

**INFLUENCE OF POLICIES GUIDING PEDAGOGY ON TEACHER OF
BUSINESS STUDIES COMPETENCY IN SECONDARY SCHOOLS IN
KAJIADO COUNTY; KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for
Award of the Degree of Master of Education in Business Education in the
Department of Educational Communication and Pedagogical Studies, University
of Nairobi**

2021

DECLARATION

This project report is my original work and has not been presented for an award of any diploma or degree in any other University.



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This project has been submitted for examination with our approval as University Supervisors:

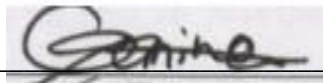


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DEDICATION

This Project Report is dedicated to all students and institutions seeking information on influence of policies guiding pedagogy on teacher of business studies competency. I also wish to dedicate this report to my loving mother Tabitha Mwikali Mailo and my entire family who laid a foundation on which I have built my academic life to this far and hopefully beyond.

ACKNOWLEDGEMENT

I wish to thank Almighty God for giving me life, resources, good health and ability to write this research project. I also wish to express my sincere gratitude to my supervisors; Professor Paul Amollo Odundo and Dr. Lilian Khavugwi Ganira for tireless professional guidance, encouragement and direction in my entire research period; without whose effort, I wouldn't have come this far. Many thanks go to Dr. John Kamau Mwangi for encouragement and corrective insight to this report. My gratitude also goes to school principals and sub- county education officials who consented me to collect data from schools and offices. I would like to sincerely and humbly thank the family of Mr. and Mrs. Peter Musyimi for spiritual and moral support during my academic endeavor. I ask God to continue to bless you always. Last but not least, to my course mates and friends who kept giving me the motivation to keep going even as I grew weary of the journey, I feel indebted to you.

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ABBREVIATION AND ACRONYMS

ANOVA	Analysis of Variance
AU	African Union
CAT	Continuous Assessment Test
CBA	Collective Bargaining Agreement
CIPP	Context, Input, Process and Product
EALA	East Africa Legislative Assembly
ICT	Information Communication and Technology
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KNQA	Kenya National Qualifications Authority
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organizations
RAT	Random Assessment Test
SPSS	Statistical Package for Social Sciences
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study sought to explore Influence of Policies Guiding Pedagogy on Teacher of Business Studies Competency in secondary schools in Kajiado County; Kenya. The study was guided by the following Objectives: Examine the relationships between Policies guiding Instructional skills possessed by teachers of Business and competency, assess the relationships between Policies guiding teachers of Business Qualification standards and competency and Determine how policies guiding professional Development of teachers of Business are related to competency. The study was based on the Context evaluation, Input evaluation, Process evaluation and Product evaluation model. The study used descriptive survey design. The population of the study targeted eleven secondary schools in Isinya Sub-County. Data was collected from teachers of Business using Questionnaires and from school principals and sub- county education officials using Interview schedules. The data gathered was ciphered and fed into SPSS software version 25.0 and statistical analysis using inferential and descriptive statistics was done on cross tabulations. The findings revealed that policies on Instructional skills were significantly related to teacher competency. The study further found that level of relevance of policies guiding Qualification standards of teachers of business was very high and that policies guiding Qualification standards were not significantly related to teacher competency. Effective implementation of policies on Qualification standards of teachers of Business studies was however, found to most likely develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession. Additionally, the study found that policies guiding professional development of teachers of Business were significantly related to teacher competency. The study hence concluded that proper implementation of policies guiding pedagogy is likely to direct teachers of Business on accommodative instructional skills that cater for all learners regardless of specific learning differences for better scores, direct them on proper Qualification standards and Professional development vital in the teaching service. Tagged on the conclusions of the findings, the study recommended that the TSC and MoE should formulate more policies that emphasis on instructional skills that lead teachers of business to accommodate all learners during learning process, make teacher training in the country more practical by formulating policies that improve teaching practice period and institutions frequenting micro teaching sessions in colleges that equip trainees fully before they graduate and formulate feasible policies that guide and create morale through Professional development of teachers of business for better learner achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education policies guide teaching and learning for better achievement of entire school system; as they discourage deviations from set courses of action. Policies in education tend to emphasize on Business teacher pedagogical competency, which may result in equal opportunities and accommodation of all learners despite differences in learning preferences. Bayram (2018) contends that education is among basic public service and human rights; and states have responsibility of creating educational policies that discourage discrimination on its dispensation. This is echoed by operational Guidelines of sessional paper No. 1 (2019) which stipulates that the government of Kenya in its recognition of education as a basic human right shall ensure affirmative action to all citizens; by investing in education at both county and national levels of government. This aligns with the Constitution (2010) and Kenya Vision 2030 goals of ensuring that educational policy objectives, research, and training are met while remaining compliant with international education conventions and commitments to which Kenya is a signatory.

Effective policies ought to guide Business teacher competency, which in turn may foster better learner scores that prepare individuals to be productive members of society. The need for lifelong learning is increasing dramatically across the world, because individuals must receive current and relevant education in order to find meaningful work (Kolenick, 2018; Patterson, 2018). A teacher of Business must have competency that gear towards equipping learners for future dynamic world. As nations move towards the goal of “education for all” and to help attain the United Nation’s Sustainable Development Goal 4 to offer quality education for all, there will be increasing use of modern pedagogical ways (Gaskell, 2018; UNESCO, 2015), and teachers of Business should be in front line to contribute to this course of action.

Education policies are vital as they provide direction and commitment to teachers of Business on what is expected of them. Peña (2018) states that Policies in education are the principles and regulations that shape development of teachers upon which systems

of education depend. Policies targeting pedagogy may improve quality of a teacher of Business; fostering better learner achievement. Silva and dos Santos (2020) argues that educational policies aim to expand and batten quality of pedagogy by prioritizing demands and services where they are relevant. Pedagogical policies are vital in giving direction to Instructional skills, Qualification standards and Professional development of a teacher of Business.

Policies targeting Instructional skills are vital since they lead teachers of Business to better class experience; hence improving learner scores. Instructional skills applied at diverse levels for Business studies can be obtained from a broad range of sources; as the skills are essential for a teacher to assess the effective ones in aid of lesson objectives attainment. According to Sugihartini, Sindu, Dewi, Zakariah and Sudira (2019) instructional skills are pedagogical competences of a teacher of Business; which are the ways teachers lead instruction and regulate classroom learning system by establishing interactions among learners. Instructional skills possessed by a teacher of Business may determine learning and improve learner experience in class. Tzivinikou (2015) argues that teaching skills of teachers of Business have considerably preoccupied a number of researchers for many years and confirms that learner achievement and effective learning are impacted by the skills. According to Peña (2018) teachers are crucial resources in schools, hence improving effectiveness of instruction depends on guaranteeing that competent people wish to work as teachers of Business, pedagogical skills are of high standard and quality instruction benefits all learners.

Policies targeting qualification standards of teachers may regulate practice of teaching, professional ethics and registration of teachers of Business in Kenya. Globally, preparation of teachers of Business is made more functional by developing competencies needed using reforms in teacher education (Pantić, 2010). Lack of clear policies guiding pedagogy is a constraint to learning Business studies since teacher competencies are essential to facilitating successful teaching and learning during class activities (Sulistiyo, 2016). Education policies inform pedagogical practices and teacher competencies which if appropriately structured and implemented, learner achievement in Business studies may be realized. TSC is responsible for registration, recruitment and development of teachers of Business in Kenya. The TSC Act (2012) Section 23 (2) prohibits unregistered persons from engaging in teaching service; and those who wish

to be registered as teachers of Business must meet TSC Code of Regulations (2015) that provides conditions for registration. There are teachers in Kenya who engage in teaching service without registration statuses, some of whom do not meet the required standards (TSC, 2019).

Business teacher competency is guided by overall vision and essential features governing wider education field in Kenya, which should be strategic, feasible, holistic, context- sensitive and sustainable. Policies guiding pedagogy regulate Business Teacher competency that may impact on behaviors, values, aims, communication and practices in schools and also support professional development that is vital in improving teaching- learning process. Through a professional development program, the Kenya Teacher Education and Professional Development (TEPD) program wishes to improve teacher professional Development through capacity building, so that teachers might be able to cope up with contemporary issues arising from the profession (MoE, 2020). Business teacher professional development may be improved through pre-service training, capacity building and job promotion that foster positive morale for more effective pedagogy.

Policies guiding pedagogy have been of key concern to educationists, governments, non- governmental organizations and policy makers across the world for a long time on effect they have on competency of teachers of Business. However, the policies have not been accorded necessary empirical value and full attention in Kenya. The policies address preparation, registration, recruitment and selection, development and retention of teachers of Business studies. Raising Business teacher quality mayhap policy direction probably leading to substantial gains in learner achievement. Therefore, the domains of this study will include independent variable as well as dependent variable which include policies guiding pedagogy and teacher of Business studies competency respectively.

1.2 Statement of the problem

Structured policies targeting pedagogy in Business studies tend to provide right and consistent decision making guide to teachers. These policies help teachers of Business to shape pedagogical skills, by facilitating efficient, considerate and fair learning that improve learner achievement. In Kenya, the policy framework (2019) by the ministry

of education on ensuring skills, values and competencies at all levels of education has been partially realized. If the policies are not effective, lack of pedagogical control of Teachers of Business may arise, leading to inappropriate competencies that stifle learner achievement. If appropriate policies guide teacher qualification standards, teachers of Business acquire necessary competencies that tend to improve learner achievement. In instances where appropriate policies are not formulated, quality of teachers of business and teaching may be compromised, resulting in lower achievement.

Structured policies shape professional development of teachers of Business through pre- service training, capacity building and job promotion hence improving competencies. In case policies do not target teacher professional development, coherence and clarity to the development of teachers of Business may be abated, and learning achievement may not be attained. Despite benefits associated with policies guiding pedagogy, little emphasis has been put in effective pedagogical design, qualification standards and professional development of teachers of Business in Kenya. By extension therefore, teachers of Business cannot develop effective competencies if feasible policies guiding pedagogy are not formulated and implemented. Thus, the present study was set to inquire the influence of policies guiding pedagogy on teacher of Business studies competency in secondary schools in Kajiado county; Kenya.

1.3 Purpose of the study

This study intend was to determine influence of policies guiding pedagogy on teacher of Business studies competency in secondary schools in Kajiado county; Kenya.

1.4 Research objectives of the study

The specific objectives of the study were to:

- i) Examine the relationships between policies guiding instructional skills possessed by teachers of Business studies and competency.
- ii) Assess the relationships between policies guiding Qualification standards of teachers of Business and competency.
- iii) Determine how policies guiding professional Development of teachers of Business are related to competency.

1.5 Research questions of the study

In line with the set objectives of this study, the following research questions guided the research:

- i) What are the relationships between policies guiding Instructional Skills possessed by teachers of Business and competency?
- ii) How are the policies guiding Qualification standards of teachers of Business related to competency?
- iii) What is the impact of policies guiding Professional Development of teachers of Business on competency?

1.6 Significance of the study

A concern of the teaching profession is to increase teachers' value by improving pedagogical competencies. This study revealed the relationship that needs to be fostered between policies that guide pedagogy and Business teacher competency and how this relationship leads to more focus and implementation of policies, better competencies and learner achievement in Business Studies.

The information may be useful to the GoK through the MoE and institutions such as TSC, Kenya National Qualifications Authority (KNQA), Kenya Institute of Curriculum Development (KICD) and Kenya National Examinations Council (KNEC) on formulation of policies guiding pedagogy and follow up on implementation of the same. Policymakers may utilize the findings from this study to formulate feasible policies guiding pedagogy that suits the needs of the time in Business studies and engineer implementation of the same in Kenya secondary schools.

The result of this study may bring into light steps teachers of Business ought to take; for they are informed on how important policies guiding pedagogy are on improving competencies. The result of this study may also benefit school administrators in conceptualizing and implementing these policies and by extension Business studies learners by improving academic achievement. The investigator hopes that the findings of this study is of significant help to future researchers and all other interested parties

to know the influence of policies guiding pedagogy on teacher of Business studies competency.

1.7 Limitations of the study

The issue of competency involves teachers of Business studies who are part of the key respondents and as such, they might have felt afraid to give correct information for fear of being victimized. The study was only conducted in Isinya sub- County of Kajiado County and as such, the findings might not be generalized to other sub- counties.

1.8 Delimitations of the study

Influence of policies guiding pedagogy on teacher of Business studies competency was the focus of the study, yet there might be many other factors that influence competency of even teachers of other subjects. The findings of the study may not be generalized to competencies of teachers of other subjects.

1.9 Basic Assumptions of the study

All respondents were assumed by the study to give honest and correct information when responding to items in questionnaires and that all teachers of Business are trained and registered as teachers in Kenya. Further, Policies guiding pedagogy were the only variables influencing Business teacher's competency.

1.10 Definition of significant terms

Assessment method:	Is a process of academic measuring and documenting Business studies learners' relevant knowledge, skills and attitudes in a Business studies class for decision making facilitation.
Instructional methods:	Are general principles and class management strategies that are used in Business studies class pedagogy for better learner achievement.
Instructional Resources:	Are a combination of materials in any format which influence Business teacher's teaching and student's learning of Business studies for better mastery of content.
Pedagogical skills:	Are the approaches to teaching by Business studies teachers that include theory and practice of learning the subject, and how the process influences psychological, academic and social development of business studies learners.
Policies guiding pedagogy:	These are education rules and regulations that guide character, achievement and competencies of teachers of business studies in Kenya secondary schools.
Professional development:	Is a form of education for Business studies teachers that can better or enhance their pedagogical skills or class environment for better scores.
Qualification standards:	Are the relevant requirements such as pre- service training, teaching experience, good conduct and professional licensure of teachers of Business studies.
Teacher competencies:	Are the professional and academic knowledge and skills that enable a teacher of Business to successfully execute pedagogy for better scores enhancement.
Teacher Registration:	Is a status that allows a teacher of Business studies to practice his or her knowledge, competence and understanding by showing a commitment to teaching standards.
Teaching practice:	Is a temporal period of practicing teaching by a Business teacher trainee in a school under supervision of a trainer before the trainee becomes a fully qualified teacher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents a review of relevant literature to the study and contained information on policies guiding pedagogy affecting Business teacher competency. The key aspects that were covered are studies about Policies on: Instructional Skills, Qualification Standards and Professional Development of teachers of Business. Lastly, the chapter also contained a brief discussion of the Theoretical and Conceptual Frameworks upon which the study is built.

