved the objectives of the Business Management curriculum. The mean of means of ($M = 2.70$) which falls on the scale 2.1 – 3.0 (Appreciable Extent) attests to this and a mean of standard deviation of ($SD = 0.2$) recorded indicates that respondents agreed to most of the statement posed to them in this direction. Details concerning the level of achievement of the objectives of Business Management by teachers are given in the instances below.

From Table 5, most of the teachers indicated that they are able to complete the syllabus on time. With ($M = 3.10$, $SD = 0.26$) it could be concluded that the mean falls into the scale of 3.10 - 4.00 (high extent). However, the high standard deviation obtained indicates that not all the teachers agreed to the statement. However, it still remains the majority of the teachers agreed that to a high extent they are able to complete the syllabus on time. This will inevitably affect the development of competencies and skills of students. This refutes what Hebbs (2006) said that business schools are failing to help students develop the needed competencies and skills.

Again, the majority of the teachers stated that they are to an appreciable extent able to achieve the objectives of the syllabus per each term. With this, ($M = 2.94$, $SD = 0.02$) were realized which shows that respondents agreed to the statement. The lower standard deviation recorded here indicates

that differences in teachers' responses to the statement were close. It can be said that for the Obuasi Municipality most teachers are able to an appreciable extent achieve the objectives per term as stated by the syllabus. This statement refutes the claims of Demowska (2017) who said teachers lacked management techniques and poorly co-ordinate students' activities. Once teachers are able to achieve set objectives per term then it presupposes that they possess the necessary techniques to manage and coordinate the activities of students.

Also, the teachers' responses on their students passing the final exams indicate that the extent of achievement is appreciable. Here, ($M = 2.94$, $SD = 0.39$) were obtained for this item showing the respondents to some extent agreed to this statement. This implies students' achievement level is high which opposes Okebukola (1997) who suggested that current teaching methods of Business Management lessons results in poor state of learning and students' achievement the exams.

Majority of the respondents indicated to a low extent level of achievement about the statement: "My graduates have acquired the Business Management culture necessary for economic development". This is because, ($M = 1.84$, $SD = 0.26$) were obtained. The above statement refutes what the Ontario Curriculum (2006) said on business education that, engaging in business education involves studying individuals, communities and organisations, assessing their needs and problems and generating solutions, solving societal problems. This presupposes that the knowledge of aims, completion of syllabus on time and the passing of examination does not a guarantee that students' have obtained the culture for economic development.

In line with the statement: “My students are able to apply the knowledge acquired in Business Management for solving practical problems”, teachers indicated that the achievement of this assertion was to a low extent. This is because, (M = 1.90, SD = 0.19) was recorded for this item which indicates that the teachers’ closeness of response to this statement. Therefore, this is in support of the view that Business Management programme did not help produce students who can participate as productive members of our society (Treagust, 2002) so that societal needs; aspirations and problems will be well address. Also, teachers’ responses to the statement “Students possess good managerial skills when they graduate” obtained (M = 2.10, SD = 0.26). The mean value indicates an appreciable extent of achievement of this statement. This is in line with O’Kelley (2000), who asserted that there are two major objectives of Business Education. One is to prepare students for immediate jobs through courses like Accounting, Typing, Business Management, which will enable them to become aware of the major business and clerical work at advanced levels. Another objective is to make students intelligent users of the services of business by acquainting them with fundamental principles.

From the foregoing, it would suffice to concede that the majority of the teachers are somehow able to achieve the objectives of business management to a large extent. This is because of the mean of means of (M = 2.70) that was realized indicating that the majority of the teachers moderately agreed to the statements that were posed to them. In relation to this, the teachers agreed that to a high extent, they are able to complete the syllabus on time; their graduates are competent in handling or managing scarce resources of the Society and

possess knowledge and skills for dealing with issues in the community in which they would be working. They however agreed to an appreciable extent and low extent to the statements: “I am able to achieve the objective of the syllabus per term”, “Majority of my students do pass the final exams”, “Students possess good managerial skills when they graduate”; and “My graduates have acquired the Business Management culture necessary for economic development”, “My students are able to apply the knowledge acquired in Business Management for solving practical problems” respectively.

With respect to the interview guide the following were the results obtained from the respondents:

“yeah normally we measure objectives in terms of students’ performance. For the past five (5) years if my memory sets me right, the students that we have presented for WASSCE, they have been getting 98%. Last year was this; it was only one student who had C4 out of 35 students, A1 B2. So, on the face of passing exams the school has gone far. The students write exams and pass even the least should be C6. We have never recorded E8, D7 of F9 in Management before”;

“Errmm this school is a science school. OSHTS is a science school but I can tell you that the Business department we are taking up the school. Cause like almost every year, most of the As’ come from the Business department and we are proud of that. Almost all our electives we give them As. I can even tell you that this year’s 2015 WASSCE exams, the As that we had majority came from the business department. I think our best student had 6As, 1B3 and the C5. The B3 was Core Maths and

C5 was English”. This outcome is not in tandem Olubusuyi (2003) who, in a recent report by the Shelter Right Initiative asserted that for eight consecutive years, between 1992 and 1999, Ghanaian candidates trailed behind their counterparts from other countries in the West African Region based on performance in Business Management subject conducted by the West African Examinations Council (WAEC).

Table 6: Achievement of Business Management objectives by teachers

Statements	Yes N (%)	No N (%)
Teacher uses series of assessment techniques to evaluate the extent lesson objectives were achieved.	8 (100.0)	0 (0)
Achievement of lesson objectives	8(100.0)	0 (0)

Source: Field data, 2015

From Table 6, all the teachers representing (100.0%) use series of assessment techniques to evaluate the extent lesson objectives were achieved. In addition, it was realized that all the lesson objectives representing (100.0%) set by the teachers were achieved by the end of the lesson. From the above it can be concluded that, teachers achieve the aims of the Business Management curriculum. This is because, the teachers use series of assessment techniques to evaluate the extent lesson objects were achieved and that all the lesson objectives were achieved by the end of the lesson.

From the discussion so far on the research question two, it can be sufficed that Business Management teachers in the Obuasi Municipality are

able to achieve the aims of the Business Management. This is seen in the results from the questionnaire, interview guide and observation guide.

Research Question Three (a and b): Awareness of teachers and students about the content of Business Management curriculum

Research question three sought to find out from teachers and students their level of knowledge about the content of the Business management curriculum, thus to find out if both teachers and students knew the content of the curriculum. All the three instruments were used to gather data to answer this research question. Means and standard deviations were used to analyze the data from the questionnaires that were collected from both respondents (teachers, N=4; students, N=96). Table below shows the results obtained from the questionnaires.

Table 7: Level of awareness of teachers and students about the content of Business Management curriculum

S/N	Statement	Teachers		Students	
		M	SD	M	SD
1	Some aspects of Business Management curriculum are very important than others	2.89	.19	2.45	.27
2	Topics in the Business Management syllabus are adequate to provide the necessary skills for students	2.19	.10	2.88	.15
3	Business Management reflects the current trends that are acceptable in the business world	1.85	.15	2.31	.13
4	Business Management shapes students' knowledge of the profession, the attitudes and skills needed for successful business career	2.90	.32	2.84	.17

Table 7 continue

5	Some topics are difficult to teach in the Business Management curriculum	2.93	.22	2.95	.27
6	Topics in the business management syllabus are insufficient	2.46	.28	2.88	.05
7	The course exposes students to the realities of the practices of business management profession	2.16	.21	2.31	.03
8	The course broadens the scope of students and makes them understand issues relating to business Profession	2.02	.11	2.84	.27

Source: Field data, 2015

Mean Range: High - 2.1 – 3.0; Average - 1.1 – 2.0; Low- 0.0 – 1.0

Teachers: Average Mean= 2.43; Average Standard Deviation= 0.20

Students: Average Mean= 2.68; Average Standard Deviation= 0.17

The findings from Table 7 depict that teachers predominantly agreed to the statements posed to them and that they are very much aware of the content of Business Management. The mean of means of (M = 2.43) which falls on scale 2.1 to 3.0 (high level) attests to this. With a mean of means of (M = 2.68) which lies between the scale of 2.1 to 3.0 proves that students also agreed that they are very much aware of the content of Business Management. Details concerning the content of Business Management are given in the instances below.

The majority of the teachers’ response to the statement: “Some aspects of the Business Management curriculum are more important than others” showed a high level. With (M = 2.89, SD = 0.19), it could be concluded that the mean falls into the scale of 2.1 – 3.0 (high level). For students, (M = 2.45, SD = 0.27) were recorded indicating a high-level awareness of the content. However, the high standard deviation which is higher than the mean of standard deviation of (SD = 0.17) indicates that not all the students agreed to

this statement and that there were variations in the responses recorded. Yet, it still remains that the majority of the students agreed to the statement. This implies that to both respondents (teachers and students) agree there are some aspects of the Business Management curriculum that are more important than others. This is confirmed by Igwe (2003) that before the selection of content for a course, it should satisfy the criteria of Significance - refers to the potentials of the curriculum to contribute to the essential skills, knowledge, abilities and values; and Relevance – content is selected on the basis of the educational purposes and goals decided upon by the society served by the school.

Again, the knowledge of the content of Business Management containing topics that are adequate to provide the necessary skills for students is high among teachers. With this, ($M = 2.19$, $SD = 0.10$) were realized which shows that respondents possessed high level awareness in relation to the statement. On students' part ($M = 2.88$, $SD = 0.15$) were recorded as mean and standard deviation respectively. The mean of students recorded for this statement is higher than the mean of means of ($M = 2.68$) while the standard deviation of this same statement is lower than the average standard deviation. The implication is students are trained to acquire the relevant skills to excel in their undertakings, businesses, “to stand on their own feet in such matters”, (Smart, 1968).

Also, there is an average level of awareness among teachers in respect to the statement: “Business Management reflects the current trends that are acceptable in the business world”. Here, ($M = 1.85$, $SD = 0.15$) were obtained for this item. However ($M = 2.31$, $SD = 0.13$) were recorded for students on

the same statement. This implies that for students, there is a high level of awareness among them in relation to the statement “Business Management reflects the current trends that are acceptable in the business world”. As put forth by Oliva (1992) that a curriculum which does not embody a continuous search for change is bound to become irrelevant, outmoded and of little use, therefore the Business Management Curriculum must be responsive to the changes identified.

