

Teachers' Perceptions on the Implementation of the  
New (2000) Business Studies Curriculum.

---

A thesis

submitted in partial fulfilment

of the requirements for the Degree

of

Master of Teaching and Learning

at the

University of Canterbury

by

Teleuli Leituaso-Mafoa

---

## **ABSTRACT**

This research describes teachers' perceptions on the teaching of the reviewed (2000) Business Studies Curriculum in Samoa. McGee (1997) states that curriculum as a field is concerned with making decisions about what is the most worthwhile knowledge for students to learn, why they should learn it and how they should learn it. The aim of this study was to find out teachers' views on teaching the reviewed Business Studies Curriculum in secondary schools which was drafted and documented by the Samoan Ministry of Education, Sports and Culture (MESC)

Commercial Studies when it was first introduced in 1986 was a syllabus in Years 9, 10 and 11 (an outline of topics such as banking, shipping, transportation, insurance, exports and imports, employment, manufactures with one or two accounting topics). This clearly indicated an imbalance of topics between economics and accounting in all levels especially in Year 11 where it was all pure accounting. Students' books were the only curriculum materials prepared and available for teachers to teach this old syllabus. In 2000, the Ministry of Education made changes and developments to its educational system where Commercial Studies changed its name to Business Studies, a combination of both economics and accounting topics to be taught in Years 9, 10 and 11 and become two separate subjects in Years 12 and 13.

McGee (1997) believes that teachers are key curriculum decision makers. They make a number of decisions with respect to the implementation of any given curriculum and to reach these decisions, they need to take into account the learning abilities of their students, the curriculum documents, resources available and their own strengths. Teaching is a continuous activity; a teacher is in the middle or center of the class (a group of students) and the center of the classroom. (National Committee of Inquiry to Higher Education, 1997).

The purpose of this research was to find out how Business Studies teachers made sense in using the curriculum materials to implement the new Business Studies curriculum. This study was conducted in two colleges in Samoa, one government (a school owned and operated by the Samoan government) and one mission (school owned and operated by the Samoan Congregational Christian Church). These schools were chosen because this would provide comparison of views of teachers who were teaching the Business Studies Curriculum. The information was collected from three visits per school, two teachers who were teaching Business Studies in Years 9, 10 and 11 were selected from each school. The first visit was to brief teachers at the start reminding them of the purpose of the research, reassure them of the confidentiality of their contributions and explain my approach. The second visit was the individual interviews with each teacher and the third visit was observation during classroom teaching.

## ACKNOWLEDGEMENTS

*First of all, I humbly thank my Heavenly Father for his love, wisdom and strength given me all these years to complete this study.*

*I wish to acknowledge these people from Canterbury University College of Education; Bridget O'Regan, Carol Mutch and Misssy Morton for their support. Special thanks to my first university supervisor, Ann McGrath who guided me along but couldn't continue her supervision due to medical reasons and finally passed away. May you rest in peace.*

*Many thanks to my second supervisor, Allan Scott who has helped me in this last leg of the race and Papalii Moe Fouvaa (NUS Research Manager) for editing my work.*

*I also appreciate the help and support from my local supervisor Gatoloaifaana Tili Afamasaga and the Faculty of Education staff for their encouragement.*

*Special thanks to the six teachers for their time and willingness to be part of this study, otherwise I wouldn't be able to complete it.*

*Most of all, I acknowledge my family, beloved husband Fagalilo Uta'ulu Mafoa Mano and my three loving children Telehuia, Geoffreyna and Eric MJ for their never-ending support..... GOD BLESS!!*

## **DEDICATION**

*This thesis is a dedication in loving memory of my late parents, Tupuola Utaileuo  
Leituaso Faoagali and Komiti Te'o Leituaso-Faoagali.*

## TABLE OF CONTENTS

<b>ABSTRACT</b>	page 1
<b>ACKNOWLEDGEMENTS</b>	page 3
<b>DEDICATION</b>	page 4
<b>CHAPTER 1: INTRODUCTION</b>	page 7
Introduction	page 7
<b>1.1. From observation and reflection to research</b>	page 7
<b>1.2. History of Samoa</b>	page 8
<b>1.3. Development of Education in Samoa</b>	page 9
<b>1.4. Background of Early School System</b>	page 10
<b>1.5. Curriculum Development</b>	page 12
<b>1.6. Motivation of the Study</b>	page 14
<b>1.7. Aim of the Study</b>	page 17
<b>1.8. Teaching Business Studies in Secondary Schools</b>	page 18
<b>1.9. Teachers' Perspectives on New Curriculum</b>	page 19
<b>Summary</b>	page 20
<b>CHAPTER 2: LITERATURE REVIEW</b>	
Introduction	page 21
<b>2.1. Curriculum Theory</b>	page 21
<b>2.2 Curriculum Development</b>	page 23
<b>2.3 Curriculum Models</b>	page 25
<b>2.4 Curriculum Documents</b>	page 31
<b>2.5 Professional Development</b>	page 32
2.5.1. On-going Development	page 35
2.5.2. Effective Professional Development	page 36
2.5.3. Teacher Collaboration	page 38
<b>2.6. Certified and Trained Teachers</b>	page 40
<b>CHAPTER 3. METHODOLOGY</b>	
<b>Introduction</b>	page 43
<b>3.1 Qualitative Method</b>	page 43
<b>3.2 Establishing an Appropriate Method</b>	page 44
<b>3.3 Research Design</b>	page 45
<b>3.4 Ethical Consideration</b>	page 45
<b>3.5 Data Collection</b>	page 47
3.5.1. Classroom Observations	page 48
3.5.2. Interviews with Participants	page 49
<b>3.6 Selection Process</b>	page 50
<b>3.7 The Research Setting</b>	page 51
<b>3.8 Participants</b>	page 53
3.8.1 Analysis of Classroom Observations	page 55
3.8.2. Analysis of Interviews	page 56
<b>CHAPTER 4: RESULTS AND FINDINGS</b>	
<b>4.1 Introduction</b>	page 57
4.1.1. Teaching and Learning in Classroom One	page 57
4.1.2. Teaching and Learning in Classroom Two	page 58

4.1.3. <i>Teaching and Learning in Classroom Three</i>	_____	page58
4.1.4. <i>Teaching and Learning in Classroom Four</i>	_____	page58
4.1.5. <i>Teaching and Learning in Classroom Five</i>	_____	page59
4.1.6. <i>Teaching and Learning in Classroom Six</i>	_____	page59
<b>4.2 Summary of Observations Responses</b>	_____	page59
4.2.1 <i>Level of Interaction</i>	_____	page61
4.2.2 <i>Teaching Activities and Pedagogies</i>	_____	page62
4.2.3 <i>Skills Developed</i>	_____	page63
<b>4.3 Results of Interview</b>	_____	page64
<b>4.4. Summary of Interviews</b>	_____	page67
4.4.1. <i>Nature of Curriculum</i>	_____	page68
4.4.2. <i>Knowledge and Use of Curriculum Materials</i>	_____	page69
4.4.3 <i>In-service Training</i>	_____	page70
<b>CHAPTER 5: DISCUSSION</b>		
<b>Introduction</b>	_____	page72
<b>5.1 Discussion of Classroom Observations</b>	_____	page72
5.1.1 <i>.Teaching Experience</i>	_____	page73
5.1.2 <i>.Methods of delivery</i>	_____	page73
5.1.3 <i>Use of Curriculum Materials and Resources</i>	_____	page74
<b>5.2 Discussion of Interviews</b>	_____	page74
<b>5.3 Overall Discussion</b>	_____	page77
5.3.1 <i>Nature of Curriculum</i>	_____	page77
5.3.2 <i>Teachers' Content Knowledge</i>	_____	page78
5.3.3 <i>Knowledge of Curriculum Materials</i>	_____	page79
5.3.4 <i>Teachers' Pedagogies</i>	_____	page80
5.3.5 <i>Teacher Preparation and Development</i>	_____	page80
5.3.6 <i>In-school Support</i>	_____	page81
5.3.7 <i>Curriculum Development Process</i>	_____	page82
5.3.8 <i>Professional Development of Teachers</i>	_____	page82
<b>5.4. Professional Support</b>	_____	page84
<b>5.5 Teachers' Concern for Future Implications</b>	_____	page86
<b>CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS</b>		
<b>Introduction</b>	_____	page88
<b>6.1. Summary of Findings</b>	_____	page88
<b>6.2. Limitations of the Study</b>	_____	page88
<b>6.3. Recommendations</b>	_____	page89
6.3.1. <i>Curriculum Review</i>	_____	page89
6.3.2. <i>Enterprise Project</i>	_____	page89
6.3.3. <i>Bachelor of Business Education Programme</i>	_____	page90
6.3.4. <i>On-Going Professional Development</i>	_____	page90
6.3.5. <i>Supply of Curriculum Books</i>	_____	page91
<b>6.4. Personal Reflections</b>	_____	page91
<b>6.5. Conclusions</b>	_____	page91
<b>BIBLIOGRAPHY</b>	_____	page92
<b>APPENDICES</b>		

## **CHAPTER ONE: INTRODUCTION**

### **Introduction**

School curriculum was transformed to include among other subjects, science, mathematics, technology and Business or Commercial Studies (Ouan-Baffour, 2006). Commercial Studies (Business Studies) was introduced as a vocational subject more than twenty years ago to Samoan secondary schools. However, its content is more theoretical in nature compared to other vocational subjects like Food Technology, Design Technology and Textile Technology (Ministry of Education Curriculum Overview, 1998) and (Okoro, 2011).

### **1.1 From observation and reflection to Research**

As the Business Studies lecturer for ten years, the issue of very few teacher trainees who chose to take Business Studies courses at the Faculty of Education appears to begin at school. In my personal experience of fifteen years of teaching Business Studies, all students in Year 9-11 levels took the subject. However, very few students took either economics or accounting or both in Years 12-13 as economics and accounting were two separate subjects.

The old Business Studies syllabus was then transformed to the reviewed Business Studies curriculum in the last ten years, showed a balance of economics and accounting strands, but still content is more theoretical in nature. Business Studies is essential for an understanding of the world of commerce

where economics is the study of why and how individuals and groups make wise decisions and accounting is the study of preparing, analyzing and interpreting of accounting data.

## **1.2 History of Samoa.**

More than 2000 years ago, waves of Polynesians migrated from Southeast-Asia to the Samoan islands in the South Pacific Ocean. Samoans have tended to retain their traditional ways despite exposure to European influences. Most Samoans live within the traditional social system based on the aiga or extended family group, headed by a matai or chief. In addition to representing the aiga in village and district fono (councils), the matai is responsible for the general welfare of the aiga and directs the use of family land and assets. After the arrival of missionaries and European traders, vast plantations producing copra and cotton were developed for export, and Apia (capital) soon became a major commercial center in the South Pacific.

Samoa remains predominantly agricultural, and village communities maintain an economy based on farming and fishing. Much of the cultivated land is devoted to subsistence crops such as yams, bananas, breadfruit and taro. The islands have few resources and no deposits of commercially valuable minerals.

### **1.3 Development of Education in Samoa**

Before the missionaries arrived, the Samoans didn't have any formal education. They learned through observations. The young people observed their elders at home, the community activities and communicated among themselves through speaking the Samoan language, they could not read and write.

#### **[1830-1900]**

The missionaries arrived in Samoa and mission activities led to the establishment of Pastor Schools in the villages. These schools were mainly established by the London Missionary Society (LMS) and Wesleyan Missions (Methodists).

The aim of education was to enable the Samoans to read and write in their own language. These skills were regarded as desirable in a Christian and therefore became the primary concern of educators and pastors. This limited 'curriculum' extended to include other useful skills such as house building, boat building, agriculture, sewing, printing, commercial work and the teaching of English language (Cyclopaedia of Samoa *et al.*, 1983).

#### **[1900-1914]**

There were no major developments or government participation in this period other than in the school for German children. The administration however, made the German Language a compulsory subject in all Mission Schools. The German authorities administered Western Samoa from 1900 to 1914 before surrendering control of the group to New Zealand at the time of the First World War.

### **[1914-1962]**

After the First World War when New Zealand was awarded trusteeship over Samoa, they introduced the concept that education is a state responsibility and duty, and started to take over the village schools (Ministry of Education Sports and Culture (MESC), 2002 Policy Planning and Research Division).

By 1920, the New Zealand administration started to take over the village schools operated by pastors and were called 'Grade II Schools'. The mission schools however, continued to operate more specialized schools placing more emphasis on religious teaching. The establishment of the United Nations (UN) in 1945 and the implementation of anti-colonial policies resulted in Western Samoa gaining independence in 1962 (Cyclopaedia of Samoa *et al.*, 1983).

Pacific Island school curriculum closely resembled those from where their colonial masters (Great Britain, Germany, New Zealand) came. The education system in Samoa is a combination of influences of Samoan culture, Christian missionary work, colonialism and the beliefs of the Samoan leaders who have directed schooling since political independence in 1962 (Department of Education Western Samoa, 1986).

#### **1.4 Background of Early School System**

Research reports and studies have shown that the education systems in the Pacific Island countries have not achieved much in providing quality education for their citizens (Thaman, 2002). All these forms of education in the Pacific region

today derive their meaning from western culture and tradition and are usually different in their conceptions of what education traditionally means in the culture and communities of the Pacific (Taufe'ulungaki, 2002).

Since the early 1970's, the Samoan secondary education system has had a dual stream structure with junior secondary schools providing education from Years 9 to 11 while senior colleges have provided education from Years 9 to 13. The access to the senior colleges was limited (only top students in Yr 8 National Examination were selected)

Only academic subjects (English, Mathematics, Social Science, Science, Samoan) were taught in the junior secondary schools up to the early eighties, after which a need was identified for vocational (practical/technical) subjects such as Food Technology and Design Technology with Business Studies, to be included in the school curriculum and teacher training courses to prepare students for life after school. Students who finished their education at Year 11 could apply skills from Business Studies at home to earn a living such as setting up a small family business, doing a vegetable garden and selling the products.

The publication of the *Western Samoa Education Policies 1995-2005* clearly established the intention to make changes within the education system in Samoa (Western Samoa Curriculum Overview Document, July 1998). The dual-stream system was changed into a single-stream system (all schools around Samoa have the same curriculum). This was also in line with the new structure of junior

high schools to become senior secondary schools. The Junior High Schools (Yrs 9-11) were made secondary schools (Years 9-12) when Year 12 level was added for all students to sit the Samoan School Certificate Examination.