2.1 Policies, Instructional skills and competency

Pedagogical Policies guide teachers of Business studies to acquire relevant instructional skills and effectiveness. One of the fundamental human rights and a public service is education, that a nation should responsibly ensure its dispensation without discrimination whatsoever; by formulating policies that direct its provision (Bayram, 2018). Policies guiding pedagogy are key in enabling teachers of Business to make right and dependable decisions for improving pedagogical outcome. Eddy, Jasper and Wilkerson (2015) argue that policies are preliminary recommendations purposely issued to influence decisions about Business education interventions. The adoption of Convention No. 142, article 4 by the International Labour conference (1975, 6th session) concerning Guidance on training and Vocation in Human Resource Development corroborates that each member state shall adapt, extend and stepwise harmonise its systems of teacher training to cope with needs of Business studies teachers at all levels of their responsibility and skills acquisition. It has been opined by educational researchers that teacher's pedagogical skill is a powerful propellant enhancing learner achievement. Okkinga, Steensel, Gelderen and Slegers (2018) claim that for better classroom experience and learner scores to be realized, teachers require policies that emphasize on hands- on skills and tools; to guide learners to construct knowledge collaboratively rather than passive acquisition from teachers. Business teacher competency is brought about by adoption of effective instructional skills that are guided by pedagogical policies.

Policies emphasizing on adoption of proper teaching skills are key in ensuring Business teacher competency that lead to better learner achievement. A study carried out in Yogyakarta Indonesia by Sugihartini, *et, al* (2019) titled “*Improving Teaching Ability with Eight Teaching Skills*” used ADDIE model on its focus and revealed that policies directing instructional skills are vital as they inform pedagogical competencies which are ways a teacher of Business teach and regulate the system of learning through proper interaction with learners. The study was detailed and clear on eight teaching skills that teachers might possess but provided insufficient information on the measure of pedagogical competency of teachers. The study confirms works by Australia (2017) that pedagogical skill is all that a teacher of Business does to influence learning in learners for better academic scores. UNESCO, (2003) claims that education should contribute to the development of teachers of Business studies through impartation of relevant pedagogical skills that are consistent with objectives of education that enable teachers to yield changes in society by inspiring and enhancing learners’ academic achievement rather than just constituting to trained professional teachers.

Effective instructional skills of teachers of Business are vital in improving academic achievement of learners in Business studies and require guidance from structured policies. A study conducted in Greece by Tzivinikou, (2015) on *collaboration between general and special education teachers: developing co-teaching skills in heterogeneous classes* sought to discuss and present co- teaching in line with parallel support by promoting guidelines governing instructional skills for supporting a disabled learner in classroom. Policies on Instructional effectiveness are among the most important issues surrounding education; and that an effective teacher causes a positive impact on learner achievement and the general mission of a school which is to contribute to effective learning (Tzivinikou, 2015). The study used quantitative methods of data collection and analysis that revealed that different learner needs were met through different in- service instructional skills that teachers used to co- teach using the most effective procedures and ways. The study provided limited information on the role of each teacher in creating an effective co- teaching model for classrooms which are majorly heterogeneous. The findings of Tzivinikou, (2015) is supported by a study conducted by Peña (2018) on “Effective teacher policies” that found that when learners are taught by effective teachers, they gain better learning achievements and life outcomes relative to others not

handled by such instructors. Qualitative methods of data collection were utilized by the study and built on information from programme of Indicators of Education System. Inadequate information on ways in which Business teacher competency can be enhanced through proper implementation of instructional policies was offered in the study. Business teacher competency is manifested in proper acquisition and utilization of instructional skills that are led by structured policies for high learner scores.

Feasible policies guiding pedagogy answer questions regarding instructional skills effectiveness in shaping Business teacher competency. According to Bouchamma *et al* (2019), policies on instructional skills aim to ameliorate the educational practices and services by fostering pedagogical and professional development of Business teachers, optimizing educational actions impending learner academic achievement. A study by Sugihartini *et al.* (2020) indicated that Instructional skills which are pedagogical competencies possessed by teachers of Business studies are the ways they instruct and regulate systems of learning in classrooms by establishing good relationships with learners. For operative Business Studies learning to happen, a conducive environment for learners; which is made possible by a teacher who possesses classroom management skills should be created. Sugihartini *et al.* (2020) claim that classroom management skills create and maintain desirable conditions of learning and the teacher of Business should be capable of restoring when learning process is subjected to disturbances and problems so that every learner in the classroom can learn in a manner which is orderly and the instructional objectives are obtained efficiently and effectively. Guidelines that direct teachers of Business on use of effective instructional skills are crucial in teaching-learning process.

2.1.1 Policies, Instructional skills, teaching methods and competency

Guidance on proper acquisition and use of teaching methods require policies that guide teachers of Business in pedagogy. The need for lifelong learning is increasing dramatically throughout the world, as individuals want current and relevant knowledge in order to find meaningful work (Kolenick, 2018). As education moves towards the goal of “education for all” and to help attain the United Nation’s Sustainable Development Goal 4 to offer quality education for all, there is increasing use of modern pedagogical ways (Gaskell, 2018; UNESCO, 2015). The African Union Commission

through Continental Education Strategy (2015), seeks to set up an education system and teacher training which is qualitative to avail efficient teachers of Business to African continent; who are adapted to the core values of Africa. The implementers of the strategy are required to meet instructional skills, knowledge, competencies, creativity and innovation to promote sustainable development at continental, sub- regional and national levels in line with Africa's core values. This shows that policies guiding pedagogy play a pivotal role in influencing Business teacher instructional skills necessary in realization of Sustainable Development Goal 4 (SDG4), which the youth ought to be prepared for; for the future by equipping them with relevant social, entrepreneurial and economic skills. Silva *et al.* (2020) argues that educational policies aim to expand and batten quality of pedagogy by prioritizing demands and services where they are relevant. Policies guiding pedagogy improve quality of teachers as well as adherence to stipulated guidelines. According to Peña (2018), when effective teachers teach, they create real difference in learning and general life achievements of otherwise similar learners. These studies are a testimony that policies direct teachers of Business in developing appropriate competencies that influence learner academic achievement. A study by Darling and Berry (2006) in central Los Angeles showed the need for teachers of Business who are skilled in utilizing various methods in instruction to help learners obtain content which is challenging, organizing learning according to learners' specific needs and use of wide range of assessments to guide pedagogy. This is initially made possible by accoutering teachers of Business with the skills that foster high learner achievement.

Utilization of ICT in education creates learner interest in class activities and subsequently better scores. Sessional paper No. 1 of 2019 advocates for ICT integration in education; creating collaborative learning and hands on experience for higher learner achievement. Hands on skills can be obtained through technical education and training; which according to UNESCO (2019), it intends to focus on social, environmental and economic needs by assisting adults and youth, of which young and prospective teachers of Business form part of it by developing appropriate instructional skills to prepare youth for entrepreneurship, employability and decent work. Clearinghouse; Department of Education (2016) states that policies on Business teacher training ought to emphasize on ways to assure just treatment of all learners, by including the art of managing

behavior of learners, understanding their code of conduct and enhancing development that foster higher academic achievement. A study by Darsih (2018) earlier stated that teachers of Business play a vital role in fostering learner learning, motivate them to learn and adapt to their varying learning styles by adhering to pedagogical policies and making a conducive environment and incorporating learner- centered teaching and learning such as discussion, self- study method and enquiry based learning that play active role in learner achievement as opposed to traditional passive methods. Pursuant to AU Continental Education Strategy for Africa (CESA), the Kenya constitution (2010) creates diverse provisions for the youth in Article 55 (a) which direct the state to take relevant measures to guarantee that the youth; of which young prospective teachers of business form part of, have access to relevant training and education. Okkinga, Steensel, Gelderen and Slegers (2018) earlier affirmed that for better classroom experience and learner scores to be realized, teachers require guidance from policies that focus on hands- on pedagogical skills and equipment; to guide learners to construct knowledge collaboratively rather than subjecting them to passive acquisition of subject content from the teachers.

2.1.2 Policies, Instructional skills, Assessment methods and competency

Policies may guide teachers of Business studies on proper utilization of assessment methods that accommodate all learners. According to Tzivinikou (2015), effectiveness of teaching is one of the vital issues in education that effective teachers of Business use to make positive effect on learner achievement. This requires a nation to formulate feasible policies that shape instructional skills of teachers of Business for better scores. Ibrahim (2019) affirms that the purpose of policies in pedagogy is to accord teachers of Business a firm understanding of the required instructional skills which display competency for better scores. A curriculum that provides clear guidelines on assessment methods that teachers of Business ought to utilize is required in Kenya. MOEST (Basic Programme of Education Approach and Rationale 2013 – 2018) outlines that curriculum development is a role of the national government; and that appropriate curriculum in education is expected to majorly empower learners with necessary skills, knowledge and competencies to achieve national goals for development. Gallardo (2021) claims that despite low understanding of formative and summative assessments by teachers in classroom practice, the two types of assessments

are significant in enhancing acquisition and retention of knowledge, that directly influence academic achievement of learners.

Teachers ought to have relevant assessment skills which form part of instructional skills in order to assess learner understanding of subject knowledge. According to Brandt (2021) teachers of Business are the most fundamental learning ingredients after motivated and prepared learners and should be equipped with relevant instructional skills. Teachers' skill on assessing learners' academic achievement is part and parcel of the instructional skills. According to Younger (2015), assessment methods are the instruments that Business teachers use to evaluate, gauge, and document learners' academic preparation, learning progress, skill acquisition, or educational needs in order to gain a better understanding of their success. According to KICD, teachers of Business should use both formative and summative assessments to gauge learner understanding of the curriculum. Assessments must take into account the diversity of learners and account for individual variances in learning rates and styles (Jaluo, 2019). Consideration of diverse policies directing teachers of Business studies on assessment methods is likely to influence learner academic scores in Business studies.

2.1.3 Policies, Instructional skills, teaching resources and competency

Acquisition of effective resource material is guided by guidelines that ensure avoidance of confusion on the relevant materials that cater for all learners in Business studies class. UNESCO (2019) proposes that all teachers of Business should possess adequate practical and theoretical knowledge of their area of professional competency as well as suitable instructional skills consistent with the academic level they are obliged to teach. MOEST; Basic Programme of Education Approach and Rationale 2013 – 2018, argues that a major objective of education is to provide quality instruction that equip learners competitively to fit in the highly integrated, information based and technologically-oriented global economy; by acquiring 21st century skills of learning such as collaboration and ICT literacy that are expected to be embraced by all levels of education. Dhillon (2014) attests that teaching is a complex art to learn and has its own repertoire of instructional skills. Loughran *et al.* (2018) states that instructional skill is possessing knowledge of instruction resource use and learning about instruction and how both influence one another in episodes related to pedagogy that teachers of

Business create to offer learners of teaching experiences that probably develop their learning views for better achievement. Instructional resources are vital factors during curriculum implementation as they assist teachers to realize their objectives and guide pedagogical process which precedes to realization of good learners' academic achievement (Ruth, 2015). Use of Business studies resource materials is guided by policies that ensure equity and standards in all levels in schools.

Pursuant to UNESCO's Convention on Technical and Vocational Education (2016-2021), the MoE; Republic of Kenya Sessional Paper No. 1 (2019) confirms that the Kenya Constitution (2010) accommodates at its core the Bill of Rights while Vision 2030 of Kenya admits the need for Business teacher training and education reformation to design a purposely fit education sector. Bušljeta (2013) argues that although use of speech in pedagogy by Business teachers is the weightiest asset in the facilitator's work, today it's obligatory to use approved modern learning and teaching resources to make teaching more interesting, attractive and aiding learners in the process of enhancing their achievement. Policy provisions have been embodied in the Sessional Paper addressing national aspirations as well as requirements of the constitution in offering direction, re-branding and modernizing Kenya's Education sector and Business teacher training for higher learner achievement. Teachers of Business require relevant instructional skills to integrate proper teaching and learning resources in pedagogy. Kenya Institute of Curriculum Development (2018) claims that approved Digital course materials are the ones that the Institute has curated according to specified standards. According to Osarenren and Irabor (2018), Policies guiding pedagogy have always been excellently stated but incompletely implemented and this sole reason has disintegrated realities from plans rendering them hilarious stuck.

2.2 Policies, Qualification Standards and Competency

Qualification standards of teachers of Business studies that enhance competency are controlled by structured policies. UNESCO's Global Framework of Professional Teaching Standards (2019) impels member states to create professional standards of teaching for enhancement of achieving Sustainable Development Goal 4, and specifically Target 4.c (SDG4.c) on improving qualified teachers supply by 2030. A study carried out in Serbia on "*Teacher competencies being a basis for teacher*

education” by Pantić and Wubbels (2010) used quantitative methods of data collection and found that there are four underlying sub- sets of teacher competencies among them being guidelines on Professional qualification standards of teachers and ways a nation can improve it. The study reveals that globally, preparation of teachers of Business is made more functional by developing competencies needed using reforms in teacher education. The study utilized a response sample of 370 teacher respondents, which was not adequate to make general conclusion for a nation. Harwel (2003) argues that professional teaching standards acquisition is a process and not an event, and Yousef, Wahid, Chatti, Schroeder and Wosnitza (2015) confirm the works of Harwel by stating that an effective teacher of Business should be able to practice and portray professionalism, pedagogical skills, social and personality into practice of teaching and solve classroom instruction problems complexity to enhance learner achievement. Creation of consensus on education standards, goals and criteria to judge proficiency can be done through well- designed learner assessment (Örgütü, 2016). Policies regulate teacher of Business studies behavior, for better academic learner achievement.

Pursuant to UNESCO’s Global Framework of Professional Teaching Standards (2019), the Teachers Service Commission Act Chapter (212) conceptualizes the policy by indicating that a person shall be entitled for registration as a teacher of Business if he or she holds any license, certificate or consent to teach issued under the Education Act to him or her as in force immediately before the Act’s commencement. Business Teacher qualification standard competency can be measured from learner achievement through instruction (Waluyanti *et al.*, 2018) but Osarenren and Irabor (2018) claims that the state of education system raises worry to all stakeholders’ hearts as goals of education such as producing skilled, professionally competent teachers of Business, technological advancement in Business education to fulfill the set objectives of national prosperity and development are realistically improbable. Qualification standards maintenance is one of the most difficult issues that attract a number of stakeholders’ interest (Burdett *et, al* 2013); which according to Sulistiyo (2016), it’s as a result of lack of clear policies guiding qualification standards that is a constraint to learning Business studies; since teacher competencies are essential to facilitating successful teaching and learning during class activities.

2.2.1 Policies, Qualification Standards, Teaching Practice and Competency

Business studies teacher trainees undergo teaching practice during pre- service training as part of competency acquisition that is led by policies guiding pedagogy. Business teacher preparation techniques, along with other factors targeted at fostering ideal character, knowledge, and abilities, are essential indicators used to measure excellent teachers (Kafwa, Gaudienc & Kisaka 2015). Hence, policies guiding qualification standards of a teacher of Business is vital in ensuring desirable practices are upheld in teaching service. According to Ramirez and Yarris (2017) qualification standards are a set of ethics, practices, and behaviors that teachers of Business must adhere to and they are frequently accepted to, by a governing agency that represents teachers' interests for promoting sanity in the teaching fraternity. During revision or elaboration of education and training programmes for Business studies, use of standards of competencies must be adhered to, which Martes (2020) claim that it meets the required standards of pedagogy regarding abilities and knowledge level of teachers of Business.