Majority of the teachers are highly aware Business Management shapes students’ knowledge of the profession, the attitudes and skills needed for successful business career. This is because, (M = 2.90) which falls on scale 2.1 – 3.0 (high level) and (SD = 0.32) were obtained. (M = 2.84) and (SD = 0.17) were recorded as mean and standard deviation respectively for students. O’Kelley (2000), asserted that there are two major objectives of Business Education. One is to prepare students for immediate jobs through courses like Accounting, Typing, Business Management, which will enable them to become aware of the major business and clerical work at advanced levels. Another objective is to make students intelligent users of the services of business by acquainting them with fundamental principles.

As to whether some topics in the Business Management curriculum are difficult to teach, (M = 2.93, SD = 0.22) were realized for teachers. This means that, the majority of the teachers possessed high level of awareness to the statement that, some topics in the Business Management curriculum are difficult to teach. Similarly, (M = 2.15, SD = 0.27) were obtained for students. This too signifies that students held a high level of knowledge in relation to the statement. Those who agreed that some topics in the Business Management

curriculum were difficult to teach mentioned finance and financial institutions; globalization and economic integration, foreign exchange market, brokerage business and stock exchange (the security market) as topics in the Business Management curriculum that were difficult to teach. This assertion agrees with findings of Anderson (2009) and Ehijeagbon (2013) who concluded that despite various suggestions for improvement, the quality of teaching and learning and students' achievement regarding specific topics in secondary schools continues to decline.

On the statement "The course exposes students to the realities of the practices of business management profession", ($M = 2.16$, $SD = 0.21$) were obtained from teachers' responses. This implies teachers possessed a high level of awareness of the content of Business Management in relation to the statement. Mean ($M = 2.31$) and standard deviation of ($SD = 0.03$) were realized from students' responses. This mean indicates a high level of awareness of content on the part of students too. The value of standard deviation shows how close responses of students were and in this case very close since it is lower than the average standard deviation of students. This falls in line with Ntukidem (2003) who said that in Ghana, the thrust and emphasis of the SHS Business Management curriculum is to prepare young people for the demands of self-employment and the world of work by exposing them to a range of business knowledge and skills such as financial literacy, enterprise capability and economic understanding.

Teachers' mean for the statement "The course broadens the scope of students and makes them understand issues relating to business Profession" is ($M = 2.02$) while their standard deviation is ($SD = 0.11$). The mean value

implies a high level of awareness of the content of Business Management on the part of teachers. For students, (M =2.84, SD = 0.27) were recorded. The mean gives indication that students like their teachers possess a high level of awareness of the Business Management content in relation to the statement posed. This does not match the comment by Bedford (2000) when he said, “second cycle institutions resemble old-fashioned factories turning out a standard, out-of-date, product-people with skills but no originality, with an ability to remember and repeat rather than to reflect and create, parrots more than true professionals.

As a backup data to this research question, an interview guide was used to gather data on the same issue. Questions like “Do you have an idea about the topics in the Business Management programme? if yes mention some, how relevant is the content of Business Management to the corporate world? does content give room for using technology?, and how does it integrate technology?” were asked. Teachers’ responses to some of these questions were;

“Yeah in the Business Management programme especially in the first year, when they come we introduce them to the business organizations where we take it from there, teaching planning and even organizing, decision making and then form two (2) that is where we handle communication, law of agency, law of contract. Then when they get to form three (3) by then foundation is all that strong so we take them principles of marketing, banking and finance, human resource management, and developing business proposals and business plans.

These are the topics that we take students through first year to third year.”

“Yes, in the corporate world a whole lot goes on. Like the sources of finance, how to even get money in order to finance your business, how to reduce business risks is all part of what we are learning here and so if you are able to get all these things that are needed in order to minimize business risks, in order to even get support, financial support from outside. If you know where to go and how to even go about it at least when you are found in the corporate world, I think with this skill you have acquired it will go to help you.”

In order to have a vivid picture concerning the awareness of the content of Business Management curriculum by the teachers and students, an observation was carried out. Results of this is presented in the table below.

Table 8: Awareness of Business Management content by teachers and students

Statements	Yes N (%)	No N (%)
Teacher exhibits command of the subject matter.	8 (100.0)	0 (0.0)
Teacher cites lots of relevant examples	6 (75.0)	2 (25.0)
Teacher relates content to students' experience.	6(75.0)	2 (25.0)

Source: Field data, 2015

From Table 8, all teachers representing (100.0%) exhibited command of the subject matter. Again, (75.0%) of the teachers cite lots of relevant examples whereas (25.0%) do not. As to whether teachers relate content to students' experience, it was realized that, (75.0%) of the teachers taught relating content to students' experience whereas (25.0%) of teachers did not. It can be concluded that, teachers possess high level of knowledge of the content of the Business Management curriculum. This supports Haimes (1996) who said teachers' content knowledge has an effect on both the content and the processes of instruction, thus influencing both what and how they teach.

Research Question 4: How do teachers comply with the recommended methods of teaching and learning of Business Management at the Senior High Schools?

The purpose of this research question was to find out if teachers and students were conforming to the recommended methods of teaching and learning of the Business Management curriculum as stated by the syllabus. Thus, to ascertain if both teachers and students used the suggested strategies to implement the curriculum in the classroom. As usual all the three instruments were used to gather data to answer this research question. Means and standard deviations were used to analyze the data from the questionnaires that were collected from both respondents (teachers, N=4; students, N=96). Table below shows the results obtained from the questionnaires.

Table 9: Compliance with recommended methods of teaching and learning of Business Management

N	Statement	Teachers		Students	
		M	SD	M	SD
1	My teacher gives definitions while we write during lessons	3.58	.19	2.92	.23
2	My teacher provides information to support his conclusions.	2.98	.10	3.67	.17
3	My teacher uses his “student days” notes to teach during lessons	3.09	.15	3.11	.37
4	My teacher does most of the talking while students occasionally ask questions	2.73	.32	3.24	.15
5	My teacher uses dialogue during lessons	2.98	.22	2.29	.32
6	My teacher encourages different opinions during lessons	2.19	.28	2.67	.13
7	My teacher creates a group feeling among us during teaching	2.07	.21	2.17	.41
8	My teacher makes us to act out some portions of lessons during lessons	3.18	.11	3.24	.18
9	My teacher allows us to express ourselves during lessons	1.68	.39	2.29	.31
10	My teacher develops our ideas during lesson delivery	2.01	.20	2.67	.23
11	My teacher is respectful of our views during lessons	1.90	.17	2.87	.22
12	My teacher does not make us feel bad when we give views that are not in line during lessons	2.99	.25	3.01	.15
13	My teacher welcomes large quantities of ideas	3.58	.19	2.29	.35
14	My teacher uses democratic system during lessons	1.98	.10	3.31	.47

Table 9 continue

15	My teacher gives us problems to solve during lessons	3.09	.25	2.29	.07
16	My teacher introduces each lesson with a practical problem	2.73	.22	3.24	.22
17	My teacher encourages previous knowledge during lessons	2.98	.12	2.10	.12
18	My teacher requires us to draw knowledge from diverse subject areas	2.19	.18	2.22	.17
19	My teacher gives us a scenario to make decisions during lessons	2.07	.39	2.12	.27
20	My teacher gives us an analysis of events to make us understand concepts taught during lessons	3.18	.10	3.14	.15
21	My teacher encourages critical thinking during lessons	1.68	.19	2.29	.13
22	My teacher gives us real events that require solutions during lessons	2.01	.20	3.23	.17
23	My teacher takes us out of class for lessons	2.90	.27	3.03	.27
24	My teacher takes us out of class to have authentic learning experience	2.99	.45	3.24	.05
25	My teacher takes us out of class to build a connection between reality and theory	3.58	.19	3.29	.03

Source: Field data, 2015

Mean Range - Never= 0.0 – 1.0; Rarely= 1.1 – 2.0; Occasionally= 2.1 – 3.0; Regularly= 3.1 – 4.0.

Teachers: Average Mean= 2.65; Average Standard Deviation= 0.22

Students: Average Mean= 2.82; Average Standard Deviation= 0.21

From the table, teachers occasionally adopted the recommended methods of teaching as stipulated by the syllabus. With a mean of means of (M = 2.65) and a standard deviation of (SD = 0.22), majority of teachers complied with the stated teaching methods in the Business Management 2010 syllabus. These methods are lecture, discussion, role play, brainstorming, problem

solving, case study, and field trip. To students, a mean of means of ($M = 2.82$) and a standard deviation of ($SD = 0.21$) meant their teachers occasionally complied with these methods of teaching. Details of individual statements indicating teachers' compliance with the recommended methods of teaching by the syllabus are discussed below.

“My teacher gives definitions while we write during lessons” statement recorded teachers' mean of ($M = 3.58$) and standard deviation of ($SD = 0.19$). This means teachers regularly read definitions to students during lessons. With a standard deviation of ($SD = 0.19$), teachers did not disagree much in respect of their regularity in the act of giving out definitions while their students write during lesson. For students, their teachers occasionally did this act of dictating definitions while they write them down. This is confirmed by ($M = 2.92$, $SD = 0.23$). This enhances the recommendations for improving the quality of Business Management teaching and learning in classrooms as suggested by Betty (2007).

A mean ($M = 2.98$) and standard deviation ($SD = 0.10$) were obtained from teachers' responses regarding the statement “My teacher provides information to support his conclusions”. Per these figures, teachers meant they occasionally provided their students with information to support their conclusions.

However, to students, their teachers regularly provided them information to support their (teachers) conclusions. This is supported by a mean of ($M = 3.67$) and standard deviation of ($SD = 0.17$). The mean value ($M = 3.67$) which is greater than students' mean of means implied a high majority of students agreed teachers supported their conclusions with information

regularly. Furthermore, the value standard deviation which is lower than the average standard deviation of (SD = 0.21) meant students' responses were not too far from each other. Thus, the claims of Olofintila (2006) that the lukewarm attitude of teachers to Business Management leads to poor quality of teaching and the teaching profession, is not the case.

A (M = 3.09) mean was recorded on teachers' views on the statement "My teacher uses his "student days" notes to teach during lessons". This statement had a (SD = 0.15) standard deviation. The mean value meant teachers regularly did this act of using their "students' days" notes to teach their students. Students equally expressed this same view. With a mean of (M = 3.11) and standard deviation of (SD = 0.37), students stated that their teachers regularly used lecture notes they (teachers) wrote in their school days. This is an issue of concern, because if teachers are teaching students with notes prepared and used over ten years ago then something is wrong. This act is not done rarely or occasionally but regularly which raises eye brows since it would not support the Ministry of Education [MOE] (2008 cited in Yeboah, 2011) report which suggests that students gain current knowledge of principles and procedures in business, and skills that are necessary for a successful business career and modern business practices.