In planning for further development of education, attention was therefore focused on quality and delivery improvement, infrastructure upgrading, curriculum development, production of text books, teaching aids and materials and professional development for teachers (Western Samoa Curriculum Overview Document, 1998). These are all the areas to be developed for the implementation of a new curriculum; most of all, teachers because they are the implementers.

### **1.5 Curriculum Development**

The saying goes, "If it is not broken, why fix it?" Many people think that it is easier to keep things as they are, even harder when developing a new curriculum then implement it. There are concerns such as; first teachers are already overloaded (how are they going to implement the new ideas) and second parents and education officers are only interested in a high pass rate in examinations (how are schools to incorporate suggested changes)

However, Price (2009) states that power and the solutions to the technical problems of education framed by the Ministry of Education and the New Zealand Qualifications Authority (NZQA) are in the hands of that government, not teachers. This shift in locus of power is deliberately constructed by government,

both the creation of experts and also by decreasing the time frame for teacher participation in curriculum design and development as noted by Rathen (1991).

The policies underlying the development of the single stream curriculum are based on the desire to further expand access to senior secondary education and to enable high quality, relevant learning experiences to be available to all secondary students in the country (*Western Samoa Education Policies 1995-2005*).

The Curriculum Materials and Assessment Division (CMAD) designs, develops and revises curriculum and support materials for all the schools. Each subject area has a Curriculum Officer within the division and a subject committee comprising of selected teachers from government, mission and private schools (MESC 2006 Strategic Policies and Plan)

The Business Studies Curriculum Statement which was developed, applies to all secondary schools in Samoa, all students irrespective of gender, ethnicity, belief, ability, social or cultural background and Years 9-13 of secondary schooling. (Western Samoa Curriculum Overview Document, 1998).

“Every subject that is taught at all in the secondary schools should be taught in the same way and to the same extent to each pupil so long as he pursues it, no matter what the probable destination of the pupil may be or at what point his education is to cease” (Rugg, 1926h, p.40).

Business Studies Curriculum being developed was based on a sequence of the substantive elements of strands (content), objectives, learning experiences with the oral and written communication achievement objectives.

### **1.6 Motivation for the study**

Training of Business Studies teachers in the Faculty of Education (FOE) presents challenges on the implementation of the new Business Studies curriculum. This is based on what is happening with the new recruits every year. First, there are teacher trainees who choose to specialize in Business Studies, but only have background in either economics or accounting from their secondary school education. Second, some teacher trainees are more comfortable in economics than accounting or vice versa. Third, Business Studies is treated as a practical subject out in the schools but it is not the case in the faculty (excluded in the Expressive and Practical Arts (EPA) courses) This is reflected by no Business Studies courses in the Faculty of Education foundation program like all the EPA subjects (Food Technology, Design Technology, Textile Technology, Visual Arts, Performing Arts, Physical Education and Music). These challenges result in very few trainees taking Business Studies courses in the diploma program.

Apparently, I have little influence in what schools offer and how schools are managed. However, I am in a position to affect change in regards to teacher education within the Faculty of Education. Business Studies course outlines and

course readers are redesigned following this reviewed curriculum so that teacher trainees would become familiar with what is taught out in the schools.

Business Studies curriculum hadn't been reviewed since its development. This motivated me to do this study mainly to find out teachers' perceptions on its implementation and primarily for any curriculum review. The study does not detail an emphasis on document analysis but contrasts between the old syllabus in 1986 and the curriculum in 2000 are identified below (Table 1) for everyone who is involved in Business Studies to understand the significant differences between the two documents.

Table 1:

Title: Difference Between Old Syllabus and Reviewed Curriculum

<p>1986.</p> <p>There was no curriculum document available separately from the students' books.</p> <p><i>"The following is suggested as a guide. Teachers vary the time taken on any section of the syllabus to suit the level of ability of their classes"</i></p> <p>There was an imbalance of topics between economics and accounting.</p> <p><i>"More economics topics than accounting in Years 9 and 10. Year 11 shows only accounting topics"</i></p> <p>There's no clear structure to show the relationships between the levels or to identify the aims &amp; objectives.</p> <p><i>"Year 9 outline is different from Year 10 outline , different from Year 11 outline"</i></p> <p>K</p>	<p>2000</p> <p>A curriculum document for Business Studies has been developed.</p> <p><i>"A set of subject curriculum statements which define the learning principles and achievement aims &amp; objectives which all Samoan schools are to follow"(p.1)</i></p> <p>There is a balance of topics between economics and accounting.</p> <p><i>"Students will achieve this aim.....about society as they study the six strands of Business Studies"(p.2)</i></p> <p>Structure of Business Studies curriculum establishes a clear and structured progression.</p> <p><i>"All national subject curriculum statements are organized to show the general aim, organizing strands"...(p. 2)</i></p> <p>Language is simple and straightforward.</p> <p><i>"language students need to understand content should be identified and taught together with the appropriate content"</i></p> <p>(p. 5)</p>
--	---

Table 1 shows the differences which took place due to time both documents were prepared, the people involved in the writing and the funds available for the process.

### **1.7 Aim of the Study.**

Senior administrators, university academics, senior project officers meet to make decisions about what is to be taught, how to teach and how to assess. They were chosen because they are experts, they have senior status, they have access to a wide range of knowledge and information and they have funds. Cervero (1994) and Wilson (1996) said that the framework of program planning is clearly the interests of administrators only at the planning table; the teachers' interests were not represented at the planning table thus not heard or acted upon.

However, implementing a curriculum requires the involvement of many different people; teachers, students, principals, parents, curriculum developers, education officers and academics, who coordinate and work together during implementation to reduce any problems. The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Teachers are most knowledgeable about the practice of teaching and responsible for introducing the curriculum in the classroom (Ornstein and Hunkins, 1998).

Gilbert (1993) cited by McGee (1997) states that teachers have a powerful influence upon the implementation of new curriculum. It is also clear that teachers' beliefs and perceptions have a big influence upon how they view both curriculum change and their own development in terms of area of content,

teaching methods, teaching aids and assessment tasks to produce curriculum books.

Curriculum documents are then prepared and produced for all secondary school teachers to follow and teach the curriculum. So this study aims to find out Business Studies teachers' perceptions on how they implement the reviewed curriculum through the use of the available curriculum materials.

### **1.8 Teaching Business Studies in Secondary Schools**

Gounder (1992) states that in most school systems in the Pacific, teachers are given a detailed curriculum plan to be followed, delineating expected levels of attainment for precisely specified objectives; teachers are expected to be faithful curriculum implementers of the intentions of curriculum developers.

Most surprising, the subject has been made elective in the junior secondary school curriculum (Okoro, 2011). Business Studies was one vocational subject in addition to the academic subjects already taught in the Samoan schools. Although, the curriculum was given to the schools, Business Studies was an elective in Years 9-11. Schools have their own school-based program to decide how many Business Studies periods per week. It has been identified that, first priority of every school is on the academic subjects which only enables the students to learn Business Studies in 2-3 periods of forty five minutes per week. McGee (1997) supports that so called 'academic' subjects rate more highly than do 'vocational' and 'practical' subjects. So, time for teachers to teach the

curriculum is insufficient. However, teachers prepare and write their yearly plans, term plans and weekly plans in line with the curriculum materials to be able to cover the whole prescription.

### **1.9 Teachers' perspectives on new curriculum.**

Like any other new educational programme, successful implementation of the Business Studies curriculum at the junior secondary school depends on the availability of necessary equipment and materials as well as competent teachers (Iyeki and Okoro, 2004) and (Amaewhule and Okwuanaso 2004) cited by (Okoro, 2011). The importance of qualified teachers in an educational programme cannot be overemphasized. Osu (1988) Anadi (1992) cited by (Okoro, 2011) noted that the strength of an educational system must largely depend on the qualities of its teachers.

Morrison (1997) in her thesis states that the number of participants expressed a sense of powerlessness in the face of the changes taking place in New Zealand education.

This is similar to the developments and changes to the education system in Samoa initiated by its government long term plans, where curriculum is set up for teachers to teach in the schools. There's a minimal teacher participation in curriculum development resulting in lack of understanding of its content as well as lack of effective implementation.

As stated by Fullan and Pomfret (1977) cited by (Okoro, 2011) "effective implementation of innovations requires time, personal interaction and contacts,

in-service training and other forms of people-based support". The subject advisor (coordinator) also confirmed that most Business Studies teachers expressed their views that they need training on the curriculum materials in relation to content, pedagogies and teaching activities.

### **Summary**

Chapter one describes briefly the historical context of Samoa, education background and curriculum development, aim and motivation of the study with some discussion on teachers' views on the new (revised) curriculum followed by the literature review in chapter two. Chapter three discusses the methodology including the four research questions: *What curriculum materials are available in the schools? How useful have these materials been in delivering the Business Studies curriculum? What support materials that have been used to assist teachers in teaching Business Studies? How well do teachers implement the written curriculum?* Chapter four discusses the results and findings followed by discussion of findings in chapter five. Finally chapter six discusses the limitations of the study and recommendations based on the findings followed by the appendices and references used in the research.

## **CHAPTER 2. LITERATURE REVIEW**

### **Introduction**

Business Studies generally aims to encourage teachers in involving students to participate effectively in economic activities and cope with the complexities of modern financial resource management. Teachers then prepare different learning activities to teach students to achieve this aim by developing knowledge and understandings about society as they teach the six Business Studies strands, (Production, Consumption, The Market, Accounting Applications, Financial Accounting and Accounting Process)

This chapter discusses the curriculum theory, curriculum development models, curriculum documents and other related research on curriculum implementation.

### **2.1 Curriculum Theory**

Many education authorities including the Ministries of Education have realized that the old fact-based curricula need to be replaced by new ones that emphasize better the development of thinking skills, interpersonal skills and creativity rather than simply mastering pieces of past knowledge (Sahlberg, 2005)

Morris (1995) states that governments have stressed their legal responsibility to ensure that all pupils have access to a curriculum which has some common elements and that all pupils achieve some minimum levels of competency.

The education system in Samoa was a dual system where the curriculum taught in colleges (Years 9-13) was different from the curriculum in the junior high schools (Years 9-11). Thus, government policies stated the change to a single stream system where all secondary schools in Samoa would teach the same curriculum in all levels (Years 9-13). So teaching Business Studies in the schools has been planned and established by the education system in Samoa in its developments and changes (WS Curriculum Overview Document, July 1998).

This is also supported by Haynes (2000) in her minor thesis stating that the curriculum currently taught in New Zealand schools is the outcome of reforms to the education system commenced in the 1980s by the Labour Government and continued in the 1990s by the National Government.

In Africa, Quan-Baffour (2006) states that to make education reflect the ideals and principles of a democratic country the new government that came into power in 1994 had to make drastic changes to both the curriculum and the school system as a whole to give every school child access to education and equal opportunity to work. The education transformation made it mandatory for all schools (rural or urban) to teach the same subjects..

Moreover, in 1986 the implementation of the National Policy on Education initiated a long-term series of programs aimed at improving India's education system by ensuring that all children through the primary level have access to education of comparable quality irrespective of caste, creed, location, or sex. By 1995 all children up to age fourteen were to have been provided free and compulsory education (Ministry of Education Report, 1986).

The law requires that all schools in England provide for all pupils a balanced and broadly based curriculum which provides for all pupils to learn and achieve; promotes students' spiritual, moral, cultural, mental and physical development; prepares students for the opportunities, responsibilities and experiences of adult life (Machin and Vignoles, 2006).

In 1994, the Indonesian government introduced curriculum reform which consisted of a national curriculum (80%) and flexibility given to the provinces in adjusting the curriculum to local needs. The Local Content Curriculum (LCC) was aimed at the local situation and context while the national curriculum focused on national development (Minho, Clementina and Erry, 1990).

The Pakistan 1976 Act of Parliament authorized the Ministry of Education (MOE) to appoint competent authorities to perform the different curriculum-related functions (UNESCO, 1998). Certain educational functions such as curriculum planning, policy and educational standards making are responsibilities of the ministry of education.

## **2.2 Curriculum Development**

Most written curricula take one of two forms: a written curriculum syllabus or a curriculum package. A curriculum syllabus includes a rationale for choice of content and goals, and may provide details of expected learning outcomes. A curriculum package consists of textbooks, instructional aids, and sometimes even tests for students and for teacher self-evaluation. It usually includes a

teacher's guide containing a comprehensive syllabus, the rationale for choices of content items, teaching goals, and teaching suggestions (Shkedi, 2009).

After extensive consultations between personnel in the ministry (Business Studies Coordinator), the Business Studies committee members and consultants from the development project, it was decided to draft a curriculum document.

The Business Studies curriculum is very similar to all other subject areas as these were developed and based on the Samoa Secondary School Curriculum Overview Document with the help of New Zealand consultants in the development project. A national document called the '*Business Studies Curriculum Statement*' had been produced to identify the six Business Studies strands of Production, Consumption, The Market, Accounting Applications, Financial Accounting and Accounting Process.

There were regular consultation meetings after which training of trainers (committee members) was done. The committee members were trained by the consultants in order to be familiar with the scope of the curriculum statement. The main focus was to understand the content in each of the six strands at different levels (Years 9-13).

The next step is the in-service training workshops for Business Studies teachers from different schools (government, mission, private). These workshops were conducted by the trainers through the ministry to be familiar with the curriculum documents (Curriculum Statement and Students' Books)

Today, teachers are mostly supplied with curriculum packages. The idea of the curriculum package is to ensure that contents, goals, and ideas go beyond the

writer's intentions and are translated into practice in the field. The question is therefore whether teachers as curriculum 'users' consistently follow the thread of the curriculum writer's objectives from the syllabus to the 'package' and hence into classroom teaching (Shkedi, 2009).

### 2.3 Curriculum Development Models

The most common curriculum model below is Tyler's (1949) model, cited by Brady (1995) commonly known as objectives model (Fig 1) does fit into the developing of the Business Studies curriculum. Tyler's model states how to build a curriculum. (Grundy, 1987 and Eisner, 1979) cited by (Marsh, 1992) state that the model is still widely used in many countries because of its clarity.