Policies on Qualification standards of teachers of Business is vital in shaping desirable character and competency. TSC Career Progression Guidelines for Teachers (2018) provide guidance on recruitment, retention, training, development and promotion of teachers of Business to guarantee that the standards set are met. Competencies and skills necessary for the profession advancement are further outlined by the guidelines and the commission for University Education and other relevant examining bodies are expected by KENQA to equate credentials from foreign colleges and universities in accordance with the Kenyan law. All teachers of Business must undergo pedagogical training, followed by teaching practice to uphold professional standards. According to Odundo, Wanjiru and Ganira (2018) teaching practice is a training exercise that enables Business teacher trainees to gain practical skills important for professional development. Teaching practice is a mandatory course for all prospective teachers of Business registered in a training institution in Kenya. The teachers are attached to cooperating teachers, who according to Okwak (2019) are integral to effective professional Business teacher training programme; and institutions may have different standards that the cooperating Business teachers must adhere to as they host the trainees. A study conducted by Özdaş (2018) on "*Evaluation of perceptions of pre- service teachers on teaching practice course*" in Turkey attests that during pre- service training, teacher

trainees gain practical experience in teaching, learn on how to use instructional resource materials, acquire self- confidence and sharpen communication skills during teaching practice. Policies direct teachers of Business to acquire desirable qualifications and competencies that influence learner scores in class.

2.2.2 Policies, Qualification Standards, Professional Ethics and Competency

Upholding Qualification standards is a very difficult issue in the teaching service and one that attracts interests of stakeholders. UNESCO (2012) conceptualizes that there is a need for Business teacher education programs to move towards better standards as far as pedagogical competency in integrating ICT in teaching is concerned. EALA (2019) echoes this by proposing for urgent measures to raise teachers' standard bar and to maintain quality control as EAC tries in its quest to bring about harmonized curricula and standardized qualifications of teachers. Flinders (2020) argues that teachers of Business strive to meet good practice principles while striving to provide the best experience of learning for their learners. Professional ethics are the standards and moral conduct that guide teachers of Business studies and the teaching profession for acceptable behavior enhancement (Pinich 2018). Good teaching professional ethics is a vital requirement of all teachers of business and it should be maintained consistently with the principles of right moral conduct.

Teachers of Business help learners in acquiring academic basics, but they also teach vital real life lessons to them by setting positive examples. Pursuant to EALA recommendation, TSC ACT (No. 20 of 2012), Article 10 (1) orders that Teachers of Business must display impartiality, integrity and ethical behavior in their conduct with learners, coworkers and parents. To improve the standards of teaching and enhance competency, TEPD (Teacher Education and Professional Development 2019) has come up with a competency framework for teachers of business to enable the education system to change from isolated interventions of training toward a more harmonized, sustainable and integrated system. According to Abbasi and Mir (2012), there is no link between teacher work ethics and student achievement. In a study carried out in Iran by Fallahi, Nemat, Shahoei, Aala and Ahmadi (2019) on "*Exploring the Components of Professional Ethics in Teaching, from the Perspective of Faculty Members in Iran*", it was found that professional ethics of teachers should focus on trustworthiness and

honesty which are basic foundation for professional ethics that guide behaviors of teachers which learners consequently acquire; influencing learning. Policies guiding professional ethics of teachers of Business studies are vital in directing teachers to appropriate ethical behaviors.

2.2.3 Policies, Qualification Standards, Teacher Registration and Competency

Business teacher registration is regulated by policies that bring about sanity in the teaching service. The Constitution of Kenya (2010) Article 237 stipulates the functions and mandate of TSC as to register trained teachers of Business, advise the central government on teaching profession matters and review teacher demand and ensure supply of the same in the country. This is affirmed by TSC Act 2012 that requires all qualified teachers to register before practicing in the country. As noted by Clotfelter and Vigdor (2017) that learner achievement is positively influenced by teacher of Business competency; such as test scores, experience and regular registration. In the view of this, Buddin and Zamarro (2019) discovered that average learner academic achievement was not influenced by Business teacher registration. This contradicts previous findings of Clotfelter & Vigdor (2017). Policies guiding registration of teachers in the teaching service are vital as they ensure only competent people are engaged in the teaching profession (Treagust, Petersen & Wynne 2015). TSC Guidelines on ensuring Business teacher registration are key in creating oneness and recognition in the teaching service.

Qualification standards effectiveness can be improved majorly through tiered qualifications, actual attributes of professionalism and competency inherent in daily lives of teachers (Waluyanti & Sofyan 2018). Section 66 of Kenya Basic Education Act indicates that it is Education ministry's responsibility to review and develop the standards of training and education through institutions such as KICD, KENQA and CUE. Upon completion of the scheduled period of training, all teachers of Business should be registered with Teachers Service Commission. This is in accordance to TSC Act (2012) that states that the Commission shall, in accordance with Article 237 of the Constitution, be reliable for trained teacher registration in the teaching service. Unless one is registered as a teacher in Kenya under the TSC Act, he or she should not engage in the service of teaching whatsoever. This is affirmed by the Basic Education Act of

2013 Section 76 that provides that a teacher of Business shall not offer Basic Education in Kenya until the teacher is registered and accredited as provided for under the Act. McGunnigle, Waggoner and Davie (2015) states that regulatory bodies and governments engage in formulating policies that direct registration of teachers to raise quality and accountability emanating from professional status anchored into focus. This creates a sense that teacher registration is crucial in the teaching profession.

2.3 Policies, Professional Development and Competency

Quality of Business teacher professional development is important for enhancing learner achievement in Business studies; and requires structured policies to lead its course. UNESCO Incheon Declaration and Framework for Action on the implementation of Sustainable Development Goal 4; Education 2030, proposes for empowerment, thorough training, professional qualifying, developing and adequate recruitment of teachers of Business and educators by member states. A study carried out by Harwell (2003) in Texas titled *“Teacher Professional Development: It's Not an Event, it's a Process”* sought to examine the benefits of guidelines guiding continuous professional development of teachers in influencing classroom experience in paths that enhance learner achievement. The study used qualitative method that sourced data from teachers through in-depth interviews and found that both face to face and online professional development of teachers such as seminars and workshops are guided by policies that ensure provision of participants with opportunities to reflect what they acquire over relatively accumulated periods of time and create conducive environment via which participants interact asynchronously; hence directly influencing learner achievement. The study provides inadequate information on policy framework guiding professional development of teachers of Business over time. This study is anchored by another study conducted by Srinivasacharlu (2019) in India; *“Continuing Professional Development (CPD) of Teacher Educators in 21st Century”* which revealed that professional development is divergent on- going activities that focus on developing intellectual abilities of a teacher of Business studies' attitudes, self-confidence, interest, values, skills and competencies; and proper policies are required to carry out the teaching profession's responsibilities properly and in accordance to the changing needs and times of the prospective society and teacher.

Professional development of teachers is guided by policies that ensure all teachers of Business do not remain stagnant in the teaching profession. TSC (TPD modules, 2020) state that all teachers employed by the commission shall undertake mandatory Professional development; which will be offered during school holidays. Continuous professional development is therefore vital as it allows teachers of Business to higher their capabilities with the aid of certified learning. According to TSC policy document (2019), Business teacher Professional Development will continuously improve their skills, knowledge, values and attitudes for better scores. Professional development is vital to pedagogical growth of teachers of Business. A research by TSC (2020) shows that majority of teachers of Business exhibit weakness in preparing professional documents, pedagogical strategies, incompetency in handling special needs learners, weak assessment skills and poor classroom management and planning; and this has prompted the commission to propose for teacher professional development sessions on effective pedagogy, classroom management and professionalism. In Ethiopia (2019), Latchanna, Venkataramana and Garedeew carried out a study that supports the effectiveness of policies guiding professional development of teachers of Business on teacher competency that enhance learner achievement by stating that continuous policy reforms make changes on continuous establishment of professional development for enhancing standards of teachers; hence learner achievement. Policies influence ways in which teachers of Business develop professional competency that impart on learner achievement to some extent.

2.3.1 Policies, Professional Development, Pre-service training and Competency

Policies guiding Pre- service training of teachers of Business studies might influence teacher competency that enhance learner achievement. According to Goh (2016), professional development of teachers directly affects learning for better scores; that are brought about by formulation of rigorous plans and policies that professionalize the teaching service. This affirms previous work by Harwell (2003), which revealed that professional development of teachers should aim at pedagogical strategies that probably influence learner achievement for better scores. AU Teacher Professional Development Guidelines and Continental Teacher Qualifications Framework (2019) prioritizes teacher Development as the first strategic objective of the Continental Education Strategy for Africa (CESA, 2016-2025). Business teachers' professional development

can bring about improvements in the teachers' pedagogical thinking that cater for learners' acquisition of knowledge and development for higher scores (Hauge & Wan, 2019). Policies in education direct pre- service training for proper professional development of teachers of Business.

Business teacher Career progression is guided by structured policies in Kenya for growth. According to TSC- Career Progression Guidelines for Teachers (2018), "The Career Progression Guidelines provide for the policies and procedures that standardize teachers' professional development vital for effective management of teachers' professional growth and development which the Commission has also been guided by the provisions of the Code of Regulations for Teachers (2015) and the Kenya National Qualifications Framework". According to UNESDOC (2011) teacher training in pre-service level is part of a process of Business Teacher Professional Development, which is vital in improving the Teacher's pedagogical skills, actualizing school's new programmes and updating their knowledge of curriculum. In Kenya pre- service training for teachers of Business is a compulsory three and four years' duration at colleges and universities respectively. "The over-arching objective and desire of the commission will be to improve the quality of education by preparing teachers, aided by the education stakeholders, with a formally structured professional development and support" reads the Teachers Service Commission policy document; in part. Professional development is thus vital in equipping a teacher of Business with competency necessary for enhancing learner achievement.

2.3.2 Policies, Professional Development, Capacity Building and Competency

Policies guiding Capacity building are vital in ensuring that teachers of Business are regularly updated on professional trends. Harmonised Curriculum Structures and Framework for The East African Community (2014); Article 102 and 5 proposes for member states commitment in undertaking collaborative measures to foster oneness in training and education Professional Development of teachers of Business within the community. Osarenren and Irabor (2018) state that continuous Professional Development of Teachers of Business has to involve capacity Building for practicing teachers, which according to Njunge (2018) it is the process of strengthening and developing instincts, skills, abilities, resources and processes that teachers of Business

studies and organizations need to adapt, survive and thrive in for better understanding of the dynamic world for enhancing learner achievement. In an investigation to ascertain influence of capacity building of teachers on learner achievement in Nandi, Jepketer, Kombo and Kyalo (2015) noted that guidelines on continuous in- service training of teachers enhance learner scores to some extent.

Teachers of Business gain ICT skills during in- service trainings, which are guided by pedagogical policies for better learner scores. UNESCO (2008) states that Professional Development programs for Teachers of Business who are currently in the classroom and set programs for equipping prospective teachers should integrate technology throughout all aspects of the training. Business teacher continuous Professional development is significant in improving performance and effectiveness in education and for commitment enhancement; identifying satisfaction at work (OECD, 2009), teachers of Business competencies have powerful influence on learner achievement. Rivkin and Kain (2015) affirms this by stating that learner outcomes in Business studies can be explained by effects of the teacher. Pursuant to EAC draft proposal, the Kenya Ministry of Education through TSC has made little effort actualized despite huge need for Business Teacher Professional Development. Sulistiyo (2016) attach this failure to low teacher salaries which cause majority of teachers to look for extra work after school hours to upkeep themselves in expense of lesson preparation and enhancement of their professional knowledge.

2.3.3 Policies, Professional Development, Teacher promotion and Competency

Policies guiding teacher promotion are vital in ensuring Business teacher professional development for higher learner achievement. The Policy Framework on Teacher Professional Development (TPD); Strategic Plan for the 2019-2023 Period and MoE Basic Programme of Education Approach and Rationale 2013 – 2018 proposed for The Teacher Education and Development Programme for Basic Education. Business teacher promotion is significant in bettering the teacher's morale for higher learner achievement. According to Education News Hub (2020), the objective of Business teacher promotion is to reward performance, expand opportunities and manage succession for career progression and growth. In response to 2017- 2021 Collective Bargaining Agreement, TSC intends to promote 15000 teachers including those who

teach Business studies in the year 2021. This shows that policies Guiding Pedagogy play a pivotal role in influencing Business teacher competency despite broad policy failure contributors on the pedagogical skills, qualification standards and professional development of teachers of Business such as overly optimistic expectations from teaching fraternity, lack of adequate collaborative policymaking and implementation and political cycle caprices. In the view of this, Elliott (2015) states that teacher promotion which is brought about by performance appraisal raise work morale when it is utilized for instructional improvement and accountability; enhancing enthusiasm for teaching leading to high learner scores.

Business teacher job promotion is directed by guidelines that ensure career advancement through promotions that create positive attitude on teachers' work. TSC Guidelines on Career progression (2018) state that teachers of Business are required to undertake prescribed programmes of professional development to enhance their career progression according to provisions of Regulation 48 of the Code of Regulations for Teachers. Business teacher job promotion is a form of Professional development; considered desirable because of the effect it has on pay, responsibility and authority that enhances status of teachers as a sign of employer esteem. Hence, Nyakongo (2015) insisted that schools should focus on providing policies guiding continuous in- service training and job promotions to teachers so that they might acquire relevant skills and positive attitude that help them to discharge their responsibilities competently for better learner grade achievement. Teacher motivation has been proven to be a vital factor related to factors such as teaching practice, educational reform psychological well-being and fulfilment of teachers of Business (Han & Yin 2016). The study confirms works by Wong (2009), where he observed that if rewards are given to teachers of business on factors related to non- performance such as job title, seniority or pay raises across boards, efforts of teachers is likely to reduce. Business teacher job promotion creates work morale for hence, influencing learner achievement for better scores.

2.4 Theoretical Framework

The study used Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (CIPP) model. The CIPP model was propounded by Daniel Stufflebeam (1966) and his colleagues to reveal how decision making process could be made

possible by evaluation in program management. The CIPP model was created during the early years of evaluation discipline programmes and has been refined several times by Stufflebeam and various other authors. Borrowing from the work of Stufflebeam (1983), The CIPP model, according to Boulmetis and Dutwin (2005), is an effective evaluation model based on decision-making that has been widely used in educational policy evaluation studies. Evaluations following the CIPP Model also help external groups such as program specialists and policy groups outside the program being evaluated; to understand and assess the worth and merit of project, program or other service. The model views evaluation as an equipment by which to assist formulate policy programs work better for stakeholders they are intended to serve. According to Stufflebeam (2000) evaluations of CIPP must be anchored in the principles of democratic fairness and equity.

The CIPP Evaluation Model is a comprehensive framework for directing programs, staff, products, and institution assessments (Stufflebeam, 2007). Zhang *et al.*, (2011) had an idea that the approach seeks to improve and achieve accountability in educational programming through a hands- on approach. CIPP model application was done by Molohe and Oduaran (2020) on Evaluation of the community development practitioners' professional development programme. The model is characterized by its significance in provision for holistic evaluation, systems oriented elements and structure to accommodate needs based on universal evaluation.