A mean of (M = 2.73) and a standard deviation of (SD = 0.32) were recorded for the act of teachers talking while students occasionally ask questions by teachers. This meant to teachers, they occasionally acted this way. However, students reported that this act was regularly carried out by their teachers. This was confirmed by (M = 3.24, SD = 0.15). Thus, it suggests that the practices of Business Management teachers do not conform to the

expectations of curriculum planners in that teacher-centred pedagogy seems to be the overriding mode of instruction in schools as established by Osuala (2009).

My teacher uses dialogue during lessons recorded ($M = 2.98$, $SD = 0.22$) from teachers' responses. This implied teachers occasionally used dialogue in their teaching. Likewise, majority of students stated that their teachers occasionally used dialogue during lessons. ($M = 2.29$, $SD = 0.32$) were recorded as mean and standard deviation respectively for this item on the part of students. This enhances the claim by Okebukola (1997) poor quality teaching, large class sizes, insufficient funding, deficient curriculum resources, poor teaching skills and lack of support for teachers among other issues further limit the quality of Business Management teaching and learning in Ghanaian schools.

A ($M = 2.19$) mean and standard deviation of ($SD = 0.28$) was recorded for teachers' views on the item "My teacher encourages different opinions during lessons". According to teachers, they occasionally encourage different opinions during instructional periods. Students also held the same view as responses yielded a ($M = 2.67$, $SD = 0.13$). This practice was evident in Ntukidem (2003) who said that teachers continue with the traditional method of teaching which makes students passive participants of the lesson and thus hinders student's ingenuity.

The item "My teacher creates a group feeling among us during teaching" attracted ($M = 2.07$, $SD = 0.21$) on the part of teachers. On the part of students, ($M = 2.17$, $SD = 0.41$) were recorded. Both teachers and students stated that an atmosphere of group feeling is felt during lessons. This is good

as suggested by Njoku and Nwosu (2002) who said the Ministry's efforts were directed at matching up our standard of Business Management teaching with recommended standards worldwide (Njoku & Nwosu, 2002).

Regarding students acting out portions of lessons, majority of teachers said they do so regularly. Thus, the use of role play recorded ($M = 3.18$) which is far higher than the average mean of teachers on their commitment to the recommended methods of teaching Business Management. This means the method is frequently used. With ($SD = 0.11$) below the average ($SD = 0.22$), responses of teachers do not vary significantly. Responses of students were similar to that of teachers. With ($M = 3.24$, $SD = 0.18$), students expressed views that they act out parts of lessons regularly.

Modern teaching requires students to be active participants in the teaching and learning process. Students' expression is thus very important in quality teaching. Teachers' responses as to the frequency of students expressing their views during lessons was rarely. A ($M = 1.68$, $SD = 0.39$) confirmed teachers rarely permitted students to express themselves. For students, their teachers occasionally allowed them to express themselves. This is supported by ($M = 2.29$, $SD = 0.31$). Thus, many students found Business Management to be difficult, boring and not interesting to them (Salau, 1996).

The item "my teacher develops our ideas during lesson delivery" recorded ($M = 2.01$, $SD = 0.20$) and ($M = 2.67$, $SD = 0.23$); for teachers and students respectively. By this it can be inferred that teachers occasionally develop ideas of their students during instructional periods. With each standard deviation been less than their respective average standard deviation, then the responses of respondents do not vary too much.

Modern teaching requires teachers to be receptive of views of their students this is as a result of the call for student centered approach to teaching. In line with these respondents were asked how teachers respect students' views. Majority of teachers responded they rarely respect views of their students. This is evident by ($M = 1.90, SD = 0.17$). To students however, their teachers occasionally respect their views. With ($M = 2.87, SD = 0.22$), majority of students admitted that their views are being respected by their teachers.

Most teachers said they do not make students feel bad when they (students) give views outside what is sought for during lessons. A ($M = 2.99, SD = 0.25$) meant teachers occasionally do not make students feel bad with their responses to questions. On the part of students, teachers regularly do not make them feel bad when they give wrong answers to questions. This is supported by ($M = 3.01, SD = 0.15$).

The closeness of the means, teachers' and students', imply not a vast difference between the two. Thus, it complies with Australian Curriculum Assessment and Report Authority (2012) who asserts that ultimate goals are the expected end-products of education carried out overtime and hence students wrong answers in class does not mean nothing has been achieved in terms of teaching and learning.

On the issue of how frequent teachers welcome large quantities of students' ideas, majority of teachers stated they regularly undertake such action. This is because, ($M = 3.58, SD = 0.19$) were obtained. This falls within the range of 3.1 to 4.0, which is the range of regularly. For students, their

teachers rather occasionally welcomed large quantities of their ideas. ($M = 2.29$, $SD = 0.35$) were obtained from students' responses.

The statement "My teacher uses democratic system during lessons" attracted contradictory responses from both set of respondents. For teachers, they rarely adopted the democratic system during lessons, while to students, their teachers regularly used such a system. A ($M = 1.98$, $SD = 0.10$) was obtained from teachers' responses while ($M = 3.31$, $SD = 0.47$) was from students.

The goal of any educational system is to channel out people who can solve societal problems. Both teachers and students were asked if they do give or are given problems to solve respectively during instructional periods. Majority of teachers responded they regularly give problems to their students to solve. This was supported by ($M = 3.09$, $SD = 0.25$). Though teachers' responses varied considering the standard deviation been high than the average standard deviation, it still stands that teachers regularly provided students with problems to solve. To students however, their teachers occasionally provided them with problems to solve during lessons. A ($M = 2.92$, $SD = 0.07$) were to emphasize their view. The difference in the frequency of the provision of problem between the two set of respondents could be while teachers thought they were giving students problems to solve, the students saw them otherwise, hence the difference in views.

Most teachers expressed that they occasionally adopted the method of introducing each lesson with a practical problem. A ($M = 2.73$, $SD = 0.22$) representing an occasional rate of activity by teachers was obtained from teachers' responses. Majority of students on the other hand said lessons are

introduced with practical problems regularly. A ($M = 3.24$, $SD = 0.22$) were obtained to stress this opinion by students.

Majority of teachers agreed that they encourage previous knowledge during lessons occasionally. With ($M = 2.98$, $SD = 0.12$), it can be concluded that the mean falls within the scale of 2.1 – 3.0 (occasionally). The lower standard deviation also indicates that teachers do not vary significantly in the use of previous knowledge. On the students' part, majority of them similarly agreed that their teachers occasionally encourage previous knowledge in class. This is confirmed by ($M = 2.10$, $SD = 0.12$).

Again, the majority of teachers indicated that they require their students to occasionally draw knowledge from different subject areas. A ($M = 2.19$, $SD = 0.18$) was recorded for teachers' responses to this item. Students seemingly agreed with their teachers. With ($M = 2.22$, $SD = 0.17$), students also indicated their teachers occasionally expected them to draw knowledge from diverse subject areas. The lower standard deviations of both teachers and students compared with their respective average standard deviations meant respondents do not differ significantly in their responses.

Findings from the table shows most of the teachers use scenarios during lessons occasionally. With ($M = 2.07$, $SD = 0.39$) and ($M = 2.12$, $SD = 0.27$), obtained from teachers' and students' responses respectively, it can be concluded that the scenario method of teaching is occasionally used during lessons. Although, high standard deviations were recorded from both respondents' responses indicating not all of them agreed to occasionally using the method in teaching, it can still be concluded that the majority of the respondents used scenarios.

Most teachers indicated that they regularly gave their students an analysis of events to make them understand concepts taught during lessons. A (M = 3.18, SD = 0.10) confirmed teachers' views. Majority of students also agreed that their teachers regularly carried out this activity. A (M = 3.14, SD = 0.15) were obtained from their responses. Both measures of spread of the two sets of respondents indicate that respondents do not differ in their responses.

Most teachers stated they rarely encourage critical thinking among students during lessons. A (M = 1.68, SD = 0.19) were recorded from teachers' responses to encouraging critical thinking. On the contrary students differed from their teachers' views. Most students indicated rather their teachers occasionally encouraged critical thinking during lessons. This view was supported by (M = 2.29, SD = 0.13).

Again, teachers and students differed in their responses as to the nature of events undertaken during lessons. For teachers, majority stated that they occasionally presented students with real events that require solutions. A (M = 2.01, SD = 0.20) were recorded from teachers' responses to support this claim. However, majority of students said they are given real events regularly. With (M = 3.23, SD = 0.17) higher than the average mean and lower than the average standard deviation, students did not differ in their responses.

Findings from analyzed data showed most teachers saying that they occasionally took their students out for class for lessons and to have authentic learning experience. (M = 2.90, SD = 0.27) and (M = 2.99, SD = 0.45) were recorded from teachers' responses to questions asking of the frequency of teachers taking their students out for lessons and taking them out to have authentic learning experience. On the part of students, (M = 3.03, SD = 0.27)

and ($M = 3.24$, $SD = 0.05$) respectively were recorded for the two items. These means of students indicated that majority of them expressed views of their teachers regularly undertaking such activity. This is contrary to what their teachers stated.

It is important for classroom interactions be linked to the happenings of the outside world. Both teachers and students agreed on the level of frequency concerning moving out of class to build a connection between reality and theory. A ($M = 3.58$, $SD = 0.19$) were obtained from teachers' responses while ($M = 3.29$, $SD = 0.03$) obtained from students. Majority of both sets respondents admitted that this exercise is carried out regularly. This is evident in Frank (2012) who suggests that the aims and objectives is to represent a clear idea of what students should achieve after instruction in reality.

From the interviews, I gathered that teachers used all or almost all the methods of teaching suggested by the syllabus. For instance, most teachers said they normally use brainstorming, discussion, field trip, lecture, role play and case study. One teacher's response was

“since teaching is teaching and learning, we teach and students learn so I always prefer teachers to use discussion and field trip where some of these things students just would go. Because when you allow students to discuss, they also bring what is in them. In discussion they will bring something, teachers will pose a question, students will answer. Anything they have to say they will bring it on board, so we prefer the discussion and even the where we group students, we give them topics to work on. That is the group work, where they will be working on their own and each group will come and present a report

and in so doing by the time you finish we have completed the topics, because each group will take part of the topic. And then those topics that each group would work on, they become conversant and familiar with that aspect and just take the other part from the other group and learn as well. Thus, we normally prefer discussion to other methods where the learning would be student centred. We want to involve them in the teaching and learning process.”