**Fig 1: The Objectives Model**

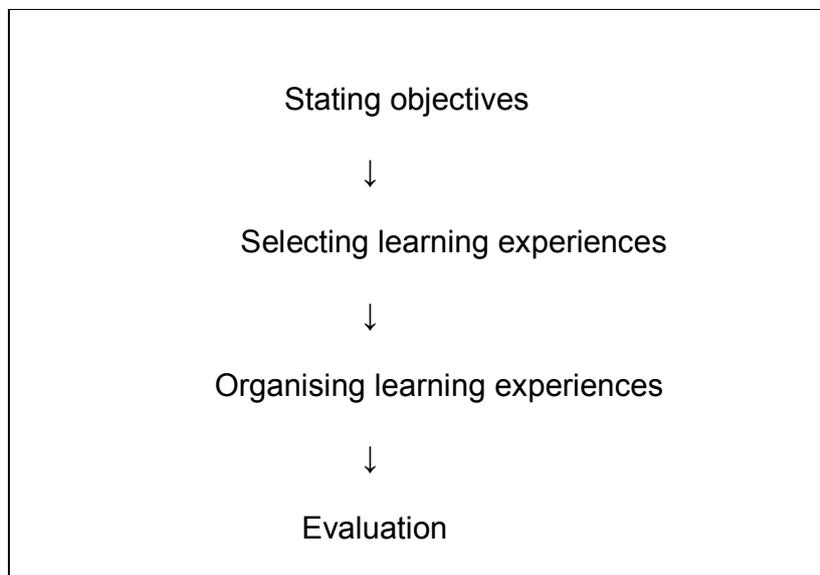


Fig 1 describes the steps in developing a curriculum by making objectives the essential first step before determination of content and methods to achieve those

objectives. The learning experiences are selected and organized before the process of evaluation. Brady (1995) states that the process of evaluation is the process of determining to what extent the objectives are being achieved through the selected content and method.

Prideaux (2003) mentions that prescriptive models like the “objectives model,” which arose from the initial work of Tyler distinguished the specification of verbs acceptable when writing the so called “behavioural objectives.” Once defined, the objectives are then used to determine the other elements of the curriculum (content, teaching and learning strategies, assessment and evaluation).

This is supported by (Taylor, ) that behavioural approach is based on blueprints where goals and objectives are specified, content and activities are also arranged to match with learning objectives set at the beginning aimed to achieve efficiency. Ornstein and Hunkins (2004) emphasise the importance of planning in curriculum design. They also note that although many curriculum models exist, most can be classified as Technical or Non-Technical approaches. In the Technical–Scientific approach, curriculum development is a useful blueprint for structuring the learning environment. The approach has been described as being logical, efficient and effective in delivering education.

Maclean (2006) stated that nursing education has accepted the Tylerian approach to demonstrate acceptable levels of competence for nursing practice because of the technical view of curriculum epitomized by the Tylerian

objectives-based model that focuses on measurable, quantifiable outcomes partly for nursing as a profession. However, in her study she examined the appropriateness of the behavioural measurement of outcomes for nursing educational practices. She stated that nursing education must shift its focus from the technical curriculum to encompass humanistic principles and critical reflection, compatible with currently accepted nursing values.

Similarly, the developing of the Business Studies curriculum follows this model. The first step is stating the Business Studies aim and objectives then stating the strands (content) in relation to the Business Studies' aim. It was suggested and decided to have three economics and three accounting strands from Years 9-13 indicating a balance in economics and accounting topics. Each strand has specific aims developed from the general aim. In this case, specific aim for the strand with the achievement objectives are designed to focus the teacher on the learning experiences that need to be set up for students. The specific aims of each strand establish a clear and structured progression of achievement objectives that span the Years 9-11 for Business Studies, Years 12 and 13 for economics and accounting. This is clearly illustrated in Fig. 2 below.

(Hawes, 1979) cited by (Pasha, 2012) proposed a p student-centered models in which the teacher acts as facilitator rather than content authority. The model gives importance to aspects like physical situation, teacher behavior, pupil behavior and these aspects are added to the four main existing components.

However, Tyler's model has attracted some criticism—for example, it is difficult and time consuming to construct behavioural objectives. A more serious criticism is that the model restricts the curriculum to a narrow range of student skills and knowledge that can be readily expressed in behavioural terms. Higher order thinking, problem solving, and processes for acquiring values may be excluded because they cannot be simply stated in behavioural terms. As a result of such criticism the objectives model has waned in popularity. The importance of being clear about the purpose of the curriculum is well accepted. Clearly stated objectives provide a good starting point, but behavioural objectives are no longer accepted as the “gold standard” in curriculum design.

Similarly, Pasha commented on the concerns in higher education that these models are over-burdened curriculum showing lack of coherence and inadequate skills of graduates. Hence, new higher education curriculum models have been developed to accommodate new means of delivery, access and storage of information and to incorporate more flexibility into the existing curriculum to provide a better access to a wider range of students (Moran, 1995; Tinkler, Lepani and Mitchell, 1996; Mitchell and Bluer, 1997) cited by (Pasha, 2012).

On the other hand, in the Non-Technical, non-scientific approach there are many different curriculum models (Ornstein and Hunkins, 2004). The key focus in this approach is not on the content, or learning outcomes, but on the learner. The two examples of non-technical are deliberative model which addresses complete freedom for students to choose what they would like to learn and post-positivist,

an approach without being prescriptive, to allow for unexpected and creative learning to occur (Ornstein and Hunkins, 2004).

**Fig 2: Structure of the Business Studies Curriculum**



12 and 13 (Ministry of Education- Business Studies Curriculum Statement, 1998). Essential skills such as communication and language are also developed to give teachers attention to communication (speaking, writing) and language (listening, reading, viewing) requirements of the Business Studies subject. These skills are taught together with the appropriate content (Samoa Secondary School Curriculum Overview Document, 1998).

#### **2.4 Curriculum Documents.**

Teachers will enjoy teaching others if they are taught well and know what and how to teach. A case study by Treagust and Rennie (1993) involving six Australian secondary schools to implement technology in the school curriculum has confirmed that there needs to be thorough documentation about what is intended and what is happening, so that new faculty (particularly new faculty) are kept informed about direction and progress.

McGee (1997) said that curriculum statements are part of the total curriculum. They form the basis on which decisions in the other contexts can be made and are part of the curriculum alongside class programmes.

Curriculum materials for the secondary level include curriculum statements for all subject areas, students books, teacher guides, off the shelf texts and in-service modules are supplied by the ministry every five years (Ministry of Education Strategic Policies and Plan, 2006-2015). Hence, the Business Studies curriculum

statement applies to all secondary schools in Samoa, all students irrespective of gender, ethnicity, belief, ability, social or cultural background and Years 9-12 of secondary schooling.

The Business Studies curriculum sets out progression of skills and knowledge for students in secondary schools in Samoa. The framework is based on the ten principles that attempt to link the national curriculum to the day to day school curriculum, scope of the curriculum statement, general aims, specific aims, approaches to teaching and learning, including language and communication skills, curriculum strands and the achievement objectives.

Students' textbooks (Book 1 Economics, Book 2 Accounting) were developed and distributed to all the schools (government, mission and private). Teachers use students' books (Books 1 and 2) as guide to their yearly programme and plan on which they prepare units of economics and accounting for classroom teaching

## **2.5 Professional Development**

McGee (1997) say that teachers have been placed in a central role as curriculum decision makers; and been argued that teachers should have a high degree of professional autonomy. To enable teachers to carry out their curriculum implementation task effectively, they need to be given ample opportunities to familiarize themselves with the curriculum and curriculum related issues. Higher-

quality teachers can engage in higher-quality teaching practices in their classrooms which may lead to improved student learning outcomes. This is the main expectation of all stakeholders of education-parents, students, government and the community. The high expectations of education stakeholders can only be met when teachers' content knowledge is improved.

Content knowledge according to (Shulman, 1987) is the knowledge, understanding, skill and disposition that are to be learned by school children. This content knowledge relies on the teacher having a good source of literature and a basic understanding of the subject being taught and a wider knowledge base to be able to impart alternative explanations of similar ideas or philosophies (Shulman, 1987)

Shulman (1986) in his early studies of teacher learning, emphasized pedagogical content knowledge as one aspect of conception that fits well with the centrality of subject matter. Furthermore, Shulman (2002, 2003) paid more attention on how teachers transform their individual experiences into more generalized experiences.

(Price, 2009) supports that when teachers have opportunities to be engaged in successful elements of in-depth professional learning such as in-class modelling, observation and feedback, and co-construction of teaching and planning they are able to demonstrate improved pedagogical content knowledge.

Shulman and Shulman (2004) described an accomplished teacher as a member of a professional community who is ready, willing and able to teach and to learn from his or her experiences.

Boe and Gilford (1992) stated that the quality and competency of a teacher has a direct relationship to teacher qualifications and tested ability, teacher professionalism, the degree to which teachers are given responsibility and authority over their work and classroom practice. Saunders' (2000) view effective teachers at a mature stage of development tend to know their subject matter, use pedagogy (i.e. teaching strategies) appropriate for content, create and sustain an effective learning environment, reflect on their teaching and children's responses and make changes to the learning environment where necessary, have a strong sense of ethics, are committed to teaching and care about their students.

A fundamental goal for teacher professional development is for teachers to learn how to continue learning from their practices. However, professional development is too often designed to help teachers learn to implement particular teaching techniques, often in single sessions (Hawley & Valli, 1999; Hill, 2004). Professional development experiences enable teachers to continue to grow and inquire about their practices even after formal professional development has ended (Franke, Carpenter, Levi, & Fennema, 2001).

### **2.5.1 On-going Development.**

The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need be trained and workshops have to be organised from time to time so that there's support from both within the school and outside in receiving on-going curriculum professional development (Science Curriculum Implementation Questionnaire) cited by (Minho, Clementina and Erry, 1990).

In most developing countries, including South Africa, changes do take place in the curriculum from time to time according to society's current national needs. Teachers therefore need some in-service training to enable them implement new changes in the curriculum (Quan-Baffour & Arko-Achemfour, 2009)

In-service training is part of the general professional growth of teachers or as some people may call it, is a continuous professional development of teachers. It may involve activities that develop individual teacher's skills, knowledge, expertise and other characteristics as a teacher. It is a structural training activity that is intended to develop the skills and capabilities of teachers in a defined area with the purpose of enhancing student learning (Kriek, 2005). In-service training may be regarded as professional development relating to a life-long development programme that focuses on a wide range of knowledge, skills and attitudes in order to teach students more effectively. It is designed to promote personal and professional growth.

Findings have emerged from a research on a '*Review of 10 Mathematics Inservice Project*' (MIP, 1989) clearly state that regular and ongoing nature of the fortnightly workshop sessions enabled participants to try ideas in their classrooms and reflect on their experiences at subsequent sessions. These sessions allowed participants to mix regularly with their peers as well as discuss and explore various issues relating to mathematics education.

Professional development continues at different levels to update teachers and to build up a relationship with the ministry people, a relationship with other teachers in their region (districts) and a relationship in their own schools. McGee (1997) states that teacher development occurs at various levels; national level, regional level and school- based level. Thus, this collaboration among teachers is a goal that has received more attention towards school improvement and individual teacher development.

### **2.5.2. Effective Development**

Effective professional learning challenges teachers' prevailing beliefs (Timperley et al.2007). It has been identified that the majority of teachers are not comfortable in both economics and accounting which shows an imbalance in the teaching of the subject. If one is interested in teaching economics he will concentrate on economics only, leaving the accounting content. The same with teachers who are comfortable in accounting, they will focus more in teaching accounting than

economics. Bell and Gilbert (1996) state that professional development as a part of teacher development involves not only the use of different teaching activities but also the development of the beliefs and conceptions underlying the activities. This is supported by Little (1984) who comments that leaders who themselves model effective professional learning, learn more by examining their own practice and working alongside staff as they puzzle their way through improvement efforts together.

McArdle and Coutts (2003) identify two of the personal qualities of those teachers considered to be good at their job was first, the sense of strength (an ability indeed a desire to make things happen to be effective to act) and second, confidence allowing the individual to be comfortable with responsibility to continue to act. McArdle and Coutts believed that the presence of these qualities assisted teachers to become good teachers and contribute to other activities that would make them good teachers.

A shortage of appropriately trained economics and accounting teachers capable of providing the necessary teaching had been identified in earlier years and still continues to be an issue. This is a subject inspection report (Department of Education, 2002) given by the overseas consultant conducting the trainers' training workshop, relevant to me as a lecturer to accommodate my students well with both economics and accounting content by using a variety of textbooks as sources of information apart from the curriculum materials provided.

### **2.5.3 Teacher Collaboration**

In order to master the processes of teaching, teachers today are also being challenged to have attributes like what (Cochran-Smith and Little, 1992; Day, 1999) say they must commit to continuous professional learning of formal and informal kinds as they respond to the rapid changing worlds of their students and the demands of policy for ever improving standards. Hargreaves (1992) points out that the social development can be facilitated to a certain extent which originates from the teachers' beliefs and values as ways of strengthening their own development and those of others. Staff retreats and departmental meetings open up teachers to discuss and update the curriculum in all levels. Professional development activities like planning unit plans, resource making and compilation and lesson presentations are shared among teachers.

Nelson and Slavit (2009) state that support should be given to teachers to grow professionally. Smith, Mockler and Normanhunt (2003) in their paper presented in the Annual Conference of the Australian Association for Research in Education and New Zealand Association for Research in Education in Auckland reports ways in which professional groups (school-wide improvement, staff development and classroom development) in schools could contribute to creating professional learning and teaching in the classrooms, within the staff members as well as within the schools. Teachers should share impressive pedagogical practices with colleagues to benefit all.

The Ministry of Education started to in-service the Business Studies teachers in 1991 when an Australian Project was funding the in-service training for all secondary subjects. The focus was mainly on the content where the overseas consultant and facilitators discussed the syllabus with the participants. However, not all teachers had a chance to attend. This is due to limited funds available, so only a few were invited to participate. Thus, only these participants benefited from the trainings so these representatives share their knowledge with other teachers of their own districts or their own schools.