The CIPP model is applicable to this study as it evaluates Policies Guiding Pedagogy, to ascertain whether what has been achieved is comparable with what was objected initially. With regard to the context evaluation, the researcher will be able to identify the objectives of Pedagogical Policies on Business Teacher's competency. The input evaluation stage will help the researcher in identification of policies guiding Instructional skills, Qualification standards and Professional Development vital for Business teacher growth. The process evaluation stage is where the researcher will stress on implementation of the policies guiding pedagogy. Lastly, the product evaluation stage will aid in the conclusion that the researcher will make on whether Policies Guiding Pedagogy have effect on Business Teacher Competency in secondary schools in Kajiado county; Kenya or not, and make recommendations based on the findings.

2.5 Conceptual Framework

Figure 2.1 demonstrates the relationships of policies guiding pedagogy and teachers of Business studies competency. The conceptual framework presents the independent variable; Policies Guiding Pedagogy, which have effect on dependent variable; Teacher of Business Studies Competency.

Independent variables

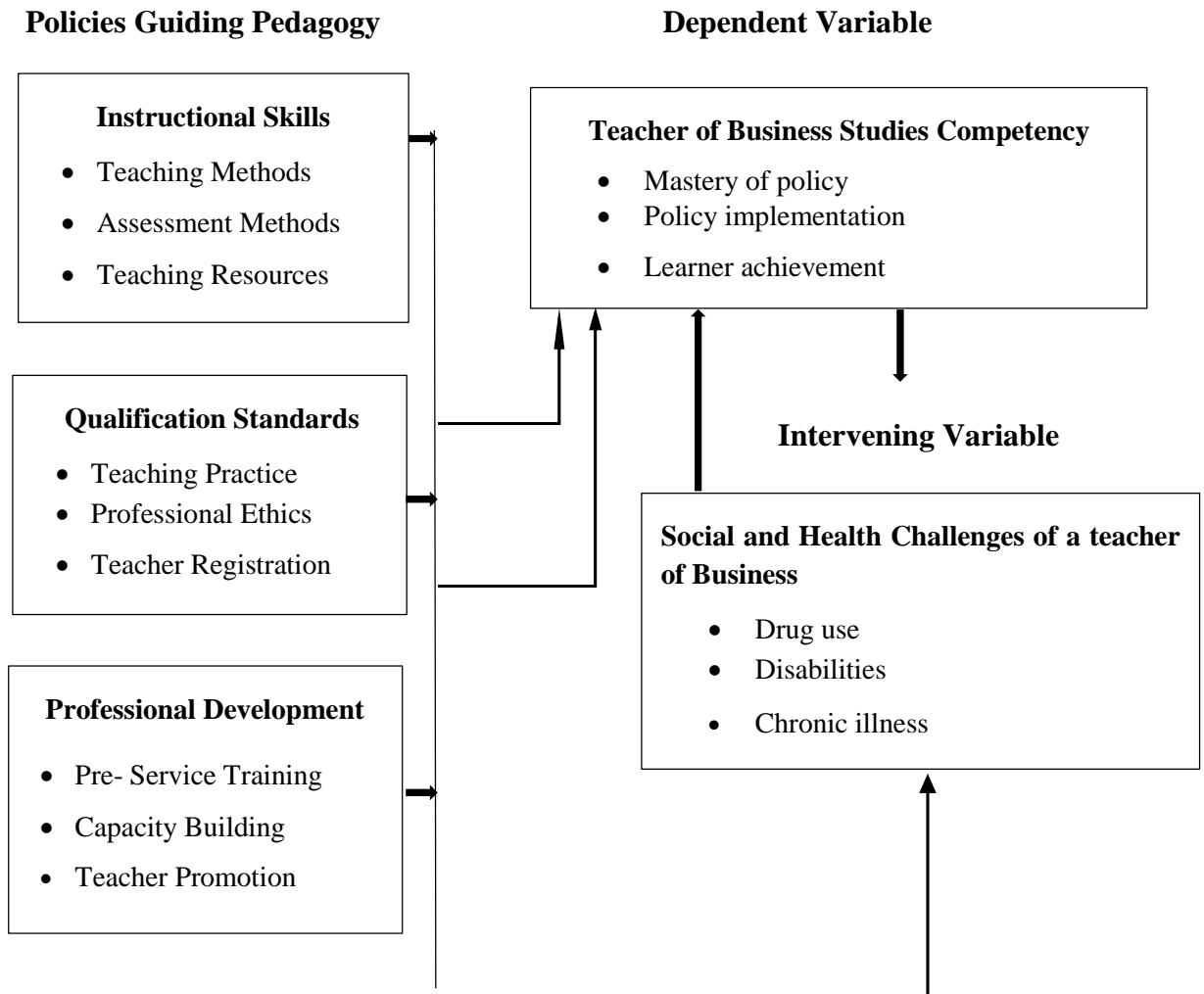


Figure 2.1: Conceptual Framework

In Figure 2.1, the conceptual framework clearly evinces how policies guiding pedagogy contribute greatly to teacher of Business studies competency; which is measured through learner achievement. Policies guiding pedagogy impart on proper choice of teaching methods, assessment methods and instructional resources that teachers of Business incorporate in teaching- learning process for better scores. Policies guide teachers of Business on acquisition of desirable qualification standards such as teaching practice, professional ethics and teacher registration that influence teacher of Business studies competency and subsequently, learner achievement. Policies direct professional development of teachers of Business in pre- service training, capacity building and teacher promotion that impart on Business teacher competency through enhanced learner achievement.

Figure 2.1 further shows intervening variables as Social and Health Challenges of a teacher of Business that might influence teacher of Business studies competency other than policies guiding pedagogy. Availability of the intervening variables such as drug use, chronic illness and disabilities to teachers of Business is likely to deteriorate competency through lower learner achievement in Business studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents research design, target population, sample and sampling procedures, research instruments, data collection procedures, data analysis and ethical concerns.

3.2 Research Design

Research design is the conceptual blueprint within which research is conducted (Akhtar, 2016). The study used descriptive survey design. Descriptive survey research design is a quantitative method that is characterized by its suitability in collecting quantifiable data for statistical analysis of a sample of a population. It answers what, when, where and how questions, but not why questions. The design has been used to examine the relationships among key study variables and identify the most significant factors related to academic researches. The design involved fact finding, formulation of important principles of knowledge and solution to significant problems. Siedlecki (2020) adds that descriptive survey looks at features of a population, points out problems that occur within a unit, a population or an organization or look at variations in practices and features between institutions.

The descriptive survey design is useful in gathering information about people's opinions, attitudes, perceptions or habits about issues under investigation (Orodho, 2012). Descriptive survey research design was thus the most appropriate for this study because the purpose of the research was to create a detailed description of a phenomenon surrounding policies Guiding Pedagogy and their influence on Business Teacher competency in Kajiado county secondary schools; Kenya.

3.3 Target Population

Target population according to Barnsbee *et al.*, (2018) is the group of individuals that the intervention purposes to conduct research in and draw conclusions from it. The target population for this study was made up of 42 respondents. This comprised of

school principals and Teachers of Business Studies of both public boarding and day secondary schools and sub-county Education Officers in Isinya sub- County of Kajiado County.

According to the Ministry of Education; Isinya Sub- County office (2021) there are a total of 11 public secondary schools in Isinya Sub-county of Kajiado County, hence the number of school principals was 11. In addition to this, other respondents included 25 Business studies teachers; some schools having just 1 each and others having more than 1. Further, there were 6 Sub- county education officers in the sub- County.

3.4 Sample Size and Sampling Procedure

Taherdoost (2017) defines a sample as a part of a population that represents the characteristics of the target population. Thus, by studying the sample, one can be able to know more about the population without having to study the whole of it. From the 42 members of the target population, the researcher used proportionate sampling to select 28 participants from 8 schools and sub-county education offices. This formed 72% of the target population, which is in line with Gay's (1992) recommendation. The population being small, 8 schools representing 72% of the target population was picked using random sampling. A number was given to every school; this was written on pieces of papers and placed in a container, folded and shuffled. A number was picked at random. The process was repeated until the required sample of 8 schools was attained.

The sample size for principals was also 8 corresponding to the selected schools. To determine the sample size for Business studies teacher respondents, 72% of the target population was sampled to get 18 teachers, which was divided by the number of schools to get an average of 2 teachers per school. Purposive sampling method was used to select 18 teachers; since some schools have 1 teacher of Business studies, whereas others have more than 1. This is a technique of sampling whereby a sample is selected by a researcher basing it on his or her own judgment. This was in line with Campbell, Greenwood and Walker (2020) who suggested that a researcher can purposely select a sample that better match the sample to the objectives and aims of the study. To sample Sub- County Education Officials respondents, a sample of 33% of target population

resulted in 2 officials. They were selected through purposive sampling. The sample size for this study then added up to 28 respondents.

Table 3.1: Sampling Frame of the study

Category	Population	Population Percentage	Sample size	Sampling technique	Criterion
School principals	11	26%	8	Random sampling	By virtue of being heads of institutions and involved in policies implementation.
Teachers of Business	25	59%	18	Purposive sampling	Involved in implementation of policies targeting pedagogy.
Sub-county Education officials	6	15%	2	Purposive sampling	By virtue of being enforcers and supporters of policies implementation.
Total	42	100%	28		

3.5 Research Instruments

The data for this study was collected through administration of questionnaires to teachers of Business and interviews to school principals and sub-county education officers. The questionnaire was chosen because of its ability to reach a great number of respondents at a time, such as those normally encountered in descriptive studies conveniently and with ease. The interview schedules were used to obtain in-depth information from respondents.

3.5.1 Questionnaires for teachers of Business

During data collection, a questionnaire was used; as Pozzo (2019) observed, it is a tool designed within project based research framework on specific objectives and offers significant administrative benefits; provides proper stimulus potentially to a mickle number of people and provides easy accumulation of information to the investigation. In particular, in social science research, a questionnaire is one of the most commonly utilized techniques for gathering data (Hamed, 2020). The primary goal of a

questionnaire in research is to collect significant data in the most accurate and valid way possible. A questionnaire is a good way to collect data because the questions are all the same. It has the capacity to capture a huge number of data in a short length of time. The anonymity of the respondents guarantees that they provide truthful responses. The researcher in consultation with his university supervisors designed a questionnaire for this study to collect quantitative information from 18 Business studies teachers from the eight schools selected. The researcher aimed at establishing the actualization of Policies Guiding Pedagogy on the teachers' Instructional skills, Qualification standards and Professional Development.

3.5.2 Interview Schedules for school principals and sub- county education officials

Richardson *et al.*, (2015), attest that via the use of technique of interview, the researcher may induce the matter to greater penetration hence, exploring notable areas not expected in the initial investigation intend. The interviews were conducted to eight school principals and two sub- county Education officials to seek information on the policies Guiding Pedagogy on Teacher of Business studies competency in Kajiado county.

3.6 Validity of the Instruments

Validity may refer only to the interpretation of test scores and not to the uses of those scores; which according to Sireci (2016) it is the extent to which differences found with a measuring instrument reflects true differences among those being tested. It is the degree to which an instrument measures what it is supposed to measure. A pilot study helped to identify those items that could be misunderstood, and such items were to be modified accordingly to increase face validity. To enhance validity of questionnaires, the researcher made consultation on the subject with supervisors whose expert judgment was to help to improve content validity. Through supervisor's judgment, the researcher sought help to enhance content validity of the interview schedules.

Supervisors' views and suggestions was embraced to improve accuracy of the research instruments in conformity to the inquiry objectives. The research tools were directed to

assessment using Content Validity Instrument (CVI). After computation, a CVI greater than 0.75 of all instruments was considered sufficient for the study.

$$\text{Content Validity Instrument (CVI)} = \frac{\text{Suitable items as agreed by supervisors}}{\text{Total number of items in the instrument}}$$

The adequacy or representativeness of the sample is a fundamental factor in the validity of the inferences drawn as the outcome of the analyses. The more the representativeness of the sample, the more generalizable the results will be to the population from which the sample is selected (Mertler & Reinhart, 2016). Several tests are used to assess the suitability of the respondent data for factor analysis; one of the tests is Kaiser-Meyer-Olkin (KMO) measure of Sampling Adequacy whose index ranges from 0-1 with 0.50 considered suitable for factor analysis (Williams, Onsman & Brown, 2010). To ensure content validity Kaiser-Meyer-Olkin (KMO) was used to determine whether the responses generated were valid based on their values. For a data set to be regarded as valid and appropriate for statistical analysis, the value of KMO should be greater than 0.5 (Field, 2013). The results of the KMO and Bartlett's Test of Sphericity (significance) are summarized in Table 3.2.

Table 3.2: Validity Test on each Variable

Variable	KMO	Significance
Instructional Policies (13 items)	.644	.000
Qualification Policies (12 items)	.756	.000
Professional Policies (11 items)	.801	.000

Source: Field Data, 2021

Findings in Table 3.2 show that the KMO statistic for all policies guiding pedagogy (instructional policies, qualification policies and professional policies) were greater than 0.5 which was greater than the critical level of significance of the test which was set at 0.5 (Field, 2013). In addition to the KMO test, the Bartlett's Test of Sphericity was also significant (.000, at $p < 0.05$) for all the study variables. These results provided an outstanding validation for further statistical analysis that were conducted on the inquiry variables.

3.7 Reliability of the Instruments

Data collection technique must yield relevant and correct information to the study. This is affirmed by Hamed (2020), who stated that reliability is the range to which research outcomes are consistent and stable across different administrations of the instrument. The reliability of the questionnaires was determined by calculating the Cronbach coefficient. To determine reliability of the interview schedules, a pilot interview was conducted to a sample of respondents prior to the main interview; and assessment of results consistency was made. The formula of content validity as CVI is

$$CVI = \frac{\text{Agreed items by both judges as suitable}}{\text{Total number of items in the questionnaire}}$$

A Cronbach Alpha coefficient of 0.7 and above is considered reliable. Reliability test results are presented in Table 3.3.

Table 3.3: Reliability Test Results per Variable

Variable	Number of Items	$\alpha > 0.7$	Comments
Instructional Policies	13	0.911	Reliable
Qualification Policies	12	0.787	Reliable
Professional Policies	11	0.811	Reliable

Source: Field Data, 2021

Based on the reliability test results presented in Table 3.3, the Cronbach's alpha for all the three study variables were greater than 0.7 which is the lower limit of acceptability. The results show that the 13 subindicators under instructional policies variable yielded a cronbach alpha value of $0.99 > 0.7$, the twelve (12) indicators under qualification policies variable yielded a cronbach alpha value of $0.787 > 0.7$, while the eleven (11) indicators under professional policies produced a cronbach alpha value of $0.811 > 0.7$. Based on these results, all the three variables were considered reliable and suitable for data collection. The findings indicated that the Cronbach alpha for each of the variables was above the lower limit of acceptability thus reliable and acceptable for data collection.

