

Precepts of Qualification Standards and Teacher of Business Studies Pedagogical Adroitness in Isinya Sub-county, Kenya

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Abstract:

The effectiveness of practical guidelines on qualification standards for teachers of Business studies is a vital component of the teaching profession and occupation in Kenya for ensuring successful service provision. Despite a wide consensus among practitioners and researchers that qualification standards for teachers matter to professional proficiency and learner achievement in Business studies, the substantive impact of precepts guiding the standards of efficiency remains elusive. This study examined the Influence of precepts directing teachers of Business studies teaching practice, professional ethics, and teacher registration on pedagogical adroitness. A descriptive survey design was adopted to address these issues, with a population of 42 respondents selected using random and purposive sampling. Context evaluation, Input evaluation, Process evaluation, and Product evaluation (CIPP) model formed the framework for this study. Data were collected from teachers of Business studies using questionnaires, school principals, and sub-county education officials using interview schedules. The data were analysed qualitatively through a thematic approach and quantitatively using SPSS software version 25.0. Findings showed that effective execution of guidelines directing qualification standards of teachers of Business studies develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession, thus high learner achievement. The study recommends proper formulation and implementation of more constructive qualification standards precepts for teachers of Business studies.

Keywords: Pedagogical adroitness, Precepts, Professional ethics, Qualification standards, Teacher registration, Teaching practice

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I. Introduction

Feasible formulation and implementation of guidelines leading to qualification standards for teachers of Business studies develop appropriate practices and accountability necessary for enhancing desirable habits in the teaching profession. As noted by Bekele, Odundo, Mwangi and Ganira (2021), maintenance of qualification standards is a challenging issue and one that attracts many stakeholders' interest. Hence, guidelines targeting qualification standards influence teachers of Business studies to develop worthwhile standards which directly and indirectly improve learner scores. This is supported by Mailo (2021), who noted that teachers of Business studies are crucial resources in schools; hence improving the effectiveness of qualification standards precepts guarantees that competent people work as teachers, professional skills are of a high standard, and quality instruction benefits all learners.

Guidelines targeting qualification standards of teachers regulate the practice of teaching, professional ethics, and registration of teachers of Business studies in Kenya. Based on this view, Odundo, Ganira, and Kinyua (2018) aver that globally, the preparation of teachers of Business studies is made more functional by developing competencies needed using reforms in teacher education. However, inadequate guidelines on qualification standards are a constraint to apt prerequisites since pedagogical adroitness facilitates successful teaching and learning during class instruction (Sulistiyo, 2016). Qualification standards precepts inform pedagogical practices and teacher competencies which, if appropriately structured and implemented, learner achievement in Business studies may be realised. In Kenya, the Teachers Service Commission is responsible for registering, recruiting, and developing teachers of Business studies. The TSC Act (2012) Section 23 (2) prohibits unregistered persons from

engaging in teaching service, and those who wish to be registered as teachers of Business studies should meet the TSC Code of Regulations (2015) that provides conditions for registration.

Qualification standards for teachers of Business studies that enhance pedagogical adroitness may be controlled by structured precepts for aggrandising learner achievement. In view of this, a study by Odundo, Ganira and Ngaruiya (2018) reveals that preparing teachers of Business studies is made more functional by developing competencies needed using reforms in teacher education. In concurrence, UNESCO's Global Framework of Professional Teaching Standards (2019) impels member states to create qualification teaching standards to enhance achieving Sustainable Development Goal 4, specifically Target 4. C (SDG4.c) on improving qualified teachers supply by 2030. This is in support of Waluyanti and Herminarto (2018), who argue that professional teaching standards acquisition is a process and not an event and teachers of Business studies should continually acquire desirable standards of competency that heighten learner achievement. An effective teacher of Business studies should be able to practice and portray professionalism, pedagogical skills, social and sensible personality in the practice of teaching and solve classroom instruction problems complexity to enhance learners' academic scores. The creation of consensus on education standards, goals, and criteria to judge proficiency can be done through a well-designed learner assessment for gauging learning outcomes (Örgütü, 2016). Hence, qualification standards precepts regulate teacher of Business studies behavior for greater learner academic attainment.

Pursuant to UNESCO's Global Framework of Professional Qualification Standards (2019), Teachers Service Commission Act Chapter (212) conceptualises guidelines by indicating that a person shall be entitled to registration as a teacher of Business studies if they hold any license, certificate or consent to teach issued under the Education Act. Teacher of Business studies qualification standards competency can be measured from learner achievement through proper teacher qualities (Waluyantiet al., 2018). Still, Osarenren and Irabor (2018) claim that the state of the education system raises worry in all stakeholders' hearts as education goals such as producing skilled, professionally competent teachers of Business studies, technological advancement in education to fulfil objectives of national prosperity and development are realistically improbable. Guidelines directing qualification standards have been of key concern to educationists and policymakers for a long time on the effect they have on the pedagogical proficiency of teachers of Business studies. However, the precepts have not been accorded necessary empirical value and full attention in Kenya. Mailo, Ganira, Odundo, and Mwangi (2022) indicated that raising teacher of Business studies quality mayhap policy direction, probably leading to substantial gains in learner achievement. Therefore, the domains of this study include independent variables and a dependent variable encompassing precepts guiding qualification standards and teacher of Business studies pedagogical adroitness, respectively.