McGee (1997) states that teacher development occurs at various levels; national level, regional level and school-based level. Therefore, collaboration among teachers is a goal that has received more attention towards school improvement and individual teacher development. Furthermore, the principals arrange regional meetings between schools in their own districts and school based workshops to discuss what has been covered in the national level training. Obviously, this has not been the case for years as people tend to focus only on the training conducted by the ministry as Fine (1993) points out that school-based resources and decision making have been narrowed, not expanded. An exchange of teaching between teachers of the same district to be able to develop their relationship with each other and to help focus upon curriculum needs. Hargreaves (1994); Talbert and MacLaughlin (1994) point out that teachers must

have the desire to know how to learn from and collaborate effectively with others around them- colleagues, leaders, students and themselves.

### ***2.6 Certified and Trained Teachers***

It is always a related problem in most schools that some teachers with no business background are forced to teach the subject or, trained Business Studies teachers don't teach the subject at all. This is all because of the school-based program not put into action by the principal and staff. Trainings are conducted by the ministry to be practised often in schools for teachers to plan their own program to fit in the ministry's program. However, this does not happen when school structures and reform strategies restrict the relationship among teachers and relationship between teachers and the principal.

A case study by Quan-Baffour and Achemfour (2009) on *'An Agenda to Improve Business Studies Teaching in South African Countryside Schools'* state that teachers should be more qualified and knowledgeable in particular subjects and very conversant with delivery methods. These two authors had observed that many accounting, economics and management teachers have insufficient content knowledge of the subjects they teach. The reason being that most of countryside teachers were trained in under-resourced training colleges with little emphasis on content knowledge of Business Studies subjects.

The South African Department of Education (2003) affirms that the kind of teacher envisaged to contribute to the transformation of education through effective teaching should be well qualified. As Saunders (2000) view effective teachers using pedagogy appropriate for content to create and sustain an effective learning environment, it supports one of the goals of the Samoa education system (Western Samoa Education Policies 1995-2005) as;

“Formation of active, interactive and creative pedagogies to... develop the ability to analyse knowledge critically in a learning environment which encourages inquiry , debate and independent thought and stimulate imagination and allow for individual expression” (Western Samoa Curriculum Overview Document 1998, p 3)

Australian Schools Council (1990) state that teachers need to have a thorough grasp of the content of what they are teaching. Their knowledge should be sufficient to have an understanding of the underlying structure of their subject matter, and its relationship to other areas of knowledge. They should be able to convey its complexity and richness Thus, sound teachers as labeled by Arko-Achemfour and Quan-Baffour (2009) will positively affect decisions on curriculum implementation. There is a need to be flexible with what we plan, how we organize, what we teach, how we teach to be able to move along with our work. .

McArdle and Coutts' (2003) paper reports that experiences of designing, leading and teaching programs drawn on continuing professional development of teachers in primary, secondary, tertiary schools, had in common a focus on post-qualifying studies. The participants were already qualified and had experience of working in their chosen profession undertaking further studies in the same

profession. The programs had a stated emphasis on the improvement and extension of professional practice through academic studies of participants studying at either undergraduate or post graduate levels.

Like any other new educational programme, successful implementation of the Business Studies curriculum at the junior secondary school depends on the availability of necessary equipment and materials as well as competent teachers (Iyke and Okoro, 2004) and (Amaewhule and Okwuanaso 2004) cited by (Okoro, 2011). The importance of qualified teachers in an educational programme cannot be overemphasized. Osu (1988) Anadi (1992) cited by (Okoro, 2011) noted that the strength of an educational system must largely depend on the qualities of its teachers.

## **CHAPTER 3 – METHODOLOGY**

### **Introduction**

This chapter describes some features of qualitative research which is the methodology used in this study, It then discusses the research design, data collection, the setting and participants, ethical issues, and data analysis.

### **3.1 Qualitative Method**

Denzin & Lincoln (2000) defines qualitative research as a situated activity that locates the observer in the world. In this case, it's the researcher who interprets the practices through a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to see what is happening in the classroom. There were observations and interviews which form the basis of decision making which in this research describing the participants' perspectives on curriculum implementation.

Bogdan and Bikken (2007) point out that the goals of qualitative research include description, understanding and interpretation. It starts from asking questions and aims to understand the perceptions of others which is a method used in this research to find out about Business Studies teachers' perceptions.

Qualitative researchers therefore use several forms of inquiry and interpretive practices to build insight and knowledge of their subject matter. They use a variety of empirical tools to describe the events and meanings in individuals'

lives. More importantly, there is an expectation that researchers act ethically to gather and interpret this information.

### **3.2 Establishing an Appropriate Method**

Deciding what appropriate way to gain an in-depth understanding, Neuman (2000) focuses on “how” and “who” questions “How did it happen?” “Who is involved?” He has also suggested the including of research in schools and classrooms, where rigorous and systematic observations are combined with careful, logical thinking to provide a new and valuable type of knowledge.

I found out that qualitative methodology spoke both to the topic and to my teaching and personality. I wanted to talk with teachers on how their classroom practices are related to the Business Studies Curriculum materials provided by the Ministry of Education.

Mills (2007) state that when examining research questions and seeking knowledge about teaching, there are underlying philosophical perspectives that guide the researcher’s methodological approaches; the questions asked, and the interpretations made. I prepared a list of interview questions (appendix 6) to be used during the interviews. These questions were based on the four research questions and were modified to enable participants to understand what they were asked for. They elaborated on their responses in order to get the appropriate information. Denzin & Lincoln (1998) state that qualitative investigators argue they can get closer to the actors’ perspective, so detailed interviewing and

observations were conducted in this research to capture the individual's (teachers) point of view.

### **3.3 Research Design**

Mutch (2005) has added that qualitative research aims to uncover the lived reality or constructed meaning of the research through careful observation and open-ended interviews. These were the tools I used in this study to get the interpretations and information from the Business Studies teachers.

Thus, my interest in teachers' perceptions on curriculum implementation as indicated earlier, made me ask the following questions;

- 1. What curriculum materials are available in the schools?*
- 2. How useful have these materials been in delivering the Business Studies curriculum?*
- 3. What other support materials that have been used to assist teachers in teaching Business Studies?*
- 4. How well do teachers implement the written curriculum?*

### **3.4 Ethical Considerations**

Ethical issues were considered and addressed prior to the commencement of the study. Letters to both directors, principal letters, information letters and consent letters for participants and a copy of the questionnaire were all submitted as appendices in the proposal to Canterbury University for academic approval. The research was approved by the College of Education's Educational Research Human Ethics Committee (University of Canterbury) and was carried out in accordance with its standards. Participation in the research project was strictly

voluntary, with written consent obtained from each teacher and the principals of the four schools.

With respect to ethical approval procedures in Samoa, letters were sent to the Chief Executive Officer of the Samoa Ministry of Education for the government schools and the Director of Samoan Christian Schools for the mission school. Approval was granted and letters were sent to the principals of the chosen schools. These letters were given to the principals of the other two schools during teaching practicum. Robson (2002) suggests that scientific research should be carried out systematically, skeptically and ethically.

Ethically means that you follow a code of conduct for the research which ensures that the interests and concerns of those taking part in, or possibly affected by the research are safeguarded (Robinson, 2002 p.18)

Smith et al (2003) also argues that there should always be respects for the rights and welfare participants whenever an investigation is made with them. Then I scheduled to visit schools for teachers' interviews and observations. The first visit was to explain clearly to teachers the purpose of my study and what information will be used for to eliminate any suspicions or misconceptions of study. Information Sheet (appendix 3) and consent form (appendix 4) were given to all the participants when they were selected by their heads of department. They would give back the signed consent form indicating that they had agreed to participate.

All information collected was treated as strictly confidential, with pseudonyms used to protect anonymity. I intended to record my interviews, unfortunately, I

couldn't find any dictaphone so I had to write the teachers' responses as they answered the questions.

### **3.5 Data Collection**

Data collection is done through a qualitative methodology involving participant observations, as according to Neuman (2000) this strategy shows a direct, face-to-face social interaction with "real people" in a natural setting (p. 345). Interviews in Cannell and Kahn (1968:538) cited by Neuman (2000) is a social interaction in which "the behavior of both interviewer and respondent stems from their attitudes, motives, expectations and perceptions" (p. 277).

As a Business Studies facilitator and the researcher, I strongly feel that the teachers and I are in the same field and have that common relationship. AbuLughod (1993) as cited by Denzin & Lincoln (2000) suggest that scholars have worked to bridge the gulf between self and other by revealing both parties as vulnerable experiencing subjects to co-produce knowledge. The observer and the observed are not entirely separate categories.

During the first visit, I talked to the principals before they referred me to the Heads of Commerce Departments. I explained the purpose of the research after which the participants were identified as teachers who are teaching Business Studies in lower levels (Years 9-11). Teachers from the first school are both males where as teachers from the second school are a female and a male. The

second visit was to observe them while they were teaching Business Studies lessons. The third visit was to do the interviews and recording of field notes and having these written up immediately afterwards (Burns 1997).

Two weeks later, I went on our teaching practicum for three weeks to two other government schools in the rural areas, I was fortunate to be given permission by the principals to observe and interview two more Business Studies teachers (one from each school). I met with the two teachers and explained to them the nature of the research, and asked if they would agree to be participants. So, the total number of participants is now six, two males and four females from the four schools. All observations and interviews of the six participants took place in their respective schools.

### **3.5.1 Classroom Observations**

Classroom observations are not new to all the participants because subject organizers and other counterparts from the Ministry of Education visit them from time to time. So, my presence in the classes wasn't a problem with the teachers. Denzin & Lincoln (2000) say that it's possible to conduct observations in settings that are the "natural" loci of those activities.

During observations, I wanted to find out what curriculum materials and other supplementary books they used for teaching Business Studies. I was also interested in observing the levels of interaction practised in the classroom, what

teaching activities and resources were used and the skills being taught and developed in the subject. I observed each teacher once, teaching for a period of 45-50 minutes.

### **3.5.2 Interviews with Participants**

Asking questions is a key tool for gathering information about classroom practice (Burns, 2000). Interviews are semi-structured in accordance with Mutch (2005), who supported having a set of key questions that are followed in a more open-ended manner, thus a list of questions (appendix 6) was used during the interviews.

Kvale (1996) cited by Mutch (2005) suggests that the qualitative research interview is a construction of knowledge, an interchange of views between two persons conversing about a theme of mutual interest. These scholars have confirmed that I should do interviews to gather data from the participants.

During the interview, the list of questions was used to ask each teacher to guide us with what information to be found out. Personal information on teacher's background and position in their school, knowledge and use of curriculum statement, use of other supplementary/support materials and resources was also requested from the participants.

All interviews took place in the school setting. The other teachers involved were observed and interviewed during teaching practicum. However, there was a need for a third visit to continue with the interviews as I needed more time because

teachers were busy with their own schedules in their own school program. I had to complete the interviews in three months as there were some unexpected events such as the closing of all schools for two weeks because of the Swine Flu disease and independence holidays. I had to write all participants' responses due to no dictaphone. However, it was fun talking with the teachers and listening to what they said, building a close relationship with them. Swann and Brown (1997) supported the use of open-ended interviews in their study of teachers' thinking. They regarded the open-ended interview as the best strategy for getting close to teachers' thinking.

### **3.6 Selection Process**

Four schools were used for this study. Selection of these schools was through a purposeful sample (Burns, 1997) and (Patton, 2002 cited by Glesne, 2006) "the logic and power of purposeful sampling leads to selecting information-rich cases for study in depth (p. 46). I intended to choose one government school (a college owned by Samoan government) and one mission school (a college owned by the Samoa Congregational Christian Church). In addition to the choice of these schools indicated earlier, the two schools were also selected because the Samoan Ministry of Education supplied them with Business Studies curriculum books as well as inviting teachers from these schools to participate in in-service training. More importantly, these schools were convenient as they are closer to where I work and easy access during teaching practicum.

### **3.7 The Research Setting**

The four schools were quite different in their approaches to education. W College is the mission school situated in the urban area, administered by the Samoan Congregational Christian Church. W College comprised of twenty eight teaching staff apart from other members such as the secretary, librarian and the matron who looked after the girls in the school.

Some teachers are those graduated from the Malua Theological College (college to train people to become church ministers) which they await official appointment to look after a congregation either in Samoa or overseas. They teach religion which is a compulsory subject in all levels. The school roll is about five hundred students and they come from all over Samoa. Historically, this was a primary school in 1930 and became a Junior High School in 1953 which later became a college in 1988.

Its original name Misiuaita, was named after one missionary who brought Christianity to Samoa and its current name (Maluafou College) is named after the place in which the school is now located. All academic subjects are taught in all levels (Years 9-13) with Visual Arts and Computing being introduced to the school program in the last three years. It's a big school in a two storey building and has a big school playground. All curriculum books were supplied by the Ministry of Education to W College.

X College is a government school fifteen minutes drive from town. It was set up in 1953 and took in top students from all Form 2 classes in primary schools (Primer 1- Form 2) during the national examination, setting up third form to sixth form classes. It is still the current practice although the names of classes are now Year 8 into Year 9 to Year 13. Teaching staff is forty five with a roll of about nine hundred students. It has a hostel to board students from rural villages and other islands. However, students from urban areas who need more time to study can also board but the first priority is always for those from remote areas. Both academic and vocational subjects are taught in X College. It is also a big school with two separate two storey buildings for Years 9 and 10 classes; the central building in a L-shape for Years 12 and Years 13 classes and rear building for Years 11 classes. X College is looked after and maintained by the ministry of education.

Y College is a rural government school. It was one of the trial schools in which Commercial Studies was introduced back in 1986. It was used to be a junior high school in 1984 and became a college in 2004 when Years 12 and 13 classes were established. It has fifteen staff members including the principal and a roll of three hundred because only the students from this district go there. All academic subjects are taught in Y College with vocational subjects of Business Studies and Design Technology. Food and Textiles Technology is not taught due to no specialist teacher and no resources available.

Z College is also a rural government school. It was a junior high school and became a college four years ago. It has all levels from Year 9 to Year 13 offering all academic and two vocational subjects, Food Textile Technology and Business Studies. It has eleven staff members including the principal and two hundred fifty students from the district are attending Z College. Both Y and Z Colleges have good building facilities and playgrounds which are maintained by the districts themselves although they are government schools. The school committee (a small group of titled men selected by the village council) has the responsibility of collecting school fees and look for other funds for maintenance.