3.8 Piloting for Interview Schedule

Qualitative interviews provide rich and comprehensive information about people's experiences. Piloting an interview schedule provides the researcher with criteria for selecting potential participants and improving the interview guide, particularly the interview questions. Piloting for interviews is an important and helpful part of the qualitative research process since it emphasizes the primary study's improvisation. Interview protocols according to Castillo (2016) could be strengthened through piloting the interviews and it can help identify if there are flaws, or limitations within the interview design that allow necessary modifications to the major study Majid, Othman, Mohamad, Lim and Yusof (2017) opine that, it is distinctly helpful to pilot the interview questions and adjust the interview guide accordingly before embarking into major data collection process.

The validity of the interview guide was enhanced by engaging experts who scrutinized and reviewed the data interview schedule for validity and reliability. The experts' review comments were used to enhance content validity of the interview guide by adjusting suitably before the final collection of data. The interview was guided by open-ended questions on issues related to the influence of policies guiding pedagogy on teacher of business studies competency in secondary schools. The researcher focused on ensuring the interview questions are constructed to answer the research question. This process was so as to increase the effectiveness of the interview questions and ensure its significance to achieve the aim of the study as suggested by (Castillo, 2016).

The interview protocol encompassed open-ended questions and then was emailed for expert reviews. The experts reviewed the interview questions pertaining to its language, wording and relevance. The goal of the pilot study was to detect if the interview questions were acceptable and to provide the researcher some early feedback on the research's feasibility. Furthermore, it aided the researcher in gaining experience conducting in-depth, semi-structured interviews and establishing rapport with the informants. Importantly, the expert comments aided the researcher in learning interviewing techniques and conversation flow. This study had a set of interview schedules; one for the school principals, while the other for the Isinya Sub County officials of Education. For the case of the principals, the interview questions were on

three policies category namely: Instructional policies, Qualification Policies and professional policies. The main questions on **Theme 1: Sessional Paper No. 1 of 2019** were:

Are policies guiding instructional skills of teachers of Business significant in relation to teacher competency?

Does the Sessional Paper No. 1 of 2019 offer adequate guidelines in regard to choice of teaching methods, assessment methods and instructional resources?

In your view, does the government offer adequate guidelines in relation to instructional skills of teachers of Business?

The main questions on **Theme 2: TSC Guidelines and Requirements for A Teacher** were:

“How do you ensure teachers of Business adhere to TSC Guidelines and requirements for a teacher?”

“Do you consider policies guiding registration status of a teacher of Business as important in regard to Qualification standards?”

“In your view, do the TSC requirements offer adequate guidelines in regard to Business teacher registration?”

“How compliant are your teachers of Business to professional ethics laid done by TSC”

“In the event of violation of professional ethics by teachers of Business; which remedial measures do you take as the school principal?”

“In your view, does the TSC provide adequate guidelines in shaping professional ethics of teachers of Business?”

The questions under **Theme 3: Policy Framework on Teacher Professional Development (TPD)** to the principals were:

“How does your school encourage professional development of teachers of Business?”

“In your view, do policies directing pre- service training impact on professional Development of teachers of Business?”

“How often do you expose your teachers of Business to capacity Building trainings?”

“In your view, are the trainings of any significance in enhancing teacher professional Development?”

“Is there any commendable impact that teachers of Business acquire from capacity Building trainings?”

“Do your teachers of Business get job promotion?”

“How often do the job promotions occur?”

“In your view, do job promotions enhance Business teacher morale?”

“What was the mean score in KCSE 2018, 2019 and 2020 in Business studies in your school?”

“In your view, do these Policies Guiding professional development affect Business Teacher competency and learner achievement in your school?”

On the other hand, the interview schedule for the Sub County Education Officers were on two pedagogy policies namely: Qualification Standards Policies and Professional Development Policies. The main questions on **Theme 2: TSC Guidelines and Requirements for A Teacher** were:

“In your view, how do educational policies influence Business Teacher Qualification standards?”

“How does the ministry of Education ensure that all teacher trainees undergo teaching practice as a requisite qualification in their pre- service training?”

“How long is the recommended teaching practice period for Business studies teacher trainees?”

“How significant is teaching practice on practical skills of Business teacher trainees?”

“How does the TSC ensure that all teachers of Business are registered?”

“Are there some teachers of Business who serve while unregistered?”

The questions under **Theme 3: Policy Framework on Teacher Professional Development (TPD)** to the sub- county educational officials were:

“In your view, does teacher registration enhance sanity in the teaching profession?”

“Does the TSC promote teachers of Business to higher levels of service?”

“In your view, how significant are job promotions on the way teachers of Business work?”

“What are some of the remedial measures that you take to better implementation of professional development policies and enhance Business teacher competency?”

“In your view, how would you rate the significance of these policies in influencing Business teacher competency in your sub- county?”

Based on the experts’ review comments on the above questions, the instruments were found to be suitable for data collection.

3.9 Data Collection Procedure

Research data collection instruments were administered at both the pilot and main studies. The researcher obtained an introduction letter from the University of Nairobi and a research permit from NACOSTI. Booking of appointments with principals from the respective sampled schools was made to visit the schools and administer questionnaires to teachers of Business. On meeting the respondents, the researcher assured them of confidentiality and gave them instruction on how to fill the questionnaires. Adequate time was accorded to answer the questionnaires as agreed amongst themselves in presence of the researcher. Pre-arrangement of interview schedules and appointments with the respondents a week prior to the stipulated interview time was made.

3.10 Data Analysis Procedures

The study generated both quantitative and qualitative data from Questionnaires and interview guides. Once the researcher obtained the data from the field, he coded it and analyze it by computer using a statistical software; SPSS (Statistical Package for Social Sciences) version 25.0. The researcher organized the generated data into groups based on the relevant research questions of this study. The researcher analyzed the data using descriptive statistical techniques which included frequencies, ratios and percentages and inferential statistics such as ANOVA with the aid of the software; SPSS version 25.0. The data was then summarized and recorded on tables for easier interpretation.

3.11 Ethical Concerns

The researcher upheld ethical standards during the period of research by applying confidentiality principles, seeking willingness from respondents and anonymity. The methods and purpose of carrying out the study was expounded to the principals of the sampled schools; Business studies teachers and county officials who were involved in the study and sought consent from them. The respondents' privacy of their identities was assured by the researcher by informing them not to write their personal details on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents findings of the study which have been discussed under thematic sections in line with the study objectives. The thematic areas include: Participants Response rate; Respondents' Demographic profile; policies guiding Instructional skills of Teacher of Business and competency; policies guiding Qualification standards of Teacher of Business and competency and policies guiding Professional development of teacher of Business and competency. Data collected from teachers of Business studies, School principals and Sub- county education officers were analyzed using descriptive and inferential statistics and presented inform of figures and tables.

4.2 Questionnaire return rate and Interview participation rate

Response rate according to Hung and Shen (2020) is the ratio of the number of participants in a study to the number of participants who were asked to participate. It is calculated as a percentage of respondents who participated in the study. This study sampled 18 teachers of Business; however, two of the sampled teachers were not available during the time of administering questionnaires, hence 16 teachers responded. This represented 88.89 per cent response rate. Further, all the 8 sampled school principals and 2 sub- county education officers responded to interview schedules, which suggested a response rate of 100% each. Overall, out of the 28 sampled respondents, 26 responded to the study, creating an aggregate response rate of 92.8% which according to Mugenda (2003) is adequate to make general conclusions.

4.3 Demographic data

The purpose of demographic profile is to provide a background of the respondents to determine whether the study participants can be generalized to the whole target population. The respondents' gender, age bracket, highest academic qualification, period served as teacher of business studies at secondary school, and the type of school the respondent teaches at are expounded in this section.

Table 4.1: Demographic information of the Business studies teachers

Demographic Information	Category	F	%
Gender	Male	10	62.5
	Female	6	37.5
	Total	16	100
Age	21- 30 years	3	18.75
	31- 40 years	6	37.5
	41- 50 years	4	25
	51- 60 years	3	18.75
	Total	16	100
	Diploma	1	6.25
Academic Qualification	Bachelor's degree	10	62.5
	Master's degree	5	31.25
	Total	16	100
Period Served as teacher of Business	Less than a year	1	6.25
	1-10 years	6	37.5
	11-20 years	4	25
	21 years and above	5	31.25
	Total	16	100
Type of School	National school	3	18.5
	Extra- county school	6	37.5
	County school	4	25
	Sub- county school	3	18.5
	Total	16	100

The results in Table 4.1 show that the male business teachers were (n=10, 62.50 per cent) while the female business teachers were (n=6, 37.50 per cent). Hence majority of the business teachers were males. This affirms the findings of a study by Mulugeta (2012) who claimed that despite arguments that females have dominated the teaching profession; in many countries in Africa there are less number of female teachers. Table 4.1 gives the age bracket of business teachers which shows that those aged 21-30 years old were (n=3, 18.75 per cent), age 31-40 years were (n=6, 37.5 per cent), age 41-50 years were (n=4, 25.00 per cent), and age 51-60 years were (n=3, 18.75 per cent).

The highest academic qualification presented in Table 4.1 shows that only (n=1, 6.25 per cent) of the business teachers had attained diploma, (n=10, 62.50 per cent) of the business teachers had attained bachelor's degree as their highest academic qualification, while (n=5, 31.25 per cent) of the business teachers had attained master's degree. These indicate that 93.75 per cent of the business teachers were bachelor's degree holders.

Table 4.1 illustrates that only (n=1, 6.25 per cent) of the business teachers had served as teacher of Business studies for less than a year, (n=6, 37.50 per cent) of the business teachers had served as teacher of Business studies for 1 to 10 years, (n=4, 25.00 per cent) of the business teachers had served as teacher of Business studies for 11 to 20 years, and (n=5, 31.25 per cent) of the business teachers had served as teacher of Business studies for 21 and above years.

Table 4.1 shows that (n=3, 18.50 per cent) of the business teachers were teaching at a national school, (n=6, 37.50 per cent) of the business teachers taught at extra-county school, (n=4, 25.00 per cent) of the business teachers were at a county school, and (n=3, 18.50 per cent) of the business teachers were teaching at sub-county school.

4.4 Teacher of Business Studies Competency

The measure for business teacher competency was learners KCSE academic achievement averaged three years from 2018 to 2020. The averaging over the three years was meant to eliminate the bias resulting from differences in learners and also from the nature of the KCSE examinations.

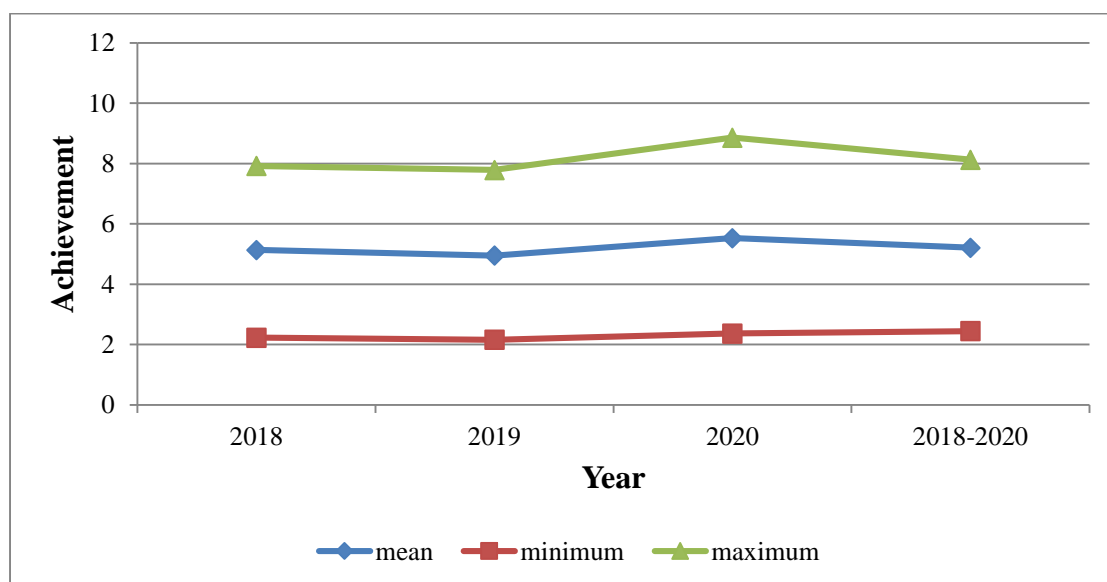


Figure 4.1: Academic achievement in business studies

4.5 Policies on Instructional Skills and Teacher Competency

The first objective examined the relationship between policies guiding Instructional skills possessed by teachers of Business and competency in Isinya sub- County; Kajiado County. Structured policies give teachers of Business guidance on proper pedagogical skills; that were assessed using three different aspects namely teaching methods, assessment methods, and Instructional resources.

Table 4.2: Policies on Instructional Skills and Teacher Competency

Source	Partial SS	Df	MS	F	Prob>F
Model	53.043	7	7.578	9.23	0.003
Teaching Methods	1.744	2	0.872	0.85	0.462
Assessment Methods	14.334	2	7.167	7.01	0.017
ICT related resources	11.538	1	11.538	11.29	0.010
Charts	35.362	1	35.362	34.60	0.000
Models	2.142	1	2.142	2.10	0.186
Residual	8.176	8	1.022		
Total	61.219	15	4.081		
R-squared	= 0.8664				

Table 4.2 produced an overall F-statistic of 7.41 with an associated p-value of 0.003 ($p < 0.05$). This indicates that policies guiding instructional skills are significantly related to teacher's competency. This affirms the findings of a study carried out at Yogyakarta Indonesia by Sugihartini, *et al.*, (2019) which revealed that policies directing instructional skills are vital as they inform pedagogical competencies which are ways a teacher of Business teach and regulate the system of learning through proper interaction with learners; and Australia (2017) who emphasized that pedagogical skill is all that a teacher of Business does to influence learning in learners for better academic scores. It further supports Article 26 of the Universal Declaration of Human Rights (UNESCO, 2003) that argues that education should contribute to the development of teachers by imparting them with relevant instructional skills that are consistent with objectives of education that enable them to yield changes in society by inspiring and enhancing learners' academic achievement rather than just constituting to trained professional teachers. In an interview schedule, a school principal claimed that,

“Relevant instructional skills are very essential but neither the Ministry of Education nor TSC has provided adequate guidelines on Instructional skills of

teachers of Business and all teachers in general. The government should formulate feasible policies to lead overall instructional process in public schools.”

4.5.1 Policies on Instructional Skills, Teaching Methods and Teacher Competency

Proper implementation of policies guiding instructional skills is likely to direct teachers of Business on accommodative methods of instruction that cater for all learners regardless of their specific learning differences for better scores.

The study found that the method of instruction which teachers of Business prefer to others was discussions and their rating for its effectiveness was very high (n=4, 25.00 per cent), high (n=7, 43.75 per cent), and average (n=5, 31.25 per cent).