1.1 Precepts of Qualification Standards, Teaching Practice, and Pedagogical Adroitness

The precepts governing teaching practice for Business studies teacher trainees ensure adherence to professionalism, appropriate conduct, and ethics during the teaching practice sessions and beyond. According to Ramirez and Yarris (2017), qualification standards are a set of ethics, practices, and behaviors that teachers of Business studies must adhere to. They are frequently accepted by a governing agency representing teachers' interests in promoting sanity in the teaching fraternity. Business studies teacher trainees undergo teaching practice during pre-service training as part of competency acquisition that is led by precepts guiding qualification standards. A study conducted by Mailo, Ganira and Odundo (2022) on *the Context of professional development policies and teacher of business studies competency in public secondary schools in Kajiado county, Kenya*, reveals that teaching practice guided by operative precepts as a component of teacher education impart professional experience and pedagogical adroitness to novice teachers of Business studies for heuristic skills acquisition. Business studies teacher preparation techniques, along with other factors targeted at fostering ideal character, knowledge, and abilities, are essential indicators used to measure excellent teachers (Kafwa, Gaudiencia & Kisaka 2015). During revision or elaboration of education and training programs for Business studies, the use of standards of competencies must be adhered to. This is in tandem with Ganira and Odundo (2019) assertion that teaching practice meets the required standards of pedagogy regarding the abilities and knowledge level of teachers of Business studies. Hence, precepts guiding qualification standards of a teacher of Business studies are vital in ensuring desirable practices are upheld in teaching service.

Precepts of qualification standards for teachers of Business studies shape desirable character and pedagogical competency for higher learner achievement. TSC Career Progression Guidelines for Teachers (2018) guide the recruitment, retention, training, development, and promotion of teachers of Business studies to guarantee that set standards are met. The guidelines and the commission for University Education further outline competencies and skills necessary for professional advancement. All novice teachers of Business studies must undergo pedagogical training, accompanied by teaching practice, to uphold professional standards. According to Odundo, Wanjiru, and Ganira (2018), teaching practice is a training exercise that enables Business teacher trainees to gain practical skills vital for professional development. Teaching practice is a mandatory course for all

prospective teachers of Business studies registered in training institutions in Kenya. The teachers are attached to cooperating teachers, who, according to Bekele, Odundo, Mwangi and Ganira (2022), is integral to effective professional Business studies teacher training programs and institutions may have different standards that the cooperating Business studies teachers should adhere to as they host the trainees. A study performed by Özdaş (2018) on “*Evaluation of perceptions of pre-service teachers on teaching practice course*” in Turkey attests that during pre-service training, teacher trainees gain practical experience in teaching, and learn how to use instructional resource materials, acquire self-confidence and sharpen communication skills during teaching practice. Precepts of qualification standards direct teachers of Business studies to acquire desirable qualifications and pedagogical adroitness that influence learner scores in the class. Teaching practice precepts are an essential and embedded component of any teacher education programme in Kenya.

1.2 Precepts of Qualification Standards, Professional Ethics, and Pedagogical Adroitness

Upholding qualification standards is an issue in the teaching service and one that attracts the interests of stakeholders because of the impact the standards have on the pedagogical adroitness of teachers of Business studies. UNESCO (2012) conceptualises a need for Business studies teacher education programmes to move towards better standards as far as pedagogical adroitness in integrating ICT in instruction is concerned. This is echoed by EALA (2019) by proposing urgent measures to raise teachers' standard bar and to maintain quality control as EAC tries in its quest to bring about harmonised curricula and standardised qualifications for teachers. Based on this view, Flinders (2020) argues that teachers of Business studies endeavor to meet good practice principles while striving to provide the best learning experience for students. Good teaching professional ethics is an indispensable requirement of all teachers of Business studies, and it should be maintained consistently with the principles of right moral conduct.

Teachers of Business studies not only help learners acquire academic basics but also teach essential real-life lessons by setting positive examples. Pursuant to EALA recommendation, TSC ACT (No. 20 of 2012), Article 10 (1), orders that Teachers of Business studies should display impartiality, integrity, and ethical behavior in their conduct with learners, coworkers and parents. To improve the standards of teaching and enhance pedagogical adroitness, TEPD (Teacher Education and Professional Development, 2019) has come up with a competency framework for teachers of Business studies to enable the education system to change from isolated interventions of training toward a more harmonised, sustainable and integrated system. As opined by Odundo and Ganira (2017), the professional ethics of teachers of Business studies should focus on trustworthiness and honesty, which are the foundation for professional ethics that guide behaviors of teachers, which learners consequently acquire, thus, influencing learning. Precepts guiding professional ethics of teachers of Business studies are crucial in directing teachers to appropriate ethical behaviors necessary for heightened instructional achievement.