Table 10: Compliance with recommended methods of teaching and learning of Business Management

Statements	Yes N (%)	No N (%)
Teacher uses variety of pedagogical skills.	8 (100.0)	0 (0.0)
Teacher maintains balance between teacher and students' activities.	4 (50.0)	4 (50.0)
Teacher engages all students in the lesson.	6(75.0)	2 (25.0)

Source: Field data, 2015

From Table 10, all teachers representing (100.0%) use variety of pedagogical skills. Again, (50.0%) of the teachers maintain balance between their activities and those of students whereas (50.0%) do not. Also (75%) of the teachers engage all the students in the lesson leaving only (25.0%) disagreeing to this fact. Thus, it can be concluded that there is a high degree of awareness of Business Management objectives by teachers and students. This is in line with Tamakloe et. al (2005) who describes teaching as an activity of imparting knowledge, skills, attitudes and values to learners. It involves creating situations to facilitate learning and motivating learners to have interest in what is being transmitted to them.

Research Question 5: What are the challenges in teaching and learning of Business Management?

Many educational programme innovations or implementation have in one way or the other been without impediments though, it may seem to be working well. Research question five was formulated to find out the challenges that pertain to the teaching and learning of Business Management. Questionnaires, interview guide and observation guide were used to obtained data to answer this research question.

Table 11: Challenges in teaching and learning of Business Management

S/N	Statement	Teachers		Students	
		M	SD	M	SD
53	My school does not have enough Business Management Teachers	2.52	0.25	3.65	0.25
54	My school does not have adequate Teaching Learning Resources	3.85	0.21	4.78	0.22
55	My school does not possess enough textbooks for Business Management	3.98	0.13	4.82	0.18
56	Time allocated for Business Management is insufficient	3.86	0.44	3.52	0.26
57	Teachers are not professionally trained to handle the subject	2.75	0.22	2.86	0.07
58	Teachers are not involved in designing the business management syllabus	4.78	0.12	4.89	0.24
59	Teachers are not involved in developing teaching and learning materials for Business Management	3.92	0.18	3.75	0.28

Table 11 continue

60	Teachers have not attended seminars or workshop to upgrade your competences towards the implementation of the programme	4.85	0.12	4.65	0.15
61	Teachers are not professionally trained to handle business management	3.62	0.13	3.78	0.12

Source: Field data, 2015

Mean Range -Strongly Disagree = 0.0 – 1.0;

Moderately Disagree= 1.1 – 2.0; Disagree = 2.1 – 3.0; Agree= 3.1 – 4.0;

Moderately Agree= 4.1 – 5.0;Strongly Agree= 5.1 – 6.0.

Teachers: Average Mean = 3.79; Average Standard Deviation= 0.2

Students: Average Mean= 4.08; Average Standard Deviation= 0.19

From Table 11, a mean of means of ($M = 3.79$) and a mean of standard deviation of ($SD = 0.2$) were obtained for the items designed to find out about the challenges in teaching and learning Business Management. This means that, the teachers agreed to most of the statements posed to them to find out about the challenges they encountered in teaching Business Management. On the part of the students, a mean of means of ($M = 4.08$) and a standard deviation of ($SD = 0.19$) was obtained indicating that the students moderately agree to most of the statements posed to them to find out about the challenges they encountered in learning Business Management. This is illustrated in the individual items below.

Majority of the teachers disagreed that their schools does not have enough Business Management Teachers as a mean of ($M = 2.52$, $SD = 0.25$) were obtained. Therefore, the does not have enough Business Management Teachers. However, for the students, ($M = 3.65$, $SD = 0.25$) were recorded. This shows a majority of them agreeing that their school does not have enough Business Management teachers. This finding shows a contradiction between

teachers and students responses to the above statement. The students' view of inadequate teachers is as a result of their comparison of the number of Business Management teachers with that of Economics and the four core subjects. This therefore means the number of Business Management teachers is enough to handle the subject.

In line with the statement: "My school does not have adequate Teaching and Learning Resources", the majority of the teachers agreed to the statement. This is because, ($M = 3.85$, $SD = 0.21$) were obtained. The mean ($M = 3.85$) obtained is higher than mean of means of ($M = 3.79$) implying that most of the teachers are certain of their agreement in relation to the statement. With respect to students' responses to the same statement, ($M = 4.78$, $SD = 0.22$) were acquired implying that they moderately agreed. The standard deviation ($SD = 0.22$) lies above the average standard of deviation of ($SD = 0.19$). This supports the claim by Olofintila (2006) that there exists poor quality of teaching and the teaching profession, compared to other professions in the country.

A ($M = 3.98$, $SD = 0.30$) was realized when the statement: "My school does not possess enough textbooks for Business Management". Therefore, the majority of the teachers agreed that, their schools do not possess enough textbooks for business management. Similarly, the students also moderately agreed to the same statement by ($M = 4.82$, $SD = 0.18$). Thus, it supports the claim that the quality of teaching, teaching and learning aids, more effective support staff to work alongside classroom teachers help improve the effectiveness of teaching (Lambrecht, 2002).

Also, the majority of the teachers agreed that the time allocated for business management is insufficient. With this, ($M = 3.86$, $SD = 0.44$) were realized. The students' responses have ($M = 3.52$, $SD = 0.26$). Thus, the students agreed that the time allocated for business management was insufficient as elaborated by Ivowi, Okebukola, Oludotun and Akpan (1992) that poor classroom organisation, lack of management techniques and poorly co-ordinated student activities also reduced the quality of Business Management teaching and learning.

Again, ($M = 2.75$, $SD = 0.22$) were realized for the statement: "Teachers are not professionally trained to handle the subject". Thus, the majority of the teachers disagreed that, teachers are not professionally trained to handle the subject. With ($M = 2.86$, $SD = 0.07$), the students also disagreed that Teachers were not professionally trained to handle the subject. This opposes the view of Okebukola (1997) that teachers are not trained to use teaching learning resources in their training period hence they find it difficult to adopt in the classroom.

A ($M = 4.78$, $SD = 0.12$) was documented for the statement: "Teachers are not involved in designing the Business Management syllabus". This signifies that most of the teachers moderately agree that Teachers are not involved in designing the business management syllabus. In respect of students, ($M = 4.89$, $SD = 0.28$) was realized. Thus, the majority of the students also moderately agreed to statement above.

Most of the teachers agreed that Teachers were not involved in developing teaching and learning materials for Business Management. A ($M = 3.92$, $SD = 0.12$) was recorded as mean and standard deviation respectively

were recorded from teachers' responses. Consistently, majority of the students also agreed the aforementioned statement by ($M = 3.75$, $SD = 0.27$). This was consistent with Abudu (2003) whose finding from the study was that variances existed between the implementation of the programme in the classroom situation, and the standard that has been set in the policy document guiding the implementation of the programme. He stressed that resource materials were lacking in most Colleges, and established that all implementers attach a very high level of importance to the objectives and activities of the programme.

From the foregoing, it can be concluded that, teachers disagreed that their schools do not have enough Business Management Teachers. Again, teachers disagreed that their schools do not have adequate Teaching and Learning Resources. Teachers disagreed that, their schools do not possess enough textbooks for business management; and they disagreed that, teachers are not professionally trained to handle the subject. However, teachers agreed that the time allocated for business management is insufficient. The views of students concerning the challenges in teaching and learning business management are shown in Table 11.

Responses from teachers' interview on the challenges they face in teaching the subject were;

"The challenges that we encounter I can talk about the syllabus is loaded, is too much. I myself I do complain, children also complain.

But I always tell them that I wasn't the one who came up with the syllabus. It's like its loaded so sometimes if you are not that hardworking teacher, you cannot finish whatever is in the syllabus. And most of the time the last aspect of the syllabus is what is been

asked when it comes to the final exams. And is very important you cannot ignore it. So, coming from Form one (1) first term up to second term of Form three (3) is even first term cause they write the exams in second term, you just have to be in a rush and do extra teaching in order to cope up the syllabus”,

“yeah most of the challenges we normally encounter is the fact that at times you will be teaching and students would ask “Sir is this real in the job market?” Because they don’t see anything. Like when you are teaching science there are so many things to show the students. If it is acid, you get acid to show to them that this is acid, this is base. But in Business Management with the exception of Business Information System, some of these things are taught in abstract. Yes, in that case students might think that it is not relevant to the job market. Yes, these are some of the challenges that we normally encounter. Where students perceive that the course is not relevant, or there is no need for them to study Business Management because when they walk home they don’t see anything Business Management. Though they see it on their way home, because they are not able to recognize it they think that Business management is not relevant.”

Table 12: Challenges Teachers and Students face in the Teaching and learning of Business Management

Statements	Yes N (%)	No N (%)
There are enough textbooks for the lesson.	8 (100.0)	0 (0.0)
There are enough teaching learning resources for Business Management lessons.	4 (50.0)	4 (50.0)
There is enough time allocation for Business Management lessons.	4 (50.0)	4 (50.0)

Source: Field data, 2015

From Table 12, it can be observed that there are enough textbooks for the lessons, and this was represented by a (100.0%) agreement to the assertion. However, (50.0%) of the teachers agree to the fact that there are enough teaching learning resources for Business Management lesson with the remaining (50.0%) disagreeing to the claim. Subsequently, it was observed that the time allocated for Business Management lessons was not adequate to (50.0%) of the respondents but the other half agrees that the time was enough to complete a given Business Management lesson. This supports claims of various authorities who state, amongst other things, the lack of motivation for most teachers, deprived infrastructural facilities, insufficient textual materials, attitude of students to learning, lack of teaching skills and competence by business teachers, and lack of opportunities for professional development for business teachers (Brimoh & Okedeyi, 2001; Folaranmi, 2002; Olaleye, 2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter concludes the research study and provides a summary of the research process, findings, conclusions, recommendations as well as suggestions for further study.

Summary of the Research Process

This research attempted to evaluate the teaching and learning of Business Management in SHS in the Obuasi Municipal Assembly. In order to find answers to the research questions that were formulated to guide the study, the descriptive survey research design was employed, and the quantitative and qualitative approach was adopted. The study covered four (4) SHS in the Obuasi Municipal Assembly. In all, 100 participants comprising four (4) Business Management teachers and 96 Business Management students. The census procedures was used to select the various teachers and students to serve as respondents since the population of interest was small in size.

The questionnaire, interview guide, observation guide and document analysis were the instruments used in collecting data to address the research questions. It is worthy to note that, these instruments were subjected to reliability and validity test. The data gathered was analyzed using the computation of frequencies, percentages, mean of means.