### **3.8 Participants**

Teachers had a positive perspective on the Business Studies Curriculum. Thus, this is not a study about those who disagree with the principles of the Business Studies Curriculum. It describes the relationship between the Business Studies Curriculum and classroom practice in a group of teachers. I have no intention to ask the teachers in regards to the difference between the old Commercial Studies syllabus and the new Business Studies Curriculum, as document analysis is not done in this study. However, I have included only a glimpse of this document analysis in chapter one, because I the researcher, was involved in the development of both the old syllabus and the reviewed curriculum. All the six participants are Samoans, full-time teachers teaching Business Studies in Years 9-11 and are either teaching accounting or economics in Years 12 and 13.

Table 1: Teachers who were involved in the research

<b><i>Names of Teachers</i></b>	<b><i>Qualifications</i></b>	<b><i>Years of Service</i></b>
Teacher A	B/Commerce	3 years
Teacher B	Diploma in Theology	9 years
Teacher C	B/Commerce	2 years
Teacher D	B/Commerce	4 years
Teacher E	Dip/Education Teaching Cert.	8 years
Teacher F	Dip/Education Teaching Cert.	10 years

Table 1 describes the six participants (teachers) with their qualifications and years of service (numbers of years they've been teaching). Teacher A, Teacher C and Teacher D have few years of teaching. They received their first degree from the Faculty of Business and Entrepreneurship at the National University of Samoa (NUS). Teacher E and Teacher F received their Diploma in Education from the Faculty of Education at NUS and a teaching certificate from the ministry of education after a probation period of two years. They had been teaching for almost ten years. Teacher B was working in the Development Bank of Western Samoa (DBWS) before he attended the Malua Theological College after which he received a Diploma in Theology in his fourth year.

### **3.8.1 Analysis of Classroom Observations.**

From observations of Teacher A, Teacher C and Teacher D in Classrooms One, Three and Four, the lessons were teacher directed, the classroom teaching pattern was dominated by teacher requests for information and students were just doing the given activities or answering the questions. Observing these classes, teaching activities were only in the form of explanation by reading notes on newsprints and text books. However, another focus of observation had been on the development of interactive approaches used by the teachers in the classroom. As noted, these teachers have degrees from the Faculty of Business and Entrepreneurship (FOBE) at the National University of Samoa (NUS) but no teacher training and have few years of teaching experience. Teachers directed the students to do written work or copy the notes. Students were not encouraged to ask questions.

On the other hand, Teacher B, Teacher E and Teacher F in Classrooms Two, Five and Six have shown more interaction approaches, teacher-pupil interaction and mostly pupil-pupil interactions. Teachers planned and organised activities to engage students in the activities. I observed that students were able to work among themselves during their activities. Teachers motivated learning when students worked among themselves and when they were asked for assistance during group work. Teaching was extended when students of Classroom 6 were able to create a resource (wall chart) from their collection of documents from the village shops.

### **3.8.2 Analysis of Interviews**

The participants were allowed to check the interview transcripts for validity. The interview sessions were carried out at 6 different locations at different times. According to Bell (1987) the interview gives the researcher room to follow up ideas, probe responses and to investigate inner motives and feelings. Ramanathan (2001) also supports that interviews are personalized and therefore permit a level of in-depth information, gathering free response, and flexibility that cannot be obtained by other procedures. I was grateful with the participants' cooperation during interviews when they discussed the importance of using the curriculum books as guide to plan classroom work. It is also important to use other relevant textbooks for supplementary notes and further activities.

During observations and interviews I made notes, trying to trace connections. The transcriptions were analyzed for thematic content. These themes were then used to provide insights concerning the role of teacher preparation and the courses offered at NUS. The relevant literature was re-visited throughout the data collecting processes and this helped to provide further insights into the data and data interpretation.

## **CHAPTER 4. RESULTS**

### **Introduction**

This chapter presents the research findings focusing on my observation on teachers' various approaches in the classrooms and the interview responses. The interview responses are drawn and these describe how teachers use the curriculum materials to teach business studies.

First section discusses the classroom observations (in six classrooms) on teaching methods by each participant; second section discusses the data of interview responses and how teachers address the research questions of the study.

#### **4.1.1 Teaching in Classroom One**

Teacher A took a Year 9 class introducing the topic '*stages of production*' He mostly asked for definitions of (production, stages, primary, secondary and tertiary). He explained by writing meanings on the blackboard while students sat and listened. He talked most of the time and few students were able to answer the questions on products and services. During the last 10 minutes he told students to do the activities written on the newsprints from the only Year 9 book used by the teacher. The bell rang and the activities were incomplete. Teacher A told them to discuss the solutions the next Business Studies class.

#### **4.1.2 Teaching in Classroom Two.**

Teacher B taught '*accounting equation*' in his Year 11 class. It was a follow-up lesson where students worked in groups to calculate new account balances (a way to prove that the accounting equation is balanced) after the effect of each transaction on the accounting equation. A representative from each group had to do their own exercise on the blackboard and explained the solutions. Teacher B was happy with each group effort shown and the solutions were copied in their books.

#### **4.1.3 Teaching in Classroom Three**

Teacher C taught '*scarcity*' in her Year 9 economics class. She read the notes in the books. Students had to share textbooks and follow her reading. She stopped and tried to explain these notes in Samoan so that it was easily understood. This went on and on during the whole period until the bell rang, students were told to copy these notes into their exercise books as their homework.

#### **4.1.4 Teaching in Classroom Four**

When Teacher D entered the room, he told his Year 11 class to turn their books (Year 11 Book 2) to pages 24-26 to read notes on '*business ownerships in Samoa*'. He asked three students to each read the paragraphs on sole trader, partnership and companies before asking questions based on the notes. He tried to translate to Samoan by giving local examples. Then the whole class read the notes again before telling them to answer the activity questions that follow. This was an individual activity for about fifteen minutes after which a whole class

discussion was led by the teacher himself. Students exchanged books to mark the solutions and answers.

#### **4.1.5 Teaching in Classroom Five**

Teacher E taught '*goods and services*' in her Year 9 class. She introduced her lesson by showing newspaper pictures of goods and services to the students. Each group of four was given a picture to identify whether it's a good or a service then explained the people who are involved in producing the good or the service. Group presentations encouraged a whole class discussion and questioning skill was addressed well during the lesson.

#### **4.1.6 Teaching in Classroom Six**

Teacher F taught '*source documents*' in her Year 11 class. Students' assignment from their previous lesson was to collect one source document from any shop in their village. They had to work in pairs for the show and tell activity to start this lesson. Each pair showed their source document and explained briefly what purpose it served in the business transactions. Students had to paste their documents on a cardboard for a wall chart as a resource. The activity went well as there was a collection of different source documents available in the classroom.

### **4.2 Summary of Classroom Observations**

Most teachers used the traditional method of teaching (chalk and blackboard} and common activities like answering questions in textbooks and copying notes.

Teachers with qualifications but few years of experience (Teachers A, C and D) only followed what was in the curriculum books.

However, teachers with several years of experience and went through teacher training (Teachers B, E and F) could extend their classroom. There are many teaching techniques that can be learned by teachers, and when these techniques are used in classrooms they do make a positive difference to the way children behave and learn. Several skills like questioning, interpreting, resource making and collecting had been developed during teaching. The main factor contributing to effective classroom learning when Cherubini, Zambelli and Boscolo (2002) regard the teacher's role as the conductor in the classroom learning environments. The teacher plans and organizes activities for the students. Teachers emphasize the preparation of attractive activities to stimulate and motivate students' participation and engagement such as discovery learning and exhibitions.

However, other areas related to teaching had also been observed in the classrooms.

**Table 2: Overview of areas observed.**

Level of interaction	<ul style="list-style-type: none"> <li>• Teacher-pupil interaction</li> <li>• Pupil-pupil interaction</li> </ul>
Teaching activities/methods	<ul style="list-style-type: none"> <li>• Individual work</li> <li>• Working in pairs</li> <li>• Group work</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole class reading</li> <li>• Answering questions</li> </ul>
Skills developed	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Making resources</li> <li>• Picture interpretation</li> <li>• Collecting documents</li> </ul>

Table 2 describes the types of interaction between teachers and students, the teaching activities undertaken and the skills being developed during the teaching sessions. Teaching activities and skills help the teachers to motivate students' learning through the two levels of interactions practiced. I will discuss each area in relation to the teaching of Business Studies lessons.

#### 4.2.1 Level of interaction

(Whyte, 1995) cited by (McGee, 1997) had found two forms of teaching style in a classroom, teacher-centred with the teacher using planning and teaching the curriculum and learner-centred where teachers provide conditions in which children could make choices about their own learning.

Both teaching styles were observed in the classrooms where three teachers did the talking the whole period, students just listened and followed what they had to do (teacher-centred). The other three teachers gave time to students to work among themselves before presenting their work to the whole class (learner-centred). The basis of the learning and teaching situation is a method of interaction between a teacher and a learner (Patel, 2003).

When examining how teaching beliefs influence the way in which teachers interact with children, it may be potentially important to assess teaching intentions and practices as well (Sakellaria, 2012). The interaction stated by (Manullang, ?), if it is properly performed, will produce desired results such as a better understanding and appreciation of mathematics (this case business studies) in everyday life. Students will be motivated to learn it when their teachers also show some kind of professionalism and positive attitude in doing their job.

#### **4.2.2 Teaching Activities/Pedagogy**

Pedagogy means 'teacher actions that promote student learning'. Learning in this way, students are able to gain understanding that goes much deeper than the acquisition of factual knowledge. The role of the teacher is to observe their students closely during each session, identify gaps in their knowledge base or skills, and adjust the activity and their teaching accordingly (New Zealand Guides, 2011).

Teachers B, E and F in particular helped their students develop understanding of concepts by offering a range of activities (working in pairs and in groups) that engaged them in actively constructing their understanding in new settings and in new ways and giving them opportunities to collaborate with others.

However, Kiboss (2002) cited by (Ofoha, Uchehgu, Anyikwa, and Nkemdirim, 2009) has singled out the expository approach said to be the dominant teaching

method commonly used for instruction in schools. The expository approach, according to him, is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board. Kiboss described such teaching method as inadequate and limited that tends to negatively affect the learners' views of practical concepts and associated methods. Traditional teacher-centered methods of teaching shown by Teachers A, C and D do little to advance conceptual understanding and critical thinking.

#### **4.2.3 Skills developed**

Teachers should aim to get the best out of every student, and it can only be helpful for everybody who teaches to reflect from time to time on his or her teaching (Schaupp, 1986). The use of the questioning technique is a well-known method in school-teaching done by most teachers to ensure personal reflections and feedback. Successful teaching requires teaching skills where students need to be stimulated, motivated and helped to acquire the necessary knowledge and develop the requisite skills in the area concerned. In this study, skills of interpreting pictures, creating a resource and collecting source documents were encouraged and practised. More importantly, they had to give oral presentations on how they did the different activities creating a whole class discussion.

Teaching of Business Studies should not be confined to the classroom only but should include interaction with the outside world. This creates opportunities for research and practical work, shifting the emphasis from rote learning to the

development of business-related skills and values (Learning Programme Guidelines: Business Studies, 2008 p.8).

Teachers also support students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses (The Ontario Curriculum, Grades 9 and 10: Business Studies, 2006)

### 4.3 Results: Interviews

This section presents the responses and illustrative quotes from the teachers for the interview about the use of curriculum books. A brief discussion of the responses follows each table.

**Table 3: What curriculum materials are available in your school?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• Curriculum Statement</li> <li>• Few students' books</li> <li>• School-based annual plan</li> </ul>	<p>Teachers A,C&amp;D say they're not familiar with curriculum statement, "<i>not included in NUS commerce courses and haven't been to any in-service training</i>"</p>

Part of the school based-program include introductions of all curriculum books available on hand through departmental meetings and sessions especially for graduating commerce students from NUS who want to go out teaching.

**Table 4: How useful have these materials been in delivering the Business Studies curriculum?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• Very useful for planning</li> <li>• Useful to know what to teach</li> <li>• No need to write notes on the board, just copy them from books</li> <li>• Just do the given exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers say, <i>“use for annual plans to prepare term and daily plans”</i></li> <li>• Students are told to <i>“copy all notes on the given pages then do activities that follow”</i></li> <li>• When the bell rang, teacher reminder <i>“make sure you finish copying those notes before our next class”</i></li> </ul>

The quality of teaching has the greatest impact upon classroom learning. The use of textbooks as guide for teachers in their planning and set up work for students are helpful for pedagogical practices and extension of work.

**Table 5: What other support materials used to assist you in teaching Business Studies?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• ESA Publications (NZ texts)</li> <li>• Form 3&amp;4 Accounting/Economics</li> <li>• Figures 1&amp;2</li> <li>• Sorry no other texts, only the curriculum books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher B is happy to say this <i>“I have no educational qualifications but teaching for 9 years has motivated me to look for other texts especially I’ve taken Year 11 classes”</i></li> <li>• Teacher A said, <i>“only texts available in school. Don’t know where to get other texts”</i></li> <li>• Others say, <i>“other texts like ESA Publications are expensive, can’t afford”</i></li> </ul>

Teachers have problems getting other sources due to costs and no effort to get some other textbooks for extension work. They use the available curriculum books.

**Table 6: How well do you implement the written curriculum?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• Just follow the prescription</li> <li>• Teach accounting first before economics</li> <li>• Teach economics first before accounting</li> <li>• Use more exercises from other texts</li> <li>• No extra exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher B said <i>“I love teaching accounting as I have been doing accounting work in the bank”</i></li> <li>• Teacher E is comfortable to teach economics than accounting. She said, <i>“economics was my best subject when I went to college, I like writing essays and hate numbers”</i></li> </ul>

All Business Studies teachers need on-going professional development in his/her own department, in his/her own school and ministry workshops to increase ability and interest in reflecting on their own practice in order to be comfortable in both accounting and economics and teach them well.

**Table 7: Are there any sections of the curriculum required to leave out or add in?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• Change Accounting in everyday life in years 12,13</li> <li>• Business ownerships, under partnership</li> <li>• Some activities are not related to topic</li> <li>• Add more activities to Years 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher D said this <i>“there’s a big gap to prepare students in Yr 12,13 when they skip Year 11”</i></li> <li>• Teacher C said <i>“correct that a sleeping partner doesn’t get a share of profit”</i>.</li> <li>• Teacher A said, <i>“there’s not enough exposure for new Years 12,13 students who option for accounting or economics so they seek for extra help ie tutorial classes”</i></li> </ul>

The sense of strength and ability is indeed a desire to make things happen to be effective. Teachers should be confident allowing them to be comfortable with responsibility to continue to teach.