Table 4.3: Policies on Instructional Skills, Teaching Methods and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Teaching Methods					
Very High	4.200	0.873	4.81	0.00	
High	1.853	0.762	2.43	0.03	
Average	0.000	(base)			
Constant	3.526	2.073	1.700	0.12	
Source	Partial SS	Df	MS	F	Prob>F
Teaching Methods	39.191	2	19.59	11.5	0.0013
			6	6	

The ANOVA Table 4.3 shows that policy guiding teaching methods has an F-statistic of 11.56 with a p-value of 0.001 ($p < 0.05$). This indicates that policies on teaching methods are significantly related to teacher competency. This finding concurs with those by Darsih (2018) who stated that teachers of Business play a vital role in adhering to pedagogical policies, that foster learner learning, motivate them to learn and adapt to their varying learning styles by making a conducive environment and incorporating learner- centered teaching and learning such as discussion, self- study method and

enquiry based learning that play active role in learner achievement as opposed to traditional passive methods.

In an interview schedule, a school principal, made the following remarks:

“Sessional paper number 1 of 2019 by the MoE supports integration of ICT in education and TSC has developed a remote learning manual that provide pedagogical methods that teachers including those of Business studies should use in the event of remote learning. This is a clear indication that the government through its agencies is keen on formulating policies that give guidance on the methods that instructors should embrace to accommodate all learners in learning. The manual emphasizes three methods; synchronous method, which provides room for interaction between a learner and an instructor, such as through zoom and live stream radio lessons. Asynchronous method allows learners to work on allocated assignments during their own time. A teacher can even blend the two methods, which might be an advantage to many learners. This is a good move that the government is taking, but remember there is a good number of learners and teachers who cannot access computer gadgets and internet at home, and even others cannot afford simple radio gadgets!”

4.5.2 Policies on Instructional Skills, Assessment Methods and Teacher Competency

Collecting information on where learners stand in their learning and the made progress is vital in designing policies to guide assessments for more improvement of instructional outcome in public schools in Kenya. Creation of consensus on education standards, goals and criteria to judge proficiency can be done through well- designed learner assessment (Örgütü, 2016).

In this study, the methods of assessment that the teachers of business prefer to others were diagnostic assessments (n=5, 31.25 per cent), formative assessments (n=4, 25.00 per cent), and summative assessments (n=7, 43.75 per cent).

Table 4.4: Policies on Instructional Skills, Assessment Methods and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Assessment Methods					
Diagnostic assessments	0.000	(base)			
Formative assessments	-3.424	1.212	-2.830	0.022	
Summative assessments	-1.813	0.789	-2.300	0.051	
Constant	3.526	2.073	1.700	0.127	
Source	Partial SS	Df	MS	F	Prob>F
Assessment Methods	14.334	2	7.167	7.01	0.017

The ANOVA Table 4.4 also shows that formative assessments have a coefficient of -3.424 with a p-value of 0.022 ($p < 0.05$), and summative assessments has a coefficient of -1.813 with a p-value of 0.051 ($p > 0.05$). This indicates that formative assessments have a significantly less effect on learner achievement at the 5 per cent level of significance compared to diagnostic assessments. The ANOVA results in Table 4.4 produced an F-statistic of 7.07 with a p-value of 0.017 ($p < 0.05$) for policies guiding assessment methods. This indicates that policies on assessment methods are significantly related to teacher competency. This affirms the works of Ibrahim (2019) that states that the purpose of policies in pedagogy is to accord teachers of Business a firm understanding of the required instructional skills which display competency for better scores and Younger (2015) who claimed that assessment methods are the tools that Business teachers use to evaluate, gauge, and record the academic readiness, progress of learning, acquisition of skills, or educational wants of learners for better understanding of the learners' achievement.

A school principal in an interview said,

“Assessment of specific academic skills in public schools in Kenya, and the utilization of such assessments to gauge both learners and how effective they have been taught has received less attention. In Business studies assessments, there has been particular challenges of theoretical exams as opposed to practical ones. Government frameworks for practical skills in Business studies are often poorly defined; and the government of Kenya through KICD should put in place clear guidelines for assessing these skills.”

4.5.3 Policies on Instructional Skills, Teaching Resources and Teacher Competency

Adoption of Business studies instructional resources in terms of both teaching and learning in secondary schools necessitate the establishment of clear and thoughtful procedures and policies that guide teachers of Business in class instruction.

Teachers of business use different types of instructional resources which they integrate in pedagogy. These include ICT related resources (n=14, 87.50 per cent), charts (n=6, 37.50 per cent), and models (n=7, 43.75 per cent).

Table 4.5: Policies on Instructional Skills, Teaching Resources and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Teaching Resources					
ICT related resources					
No	0.000	(base)			
Yes	5.259	1.565	3.360	0.010	
Charts					
No	0.000	(base)			
Yes	-3.969	0.675	-5.880	0.000	
Models					
No	0.000	(base)			
Yes	1.944	1.343	1.450	0.186	
Constant	3.526	2.073	1.700	0.127	
Source	Partial SS	Df	MS	F	Prob>F
ICT related resources	11.538	1	11.538	11.29	0.010
Charts	35.362	1	35.362	34.60	0.000
Models	2.142	1	2.142	2.10	0.186

The ANOVA Table 4.5 further shows that ICT related resources has F-statistic of 11.29 with a p-value of 0.010 ($p < 0.05$), charts has an F-statistic of 34.60 with a p-value of 0.000 ($p < 0.05$), while models has an F-statistic of 2.142 with a p-value of 0.186 ($p > 0.05$). This indicates that policies guiding teaching resources as measured by ICT related resources and charts are significantly related to teacher competency at the 5 per cent level of significance while models are not statistically significant. This confirms the findings of Ruth (2015) who argued that policies directing Instructional resources are vital factors during curriculum implementation as they assist the implementers to

realize their objectives and give guidance to pedagogical process which leads to realization of good learners' academic achievement. The study findings further support Kenya Institute of Curriculum Development (2018) that claimed that approved Digital course materials through stipulated guidelines are the ones that the Institute has curated according to specified standards.

A sub- county education officer in an interview schedule confessed that,

“As government officials, we try to encourage teachers to integrate technology in pedagogy, even as we understand technological challenges that they face; but we must move with the dynamic world as we prepare for the future. The government is looking into the matter and how best it can encourage technology integration in teaching and learning as envisaged in Sessional Paper No.1 of 2019 by the Ministry of Education.”

4.6 Qualification standards policies and Teacher Competency

Effective implementation of policies on Qualification standards of teachers of Business studies is likely to develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession. Maintenance of Qualification standards is a very challenging issue and one that attracts a number of stakeholders' interest (Burdett et, al 2013). Qualification standards in this study were measured using teaching practice, professional ethics, and teacher registration.

Table 4.6: Qualification standards policies and Competency

Source	Partial SS	Df	MS	F	Prob>F
Model	34.310	7	4.9014	1.46	0.3034
Teaching Practice	4.741	1	4.7413	1.41	0.2692
Professional Ethics	2.910	2	1.4551	0.43	0.6631
Teacher Registration	24.591	4	6.1477	1.83	0.2169
Residual	26.909	8	3.3637		
Total	61.219	15	4.0813		
R-squared	= 0.5604				

Table 4.6 further produced an overall F-statistic of 1.46 with an associated p-value of 0.3034 ($p > 0.05$). This indicates that policies guiding teachers of business qualification standards are not significantly related to teacher competency. This negates the findings of a study by Waluyanti *et al.*, (2018) who argued that Business Teacher competency

standards can be measured from learner achievement through instruction. A sub-county education official in an interview said,

“The main objective of TPD programme in the country is to continuously develop and improve teachers’ Qualification standards by enhancing their skills, competencies and knowledge that is in line with the 21st century core competencies aimed at enhancing the provision of quality education in the country. The commission is doing what it takes to ensure total compliance to the policy, but we still have a long way to go as a country unless all stakeholders in education including teachers of Business cooperate.”

4.6.1 Qualification standards policies, Teaching Practice and Teacher Competency

Business Teacher preparation practices are key indices used to gauge quality teacher alongside other variables aimed at promoting desirable character, knowledge and skills (Kafwa, Gaudienc & Kisaka 2015). Teachers of Business were asked to what extent teaching practice was relevant in equipping them with practical skills before qualifying as teachers.

The study found that the level of relevance of teaching practice to teachers of business was very high (n=9, 56.25 per cent), and high (n=7, 43.75 per cent).

Table 4.7: Qualification standards policies, Teaching Practice and Competency

Teacher Competency	Coefficient	Standard. Error.	T	P>t	
Teaching Practice					
Very high	0.000	(base)			
High	2.058	1.733	1.19	0.269	
Constant	2.000	1.898	1.05	0.323	
Source	Partial SS	Df	MS	F	Prob>F
Teaching Practice	4.741	1	4.741	1.413	0.2692

The ANOVA Table 4.7 produced an F-statistic of 1.41 with a p-value of 0.269 ($p > 0.05$). This indicates that policies guiding teaching practice is not significantly related to teacher competency. In an interview, a school principal added;

“Guidelines on teaching practice are essential and effective especially at teacher training colleges. The TSC ensure that it does not register any teacher who does not meet the stipulated qualifications in the TSC Act (2012) Section 23 (2) which prohibits any person from engaging in teaching service unless one is registered as a teacher. The TSC Code of Regulations for Teachers (2015) also provides Procedures and conditions for Registration of Teachers in the country. For one to be registered, he or she must have qualified as a teacher, of which Teaching Practice is a considered factor.”

The findings of this study negates the findings of a study carried out in Serbia on “*Teacher competencies as a basis for teacher education*” by Pantić and Wubbels (2010) which found that guidelines on Professional qualification standards of teachers and how a nation improves the standards is vital in influencing academic achievement of learners; and that globally, preparation of teachers of Business is made more functional by developing competencies needed using reforms in teacher education.

4.6.2 Qualification standards policies, Professional Ethics and Teachers Competency

Qualification standards effectiveness can be improved majorly through tiered qualifications, actual attributes of professionalism and competency inherent in daily lives of teachers (Waluyanti & Sofyan 2018). In this study, enhancing Business teacher competency through professional ethics guidelines was viewed as a way of improving Qualification standards of the teacher.

The teachers of business professional ethics rating were very high ($n=7$, 43.75 per cent), high ($n=7$, 43.75 per cent), and average ($n=2$, 12.50 per cent).

Table 4.8: Qualification standards policies, Professional Ethics and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Professional Ethics					
Very high	0.000	(base)			
High	1.190	1.386	0.86	0.416	
Average	-1.103	2.273	-0.49	0.641	
Constant	2.000	1.898	1.05	0.323	
Source	Partial SS	Df	MS	F	Prob>F
Professional Ethics	2.910	2	1.455		0.6631
			1	0.43	

The ANOVA Table 4.8 produced an F-statistic of 0.43 with a p-value of 0.6631 ($p > 0.05$) and considering the result we can conclude that policies guiding business teacher’s professional ethics is not significantly related to teacher competency. This affirms the work of Abbasi and Mir (2012) who argued that there is no significant relationship between teacher’s professional ethics and learner achievement. However, one of the principals observed that,

“If all teachers would follow the commission’s policies to the latter, then learners’ behavior and performance would be better”.

4.6.3 Qualification standards policies, Teacher Registration and Teacher Competency

Teachers’ service commission advocates that teaching like any other profession requires that only those who are trained, regulated and adequately prepared should be entrusted to serve in the country. This study used Business teacher registration as a vital qualification standard that might influence competency. The study findings revealed that registration status has an impact on the qualification standards of teachers of business based on $n=14$, 87.50 per cent of the teachers who noted it does, with only ($n=2$, 12.50 per cent) who noted it doesn’t. Similar sentiments were echoed in an interview by a sub-county education officer,

“I admit that despite the registration statuses, some teachers still go astray by breaking some policies put in place to guide them. But there is a great improvement on policies’ implementation since registration for all teachers in the country was made compulsory. Teacher registration in Kenya also promotes

a sense of professional belonging to all teachers. It bides teachers to their employer by ensuring that they are well monitored and promote confidence in the teaching profession.”

Table 4.9: Qualification standards policies, Teacher Registration and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Teacher Registration					
1-5 years	0.000	(base)			
6- 10 years	0.990	2.246	0.44	0.671	
11- 15 years	0.562	2.165	0.26	0.802	
16- 20 years	4.315	1.898	2.27	0.053	
Above 20 years	1.685	2.299	0.73	0.485	
Constant	2.000	1.898	1.05	0.323	
Source	Partial SS	Df	MS	F	Prob>F
Teacher Registration	24.591	4	6.1477	1.83	0.2169

The ANOVA Table 4.9 further shows that teachers who have been registered for 6- 10 years has a coefficient of 0.990 with a p-value of 0.44 ($p>0.05$), 11- 15 years has a coefficient of 0.562 with a p-value of 0.26 ($p>0.05$), 16- 20 years has a coefficient of 4.315 with a p-value of 0.053 ($p>0.05$), and above 20 years has a coefficient of 1.685 with a p-value of 0.730 ($p>0.05$). The ANOVA Table 4.9 produced an F-statistic of 1.83 with a p-value of 0.2169 ($p>0.05$) for teacher registration, which indicates that policies guiding teacher registration is not significantly related to teacher competency. This finding is in line with those discovered in a study by Buddin & Zamarro (2019) that average learner academic achievement was not influenced by Business teacher registration. A school principal in an interview lamented that:

“TSC Act 2012 Article 237 requires all practicing teachers in the country; both in public and in private institutions to be registered. But we still have some teachers elsewhere in the country who operate unregistered. You will realize that majority of these unregistered teachers tend to carry out their duties with laxity and violation of rules pertaining conduct and performance of teachers

since they are not legally bound to the commission. You will further notice that there are notable differences between learner achievements in Business studies; handled by trained and registered teachers from those who are not.”

4.7 Policies on Professional Development and Teacher Competency

Proper policies on professional Development of teachers’ emphasis on acquisition of skills and concepts related to teaching work. Beyond the acquisition of new skills, it is likely that learner achievement is enhanced upon application of the skills by teachers of Business. In this study, Professional development of teachers of Business was measured using pre- service training, capacity building and teacher promotion.

Table 4.10: Policies on Professional Development and Competency

Source	Partial SS	Df	MS	F	Prob>F
Model	53.444	5	10.689	13.75	0.000
Pre- Service Training	19.890	3	6.630	8.53	0.004
Capacity Building	26.001	1	26.001	33.44	0.000
Teacher Promotion	3.030	1	3.030	3.90	0.077
Residual	7.775	10	0.778		
Total	61.219	15	4.081		
R-squared	=	0.873			

Table 4.10 produced an overall F-statistic of 13.75 with an associated p-value of 0.000 ($p < 0.05$). This indicates that policies guiding professional development of teachers of Business are significantly related to teacher competency. Similar deductions were made by Hauge and Wan (2019) that policies on business teachers’ professional development can bring about improvements in teachers’ pedagogical thinking that cater for learners’ acquisition of knowledge and development for better scores.