Key Findings

1. Both teachers and students had high knowledge about the aims of Business Management Curriculum. This is because, they both agreed that, they were very clear with what Business Management education is about and that, they were very clear with the aims and objectives of Business Management as stipulated in the syllabus. Also, they agreed that the rationale for Business Management is about developing a Business Management culture among students, which is vital for promoting economic development and that, the focus of Business Management is to help students acquire basic principles and techniques for managing a profitable business enterprise. Again, the teaching and learning of Business Management is to develop students' skills for solving business problems; and business management teaching and learning is to develop students' competencies in minimizing business risks. Both teachers and students also agreed that, business management deals with the cognitive, affective and psychomotor domains of learners; and the teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for modern business. Finally, the emphasis of Business Management is on practical problem solving and Business Management emphasizes principles of application of previous knowledge.
2. To an appreciable extent, teachers are able to achieve the objectives of Business Management. This is because, the teachers agreed that, they are able to complete the syllabus on time; they are able to achieve the objectives of the syllabus per each term; the majority of their students

do pass the final exams; their graduates have acquired the Business Management culture necessary for economic development; and their students are able to apply the knowledge acquired in Business Management for solving practical problems.

3. Both teachers and students were highly aware of the content of business management. This is because, they both agreed that the content of business management included; the Nature of Management; Functions of Management; Management Information Technology; Legal Environment of Business; Finance and Financial Institutions; Role of Government in the Economy; International Trade and Problems of Developing Economies; Globalization and Economic Integration; Entrepreneurship and Small Business Management; as well as Functional Areas of Management. However, some teachers mentioned some topics in the Business Management curriculum such as; finance and financial institutions; globalization and economic integration, foreign exchange market, brokerage business and stock exchange (the security market) as topics in the Business Management curriculum that were difficult to teach. Students also mentioned topics such as; role of government in the economy; source of business finance; problems of a developing economy; case study; insurance and risk; contract; globalization and economic integration; human relation in business; small-scale business management; international trade as well as international perspective as topics that were difficult to learn.
4. With regards to the methods used in teaching and learning of business management, teachers agreed that, they regularly used the discussion

method, the role play method and case study teaching methods in teaching business management. Also, the teachers occasionally used the brainstorming and problem-solving methods of teaching business management. However, it was realized that, the teachers rarely used the lecture method of teaching whereas the field trip method of teaching was never used by the teachers in teaching business management. The students however expressed a different view. This is because, the majority of the students agreed that teachers rarely used the role play method and the brainstorming method of teaching whereas the field trip method of teaching was never used by the teachers in teaching business management. Both teachers and students preferred the discussion method of teaching business management.

5. On the challenges of teaching and learning business management, both teachers and students agreed that the time allocated for business management is insufficient. However, students indicated that, their schools do not have enough Business Management teachers. Again, students agreed that their schools do not have adequate Teaching and Learning Resources; their schools do not possess enough textbooks for business management; and the time allocated for business management is insufficient. However, both teachers and students disagreed that teachers are not professionally trained to handle the subject.

Conclusions

The following conclusions could be drawn from the findings of the study. The findings of the study depicted that, both teachers and students had high knowledge about the aims of business management. This implies teachers

are likely to engage in focused teaching with the students. This would help them to determine the degree to which their students' are being prepared for the job market. For students, they will be motivated to exert much effort in their learning, knowing the effects of achieving the aims of the curriculum will bring.

It was realized that teachers were able to achieve the objectives of business management to an appreciable extent. The students are likely to perform academically well.

It was realized that, both teachers and students were highly aware of the content of business management curriculum. The teachers are likely to demonstrate high content knowledge. On the part of students, they are not likely to depend so much on their teachers and might engage themselves more with content in preparation of their external examination (WASSCE).

In line with the methods used in teaching and learning business management, it was found out that, the teachers used the discussion method, brainstorming and lecture methods of teaching. However, the role play, problem solving, case study and field trip methods were not used by the teachers. This raises a lot of questions. Perhaps, teachers do not know how to use these methods in their teaching, or teachers do not recognize the need to use these methods in their teaching, or teachers have a negative perception about the use of these methods of teaching as time wasting, expensive etc. It could also be that teachers may be concerned with finishing the content of whatever they have to teach and not necessarily making lessons practical for students to understand better.

With the challenges in the teaching and learning of business management, it can be concluded that, both teachers and students agreed that the time allocated for business management is insufficient. Perhaps, this is the reason teachers do not make time to use teaching methods such as role play, field trip and problem-solving method. Also, teachers did not agree to lack of teaching and learning resources, lack of enough textbooks and lack of enough business management teachers as challenges confronting them in teaching and learning business management whereas students perceived these as challenges confronting them. The discrepancies here presuppose that, perhaps, teachers are not aware of the challenges confronting learners in the teaching and learning of business management. Again, the fact that students agreed that they do not have enough business management teachers presupposes that, perhaps, the student to teacher ratio may not be convenient for students in the teaching and learning process.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations have been made.

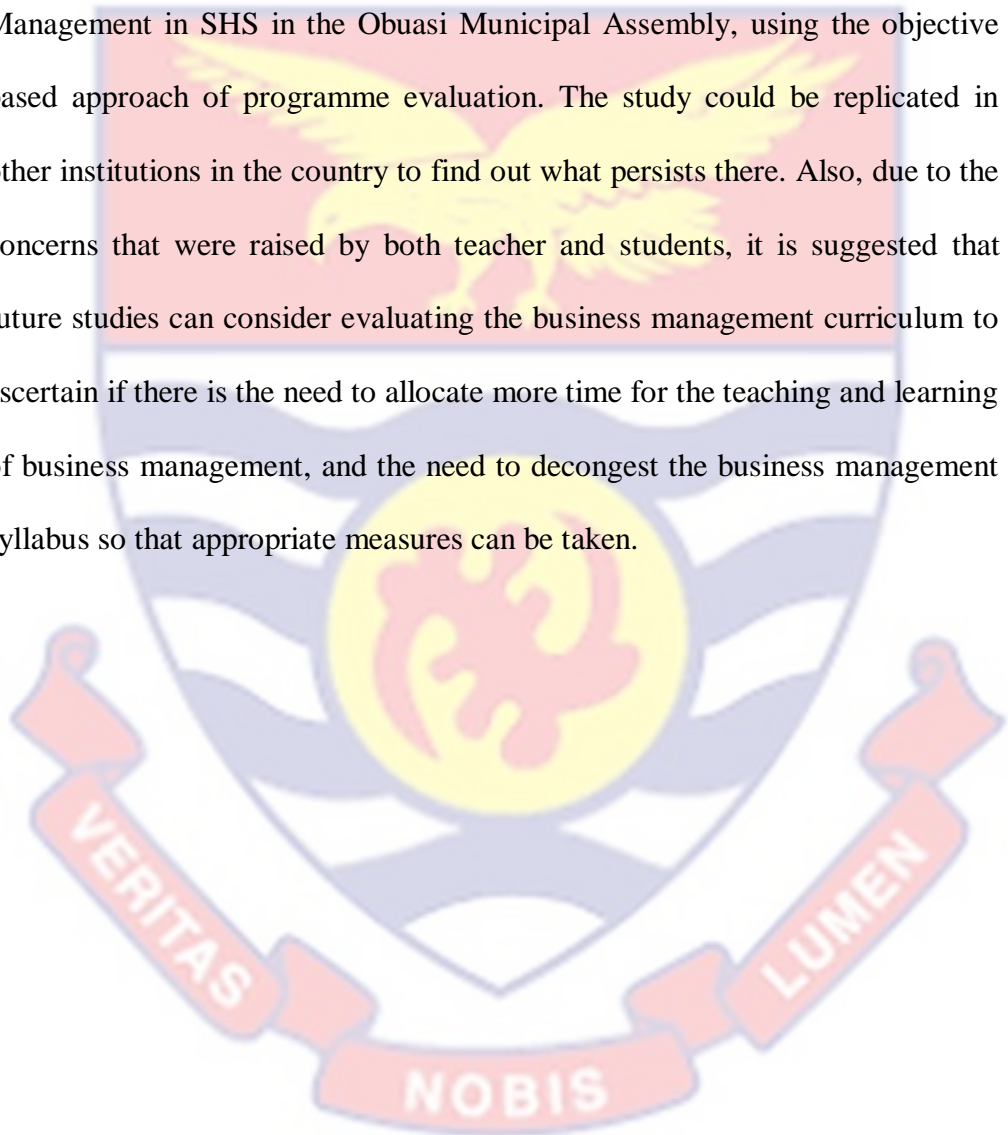
1. It is recommended that Heads of Schools should motivate the teachers to sustain their efforts in teaching in order to realize the aims of the Business Management Curriculum. Teachers should continuously conscientise the students' on the aims of the Business Management curriculum to keep them focused on the relevant academic tasks.

2. Again, it is suggested that, Heads of Schools should continuously sustain their efforts in supporting the teachers so that they could keep up with the good work.
3. GES should continuously engage the teachers in refresher courses to update the teachers with knowledge changes in Business management. Business Management teachers should encourage their students to learn ahead of time.
4. GES and head teachers should organize regular seminars and workshops for teachers to encourage them on the need to use the role play, problem solving and field trip methods of teaching in order to make lessons much more practical. Heads can ensure that teachers are indeed using the approach through frequent supervision and regular performance appraisal of business management teachers by students. Funds should also be made available by heads of institutions so that field trips can easily be conducted for students to be able to assess the current trend of issues.
5. There is the need to allocate more time for the teaching of business management by GES since both teachers and students agreed that the time for teaching business management was insufficient. Again, there is need for head teachers to supervise business management teachers regularly to ensure that, teachers are regular in class, teachers come to class on time and also make judicious use of the instructional period. GES should make teaching and learning resources available for students in order to enhance learning. Head

teachers may consider employing more teachers or better still putting classes into groups in order to decongest large class size factors that impeaches conducive learning environment.

Suggestions for Further Research

This study evaluated the teaching and learning of Business Management in SHS in the Obuasi Municipal Assembly, using the objective based approach of programme evaluation. The study could be replicated in other institutions in the country to find out what persists there. Also, due to the concerns that were raised by both teacher and students, it is suggested that future studies can consider evaluating the business management curriculum to ascertain if there is the need to allocate more time for the teaching and learning of business management, and the need to decongest the business management syllabus so that appropriate measures can be taken.



