

Policies Guiding Pedagogy and Teacher of Business Studies Competency in Kajiado County, Kenya: Instructional Skills' Policy Discourse

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Abstract

Operative utilization of policies guiding instructional skills is key in shaping ways in which teachers of Business studies incorporate varied methods of teaching, assessment of learning and integration of pedagogical resources for heightening learner academic achievement. Proper formulation and implementation of feasible policies guiding instructional skills possessed by teachers of Business studies tend to ensure even accommodation of learners during instruction process regardless of differences in learning preferences. This study pored over influence of policies directing teaching methods, assessment methods and pedagogical resources employed by teachers of Business studies in Kajiado county; Kenya. The study adopted Descriptive survey design and was informed by Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (CIPP) model. A total of 42 respondents from eleven secondary schools in Isinya sub- county were targeted during the study. Data was collected using questionnaires as the main collection tool and 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. Informed by the findings, the study recommends that the Teachers Service Commission (TSC) and Ministry of Education (MoE) should formulate more policies that emphasis on instructional skills which lead teachers of Business studies to accommodate all learners during learning process. Further, the study recommends that the MoE should make teacher training in the country more practical by formulating policies that improve teaching practice period and training institutions to frequent micro teaching sessions, embracing diverse methods of teaching, assessment and guided choice of pedagogical resources.

Keywords: Assessment methods, Instructional resources, Policies guiding pedagogy, Teacher competency, Teaching methods

1. Introduction

Education policies guide teachers in establishing operating protocols and standards of quality for pedagogy by discouraging deviations from set courses of action. Policies in education tend to emphasize on teacher of Business studies pedagogical competency, which may result in equal opportunities and accommodation of all learners despite differences in learning preferences. More still, Bayram (2018) contends that education is among basic public service and human rights and states have responsibility of creating educational policies which discourage discrimination on its dispensation. This is echoed by operational Guidelines of sessional paper No. 1 of 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.

The need for lifelong learning is increasing dramatically across the world, because individuals should receive current and relevant education for meaningful work (Kolenick, 2018; Patterson, 2018). Effective policies therefore, ought to guide teacher of Business studies competency, by fostering better learner scores that prepare individuals to be productive members of society (Mailo, 2021). A teacher of Business studies should have competency that gear towards equipping learners with relevant hands on skills and experiences 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). Teachers of Business studies in Kenya should therefore, be in front line to contribute to this course of action for global pedagogical standards attainment.

Education policies are indispensable for providing direction and commitment to teachers of Business on expectations of schools’ stakeholders. Policies targeting pedagogy may improve quality of a teacher of Business studies through fostering better learner achievement. Silva and dos Santos (2020) argue that educational policies aim to expand and batten quality of pedagogy by prioritizing demands and services where they are relevant. Pedagogical policies provide direction to instructional skills through embracement of diverse methods of teaching, assessment of learning and integration of relevant and effective pedagogical resources in instruction. Similarly, Ganira (2019) argues that adoption of effective instructional methods, assessment modalities and resources bring about achievement of values education integration for social efficacy acquisition.

Policies targeting instructional skills lead teachers of Business studies to better class experience, hence improving learner achievement. In relation to this, Mailo (2021) suggests that instructional skills applied at diverse levels for Business studies are essential for a teacher to assess the effective ones in aid of lesson objectives attainment. Instructional skills possessed by a teacher of Business studies may determine learning and improve learner experience in class. Howbeit, Tzivinikou (2015) argues that instructional skills of teachers of Business studies have considerably preoccupied a number of researchers for many years and

confirms that learner achievement and effective learning are impacted by the skills. In this regard, Ganira, Odundo, Gatumu, and Muasya (2019) complement that instructional methods effectiveness leverages process of learning which augment learner achievement in sustaining and reinforcing sustainable development cooperation competencies. According to Pe ña (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.

1.1 Policies Guiding Pedagogy, Teaching Methods and Teacher Competency

Guidance on proper acquisition and use of teaching methods require policies which guide teachers of Business in pedagogy for just accommodation of all learners. Instructional method effectiveness is judged by the range to which it ensnares learners' interests, enhance academic achievement, cognitive processing facilitation and information storing and regeneration (Oluoch, Odundo, & Mwangi, 2020). Policies guiding instructional skills direct teachers of Business in obtaining concerted methods of teaching for higher learner academic adeptness. In support of this argument, Silva et al. (2020) argue 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 for effective teaching and learning process. According to Pe ña (2018), when effective teachers teach, they create real difference in learning and general life achievements of otherwise similar learners. A study carried out in Kenya about *Influence of Policies Guiding Pedagogy on Teacher of Business Studies Competency in Kajiado county, Kenya* by Mailo (2021) complements that these studies are a testimony that policies direct teachers of Business studies in developing appropriate competencies that influence learner academic achievement. This is initially made possible by accoutering teachers of Business with skills effectuated by guidelines directing teaching methods that foster high learner academic attainment.