**Table 8: Have you attended any professional development workshops?**

Responses	Illustrative Quotes and Examples
<ul style="list-style-type: none"> <li>• Not at all</li> <li>• Yes but only once by the ministry</li> <li>• Every workshop conducted by ministry</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher A said <i>“I haven’t attended any training conducted by the ministry”</i></li> <li>• Teachers C &amp; D have attended only once and no more</li> <li>• Teacher B said, <i>“I’ve learned a lot from these trainings, I attend every time ministry runs these”</i></li> </ul>

All teachers need professional development even though they have qualifications. Professional development improves teachers personally and professionally.

#### **4.4 Summary of Interviews**

Considering the responses about using the curriculum books, teachers find them useful for their plans and teaching, but very limited. They just follow what’s in the books to teach. Some are not familiar with the curriculum statement. The participants highlighted the need to provide more support in both content and teaching skills which will enable them to teach effectively. Smith, Mockler and Normanhust (2003) prove professional groups (school-wide improvement, staff

development and classroom development) in schools could contribute to whole school development.

The responses from the six participants were gathered while viewing their responses to the list of questions about the use of curriculum books in teaching Business Studies. As seen clearly from the responses, teachers depended mainly on these for annual, term and daily plans and used it as a resource for teaching. There was very limited content as teachers didn't bother looking for other supplementary sources for their own background. Teachers were the only source of information for the students. They depended only on the notes and activities given in the curriculum books. The interview responses were put into three main groups; nature of curriculum, use and knowledge of curriculum materials and teacher training to be discussed.

#### **4.4.1 Nature of curriculum**

A study on the implementation of the Nigerian Secondary School Curriculum, 2009 showed results that majority of the students who participated in the study were of the opinion that their teachers use more theoretical than practical method in the implementation of the curriculum in the four school types. This is also supported by (Okoro, 2011) that most secondary schools do not offer Business Studies rather they prefer Arts and Science subjects. The subjects seems to have been neglected; unfortunately, the subject has also been made elective in Junior Secondary School at the Universal Basic Education programme (2008).

Both researches reflect the same problem (indicated earlier) with Business Studies curriculum in Samoa; nature is more theoretical and elective in the schools.

#### **4.4.2 Knowledge and use of curriculum materials**

Curriculum materials are the physical resources used to support the presentation of and interaction with the curriculum content. Conventional curriculum materials include textbooks, workbooks, manipulatives, charts and posters, etc. (Kohen, 2011).

However, it is very challenging to see that three teachers (A,C,and D) are not familiar with the curriculum statement which shows that they were not introduced properly of what the learning programme was from the curriculum statement. The inadequacy of instructional facilities and teachers seems to have resulted to poor method of instructions (Okoro, 2011).

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement (Learning Programme Guidelines: Business Studies, 2008 p.3).

So teachers need opportunities to learn about the components of the new programme early as they are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning.

(Kohen, 2011).

#### **4.4.3 In-service Training**

Curriculum invites schools to embrace the challenge of designing relevant and meaningful learning programmes that will motivate and engage all students (Maharey, 2007). Without doubt, the most important person in the curriculum implementation process is the teacher. Regardless of what philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Hence, professional development of teachers is as important factor contributing to the success of curriculum implementation.

Teachers need be trained and workshops have to be organized by the ministry. Unfortunately, three teachers did not have the benefit of such exposure. Thus, an alternative is helpful to be done within the school itself where knowledgeable teachers mix with beginning teachers where all could learn with each other. In-house workshops inspired and empowered staff to streamline their curriculum approaches and teachers were able to experiment with their different ideas for approaching the new curriculum. Whole-school professional development was the on-going learning conversation among teachers around the school (Maharey, 2007). A case study done in Indonesia, 1994 on curriculum reform and implementation addressed these factors for more flavor on professional development of teachers;

*Professional support* – support for teachers from both within the school and outside. e.g opportunities to receive on-going curriculum professional support

*Professional adequacy* – teachers' own ability and competence to teach the curriculum i.e confidence in teaching

*Professional knowledge*- knowledge and understandings teachers possess regarding the new curriculum e.g different ways of teaching to foster student learning.

*Professional attitude and interest*- attitudes and interest of teachers towards the new curriculum e.g keen to teach the subject.

## **CHAPTER 5: DISCUSSIONS**

### **Introduction**

This chapter discusses the findings from classroom observations and teachers' interviews. The following discussion will indicate the links between teachers' perceptions and pedagogies.

### **5.1 Discussion of Classroom Observations**

Teaching styles were similar in all the classrooms observed as each teacher directed whole class discussions by asking questions and having students answer. All the teachers used the students' books in their lessons. However, a difference was noted in teaching methods relating to teachers' experience. While most teachers were using the traditional method of teaching using chalk and blackboard, others extended their teaching methods using speaking and listening activities in oral presentations and had students work in pairs or groups. Three features of the observations are now discussed in more depth: teaching experience; methods of delivery and use of curriculum books and resources.

#### ***5.1.1 Teaching Experience***

In line with the proverb, "Practice makes perfect", the teachers with more years of practice had a higher degree of confidence in teaching Business Studies. Saunders (2000, cited in Quan-Baffour and Arko-Achemfour, 2008) states that effective teachers at a mature stage of development tend to know their subject

matter well, use pedagogies appropriate for the content and reflect on their teaching and children's responses. They also create and sustain an effective learning environment and show that they care about their students. These experienced teachers have higher levels of pedagogical content knowledge. Quan-Baffour and Arko-Achemfuor (2008) define pedagogical content knowledge as the ability to blend technique and content including understanding how specific topics are related to one another and how they are most effectively organised and presented in the classroom to maximise learning.

### ***5.1.2 Methods of Delivery***

Of the teachers observed, three extended their approaches to let students work in pairs and in groups in order to learn from one another. One teacher asked the students to go out to the village shops and collect source documents. This 'discovery learning' or 'education outside the classroom' helps develop skills such as collecting primary information, investigating, problem-solving and interviewing. Students find that people in the community can also help them learn. In this case, the documents were used to create a resource (wall chart) as a source of information in the classroom.

Overall, however, the traditional method is the one seen in most classrooms. Teachers ask questions, students answer during class discussions before copying notes and completing written exercises. The pedagogies needed to

make Business Studies a more relevant and useful subject were not very evident.

### **5.1.3 Use of Curriculum Materials and Resources**

National documents (curriculum overview, curriculum statement and students' books) were developed for the implementation of the Business Studies curriculum. There were no teachers' manuals so teachers use the students' books to prepare their classroom lessons. Three of the observed teachers had not seen the Business Studies curriculum statement so they did not know how to use it. All they had were the students' book to provide the outline of what to teach. One other issue observed was the lack of resources used in most classrooms due to the nature of the subject. Although Business Studies is classified as vocational (practical), its concepts are more theoretical requiring teachers to understand and teach definitions and meanings well. Therefore, teachers concentrate more on explaining definitions than using resources to expand the relevance and interest of the subject.

## **5.2 Discussion of Interview responses**

This section discusses the data gained from the interview responses and how they addressed some of the research questions.

The first question asked what curriculum materials teachers had in their schools. Teachers mentioned the curriculum statement, the students' books and the

school's annual plan. Teachers A, C and D said they were not familiar with curriculum statement, e.g., "[It was] *not included in NUS commerce courses and I haven't been to any in-service training.*" Teachers were often the only source of information for the students. They depended on the notes and activities provided in the students' books and they did not often look for other supplementary sources for their own background knowledge.

It was recommended that both pre-service teacher education at the National University of Samoa and in-service school-based programmes, through departmental meetings and professional development, should include an introduction to all the curriculum books and materials available.

The second question asked how useful the available materials were for delivering the Business Studies curriculum. While some teachers found them a useful basis for knowing what to teach, for planning their lessons and for designing annual plans from which they prepared term and daily plans, others used them with less thought. For example, they got students to copy notes straight from the books or they made no attempt to extend the students beyond the exercises provided in the students' book. In one class, students were told to: "*Copy all notes on the given pages then do activities that follow*" and when the bell rang, the teacher reminded them to "*make sure you finish copying those notes before our next class*"

Question 3 asked teachers what other support materials were available. Some teachers had no materials other than the curriculum books and had no idea where to get them, or could not afford them, whereas others used ESA publications from New Zealand or older Form 3 & 4 accounting or economics texts. Teacher B was motivated to look beyond the curriculum materials provided: *“I have no educational qualifications but teaching for nine years has motivated me to look for other texts especially when I take Year 11 classes.”*

The next question asked the teachers to consider how well they thought they implemented the curriculum. A strong theme was teaching to their preferred discipline. Teacher B said *“I love teaching accounting as I have been doing accounting work in the bank.”* Teacher E was more comfortable teaching economics than accounting. She said, *“Economics was my best subject when I went to college, I like writing essays and hate numbers.”* When implementing the curriculum, some teachers just followed the prescription and the set exercises. Others tried to supplement the exercises in the students’ books with other activities and exercises. They felt this was more in the spirit of the curriculum’s intentions. Again, the importance of pre-service and in-service professional development can be seen to increase teachers’ awareness of the curriculum’s intentions and the ways to teach to these.

Related to this, teachers were asked about attending professional development workshops. The responses ranged from none (Teacher A) or one (Teachers C

and D) to every workshop the Ministry had offered for their subject. Teacher B commented: *“I’ve learned a lot from these trainings, I attend every time the Ministry runs these”*

It is important for teachers not get complacent. There is a place for professional development for all teachers even though they have relevant qualifications. Professional development updates teachers’ knowledge and skills and teachers gain both personally and professionally. Professional development does not just need to be provided by outside facilitators. Smith, Mockler and Normanhus (2003) suggest professional groups in schools (focused on school-wide improvement, staff development and classroom development) could contribute to whole school development.

### **5.3 Overall Discussion**

While this latest Business Studies curriculum has been available in schools for over ten years and has been refined over time, it has not received the support that is needed to make it a valuable and relevant subject for students leaving school to find a job. This study provides some insights into this concern. Some of the issues are with the subject itself, others are with teacher knowledge and curriculum delivery, and others are with the provision of in-school support and teacher professional development.

#### **5.3.1 Nature of the curriculum**

Business Studies is an optional vocational subject which aims to prepare students for life when they leave school as useful contributors to society and to

Samoa's economy. One issue raised in the study is that there are two disciplines (accounting and economics) combined in business studies content.

Firstly, teachers often favor one discipline over the other depending on their own backgrounds. As one teacher commented *'My major is economics and I am forced to teach accounting as well.'* Secondly, the content comes in separate texts – Book 1 for economics and Book 2 for accounting. Thirdly, the content is quite conceptual and is difficult to teach. This means that without extra support materials, lessons tend to be quite formal and transmissive in nature, for example, in accounting the only exercises used are those in the students' books. Fourthly, because the subject is optional, how much time and how many periods are available to teach business studies depends on the school-based programme and what is seen as a priority.

### **5.3.2 Teachers' Content Knowledge**

All participants were either more comfortable in economics than accounting or vice versa. Teachers find the subject hard to teach because part of the content is not related to their own background experiences. They also expressed that there were specific topics they had never studied at college and therefore lacked the confidence to teach effectively.

In order to gain confidence in teaching the other discipline and in approaching Business Studies in a more integrated manner, teachers need professional

development opportunities. Whether they undertake study on their own, participate in collaborative learning in schools or attend MECS professional development, the situation will not improve without personal motivation and external support.

McArdle and Coutts (2003) suggest that reflective practice is an approach to continued professional development which teachers come to understand their own deeply held beliefs and the way these impact on their professional practice. King (2002) suggests that teachers can both engage in careful individual inquiry about their own practice and inquiry as a collaborative activity among themselves to contribute to a professional community and enable their schools to become learning organisations.

### **5.3.3 Knowledge of curriculum materials**

The study found that more experienced teachers understood the intention of the curriculum, the relationship between the curriculum statement and students' books and had the confidence to draw from a wider range of curriculum materials. Beginning teachers and teachers new to the subject need to be provided with an induction into the subject and to be encouraged to consider the ways to use the curriculum materials and how to supplement them with ideas from other sources. Experienced teachers also need updating in new curriculum content and pedagogies.

#### **5.3.4 Teachers' pedagogies**

Teaching is not just about content, how teachers teach is as important as what they teach. It takes time to move from a teacher-centered approach to a student-centered one. As has already been noted, teachers need strong content knowledge in order to be confident enough to try new teaching approaches. If Business Studies is to achieve its potential students need to gain experience in the essential skills of questioning, interpreting sources and problem-solving. The study showed that both individual and collaborative inquiries are rare. There are many strategies teachers can use to introduce both content and skills into the classroom, such as, seminars, debates, field trips, surveys and interviews but without professional learning opportunities for teachers, they will remain with the status quo.

#### **5.3.5 Teacher preparation and development**

If teachers studying at the National University of Samoa (NUS) are being prepared to teach Business Studies, then some course and career guidance would help them select appropriate subjects to prepare them for teaching both economics and accounting. The teachers in this study had not had this opportunity and on arriving in schools, they often conceded that they had not attended any workshop provided by MESC, nor had there been any school improvement programme available in their schools. One teacher commented '*Our staff has meetings every Monday but it's only on other matters*'. This was confirmed by the subject advisor who said that most Business Studies teachers

needed training on the curriculum in relation to content, teaching pedagogies and learning activities.

The need for in-service training in content knowledge and teaching methodology for effective classroom teaching should be a priority. Quan-Baffour and Achemfuor (2008) consider that in-service training is a strategy, not only to address gaps in content knowledge and provide skills in teaching, but also to improve teachers' confidence and general competence.

### **5.3.6 In-school support**

MESC has now developed training programmes aiming at preparing principals and teachers, with appropriate knowledge and skills to be able to offer the curriculum as part of continuous school development and improvement. Thus, in order to reduce the problem of teachers not getting professional development, the responsibility is passed to principals to set up their own school-based programmes of teacher professional development. King (2002) in his research describes a range of strategies that can be used to support teachers, such as visits to other schools, meetings with teachers from other schools, professional development activities like workshops with outside authorities, and activities within the school such as curriculum team meetings.