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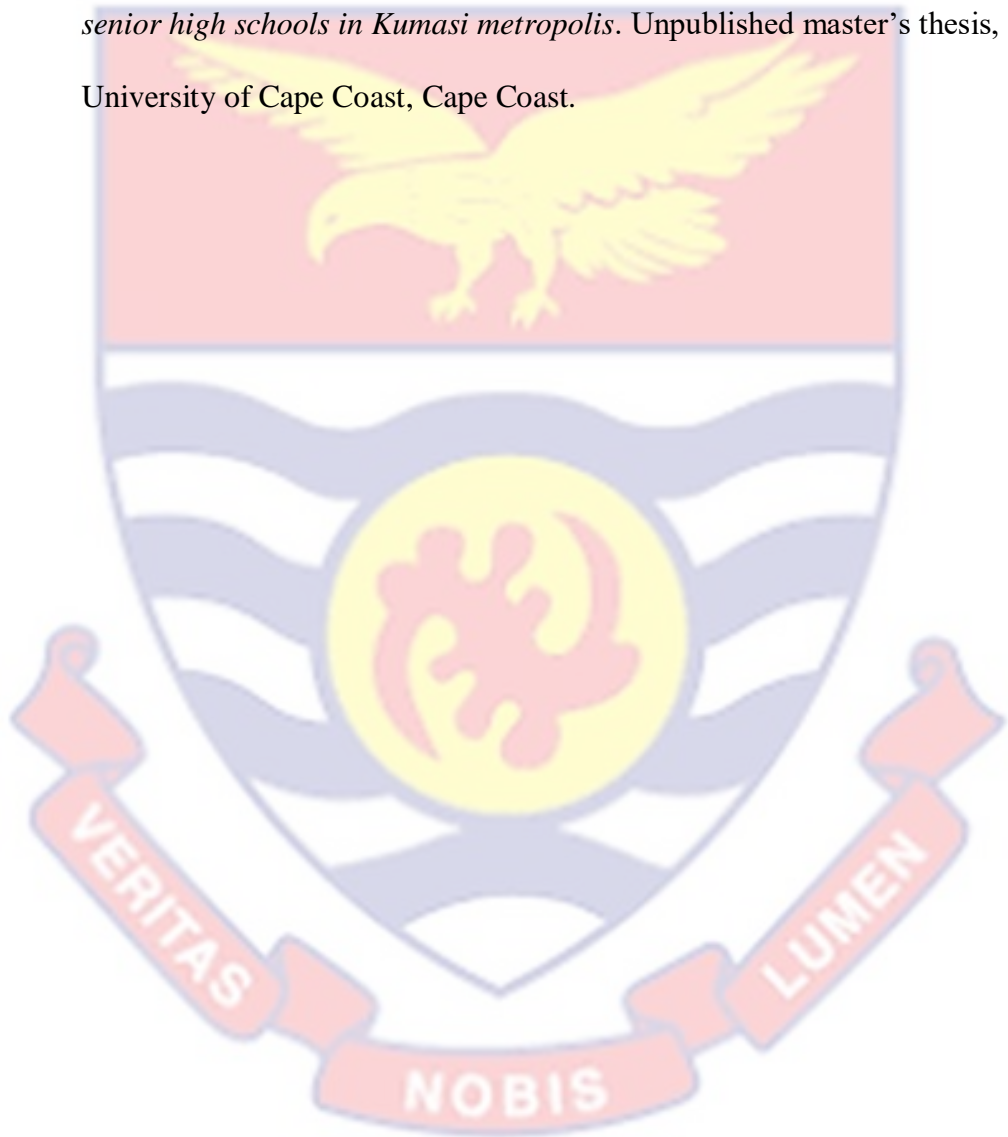
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES Department of Arts & Social Sciences

Education

TELEPHONE-. +233 03321 354] 1/ +233 03321 32480/3. **University Post Office,EXT.**

(268), Direct: 35411. **Cape Coast, Ghana.**

Telegrams & Cables: University. Cape Coast.

OURREF: DASSE/ED/ECT/13/0002

YOUR REF: _____ *Date: 28th January, 2015*

TO WHOM IT MAY CONCERN LETTER OF INTRODUCTION

The bearer of this letter **Mr. Benedict Doku Ntiamoah** is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana. He requires some information from your institution for the purpose of writing a thesis which is a requirement of M. Phil Degree Programme. His topic is "**Evaluation of the Bachelor of Education Degree (Management) Programme offered at the Department of Arts and Social Sciences Education in the University of Cape Coast**".

I would be grateful if you would kindly allow him to collect the information from your institution. Kindly give the necessary assistance that Mr. Benedict Doku Ntiamoah requires to enable him collect the information.

Yours faithfully,

DR. KOFI TSINYO YIBOE

HEAD OF DEPARTMENT

APPENDIX B

UNIVERSITY OF CAPECOAST

COLLEGE OF EDUCATION

FACULTY OF HUMANITIES AND SOCIAL SCIENCE EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE ON EVALUATION OF THE TEACHING AND

LEARNING OF BUSINESS MANAGEMENT IN SENIOR HIGH

SCHOOLS IN THE OBUASI MUNICIPALITY

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I am carrying out a research in partial fulfilment of the requirement for a Master of Philosophy Degree in Curriculum Studies. The items in this question will be used to solicit information on the topic “Evaluation of Teaching and Learning of Business Management in Senior High Schools the Obuasi Municipality”. You will be contributing enormously towards the improvement of the teaching and learning of Business Management in Senior High School, if you answer the following questions as candidly and correctly as possible. I therefore seek your maximum co-operation and assure you that any information provided will be treated as confidential.

Please, respond by ticking [] or providing appropriate responses and comments where necessary. Thank you for your co-operation.

Yours faithfully,

Benedict Doku Ntiamoah

**SECTION A: KNOWLEDGE OF AIMS OF BUSINESS
MANAGEMENT**

Please indicate the extent of your agreement with the statement by ticking []

“**High**”, “**Average**”, and “**Low**” (please select only one) to reflect your

knowledge of Aims of the Business Management curriculum.

Statement	High	Average	Low
1.I am very clear with what Business Management education is about			
2.I am very clear with the aims and objectives of Business as stipulated in the syllabus			
3.The rationale of Business Management is about developing a Business Management culture, which is vital for promoting economic development			
4.The focus of Business Management is to help students acquire basic principles and techniques for managing a profitable business enterprise			
5.The teaching of Business Management is to develop students’ skills for solving business problems			
6.Business Management teaching is to develop students’ competencies in minimizing business risks			
7.Business Management deals with the cognitive, affective and psychomotor domains of learners			
8.The teaching of Business Management helps to acquaint students with appropriate attitudes and the			

necessary ethics for modern business			
9.The emphasis of Business Management is on practical problem solving			
10.Business Management emphasizes principles of application of previous knowledge			

SECTION B: ACHIEVEMENT OF THE OBJECTIVES OF BUSINESS MANAGEMENT

Please indicate the extent of your agreement with the statement by ticking [√]

“High Extent”, “Appreciable Extent”, “Low Extent”, and “No

Extent” for (please select only one) to reflect your achievement of Aims of the

Business Management curriculum.

Statement	High Extent	Appreciable Extent	Low Extent	No Extent
11.I am able to complete my syllabus on time				
12.I am able to achieve the objective of the syllabus per term				
13.Majority of my students do pass the final exam				
14.My graduates have acquired the Business Management culture necessary for economic development				

15. My students are able to apply the knowledge acquired in Business Management for solving practical questions				
16. Students possess good managerial skills when they graduate				
17. My graduates are competent in handling or managing scarce resources of the society				
18. My graduates possess knowledge and skills for dealing with issues in the community in which they would be working				

SECTION C: AWARENESS OF CONTENT OF BUSINESS MANAGEMENT

Please indicate the extent of your agreement with the statement by ticking [] **"High"**, **"Average"** and **"Low"** (please select only one) to reflect your awareness of the content of the Business Management curriculum

Statement	High	Average	Low
19. Some aspects of Business Management curriculum are very important than others			
20. Topics in the Business Management syllabus are adequate to provide the necessary skills for students			

21. Business Management reflects the current trend that are acceptable in the business world			
22. Business Management shapes students' knowledge of the profession, the attitudes and skills needed for successful business career			
23. Some topics are difficult to teach in the Business Management curriculum			
24. Topics in the Business Management syllabus are insufficient			
25. The course exposes students to the realities of the practices of Business Management profession			
26. The course broadens the scope of students and makes them understand issues relating to business profession			

SECTION D: METHODS OF TEACHING AND LEARNING

BUSINESS MANAGEMENT

Below are the methods of teaching suggested by the syllabus. Please indicate how often do you employ each of the following teaching techniques/strategies/methods in your teaching? Please tick [√] the appropriate column

Statement	Regularly	Occasionally	Rarely	Never
-----------	-----------	--------------	--------	-------

27. My teacher gives definitions while we write during lessons				
28. My teacher provides information to support his conclusions				
29. My teacher uses his “student days” notes to teach during lessons				
30. My teacher does most of the talking while students occasionally ask questions				
31. My teacher uses dialogue during lessons				
32. My teacher encourages different opinions during teaching				
33. My teacher creates a group feeling among us during teaching				
34. My teacher makes us to act out some portions of lessons during lessons				

35. My teacher allows us to express ourselves during lessons				
36. My teacher develops our ideas during lesson delivery				
37. My teacher is respectful of our views during lessons				
38. My teacher does not make us feel bad when we give views that are not in line during lessons				
39. My teacher welcomes large quantities of ideas				
40. My teacher uses democratic system during lessons				
41. My teacher gives us problems to solve during lessons				
42. My teacher introduces each lesson with a practical problem				
43. My teacher encourages previous knowledge during lessons				

44. My teacher requires us to draw knowledge from diverse subject areas				
45. My teacher gives us a scenario to make decisions during lessons				
46. My teacher gives us an analysis of events to make us understand concepts taught during lessons				
47. My teacher encourages critical thinking during lessons				
48. My teacher gives us real events that require solutions during lessons				
49. My teacher takes us out of class for lessons				
50. My teacher takes us out of class to have authentic learning experience				
51. My teacher takes us out of class to build a connection between reality and theory				

**SECTION E: CHALLENGES OF TEACHING AND LEARNING
BUSINESS MANAGEMENT**

Please indicate the extent of your agreement or disagreement with the statement by ticking [✓] "SA" for **Strongly Agree**, "MA" for

Moderately Agree, "A" for **Agree**, "D" for **Disagree**, "MD" for **Moderately**

Disagree and "SD" for **Strongly Disagree** (please select only one) to reflect

the challenges you encounter in the teaching of the Business Management curriculum.

	Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
52. My school does not have enough Business Management Teachers						
53. My school does						

not have adequate Teaching Learning Resources						
54. My school does not possess enough textbooks for Business Management						
55. Time allocated for Business Management is insufficient						
56. Teachers are not professionally trained to handle the subject						
57. Teachers are not involved in designing the Business Management Syllabus						

<p>58. Teachers are not involved in developing teaching and learning materials for Business Management</p>						
<p>59. Teachers have not attended seminars or workshop to upgrade their</p>						
<p>competences towards the implementation of the programme</p>						
<p>60. Teachers are not professionally trained to handle Business Management</p>						

SECTION F: BIOGRAPHIC DATA

61. Gender: Male [] Female []

62. Age: Below 20years []

21-30years []

31-40years []

41-50years []

51years and above []

63. Your highest educational qualification

Certificate [] Diploma [] Bachelor Degree []

Master's Degree [] Others [] (specify).....

64. Your highest professional qualification as a teacher.

Cert 'A' []

PDGE/PGCE []

B.Ed []

M.Ed/M.Phil []

Others

[]Specify.....

65. How long have you been teaching?

1-5years []

6-10years []

11-15years []

16-20years []

21years and above []

66. Do you have any official teaching experience in Business Management before teaching the subject?

Yes [] No []

67. How many in-service courses in methods of teaching Business Management have you attended over the past five years?

None []

1 []

2 []

3 []

Above 4 []

68a. Do you teach or have ever taught other subject(s) other than Business management?

Yes [] No []

68b. If yes, please indicate the subject(s)

.....
.....

69a. Do you prefer teaching those subject(s) to Business Management?

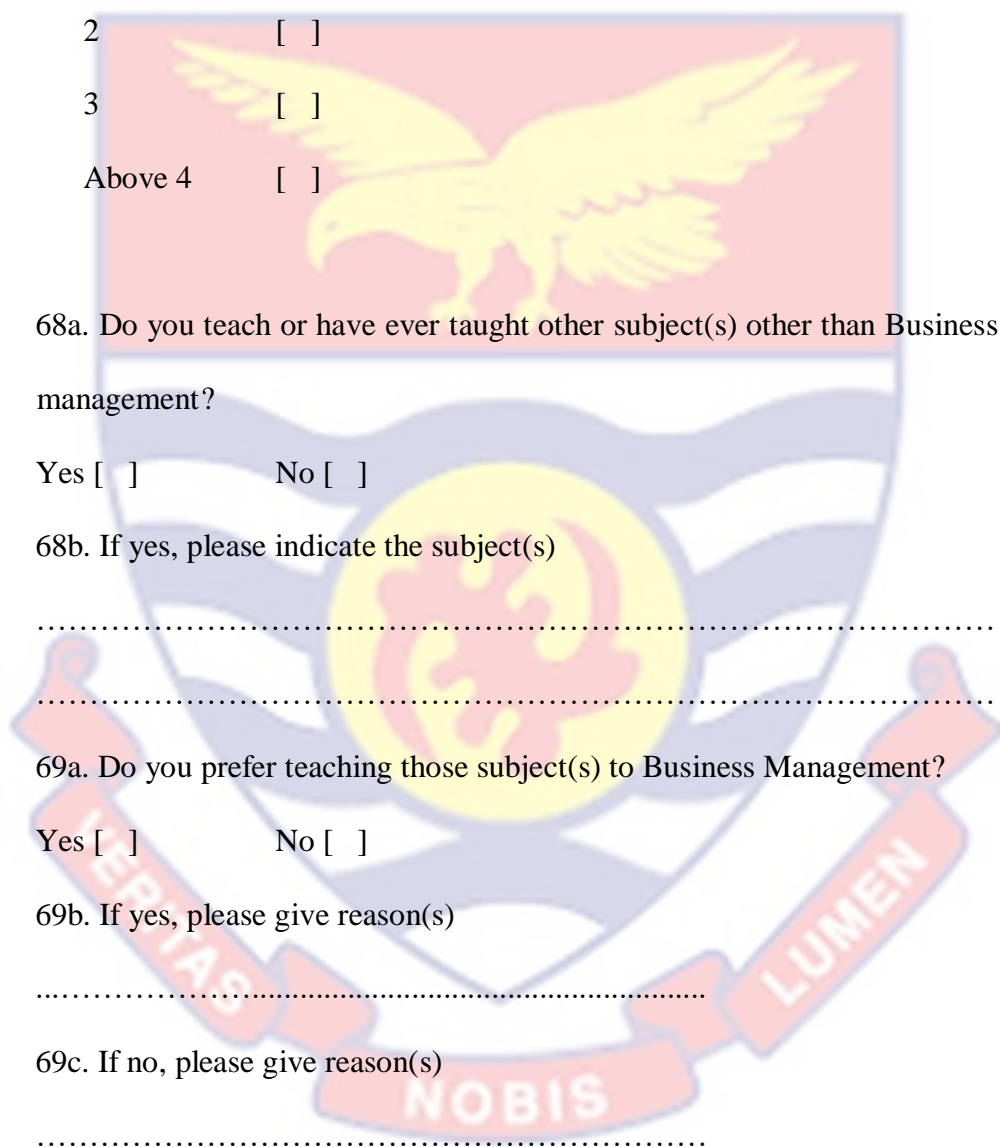
Yes [] No []

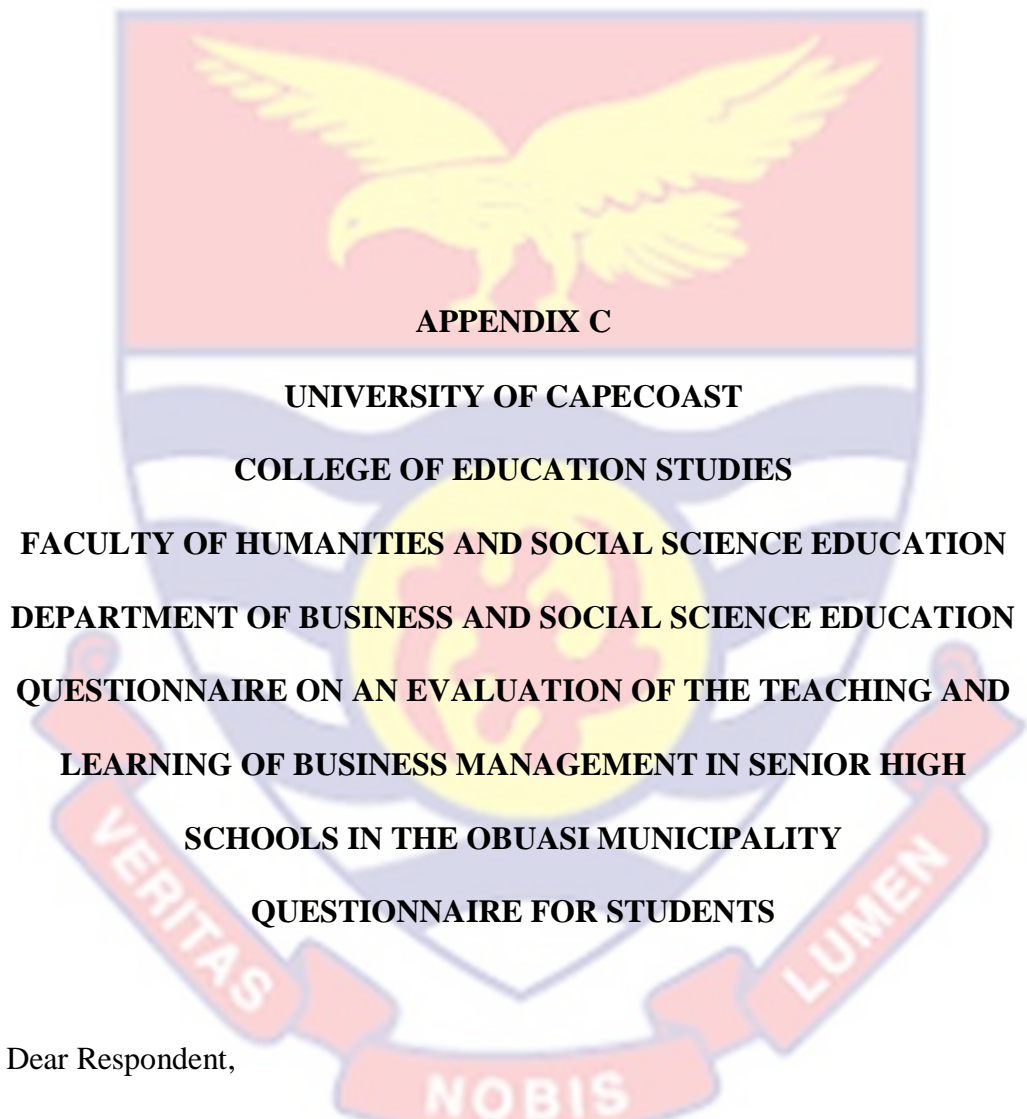
69b. If yes, please give reason(s)

.....

69c. If no, please give reason(s)

.....





APPENDIX C

UNIVERSITY OF CAPECOAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCE EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE ON AN EVALUATION OF THE TEACHING AND

LEARNING OF BUSINESS MANAGEMENT IN SENIOR HIGH

SCHOOLS IN THE OBUASI MUNICIPALITY

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am carrying out a research in partial fulfilment of the requirement for a Master of Philosophy Degree in Curriculum Studies. The items in this question will be used to solicit information on the topic “An Evaluation of Teaching and Learning of Business Management in Senior High Schools the Obuasi Municipality”. You will be contributing enormously towards the

improvement of the teaching and learning of Business Management in Senior High School, if you answer the following questions as candidly and correctly as possibly. I therefore seek your maximum co-operation and assure you that any information provided will be treated as confidential.

Please, respond by ticking [] or providing appropriate responses and comments where necessary. Thank you for your co-operation.

Yours faithfully,

Benedict Doku Ntiamoah

SECTION A: KNOWLEDGE OF AIMS OF BUSINESS MANAGEMENT

[] "**High**", "**Average**" and "**Low**" (please select only one) to reflect your knowledge of Aims of the Business Management curriculum.