A school principal in an interview made the following remarks:

“The right kinds of policies on professional development for both teachers of Business studies and school heads can contribute directly to improved learner achievement; but despite this, lack of time and required resources on the side of teachers mostly render this futile.”

4.7.1 Policies on Professional Development, Pre- Service Training and Teacher Competency

Policies guiding pre- service training of teachers of Business emphasize on professional development that may enhance competency. Career Progression Guidelines (2018) by TSC provides basis for secondary teacher trainees, anchored on minimum qualification cut off grades. Length of study of teachers of Business in pre- service training is vital as it considers contact hours that teacher trainees have with their tutors. In this study, the length of training shows n=11, 68.75 per cent of the teachers had pre-service training for 4 years. The ANOVA Table 4.11 shows that business teachers who have had pre-service training of 1 year has a coefficient of 2.602 with a p-value of 0.006 ($p < 0.05$), 2 years has a coefficient of -1.818 with a p-value of 0.035 ($p < 0.05$), and 3 years has a coefficient of 0.201 with a p-value of 0.844 ($p > 0.05$). This indicates that a pre-service training of 1 year has a positive and significant influence on learner achievement at the 5 per cent level of significance in relation to a pre-service training of 4 years.

Table 4.11: Policies on Professional Development, Pre- Service Training and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Pre- Service Training					
1 year	2.602	0.7433	3.50	0.006	
2 years	-1.818	0.7433	-2.45	0.035	
3 years	0.201	0.9910	0.20	0.844	
4 years	0.000	(base)			
Constant	5.503	0.4046	13.60	0.000	
Source	Partial SS	Df	MS	F	Prob>F
Pre- Service Training	19.890	3	6.630	8.53	0.004

The ANOVA results in Table 4.11 produced an F-statistic of 8.53 with a p-value of 0.004 ($p < 0.05$) for pre- service training. This indicates that policies guiding pre- service training are significantly related to teacher competency.

A school principal in an interview argued that:

“Policies on teacher training are vital in Kenya as they provide an important qualification function by ensuring that only people who have been trained and

have acquired the necessary qualifications are fit to teach and engaged as teachers of Business studies. Pre- service training of teachers protects the general public and the profession by ensuring only competent teachers of Business are employed in schools. The biggest challenge that we face as a country is that training is more of theory than practice. The government should however, make teacher training in the country more practical by even improving teaching practice period and institutions frequenting micro teaching sessions in colleges that equip trainees fully before they graduate.”

4.7.2 Policies on Professional Development, Capacity Building and Teacher Competency

TSC Career Progression Guidelines (2018) requires teachers of Business to undertake ritual programmes of professional development including Capacity building to facilitate their career sequence as per the Regulation 48; teachers’ provisions of code of Regulations. Some schools encourage Capacity Building trainings for their teachers of Business to improve their efficiency and consequently, learner achievement. In this study, the capacity building shows that n=4, 25.00 per cent of the teachers do attend capacity building trainings often, n=10, 62.50 per cent of the teachers rarely attend capacity building trainings, while only n=2, 12.50 per cent of the teachers didn’t attend capacity building trainings at all. In a similar note on how often, the principals expose their teachers of business to capacity building trainings, one principal opined that,

“At least twice in a year; though for quite long, this has not been well done since the coming of covid-19; TSC provides some capacity building trainings, mostly to new teachers that improve their exposure; we organize bench marking sessions at times”.

And yet another added that,

“We don’t specify but in case of a workshop, all teachers have to attend though this is rare; remember it depends on the availability of resources and opportunities; the government provides inadequate opportunities for in service training, and if it improves on the same and formulate strong guidelines to lead capacity building sessions, I think teachers will get more updates on what is required of them”.

Table 4.12: Policies on Professional Development, Capacity Building and teacher Competency

Teacher Competency	Coefficient	Standard. Error.	T	P>t	
Capacity Building					
Often	-3.204	0.5540	-5.78	0.00	0
Rarely	0.000	(base)			
Not at all	-3.972	0.893	-4.45	0.00	1
Constant	5.503	0.4046	13.60	0.00	0
Source	Partial SS	Df	MS	F	Prob>F
Capacity Building	26.001	2	26.00	33.4	0.000
			1	4	

The ANOVA results in Table 4.12 produced an F-statistic of 33.44 with a p-value of 0.000 ($p < 0.05$) for capacity building. This indicates that policies guiding capacity building is significantly related to teacher competency. The findings are in support of Njunge (2018) who found that guidelines on capacity building ensure the process of strengthening and developing instincts, skills, abilities, resources and processes that teachers of Business studies and organizations need to adapt, survive and thrive in for better understanding of the dynamic world for enhancing learner achievement.

The ANOVA Table 4.12 also shows that business teachers who often have had capacity building training has a coefficient of -3.204 with a p-value of 0.000 ($p < 0.05$). In addition, business teachers who did not have capacity building training has a coefficient of -3.972 with a p-value of 0.001 ($p < 0.05$). These indicates that attendance of capacity building training often have a negative and significant influence on teacher competency at the 5 per cent level of significance in relation to a rare attendance of capacity building training. Likewise, failure to attend capacity building training had a negative and significant influence on teacher competency at the 5 per cent level of significance in relation to a rare attendance of capacity building training. Similarly, one of the principals in an interview schedule disclosed that,

“We encourage implementation of policies on professional development of teachers of Business by organizing bench marking with more performing schools than ours. We encourage teachers to attend capacity building trainings and also further their education. When teachers meet during these in-service

trainings, they borrow a lot from each other on academics and ways in which to handle challenges. These benefits are as well transferred to learners directly or indirectly”.

The results produced affirms the findings of a study carried out by Srinivasacharlu (2019) in India titled “*Continuing Professional Development (CPD) of Teacher Educators in 21st Century*” which revealed that policies guiding professional development ensure divergent on- going activities that focus on developing intellectual abilities of a teacher of Business studies’ attitudes, self-confidence, interest, values, skills and competencies to carry out the teaching profession’s responsibilities properly and in accordance to the changing needs and times of the prospective society and teacher; a study that anchors the findings of earlier studies by Jepketer, et al (2015) in Nandi which sought to examine the benefits of continuous professional development protocols of teachers in influencing classroom experience in paths that enhance learner achievement; and found that policies direct professional development of teachers such as through seminars and workshops that enable participants to interact asynchronously; hence directly influencing learner achievement to some extent.

4.7.3 Policies on Professional Development, Teacher Promotion and Teacher Competency

Motivating teachers of Business with proper incentives such as job promotions is key to achieving SDG4 that endeavors to ensure equitable and inclusive quality education and promote lifelong learning opportunities for all. Teacher promotion is guided by Career progression guidelines that are anchored on the current CBA.

The rate of teacher promotion differs entirely from one teacher to another in Kenya. Teacher promotion shows that n=10, 62.50 per cent of the teachers have had been promoted to another job level in course of the time they have served as a teacher of business, while n=6, 37.50 per cent of the teachers have not been promoted to another job level in course of the time they have served as a teacher of business. Likewise, one of the principals revealed that,

“Job promotions are rare and much of what you hear about TSC promotions is on papers. We are looking forward to the new CBA to check whether there will be improvements”. Yet another principal on whether their teachers of business get job promotion added that, “This depends on the performance of the teacher

and how the teacher applies for promotion because they are competitive and one has to go for interviews”.

Table 4.13: Policies on Professional Development, Teacher Promotion and Competency

Teacher Competency	Coefficient	Standard Error.	T	P>t	
Teacher Promotion					
Yes, I have	0.000	(base)			
No, I haven't	-1.057	0.5352	1.97	0.077	
Constant	5.503	0.4046	13.60	0.000	
Source	Partial SS	Df	MS	F	Prob>F
Teacher Promotion	3.030	1	3.030	3.90	0.077

The ANOVA Table 4.13 further shows that teachers who have not been promoted to another job level in course of the time they have served as a teacher of business has a coefficient of -1.057 with a p-value of 0.077 ($p > 0.05$). These indicates that the frequency of promotion from one job grade to another in course of the time one has served as a teacher of business has no significant influence on learner achievement at the 5 per cent level of significance. The ANOVA Table 4.13 produced an F-statistic of 3.90 with a p-value of 0.077 ($p > 0.05$) for teacher promotion. This indicates that policies guiding teacher promotion are not significantly related to teacher competency. This echoes a research by TSC (2020) that showed that despite guidelines to further promotions, majority of teachers exhibit weakness in preparing professional documents, pedagogical strategies, incompetency in handling special needs learners, weak assessment skills and poor classroom management and planning; and this has prompted the commission to propose for teacher professional development sessions on effective pedagogy, classroom management and professionalism.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses summary of the study findings, conclusions and recommendations for further research, practice and policy action. This is done in line with the specific objectives of the study and tied to the results of the research. The recommendations epitomize proposals intended to enhance feasible policy formulation, adoption and implementation at both policy making and school levels in obedience to the study findings. The chapter further suggests areas for further study to bridge the gaps emerging from the findings and delimitations of this study.

5.2 Summary of the study

The study was carried out to determine influence of policies guiding pedagogy on teacher of Business studies competency in secondary schools in Kajiado county; Kenya. Based on Context evaluation, Input evaluation, Process evaluation and Product evaluation (CIPP) model, descriptive survey design was employed to gather information regarding the Influence of Policies Guiding Pedagogy on Teacher of Business Studies Competency, which was measured using three years' average learner achievement in KCSE. The study targeted 42 participants. From the 42 members of the target population, the researcher used proportionate sampling to select 28 participants from 8 schools and sub-county education offices. This formed 72% of the target population. Questionnaires were used to collect data from teachers of Business; whilst school principals and sub- county education officials were interviewed. Frequency distributions with cross tabulations, percentages and multiple linear regression results, comprising of t- statistic, p- values, ANOVA and adjusted R squared were generated from data analysis process for interpretation and discussions.

The summary of the study was done based on the research objectives (relationship between policies guiding instructional skills possessed by teachers of business and competency, the relationship between policies guiding business teacher qualification standards and competency and determination of how policies guiding professional

development of teachers of business is related to competency). Each section is comprehensively examined to present a detailed summary of the study findings.

5.2.1 Relationship between policies guiding Instructional Skills Possessed by Teachers of Business studies and Competency

Objective one examined the relationship between policies guiding instructional skills possessed by teachers of business and competency in Isinya sub- County; Kajiado County. The data analysis produced an overall F-statistic of 7.41 with an associated p-value of 0.003 ($p < 0.05$). This indicated that policies guiding instructional skills are significantly related to teacher of Business studies competency. The findings of the study show that structured policies give business teachers guidance on proper pedagogical skills. The study revealed that if the policies guiding instructional skills are properly implemented, teachers are likely to employ more accommodative methods that cater for all learners regardless of their specific learning differences. It was found that the discussion method was the most favored by business teachers because it is more effective and creates collaborative learning which is learner centered as opposed to teacher centered approach. Despite the national goals and objectives of education in Kenya that propose for integration of ICT in curriculum delivery and management in education and training, and Sessional Paper No. 1 of 2019 that advocates for the policy of strengthening ICT integration in education, research and training, the study found that many teachers of Business do not use ICT related methods of Instruction, resources and online assessments for lack of computer literacy skills and knowhow. Some teachers complained of unstable internet connection and lack of computer gadgets in schools.

The study further found that despite the instructional skills of the teachers of business being very essential, neither the Ministry of Education nor TSC has provided adequate guidelines on effective instructional skills of teachers of business as they have provided on Qualification standards and Professional development.

5.2.2 Relationship between policies guiding teachers of Business Studies Qualification standards and competency

The second objective of the study was to assess the relationship between policies guiding teachers of business qualification standards and competency. Qualification standards in this study were measured using teaching practice, professional ethics, and teacher registration. The ANOVA Table 4.6 produced an F-statistic of 1.41 with a p-value of 0.269 ($p > 0.05$). This indicated that policies guiding teaching practice is not significantly related to teacher competency. The teachers of business professional ethics ANOVA Table 4.7 produced an F-statistic of 0.43 with a p-value of 0.6631 ($p > 0.05$) and considering the results, the study concluded that policies guiding business teacher's professional ethics is not significantly related to teacher competency. The study revealed that despite the registration statuses of teachers of Business, some teachers still go astray by breaking some policies put in place to guide them. The study further found that there is a great improvement on policies' implementation since registration for all teachers in the country was made compulsory; Teacher registration promotes a sense of professional belonging to all teachers and abides teachers to their employer by ensuring that they are well monitored and promote confidence in the teaching profession. The ANOVA Table 4.8 produced an F-statistic of 1.83 with a p-value of 0.2169 ($p > 0.05$) for teacher registration, which indicated that policies guiding teacher registration is not significantly related to teacher competency. Data analysis results produced an overall F-statistic of 1.46 with an associated p-value of 0.3034 ($p > 0.05$). This indicated that policies guiding teachers of business qualification standards are not significantly related to teacher competency.

The study further revealed that effective implementation of policies on Qualification standards of teachers of Business studies is likely to develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession; maintenance of Qualification standards is a very challenging issue and one that attracts several stakeholders' interest. The findings further revealed that the Teachers' service commission advocates for teaching like any other profession to have only those who are trained, regulated and adequately prepared entrusted to serve in the country. The study found that an objective of TPD programme in the country is to continuously develop and improve teachers' Qualification standards by enhancing their skills,

competencies and knowledge that is in line with the 21st century core competencies aimed at improving the provision of quality education in the country. Partial implementation of TSC guidelines on code of regulation, ethics and conduct was found to exist and the commission is doing what it takes to ensure total compliance to the policies, by encouraging all Business studies stakeholders to cooperate.

5.2.3 Relationship between policies guiding Professional Development of teachers of Business and competency

Objective three sought to determine how policies guiding professional development of teachers of business are related to competency. Reference to Sessional Paper No. 1 of 2019, college and university education is vital in producing highly skilled manpower in various skill specializations important for enhancing higher productivity for socio-economic development of a nation; and that suitable in- service training period is four years followed by continuous review of human resource in education, of which teachers of Business form part of; by ensuring professional development through capacity Building in education, training and research. The findings of the study revealed that policies guiding professional development of teachers of Business were significantly related to teacher competency, and that the right kinds of policies directing professional development for both teachers of Business studies and school heads can contribute directly to improved learner achievement, but despite this, lack of time and required resources on the side of teachers mostly render this futile.

In addition, the study found that a pre-service training of 1 year had a positive and significant influence on learner achievement at the 5 percent level of significance in relation to a pre-service training of 4 years. The ANOVA results revealed that policies guiding pre-service training were significantly related to teacher competency. The study found that school principals encourage professional development of teachers by organizing benchmarking with more performing schools and encouraging teachers to attend capacity-building training and further their education. When teachers meet during these in-service training, they borrow a lot from each other on academics and ways in which to handle challenges that they face in their respective schools. It was found that Business teacher promotion policies contribute to enhancement of work morale that higher positive work attitude and commitment leading to better learner

achievement; but much of the promotions that TSC promises teachers is never actualized and the frequency of promotion is low. The study further found that despite TSC and MoE policy emphases on professional development, little has been achieved on capacity building attendance and practical Business teacher training in Kenya.