Principals and teachers should be encouraged and motivated to understand the importance of school-based programmes and put them into action. They also

need to identify strengths and weaknesses in their school programmes so that external help can be sought from the ministry and others to address any concerns raised during this school-based staff development.

### **5.3.7 The curriculum development process**

Teachers felt removed from the curriculum development process as they were not involved in the writing of the curriculum document. Although some teachers participate in curriculum development, they tend not to be involved in making decisions as most decisions flow from the top. McGee (1997) believes that teachers are, in fact, the key curriculum decision makers. They make a number of decisions with respect to the implementation of any given curriculum and to reach these decisions, they need to consider the learning abilities of their students, the curriculum documents, resources available and their own strengths. If teachers can come to see themselves as curriculum decision makers they will feel more empowered to participate in professional development and to implement the curriculum in ways that are more relevant to students.

### **5.3.8 Professional Development of Teachers**

In working towards change, teachers need continuous support with professional development. The participants feel they need in-service training to improve both personally and professionally.

The administration and implementation of the in-service training in Samoa is guided by a number of key principles outlined, one of which is to 'aim at the fundamental need for teachers improve their knowledge and skills to meet the goals of education outlined in the Western Samoa Education Policies 1995-2005. The ministry's development program requires that the provision of in-service training be multi-level and integrated.

Professional development is based on needs identified at the national level, needs at the whole school level and those individuals who are members of the school community- the child, the parents, teachers and the principals.

Professional development continues at different levels to update teachers and to build a relationship with other teachers in their region (districts) and a relationship within their own schools. McGee (1997) states that teacher development occurs at various levels; national level, regional level and school-based level. So there is a collaboration among teachers which is a goal that has received more attention towards school improvement and individual teacher development.

Professional development include teachers as Corcoran (1995) describes needing more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master and reflect on new approaches to working with children.

The following scholars have their own definitions of in-service training which I feel applies to what is required to improve Business Studies teachers.

Bagwandeem (1993) suggests that in-service training activities implemented, achieve positive changes which may lead to the improvement of the teacher's teaching output. It covers aspects such as updating content knowledge and skills of teaching among teachers.

Bagwandeem (1993) also defines in-service training to cover all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill.

Kriek (2005) says it is a structural training activity intended to develop content, skills and capabilities of teachers in a defined area for the purpose of enhancing student learning.

#### **5.4 Professional Support**

Teachers feel that there should be more support inside the classroom as well as from other people outside the classroom.

Community support is essential for creating the professional development opportunities teachers require to help all of their students reach higher levels of learning. Parents and community members must understand that professional development is the strategy for any reform efforts, not an addition to them. Parental support is essential because scheduled changes to accommodate professional development may interfere with family schedules, which often are

planned around the school day. If parents are to support this effort, they must feel that their children will benefit from the time teachers spend on professional development.

King (2002) in his research describes regular visits to the schools to observe professional development activities like workshops with outside authorities and internal activities to the school such as committee meetings, grade teams, meetings with teachers from other schools is always support for teachers.

Principals and teachers should be encouraged and motivated to understand the importance of school-based program and put it into action to be able to communicate well and identify the strengths and weaknesses. This helps to seek help from others and the ministry in relation to any concerns raised during this staff development within the schools.

The support by the ministry is across all the schools in Samoa when teachers from all these variations are asked to participate in the in-service trainings with the supply of curriculum materials, (curriculum documents, students' booklets, teachers' manuals) to every school. (government, mission, private).

The ministry has now developed training programs aiming at preparing principals and teachers, with appropriate knowledge and skills to be able to offer the new curriculum within a climate of continuous school development and improvement. Thus, the responsibility is passed to the principals to set up their school-based

program for their own professional development to reduce the problem of teacher not getting professional development.

### **5.5 Teachers' Concerns for Future Implications**

It has been a related problem that some teachers with no Business Studies background are forced to teach the subject or, trained Business Studies teachers do not teach the subject at all. This is all because of the school-based program which is not put into action by the principal and staff. In-service trainings are conducted by the ministry and should be an on-going process for every school to plan their own program to fit in the ministry's program.

However, Wylie (1992) reminds us that at times, teachers individually engage in development by thinking, reading, discussing and other self-generated activities of an informal kind. Teachers should be able to reflect on their own experiences in teaching from time to time.

There are also other options existing used to design an effective professional development experience, that is sustained and intensive for short-term training sessions. I only refer to the relevant strategies that can be done by our local schools. Loucks-Horsley et al (1997) suggests that typical study groups to examine topics by reading and discussing current literature, visiting sites where the practice of interest is employed or attending conferences or classes to gain additional knowledge on the selected topic.

Little (1997) states that schools progress from staff retreats is building a spirit of professional community among all staff. This is a regular uninterrupted single or multiple-day session providing staff opportunities to develop goals and action plans targeting their specific needs and context. If possible, the retreat should be held at a site other than the school building. Already, there are schools here in Samoa who have done this practice, the colleges in town which can be also introduced to rural schools.

## **CHAPTER 6: CONCLUSION AND RECOMMENDATIONS**

### **Introduction**

This chapter presents conclusions of what was discovered in this study. It also offers suggestions and recommendations in relation to curriculum implementation of Business Studies followed by limitations of the study. It also looks at reflections for myself and other teachers.

### **6.1 Summary of Findings**

- This study documented that teachers need on-going and effective professional development to improve personally and professionally.
- National curricular reform documents improve teacher collaboration.
- Teachers need proper training at training college to be effective in both content and pedagogies.
- Teachers need support from different levels to grow professionally.

### **6.2 Limitations of the Study**

The limitations of this study are that the size of the research group was small and results from qualitative data may be limited. This implies the need for further research with a larger sample size and a combination of qualitative and quantitative analyses.

Secondly, I only researched schools in town and two rural schools. However it would be different results if some remote schools on the big island of Savaii are

researched. Therefore, there is a need to conduct future research to increase our understanding of effective teaching practices in Samoa and the resources that support effective practice. It would also be useful to research how NUS courses and methods influence pre-service teachers in terms of their methods of teaching.

### **6.3 Recommendations**

These recommendations are for MESC (Ministry of Education, Sports and Culture) and FOE-NUS (Faculty of Education-National University of Samoa)

Considering the data collected and reading through it all, this study has identified some issues which recommends the following;

#### **6.3.1 Curriculum Review**

After ten years, there has never been any review of this curriculum. Findings from the study should be presented to the Ministry of Education to conduct workshops for Business Studies teachers so that they contribute on what to teach and how to teach. More research on teachers' perceptions and views regarding content, pedagogies and resources are highly recommended.

#### **6.3.2 Enterprise Project**

A NZ Project was looking at inserting two more components (finance and entrepreneurship) into the Business curriculum in 2008. Four schools were selected to be pilot schools and the process still continues. Again, workshops

conducted by the ministry are highly recommended to discuss, share and give feedback as the curriculum will now include four disciplines of accounting, economics, finance and entrepreneurship.

### **6.3.3 Bachelor of Business Education Programme**

It's been three years now of negotiations and discussions about this new degree programme to be offered at NUS soon. It accommodates school leavers who will major in business and take up teaching as a career when they graduate after three years. This programme has 24 courses (12 education and 12 business) and tries to solve the problem of limited knowledge in both accounting and economics. The option to be on trial first, is for the 12 business courses to include six accounting and six economics papers. This study will help the review being suggested.

### **6.3.4 On-Going Professional Development.**

For the three factors above, in-service workshops by MESCC is highly recommended to be regular so that teachers can contribute on the curriculum review. There should be professional development in schools as part of school-based programmes within their own commerce department. As part of teacher development, teachers should reflect on their own practice by working with other teachers and getting further studies for further knowledge.

### **6.3.5 Supply of Curriculum Books**

It is also recommended that the ministry should have enough supply of curriculum books on hand so that schools have enough books for their teachers and students. I found out that the first supply from the ministry is free, other supplies will be charged to the schools. The problem is, schools have the money but the ministry does not have the books.

### **6.4 Personal Reflections**

I have been involved in developing and writing the new Business Studies curriculum. This has been a good opportunity for me to learn what teachers feel and say about the curriculum documents in relation to its content and pedagogies as they are the implementers in the classrooms.

I've learned about skills and knowledge of the different teachers and I respect their values while talking to them. They were very supportive which makes this study possible. I've also learned about research skills to be improved in further researches in the future.

### **6.5 Conclusions**

This investigation of curriculum implementation has identified and confirmed that teachers should bring about improvements in curriculum development and delivery and therefore students' learning as McGee (1997) argues that teachers should be at the heart of curriculum decision making. Teacher development and curriculum development are closely related.

Therefore, teachers are initiators of change and must be proactive. If they change their pedagogies, teaching styles and what goes on in the classroom well, the students will change positive too.

This research is a challenge for more research on curriculum development and curriculum implementation.

## **BIBLIOGRAPHY**

Baffour, K.P.Q., & Achemfour, A. A. (2009) *Problems of education in the 21<sup>st</sup> century: Bridging the content knowledge: an agenda to improve business studies teaching in south African countryside schools*. Vol 12. No 108. pp 108-110

Bell, B. (1987) Science curriculum development in New Zealand a historical account, *Research in Science Education*, 17:244-52.

Ben-Peretz, M. (1990) *The Teacher-Curriculum Encounter: Freeing Teachers from the Tyranny of Texts*, Albany, NY: State University of New York Press.

Berliner, D. (1982) *The executive function of teaching*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Boe, E.E., & Gilford, D. M. (1992) *Summary of conference proceedings in teacher supply. Demand and quality policy issues, models and databases*. Washington DC National Academy Press

Bogdan, R. C., & Biklen, S. K. (1992) *Qualitative research for education: An introduction to theory and methods* (2<sup>nd</sup> ed.) Boston: Allyn & Bacon

Brady, L. (1995) *Curriculum development*. Australia: Prentice Hall

Burns, B.R., (1997) *Introduction to research methods*. 3<sup>rd</sup> ed Longman Australia Pty Limited

Burns, B.R., (2000) *Introduction to research methods*. 4<sup>th</sup> ed. Longman Australia Pty Limited

Cherubini, G., Zambelli, F., & Boscolo, P. (2002). Student motivation: An experience of in service education as a context for professional development of teachers. *Teaching and Teacher Education* 18, 273-288

Clark, C. M., Peterson, P.L. (1986). *Teachers' thought processes*, In: Wittrock.M.C (ed) 1986 Handbook of Research on Teaching 3<sup>rd</sup> edn. Macmillan, New York, p.225-296.

Davidson, C. & Tolich, M. (2001). *Social science research in New Zealand: Many paths to understanding*. Auckland: Longman.

Denzin, N. K., & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. 2<sup>nd</sup> ed  
CA Sage Publications

Denzin, N.K. & Lincoln, Y.S. (1998) *Introduction: Entering the field of qualitative research*: In Denzin, N.K. & Lincoln, Y.S. (eds), *The landscape of qualitative research: Theories and issues*, London. Sage (pp 1-34)

Denzin, N. K., & Lincoln, Y.S. (2000). *Handbook of Qualitative Research*. Thousand

Department of Education. (1995). *Western samoa education policies 1995-2005*. Samoa: Department of Education.

Department of Education. (1998). *Samoa secondary school curriculum: Curriculum overview document*. Samoa: Department of Education.

Department of Education. (2000). *Business studies curriculum statement*. Samoa: Department of Education.

Department of Education, (2001). *Curriculum overview document*. Samoa: Department of Education.

Department of Education, (2002) *Subject inspection of business studies report*

Fullan, M & Pomfret, A (1977). *Research on curriculum and instruction Implementation*. Review of Educational Research, p. 335-397.

Key Stage 3 National Strategy: *Designing the Key Stage 3 Curriculum*,  
Department for Education and Skills. England.]

King,M.E. (2002) Professional development to promote schoolwide inquiry.  
*Teaching and teacher education 18*, 243-257

Kohen, J. (2011) *What are curriculum materials?*

Glense, C,. (2006) *Becoming qualitative researchers: an introduction* 3<sup>rd</sup> ed. USA

Gounder, T. N (1992) *Pacific Curriculum Network Volume 1. No. 1 September 1992*  
Department of Education and Psychology. The University of the South Pacific.

Grundy, S. (1998). The curriculum and teaching. In E. Hatton (Ed.), (ch. 2). *Understanding teaching curriculum and the social context of teaching*. Sydney: Harcourt Brace.

Haynes, F., (2000). *Technology education*. Why and how it came part of the new Zealand school curriculum (thesis)

Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, Iowa: Kendall/Hunt

Higham, J. J. S. (2002) *Curriculum change: General national vocational qualification* p. 48. Post 1-14 Research Group, University of Leeds.

Holt, M. (1984). Perspectives on assessment of performance unit. In M.Skilbeck (Ed.)

*Learning Programme Guidelines: Business Studies, 2008*

Lovat, J. T & Smith, D. L (1998). *Curriculum: Action on reflection revisited (3<sup>rd</sup> ed)* Social Science Press, Australia.

Machin, S & Vignoles, A. (2006) *Education policy in UK*. Centre for the economy of education, Houghton St. London WC 2A 2C

Maharey, (2007)

Manullang, M ( ? ) *Quality of teaching and learning interaction for mathematics teachers: A Case Study*

Marsh, C. (1992) Key concepts for understanding curriculum. London. Palmer Press

McArdle, K., Coutts, N. (2003) A strong core of qualities – a model of the professional educator that moves beyond reflection. *Studies in Continuing Education, Vol 25, No.2*

McGee, C. (1997). *Teachers and curriculum decision-making*. Palmerston North: Dunmore.