Statement	High	Average	Low
1.I am very clear with what Business Management education is about			
2.I am very clear with the aims and objectives of Business as stipulated in the syllabus			
3.The rationale of Business Management is about developing a Business Management culture, which is vital for promoting economic development			

4.The focus of Business Management is to help students acquire basic principles and techniques for managing a profitable business enterprise			
5.The teaching of Business Management is to develop students’ skills for solving business problems			
6.Business Management teaching is to develop students’ competencies in minimizing business risks			
7.Business Management deals with the cognitive, affective and psychomotor domains of learners			
8.The teaching of Business Management helps to acquaint students with appropriate attitudes and the necessary ethics for modern business			
9.The emphasis of Business Management is on practical problem solving			
10.Business Management emphasizes principles of application of previous knowledge			

SECTION B: AWARENESS OF CONTENT OF BUSINESS MANAGEMENT

Please indicate the extend of your agreement with the statement by ticking [√] "**High**", "**Average**" and "**Low**" (please select only one) to reflect your awareness of the content of the Business Management curriculum.

	High	Average	Low
11. Some aspects of Business Management curriculum are very important than others			
12. Topics in the Business Management syllabus are adequate to provide the necessary skills for students			
13. Business Management reflects the current trend that are acceptable in the business world			
14. Business Management shapes students' knowledge of the profession, the attitudes and skills needed for successful business career			
15. Some topics are difficult to teach in the Business Management curriculum			
16. Topics in the Business Management syllabus are insufficient			
17. The course exposes students to the realities of the practices of Business Management profession			

18.The course broadens the scope of students and makes them understand issues relating to business profession			
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**SECTION C: METHODS OF TEACHING AND LEARNING
BUSINESS MANAGEMENT**

Please tick [√] the **appropriate** column to indicate how often your teacher uses each of the following teaching methods/strategies to teach the Business Management subject?

	Regularly	Occasionally	Rarely	Never
19.My teacher gives definitions while we write during lessons				
20.My teacher provides information to support his conclusions				

21. My teacher uses his “student days” notes to teach during lessons				
22. My teacher does most of the talking while students occasionally ask questions				
23. My teacher uses dialogue during lessons				
24. My teacher encourages different opinions during teaching				
25. My teacher creates a group feeling among us during teaching				
26. My teacher makes us to act out some portions of lessons during lessons				
27. My teacher allows us to express ourselves during lessons				
28. My teacher develops our ideas during lesson delivery				

29. My teacher is respectful of our views during lessons				
30. My teacher does not make us feel bad when we give views that are not in line during lessons				
31. My teacher welcomes large quantities of ideas				
32. My teacher uses democratic system during lessons				
33. My teacher gives us problems to solve during lessons				
34. My teacher introduces each lesson with a practical problem				
35. My teacher encourages previous knowledge during lessons				
36. My teacher requires us to draw knowledge from diverse subject areas				

37. My teacher gives us a scenario to make decisions during lessons				
38. My teacher gives us an analysis of events to make us understand concepts taught during lessons				
39. My teacher encourages critical thinking during lessons				
40. My teacher gives us real events that require solutions during lessons				
41. My teacher takes us out of class for lessons				
42. My teacher takes us out of class to have authentic learning experience				
43. My teacher takes us out of class to build a connection between reality and theory				

**SECTION D: CHALLENGES OF TEACHING AND LEARNING
BUSINESS MANAGEMENT**

Please indicate the extent of your agreement or disagreement with the statement by ticking [✓] "SA" for **Strongly Agree**, "MA" for **Moderately Agree**, "A" for **Agree**, "D" for **Disagree**, "MD" for **Moderately Disagree** and "SD" for **Strongly Disagree** (please select only one) to reflect the challenges you encounter in the learning of the Business Management curriculum.

	Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
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<p>44. My school does not have enough Business Management Teachers</p>						
<p>45. My school does not have adequate Teaching Learning Resources</p>						
<p>46. My school does not possess enough textbooks for Business Management</p>						
<p>47. Time allocated for Business Management is insufficient</p>						
<p>48. Teachers are not professionally trained to handle the subject</p>						
<p>49. Teachers are not involved in designing the Business Management</p>						

Syllabus						
50. Teachers are not involved in developing teaching and learning materials for Business Management						
51. Teachers have not attended seminars or workshop to upgrade their competence s towards the implementation of the programme						
52. Teachers are not professionally trained to handle Business Management						

SECTION E: BIOGRAPHIC DATA

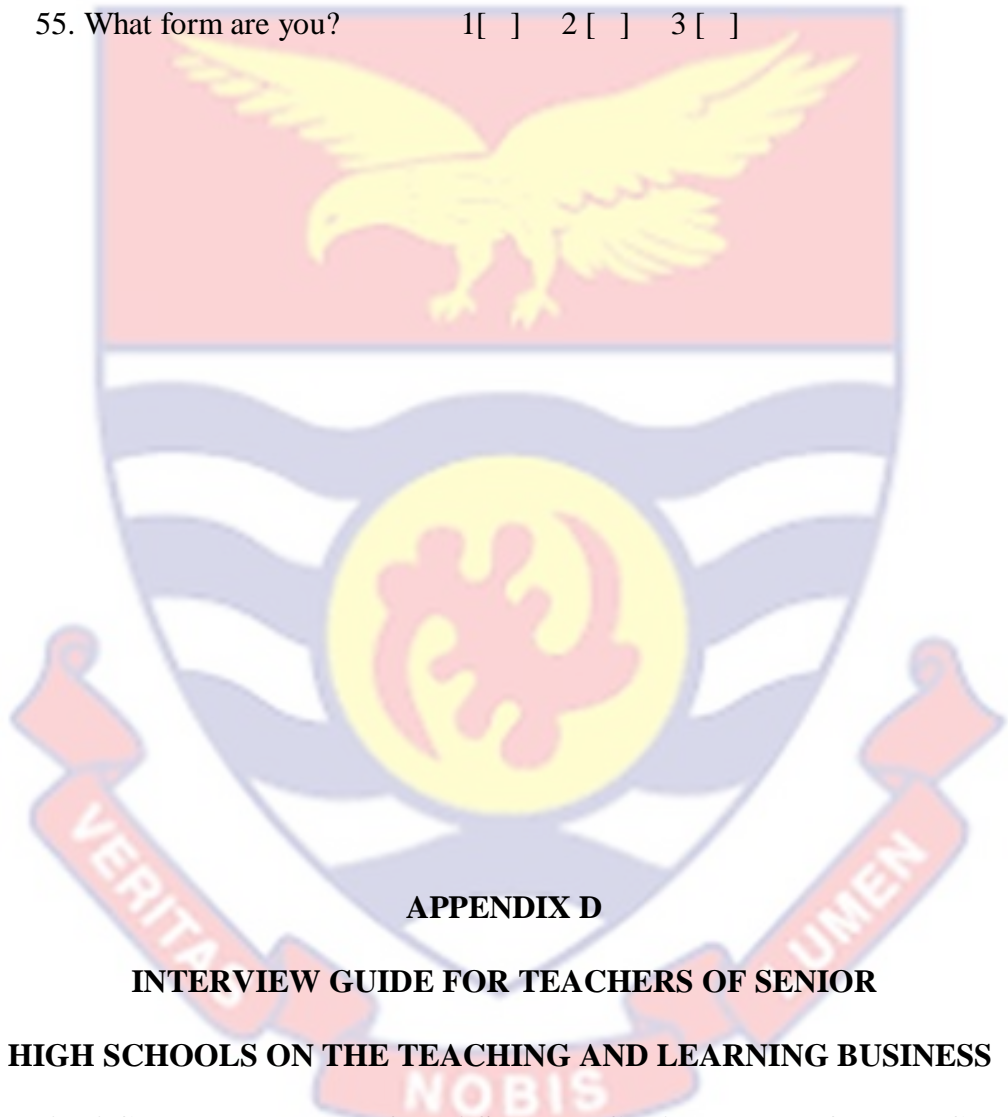
53. Gender: Male [] Female [] 54.

Age: 13 – 15 years []

16 – 18 years []

19 years and above []

55. What form are you? 1 [] 2 [] 3 []



APPENDIX D

INTERVIEW GUIDE FOR TEACHERS OF SENIOR

HIGH SCHOOLS ON THE TEACHING AND LEARNING BUSINESS

MANAGEMENT IN THE OBUASI MUNICIPALITY. KNOWLEDGE

OF AIMS OF BUSINESS MANAGEMENT

- a. What do you think are the reasons behind the Business Management Subject?
- b. What does the Business Management programme seek to achieve?

ACHIEVEMENT OF THE OBJECTIVES OF BUSINESS

MANAGEMENT

- c. To what extent have your school (department) been able to achieve the objectives stipulated in the syllabus.
- d. How would you rate your school in the achievement of the objectives of the Business Management programme?
- e. What steps has the department taken to the achievement of the objectives.

AWARENESS OF CONTENT OF BUSINESS MANAGEMENT

- f. Do you have an idea about the topics in the Business Management programme?
- g. If yes mention some?
- h. How relevant is the content of Business Management to the corporate world?
- i. Does content give room for using technology?
- j. How does it integrate technology?

METHODS OF TEACHING AND LEARNING BUSINESS

MANAGEMENT

- k. What are the methods of teaching that teachers use in teaching Business Management?
- l. What are the methods of teaching do you encourage your teachers to adopt in teaching Business Management?
- m. Any reasons why you encourage these methods?

CHALLENGES OF TEACHING AND LEARNING BUSINESS

MANAGEMENT

- n. In your view, what challenges do teachers face when they are teaching Business Management in their classrooms?
- o. What challenges exist in your school that inhibits the teaching of Business Management?
- p. In your opinion, what can be done to enhance teaching and learning of Business Management?
- q. Suggest any ways by which schools can support the teaching and learning of Business Management.
- r. Suggest ways by which the Ghana Education Service and Ministry of Education can further improve teaching and learning of Business Management in schools in general.

Thanks for your precious time.

APPENDIX E

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

OBSERVATION GUIDE FOR TEACHERS

SECTION A:

I. PARTICULARS OF SCHOOL

- 1. Name of school.....

- 2. Class.....
- 3. Number of students.....

II. PERSONAL DATA OF TEACHER:

- 4. Gender Male [] Female[]
- 5. Age range.....
- 6. Highest Academic Qualification.....
- 7. Highest Professional Qualification.....
- 8. Number of years of teaching accounting.....

III. OBSERVATION OF LESSON

- 9. Date.....
- 10. Topic.....
- 11. Time.....

SECTION B:

- 12. What is the level of knowledge of teachers about the aims of the Business Management curriculum?

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16. What is the level of awareness of students about the content of the Business Management curriculum?

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17. What are the methods used in teaching and learning of Business Management?

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18. What are the challenges encountered during teaching and learning of Business Management?

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