Utilization of ICT in education creates learner interest in class activities and subsequently better academic scores. Learner achievement in Business studies is enhanced by appropriate instructional methods, whereas knowledge repossession and application are garroted by unsuitable approaches (Odundo & Gunga; 2013). Sessional paper No. 1 of 2019 advocates for ICT integration in education; creating collaborative learning and hands on experience for higher learner achievement. Clearinghouse; Department of Education (2016) states that policies on Business studies teacher training ought to emphasize on ways to assure just treatment of all learners, by including the art of managing behavior of learners, understanding code of conduct and enhancing development that foster higher academic achievement. A study by Darsih (2018) earlier stated that teachers of Business studies play a vital role in fostering learner learning, motivate them to learn and adapt to 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. Of this, Okkinga, Steensel, Gelderen, and Slegers (2018) affirm 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.

1.2 Policies Guiding Pedagogy, Assessment Methods and Teacher 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. Right behind this, 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 heightened achievement. A curriculum that provides clear guidelines on assessment methods that teachers of Business studies ought to utilize is required in Kenya. On this subject, 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 techniques which form part of instructional skills for assessing learners' understanding of subject knowledge. According to Brandt (2021) teachers of Business studies are the most fundamental learning ingredients and should be equipped with relevant assessment skills. Teacher's skill on assessing learners' academic achievement is part and parcel of the instructional skills and feasible policies guiding assessment methods adopted by teachers of Business studies are all important. Correspondingly, Odundo, Ganira, and Ngaruiya, (2018) state that assessment methods are the instruments which teachers of Business studies 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. As maintained by KICD, teachers of Business studies 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.

1.3 Policies Guiding Pedagogy, Instructional Resources and Teacher 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 studies 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. This is in concurrence with Odundo, Kinyua and Ganira (2018) who affirmed that teaching is a complex art to learn and has its own repertoire of instructional skills. In addition, Loughran et al. (2018) states that instructional skill is possessing knowledge of pedagogical resource use and learning about instruction and how both influence one another in episodes related to pedagogy that teachers of Business studies 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 (Odundo, Othuon, & Ganira, 2017). 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 studies teacher training and education reformation to design a purposely fit education sector. However, Bušljeta (2013) argues that although use of speech in pedagogy by Business studies 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 studies teacher training for higher learner achievement. Teachers of Business studies require relevant instructional skills to integrate proper teaching and learning resources in pedagogy (Mailo, 2021). Kenya Institute of Curriculum Development (2018) claims that approved digital course materials are the ones that the institute curates 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. Statement of the Problem

Structured policies targeting pedagogy in Business studies tend to provide right and consistent decision-making guide to teachers. Such 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. Despite benefits associated with policies guiding instructional skills, little emphasis has been put in effective pedagogical design of teachers of Business studies in Kenya. By extension therefore, teachers of Business studies cannot develop effective competencies if feasible policies guiding pedagogy are not formulated and implemented. Thus, the present study was set to pore over

the effectiveness of policies guiding instructional skills on teacher of Business studies competency in secondary schools in Kajiado county, Kenya; concentrating on guidelines that direct teachers on teaching methods, assessment methods and pedagogical resources during instructional process.

3. Purpose and Objective

The purpose of this study is to examine influence of policies guiding instructional skills on teachers of Business studies competency in Kajiado County; Kenya. The specific objective of the study was to establish effectiveness of policies on teaching methods, assessment methods and instructional resources utilized by teachers of Business studies in Kajiado County, Kenya.

4. Theoretical Perspective

The study is conceptualized around Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (CIPP) model by Daniel Stufflebeam (1966). 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. 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 hand- on approach. CIPP model application was done by Molope 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 instructional policies on teacher of Business studies competency. The input evaluation stage will help the researcher in identification of policies guiding teaching methods, assessment methods and instructional resources vital for Business studies' class instruction. The process evaluation stage is where the researcher will stress on implementation of the policies guiding instructional skills. Lastly, the product evaluation stage will aid in the conclusion that the researcher will make on whether policies guiding instructional skills have effect on Business studies teacher competency in secondary schools in Kajiado county; Kenya or not, and make recommendations based on the findings.