McGee, C., Jones, A., Cowie, B., Hill, M., Miller, T., Harlow, A., & McKenzie, K (2003) *Curriculum stocktake: National school sampling study: Teachers' Experience in curriculum implementation: English, Languages, science and social studies*. Report to the Ministry of Education University of Waikato

McGee, C., Jones, A., Hill, M., Miller, T., Harlow, A., & Donaghy, A. (2004) *Curriculum stocktake: National school sampling study: Teachers' Experience in curriculum implementation: General curriculum, the arts, Health & PE*

Report to the Ministry of Education University of Waikato

McLaughlin, M.W & March. D.D. (1978). *Staff development and school change* Teachers College Press, New York. P. 69-94

McLean, B.L. (2006) *Technical curriculum models: Are they appropriate for nursing profession*. Journal of Advanced Nursing. Volume 17. Issue 7 Pages 871-876

MinHo, Y, Clementina, A. and Erry, U. (1990) *The Reform of Secondary Education in Indonesia during the 1990s: Improving Relevance and Quality through Curriculum Decentralization Implementing the curriculum in Indonesia*

Mills, G. (2000). *Action research: A guide for the teacher research* Upper Saddle River, NJ: Prentice Hall/Merill

Ministry of Education, Sports and Culture, (1998). *Curriculum overview document. statement Years 9-13* Apia: Government of Samoa.

Ministry of Education, Sports and Culture, (2000). *Business studies curriculum statement Years 9-13* Apia: Government of Samoa.

Ministry of Education Sports and Culture (MESC), *2002 Policy Planning and Research Division*).

Ministry of Education, Sports and Culture (2006) Strategic Policies and Plan (2006-2015). *Education Statistical Digest 2006* Samoa. Apia:

Ministry of Education, Sports and Culture (2003) Cooperate Plan July 2003-June 2006. *“Enhancing Opportunities for All”*. Samoa. Apia.

Ministry of Education, Sports and Culture (2006) Corporate Plan (July 2006-June 2009) *“Providing choices for everyone”*. Government of Samoa. Apia:

Ministry of Education, Sports and Culture (2006) Strategic Policies and Plan (2006-2015). *Education Statistical Digest 2006* Samoa. Apia:

Ministry of Education Report (1986) *Challenge of education: A policy perspective* Government policies/India

Morrison, I. (1997). *Negotiating the NZ English curriculum* (thesis)

Mutch, C. A. (2005). *Doing educational research. A practitioner’s guide to getting started*. Wellington, New Zealand: NZCER Press

Neuman, W.L (2000) *Social research methods: qualitative and quantitative approaches* 4<sup>th</sup> ed. Allyn & Bacon USA

*New Zealand Curriculum Guides* (2011) Senior Secondary Schools

Ofoha, D., Ucheghu, C.N., Anyikwa, B. and Nkemdirim, M. (2009) *A critical appraisal of the mode of implementation of Nigerian secondary school curriculum: Towards Socio-economic Empowerment of education research network for West & Central Africa (ERNWACA)*

Okoro, J (2011) *Strategies for enhancing the functionality of business studies in the universal basic education programme in south- south nigeria*. Crown Research in Education Volume 1, Issue 2 pages 18-23

Ornstein A.C. & Hunkins, F.P. (2004). *Curriculum foundations, principles and issues*.

Pasha, M. A. (2012) *Education in Pakistan: Changing patterns of computing discipline*

Patel, N. V (2003) *A holistic approach to learning and teaching interaction: Factors in the Development of Critical Learning*

Pratt, D. (1980). *Curriculum design and development*. New York: Harcourt Brace Jovanovich.

Price, G. (2008) *Scaffolding teacher learning: Examining teacher practice and the professional development process of teachers with culturally and linguistically diverse (CLD) learners*.

Ramanathan, P. (2001). *The use of Social Language Learning Strategies in a Literature-based Form 4 ESL Class*, M.Ed, University of Malaya, Kuala Lumpur, Malaysia

Sakellaria, M., Rentzou, K (2012) *Greek pre-service kindergarten teachers' beliefs and intentions about the importance of teacher-child interactions*. Routledge Chestnut Street Suite 800.

Saunders, I. (2000) *Effective schooling in rural Africa*. Report 2. Key issues concerning School effectiveness

Sahlberg, P (2005) *Education reform and economic competitiveness*. Paper prepared for the international convention of principals in Cape Town, South Africa

Sahlberg, P (2011) *Curriculum reform and implementation in the 21<sup>st</sup> century: policies and implementation* Proceedings of the international conference on curriculum reform and implementation.

Science *Curriculum Implementation Questionnaire (SCIQ)* (1994)

Shkedi, A. (2009) *From curriculum guide to classroom practice: Teachers' narratives of classroom application* . Journal of curriculum studies Volume 41, Issue 6

Shulman, L.S (1996) *Those who understand: knowledge growth in teaching*. Educational researcher, 15(2), 4-14

Shulman, S.L & Shulman, J. H. (2004) *How and what teachers learn: a shifting perspective*, Journal of curriculum Studies, Volume 36, Issue 2 pages 257-271

Slavit, D., Nelson, T. H., & Kennedy, A. (2009) *Perspectives on supported collaborative teacher inquiry*. Routledge NY 10016

Smith, G. S., Mockler, N., Normanhust, L., (2003) Holding a mirror to professional learning - *Annual Conference of the Australian Association for Research in Education and New Zealand Association for Research in Education, Auckland Nov 29-Dec 3, 2003*

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park CA Sage Publications

Tanner, D. and Tanner, L. N. (1980). *Curriculum Development: Theory into Practice*, , 2nd edn, New York: Macmillan.

Taufe'ulungaki, A. M. (2002). Pacific education: Are there alternatives? In C. Benson (Ed), *Tree of Opportunity: Re-thinking Pacific Education* (pp.5-21), Suva, Fiji: The University of the South Pacific Institute of Education.

Thaman, K.H. (1998). Learning to be: A perspective from the Pacific Islands. *UNESCO International Conference on Education for the 21<sup>st</sup> Century in the Asia-Pacific Region*. Melbourne, UNESCO

Thaman, K. H. (2002). Towards cultural democracy in Pacific education: An imperative for the 21<sup>st</sup> century. In C. Benson (Ed), *Tree of opportunity: Re-thinking Pacific education*: (pp.22-30). Suva, Fiji: The University of the South Pacific Institute of Education.

*The Ontario Curriculum, Grades 9 and 10: Business Studies, 2006*

*The Cyclopaedia of Samoa, Tonga, Tahiti and the Cook Islands*. (1983). First published and printed in 1907 by McCarron, Stewart and Co. Sydney Australia under the patronage of His Excellency Dr. Solf (the Governor General of German Samoa), his Majesty King George 11 of Tonga, his Britannic Majesty's Consul at Tonga (Hamilton Hunter, Esq. CMG). Reprinted 1983. Papakura, New Zealand: R. McMillan.

UNESCO *Statistical yearbook, 1998, Paris*

Morris, R. C. (1996) *The status of school curriculum reform*. The Educational Forum, 60 (3), 222-227.

Brady, M. (1996, Spring). *Educating for life as it is lived*. The Educational Forum, 60 (3), 249-255.

Tanner, D. & Tanner, L. N. (1995). *Curriculum Development: Theory into Practice*. New York: Merrill.



## Appendix 1

1 April 2009

The Chief Executive Officer  
Ministry of Education, Sports and Culture  
Malifa

Dear Sir

### Ethical Approval to conduct research in schools

I am seeking your approval to conduct research in Samoa College.

I am the current Business Studies lecturer in the Faculty of Education at the University of Samoa. I am pursuing a Masters in Teaching & Learning degree at Canterbury University, New Zealand.

Part of my thesis is to conduct a research on the implementation of the new (2000) Business Curriculum in relation to how the Business Studies teachers use the curriculum materials being developed. This research involves observations of business studies teachers during their teaching and interviews afterwards. There will be only one participant from each school. There will be two visits to each school to first meet the participant making arrangements and secondly, a one day visit to observe, interview completing a questionnaire. This information will help with any changes, improvements and recommendations for curriculum review as well as FOE course review.

Ethical procedures of confidentiality and anonymity will be closely adhered and information from the research will be used for the purpose of the study only.

You can contact my supervisors listed below if you have any queries.

I appreciate your favorable support and await your approval.

Yours sincerely

Teleuli Leituaso-Mafoa  
(B/S Lecturer)

Supervisors:  
Ann McGrath  
Canterbury University  
Email: [ann.mcgrath@canterbury.ac.nz](mailto:ann.mcgrath@canterbury.ac.nz)

Gatoloi Tili Afamasaga  
Director of Oloamanu Center  
[t.afamasaga@nus.edu.ws](mailto:t.afamasaga@nus.edu.ws)

1. This project has received ethical approval from the University of Canterbury College of Education Ethical Clearance Committee.
2. Complaints may be addressed to:  
Dr Missy Morton, Chair, Ethical Clearance Committee  
College of Education, University of Canterbury  
Private Bag 4800, CHRISTCHURCH

Telephone: 345 8312

Actual / formal title of project

## Appendix 2

1 April 2009

The Director  
Congregational Christian Schools  
Apia

Dear Sir

### Ethical Approval to conduct Research

I am seeking your approval to conduct a research in one of your schools which is Maluafofu College at Malifa.

I am the current Business Studies lecturer in the Faculty of Education at the University of Samoa. I am pursuing a Masters in Teaching & Learning degree at Canterbury University, New Zealand.

Part of my thesis is to conduct a research on the implementation of the new (2000) Business Curriculum in relation to how the Business Studies teachers use the curriculum materials being developed. This research involves observations of business studies teachers during their teaching and interviews afterwards. There will be only one participant from this school. There will be two visits; first meet the participant to make arrangements and secondly, a one day visit to observe, interview completing a questionnaire. This information will help with any changes, improvements and recommendations for curriculum review as well as FOE course review.

Ethical procedures of confidentiality and anonymity will be closely adhered and information from the research will be used for the purpose of the study only.

You can contact my supervisors listed below for further queries.

I appreciate your favorable support and await your approval.

Yours sincerely,

Teleuli Leituaso-Mafoa  
(B/S Lecturer)

Supervisors:

Ann McGrath

Canterbury University

Email: [ann.mcgrath@canterbury.ac.nz](mailto:ann.mcgrath@canterbury.ac.nz)

Gatoloi Tili Afamasaga

Director of Oloamanu Center

[t.afamasaga@nus.edu.ws](mailto:t.afamasaga@nus.edu.ws)

1. This project has received ethical approval from the University of Canterbury College of Education Ethical Clearance Committee.
2. Complaints may be addressed to:  
Dr Missy Morton, Chair, Ethical Clearance Committee  
College of Education, University of Canterbury  
Private Bag 4800, CHRISTCHURCH

Telephone: 345 8312

Actual / formal title of project

## Appendix 3

### Information Sheet for Teachers

My name is Teleuli Leituaso-Mafoa, the Business Studies lecturer at the Faculty of Education at the National University of Samoa. I am completing a Masters in Teaching and Learning degree at Canterbury University, New Zealand.

Part of my thesis is to conduct a research on the implementation of the new (2000) Business Curriculum in relation to how the Business Studies teachers use the curriculum materials being developed. This information will help with any changes, improvements and recommendations for curriculum review as well as FOE course review.

This research involves observations during your classroom teaching, interviews and completing a questionnaire. There will be two visits first to meet for orientation; making arrangements then give you the questionnaire and secondly, a one day visit to observe, interview and complete a questionnaire. Information from this research will be kept confidential and will be used only for the purpose of this study.

Your real names and other identifying information will not be used. All records will remain confidential and access to data will be restricted to me and my supervisors. Both records and data will be securely stored for five years. Data will be used specifically for the purpose of this study and any related conference papers or journal articles that may follow. You may withdraw from the study at any stage and information provided will not be used.

Queries regarding this research to be directed to myself or my supervisors listed below.

Thank you for your cooperation.

Yours sincerely

Teleuli Leituaso-Mafoa  
Business Studies Lecturer

Supervisors:

Ann McGrath  
University of Canterbury  
Christchurch  
New Zealand  
[ann.mcgrath@canterbury.ac.nz](mailto:ann.mcgrath@canterbury.ac.nz)

Gatoloai Tili Afamasaga  
Director of Oloamanu Center  
National University of Samoa  
Le Papaigalagala  
[t.afamasaga@nus.edu.ws](mailto:t.afamasaga@nus.edu.ws)

1. This project has received ethical approval from the University of Canterbury College of Education Ethical Clearance Committee.
2. Complaints may be addressed to:  
Dr Missy Morton, Chair, Ethical Clearance Committee  
College of Education, University of Canterbury  
Private Bag 4800, CHRISTCHURCH

Telephone: 345 8312

Actual / formal title of project

**Appendix 4:**

**CONSENT FORM FOR TEACHERS**

**Research:**

Teachers' perceptions on the implementation of the Business Studies Curriculum.

Name: \_\_\_\_\_

School: \_\_\_\_\_

I have read all the information provided by the researcher and I understand all the conditions required of me.

I understand that any information I give will remain anonymous and confidential. I understand that I may withdraw at any time and the information I have provided will not be used.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

1. This project has received ethical approval from the University of Canterbury College of Education Ethical Clearance Committee.
2. Complaints may be addressed to:  
Dr Missy Morton, Chair, Ethical Clearance Committee  
College of Education, University of Canterbury  
Private Bag 4800, CHRISTCHURCH

Telephone: 345 8312

Actual / formal title of project

## Appendix 5

Faculty of Education`

1 April 2009

Dear Principal

I am the Business Studies lecturer at the Faculty of Education at the National University of Samoa. I am pursuing a Masters in Teaching and Learning degree at Canterbury University New Zealand.

Part of my thesis is to conduct a research on the implementation of the new (2000) Business Curriculum in relation to how the Business Studies teachers use the curriculum materials being developed. This information will help with any changes, improvements and recommendations for curriculum review as well as FOE course review.

This research involves observations during classroom teaching, interviews and completing a questionnaire. Information from this research will be kept confidential and will be used only for the purpose of this study.

I'm asking your permission to use the Business Studies teachers from your school (mainly in Years 9-11) for this purpose. Teachers' will be informed of the process and their consent to continue or withdraw anytime. A letter was also sent to your main office and said to confirm the dates of these visits with you.

This research will take place in March to May before this first term holidays.

Thank you for your support.

Teleuli Leituaso-Mafoa  
(B/S Lecturer)

1. This project has received ethical approval from the University of Canterbury College of Education Ethical Clearance Committee.
2. Complaints may be addressed to:  
Dr Missy Morton, Chair, Ethical Clearance Committee  
College of Education, University of Canterbury  
Private Bag 4800, CHRISTCHURCH

Telephone: 345 8312

Actual / formal title of project