5.3 Conclusions

Formulation and implementation of feasible policies guiding pedagogy is crucial in shaping instructional skills, qualification standards and professional development of teachers of Business in Kenya.

The study concludes that if the policies guiding instructional skills are properly implemented, teachers are likely to employ more accommodative methods that will cater for all learners regardless of their specific learning differences for better scores. Structured policies give teachers of Business guidance on proper pedagogical skills. Furthermore, the study concludes that the discussion method is the most preferred by business teachers because it is more effective. The study also concludes that policies on teacher's qualification standards are vital as they provide an important qualification function by ensuring that only people who have been trained and have acquired the necessary qualifications are fit to teach and be engaged as teachers of Business studies.

In addition, effective implementation of policies on qualification standards of teachers of business studies is likely to develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession. The study further concludes that teachers of business professional ethics rating is very high and policies guiding business teacher's professional ethics is not significantly related to teacher competency. The study concludes that the maintenance of qualification standards is a very challenging issue and one that attracts several stakeholders' interest. Additional findings suggest that business teacher registration is an important qualification standard that influences competency.

Based on the findings of the study, it is concluded that policies guiding the professional development of teachers of business are significantly related to teacher competency. In addition, it is concluded that pre-service training of 1 year had a positive and significant influence on learner achievement at the 5 percent level of significance relative to a pre-

service training of 4 years. It is also concluded that policies guiding pre-service training are significantly related to teacher competency. The study concludes that the right kinds of professional development for both teachers of Business studies and school heads can contribute directly to improved learner achievement, but lack of time and required resources on the side of teachers mostly render this futile. The study in addition concludes that principals encourage implementation of policies on professional development of teachers of Business studies by organizing benchmarking with more performing schools and encouraging teachers to attend capacity-building training.

5.4 Recommendations

The study makes recommendations for further research, policy action and practice from its findings and conclusions made.

Recommendations for practice

1. Teachers of Business studies should adopt and implement policies targeting use of instructional skills; that cater for all learners regardless of their different learning needs and enhance learner achievement in the subject for the learners to come forth as contributors of socio- economic and technological advancement in Kenya.
2. School principals need to encourage implementation of policies on professional development of teachers of Business by organizing capacity building trainings that target contemporary issues surrounding Business studies and equip the teachers of Business with practical skills necessary for enhancing socio-economic development.
3. Teachers of Business and school principals should appreciate and implement policies targeting Qualification standards for guidance on preferable professional conduct, ethics and regulation that consequently influence learner achievement in Business studies.

Recommendations for policy

1. The government should formulate policies guiding acquisition of instructional skills that make teacher training in the country more practical by improving the teaching practice period.
2. The government through the ministry of education and TSC should strive to encourage teachers to implement policies targeting Qualification standards of teachers of Business; in order to create sanity and sense of belongingness in teaching service.
3. The teachers' employer; TSC should formulate policies targeting professional development of teachers of Business that ensure teacher promotion and capacity building are achieved.

Recommendations for further study

1. Further studies should be conducted focusing on influence of policies guiding pedagogy on teacher of business studies competency in secondary schools in the whole of Kenya so as to widen the scope and be able to make comparisons.
2. This study used intervening variable; future studies should use moderating variable and compare the results with those of the current study.
3. Teacher competency is vital in enhancing learner achievement in Business studies. This study only examined the influence of policies guiding pedagogy on teacher of Business studies competency. Future studies may be done to determine other factors that influence teacher competency other than policies.

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APPENDICES

Appendix I: Introductory Letter to Respondents

Dear Respondent,

The study seeks to Determine *Influence of Policies Guiding Pedagogy on Teacher of Business Studies Competency in Secondary schools in Kajiado county; Kenya.*

This is based upon the realization that policies guiding pedagogy are key pillars in enhancing Business teacher competency and subsequently, learner achievement. Given the significance of the topic, I consider you to be resourceful in helping all Business studies stakeholders to achieve the entreated objectives of the study. The data you provide would be confidential and used only for this academic research. You are requested to answer all questions. Your cooperation would be highly appreciated.

Appendix II: Questionnaire for Teachers of Business studies

Section A: Demographic characteristics

No.	Questions	Responses	Tick or write a brief explanation
1.	Kindly indicate your: County sub- county zone	
2.	Indicate your gender	Male Female	[] []
3.	Which type of a school do you teach at?	National school Extra- county school County school Sub- county school Any other; specify	[] [] [] []
4.	Indicate your age bracket and the period you have served as teacher of Business studies at secondary school	<u>Age</u> <u>Length of service</u> 21- 30 [] Less than a year 31- 40 [] 1- 10 41- 50 [] 11- 20 51- 60 [] 21 and above	[] [] [] []
5.	Indicate your highest academic qualification	Diploma Bachelor's degree Master's degree PhD Any other, specify	[] [] [] []

Section B: Instructional Policies

Theme 1: Sessional Paper No. 1 of 2019 on Education, training and Research

6.	Are you versed with Sessional Paper No. 1 of 2019 on education and Training by the MoE?	Yes No	[] []
7.	How much do you agree or disagree with this statement: Instructional Policies are vital in guiding instructional skills of teachers of Business?	Strongly agree Agree Disagree Strongly disagree Any other; specify	[] [] [] []
8.	In your view, indicate how the policy enhance Business teacher quality development in attainment of class instruction objectives.	Very High High Average Low	[] [] [] []
9.	Which method of instruction do you prefer to others?	Lecture method Discussions Peer- tutoring Any other; specify	[] [] []
10.	Indicate effectiveness of the policy in guiding instructional method you prefer.	Very High High Average Low Any other; specify	[] [] [] []
11.	Indicate if the policy has influence on the choice of instructional method.	Yes, it does No, it doesn't Not sure	[] [] []
12.	Indicate the method of assessment that you prefer to others.	Diagnostic assessments. Formative assessments. Summative assessments. Any other; specify	[] [] []
13.	Indicate the level of guidance given by the policy in choice of assessment methods.	Very high High Average Low	[] [] [] []

		Very low	[]
14.	Indicate if the policies guiding pedagogy have impact on Business teacher competency	Yes, they do No, they don't Not sure	[] [] []
15.	Do the assessment methods you prefer have any influence on learner achievement?	Yes, they do No, they don't Not sure	[] [] []
16.	Indicate if the policy has impact on the choice of instructional resources.	Yes, it does No, it doesn't Not sure	[] [] []
17.	Which instructional resources do you integrate in pedagogy?	ICT Related resources Charts Models Resource persons Any other; specify	[] [] [] []
18.	Rate the level of significance that the policies guiding instructional resources you choose has on learner achievement.	Very significant Significant Insignificant Any other; specify	[] [] []

Section C: Qualification Policies

Theme 2: TSC Guidelines and Requirements for a Teacher

19.	In your view, do the guidelines and requirements of the policy influence qualification standards of a teacher of Business?	Yes, they do No, they don't Not sure	[] [] []
20.	Regarding these Guidelines, rate the level of their influence on Business teacher's competency.	Very high High Average Low Very low	[] [] [] [] []

21.	Indicate your compliance level to these Guidelines and requirements of a teacher.	Very high High Average Low Very low	[] [] [] [] []
22.	Indicate if you underwent teaching practice during your pre-service training.	Yes, I did No, I didn't	[] []
23.	In your view, does the Teaching practice ground Business teacher trainees with practical skills before qualifying as teachers.	Yes, it does No, it doesn't Any other, specify	[] []
24.	Indicate the level of relevance of policies on Teaching Practice to teachers of Business.	Very high High Average Low Very low	[] [] [] [] []
25.	Do you think professional ethics are of any importance to teachers of Business?	Yes, they are No, they aren't Not sure	[] [] []
26.	How would you rate the influence of TSC Guidelines on Business teacher's professional ethics?	Very high High Average Low Very low	[] [] [] [] []
27.	In your view, how significant are the guidelines in influencing professional behaviors of teachers of Business?	Very significant Significant Insignificant	[] [] []
28.	Are you a registered teacher of Business by TSC?	Yes, I am No, I am not	[] []

29.	If yes, how long have you served as a registered teacher of Business?	Less than a year 5 years 6- 10 years 11- 15 years 16- 20 years Above 20 years	[] [] [] [] [] []
30.	In your view, do policies targeting registration status of teachers of Business have any impact on the qualification standards of teachers of Business?	Yes, it does No, it doesn't Any other, specify	[] []

Section D: Professional Policies

Theme 3: A Policy Framework on Teacher Professional Development (TPD)

31.	Indicate if there is any impact of professional Development of teachers of Business on their achievement.	Yes, there is No, there isn't Not sure	[] [] []
32.	How would you rate the relevance of the policy in influencing professional Development of teachers of Business?	Very relevant Relevant Irrelevant	[] [] []
33.	How often does your school stress on the importance of policies guiding professional Development of teachers of Business?	Very often Often Rarely Not at all	[] [] [] []
34.	Are you a trained teacher of Business?	Yes, I am No, I am not	[] []
35.	How long did your training take?	Please specify
36.	In your view, do policies on training of teachers of Business influence their pedagogical competency?	Yes, it does No, it doesn't Not sure	[] [] []
37.	Do you attend capacity Building trainings?	Yes, I do No, I don't	[] []

38.	If yes, how often do you attend the trainings?	Very often Often Rarely Not at all	[] [] [] []
39.	How would you rate the impact of policies guiding Capacity Building in enhancing Business teacher professional Development?	Excellent Very good Good Average Poor Very poor	[] [] [] [] [] []
40.	Have you ever been promoted to another job level in course of the time you have served as a teacher of Business?	Yes, I have No, I haven't	[] []
41.	If yes, how often do the promotions take place?	Very often Often Rarely Others, specify	[] [] []
42.	How effective has been policies leading teacher promotion in enhancing your job morale?	Very effective Effective Not effective Any other, specify	[] [] []
43.	What is the average KCSE performance in Business studies in your school for the last three years?	2018 2019 2020	Please indicate

Thank you

Appendix III: Interview Schedule for School Principals

Section A: Demographic Aspects

1. How many years have you served as a school principal?
2. What is the category of your school?
3. How many teachers of Business do you have in your school?

Section B: Instructional Policies

Theme 2: Sessional Paper No. 1 of 2019

1. Are policies guiding instructional skills of teachers of Business significant in relation to teacher competency?
2. Does the Sessional Paper No. 1 of 2019 offer adequate guidelines in regard to choice of teaching methods, assessment methods and instructional resources?
3. In your view, does the government offer adequate guidelines in relation to instructional skills of teachers of Business?

Section C: Qualification Policies

Theme 3: TSC Guidelines and Requirements for a Teacher

4. How do you ensure that your teachers of Business adhere to TSC Guidelines and requirements for a teacher?
5. Are your teachers of Business trained and registered with the Teachers Service Commission?
6. Do you consider policies guiding registration status of a teacher of Business as important in regard to Qualification standards?
7. In your view, do the TSC requirements offer adequate guidelines in regard to Business teacher registration?
8. How compliant are your teachers of Business to professional ethics laid done by TSC?
9. In the event of violation of professional ethics by teachers of Business; which remedial measures do you take as the school principal?
10. In your view, does the TSC provide adequate guidelines in shaping professional ethics of teachers of Business?

Section D: Professional Policies

Theme 4: A Policy Framework on Teacher Professional Development (TPD)

11. How does your school encourage professional development of teachers of Business?
12. In your view, do policies targeting pre- service training impact on professional Development of teachers of Business?
13. How often do you expose your teachers of Business to capacity Building trainings?

14. In your view, are the policies guiding in- service trainings of any significance in enhancing teacher of Business studies professional Development?
15. Is there any commendable impact that teachers of Business acquire from capacity Building trainings?
16. Do your teachers of Business get job promotion?
17. How often do the job promotions occur?
18. What was the mean score in KCSE 2018, 2019 and 2020 in Business studies in your school?

Thank you

Appendix IV: Interview Schedule for Sub County Education Officers

Section A: General Information

1. How many years have you served in this sub county in your position?
2. Are you familiar with national policies concerning Instructional skills, Qualification standards and professional Development of teachers of Business?
3. Do schools ratify these policies in your sub- county?
4. How would you rate the compliance level of teachers of Business in the implementation of the policies?

Section B: Qualification Policies

5. In your view, do TSC policies influence Business Teacher Qualification standards?
6. How does the government ensure that all teacher trainees undergo teaching practice as a requisite qualification during pre- service training?
7. How long is the recommended teaching practice period for Business studies teacher trainees?
8. Is there any significant impact of policies targeting teaching practice on practical skills of Business teacher trainees?
9. How does the TSC ensure that all teachers of Business are registered?
10. In your view, do policies directing Business teacher registration enhance sanity in the teaching profession in Kenya?

Section C: Professional Policies

11. Does the TSC promote teachers of Business to higher levels of service?
12. In your view, is there any significant impact of policies targeting job promotions on the way teachers of Business work?
13. What are some of the remedial measures that you take to better implementation of these policies and enhance Business teacher competency in your sub- county?

Thank you

Appendix V: University Introduction Letter



UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Telephone: 0724692079

P.O BOX 30197, 00100 NAIROBI

P.O BOX 92, 00902 KIKUYU

11TH June 2021

TO WHOM IT MAY CONCERN

SUBJECT: EMMANUEL MUNYAO MAILO. - REG NO: E60/10278/2018

This is to certify that **EMMANUEL MUNYAO MAILO. - REG NO: E60/10278/2018** is a student at the university of Nairobi, College of Education and External Studies in the school of Education, Department of Educational Communication and Technology. He is pursuing a course in Master of Education in Business Education. His title is **Influence of Policies Guiding Pedagogy on teacher of Business Studies Competency in Secondary schools in Kajiado county; Kenya.**

Any assistance accorded to him will be highly appreciated.






Yours faithfully,




PROF. JANE C. GATIMU
CHAIRMAN,

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Appendix VI: NACOSTI Research Permit

 <p style="text-align: center;">REPUBLIC OF KENYA</p> <p>Ref No: 994423</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: right;">Date of Issue: 22/June/2021</p>
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. Emmanuel Munyao Mailo of University of Nairobi, has been licensed to conduct research in Kajjido on the topic: INFLUENCE OF POLICIES GUIDING PEDAGOGY ON TEACHER OF BUSINESS STUDIES COMPETENCY IN SECONDARY SCHOOLS IN KAJIADO COUNTY; KENYA. for the period ending : 22/June/2022.</p>	
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Appendix VII: Similarity Index

INFLUENCE OF POLICIES GUIDING PEDAGOGY ON TEACHER OF BUSINESS STUDIES COMPETENCY IN SECONDARY SCHOOLS IN KAJIADO COUNTY; KENYA

ORIGINALITY REPORT

14% SIMILARITY INDEX	13% INTERNET SOURCES	3% PUBLICATIONS	7% STUDENT PAPERS
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PRIMARY SOURCES

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