5. Conceptual Framework

Policies Guiding Instructional skills

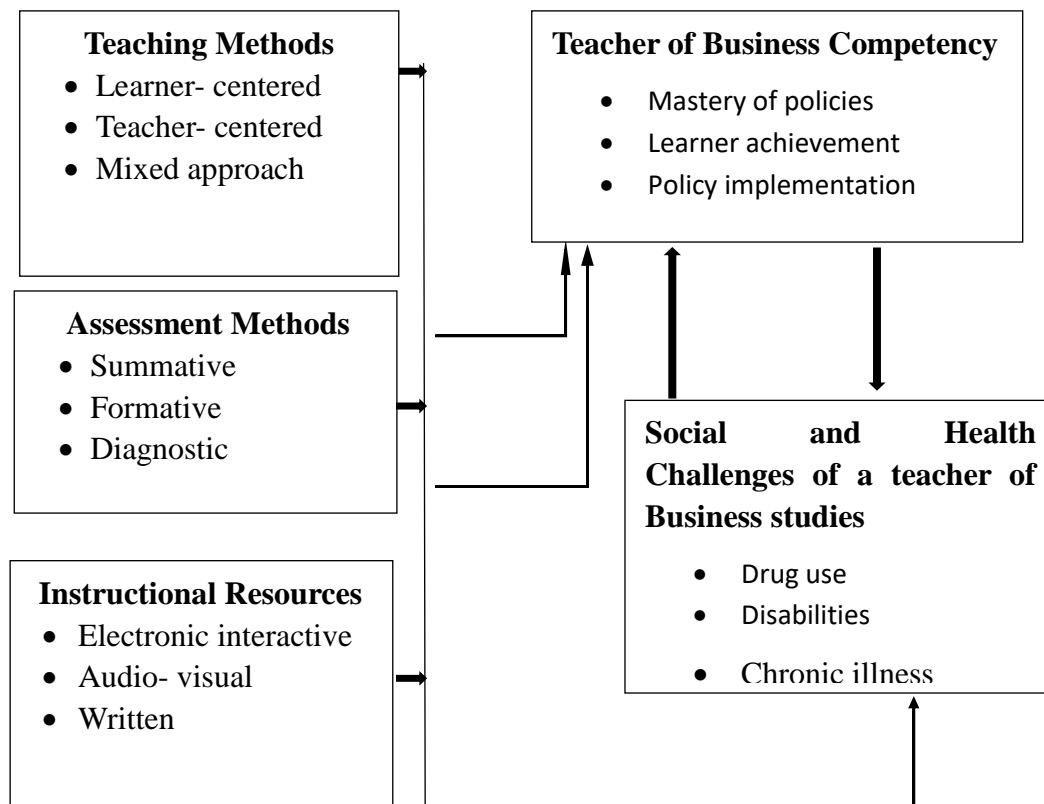


Figure 1. Conceptual Framework on policies guiding instructional skills and teacher competency

This study's conceptual framework evinces association between independent, dependent and intervening variables. Policies guiding instructional skills offer direction to desirable pedagogical skills that teachers of Business studies ought to exhibit. Explicit implementation of structured policies guiding pedagogical skills therefore, provide teachers of Business studies with instruction on accommodative methods of teaching, assessment and varied integration of teaching and learning resources for high learner achievement. The framework further shows intervening variables as social and health challenges that might influence teacher of Business studies competency other than policies guiding pedagogy.

6. Methodology

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. Similarly, 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 target population for this study was made up of 42 respondents from 11 public secondary schools.

Proportionate sampling was used to select 28 participants from 8 schools and sub-county education offices; which formed 72% of the target population. The data for this study was collected through administration of questionnaires to teachers of Business studies and interviews to school principals and sub- county education officers. Ethical standards were upheld during data collection process. The data was analysed 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 and then summarized and recorded on tables for easier interpretation.

7. Findings and Discussions

The study sought to pore over the extent to which policies guiding instructional skills influence teacher of Business studies competency; through utilization of teaching methods, assessment methods and integration of relevant and effective pedagogical resources.

7.1 Policies Guiding Pedagogy, Teaching Methods and Teacher Competency

Proper implementation of policies guiding instructional skills is likely to direct teachers of Business studies 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 studies 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 2. 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	0.000		
High	1.853	0.762	2.43	0.030		
Average	0.000	(base)				
Constant	3.526	2.073	1.700	0.127		
Source	Partial SS	Df	MS	F	Prob>F	
Teaching Methods	39.191	2	19.596	11.56	0.0013	

Source: Field Data 2021.

The ANOVA Table 2 shows that policies 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!”

7.2 Policies Guiding Pedagogy, Assessment Methods and Teacher Competency

Collecting information on current learning position of learners 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 3. 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

Source: Field Data 2021.

The ANOVA Table 3 also shows that formative assessments have a coefficient of -3.424 with a p-value of 0.022 ($p < 0.05$), and summative assessments have 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 3 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 studies 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 teachers of Business studies 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.”

7.3 Policies Guiding Pedagogy, 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 studies in class instruction. Teachers of Business studies 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. 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

Source: Field Data 2021.

The ANOVA Table 4 further shows that ICT related resources has F-statistic of 11.29 with a p-value of 0.010 ($p < 0.05$), charts have an F-statistic of 34.60 with a p-value of 0.000 ($p < 0.05$), while models have 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 Kimeu et al. (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.

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.”

8. Conclusion

The study established that the challenge of effective implementation of policies guiding instructional skills has always been one of the ingredients of improper competencies of teachers of Business studies; hence low learner achievement in the subject. Formulation and implementation of feasible policies guiding pedagogy is crucial in shaping instructional skills possessed by teachers of Business studies. The study established that if policies guiding instructional skills are properly implemented, teachers of Business studies are likely to employ more accommodative methods of teaching, assessment and integration of relevant and suitable instructional resources that cater for all learners regardless of their specific learning differences for better scores. Furthermore, the study concludes that the discussion method is the most preferred by teachers of Business studies because it is more effective.

9. Recommendations

- 1) For practice, 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) For policy, 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 and frequenting micro- teaching sessions in colleges to equip teacher trainees with more practical skills before they fully qualify as teachers of Business studies.
- 3) 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.

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