1.3 Precepts of Qualification Standards, Teacher Registration and Pedagogical Adroitness

Teacher of Business studies registration is regulated by TSC precepts that bring about professional lucidity and desirable qualification standards in the teaching service. The Constitution of Kenya (2010) Article 237 stipulates the functions and mandate of TSC as to register-trained teachers of Business studies, advise the central government on teaching profession matters and review teacher demand and ensure supply of the same in the country. This is affirmed by TSC Act 2012, which requires all qualified teachers to register with the commission before practising in the country. As noted by Ganira and Odundo (2020) in a study on *the Influence of pedagogical content knowledge on teacher trainee professional competency*, learner achievement is positively influenced by a teacher of Business studies pedagogical adroitness such as through test scores, professional experience and regular registration. In view of this, Buddin and Zamarro (2019) observed that average learner academic achievement was not influenced by Business teacher registration. This contradicts previous findings of Ganira and Odundo (2020) as well as Mailo (2021), who argued that registered teachers are more careful when executing duties since they are accountable to the registering body, thus directly influencing learner achievement. Precepts guiding the registration of teachers in the teaching service ensure only competent people are engaged in the teaching profession (Treagust, Petersen & Wynne 2015). Hence, TSC Guidelines on ensuring Business studies teacher registration are key in creating oneness and recognition in the teaching service for ensuring qualification standards.

Qualification standards precepts' effectiveness can be improved majorly through tiered modifications, actual attributes of professionalism, and competency inherent in the daily lives of teachers (Waluyanti & Sofyan 2018). In this regard, Section 66 of the Kenya Basic Education Act indicates that it is the ministry of education's responsibility to review and develop the standards of training and education through institutions such as KENQA and CUE. Unless one is registered as a teacher in Kenya under the TSC Act 2012, they should not engage in the service of teaching whatsoever. This is affirmed by the Basic Education Act of 2013 Section 76 which provides that a teacher of Business studies shall not offer Basic Education in Kenya until the teacher is registered and

accredited as provided for under the Act. McGunnigle, Waggoner and Davie (2015) state that regulatory bodies and governments engage in formulating precepts that direct the registration of teachers to raise quality and accountability emanating from professional status anchored into focus. This creates a sense that teacher registration is crucial in the teaching profession as it directly influences learners' academic outcomes.

II. Statement of the Problem

Qualification standards precepts are essential in ensuring minimum requirements to carry out teaching responsibilities successfully and competently. The minimum requirements of qualification standards for a teacher of Business studies may include teaching practice efficacy, professional ethics, and teacher registration. Achievement of these minimum standards is ensured by structured precepts that may improve teacher quality for heightened learner achievement. However, acquisition of qualification standards for teachers of Business studies faces challenges ranging from inexpedient formulation of precepts guiding teaching practice, professional ethics and teacher registration which create incongruity between theory and practice. It was thus vital to examine the Influence of qualification standards precepts on a teacher of Business studies' pedagogical adroitness in Isinya sub-county, Kenya.

III. Purpose and Objective

The purpose of this study is to determine the Influence of qualification standards precepts on a teacher of Business studies pedagogical adroitness in Isinya sub-county, Kenya. The specific objectives of the study were to establish the efficacy of qualification standards precepts on teaching practice, professional ethics, and registration of teachers of Business studies in Isinya sub-county, Kenya.

IV. Theoretical Perspective

The theory that could examine, describe, help to acknowledge, and prognosticate the Influence of qualification standards precepts on a teacher of Business studies pedagogical adroitness in Isinya sub-county is Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (CIPP) model by Daniel Stufflebeam (1966). The CIPP model has been revamped several times since 1966 by Daniel Stufflebeam and other scholarly scribblers. The model stands up for evaluation as a tool that aids in the formulation and implementation of policy programs that effectively work for parties who they are made to serve. Evaluations of the CIPP model must be tied up in the premises of democratic equity and fairness (Stufflebeam, 2000). The model is epitomised by its relevance in purifying for a comprehensive evaluation, systems-oriented elements, and structure to accommodate needs based on the universal evaluation. The CIPP model applies to this study as it evaluates qualification standards precepts to find out whether what has been achieved weighs up with what was initially objected to. With respect to the context evaluation, the researcher will be able to pick out the objectives of qualification standards precepts on a teacher of Business studies pedagogical adroitness. The input evaluation level will help the researcher in recognition of qualification standards precepts guiding teaching practice, professional ethics, and teacher registration vital for ensuring the acquisition of desirable and accepted professional standards for a teacher of Business studies. The process evaluation level is where the researcher will emphasise on implementation of qualification standards precepts. Lastly, the product evaluation stage will aid in the conclusion that the researcher will make on whether precepts guiding qualification standards affect teacher of Business studies pedagogical adroitness in secondary schools in Isinya sub-county, Kenya or not, and make recommendations based on the findings.

V. Conceptual Framework

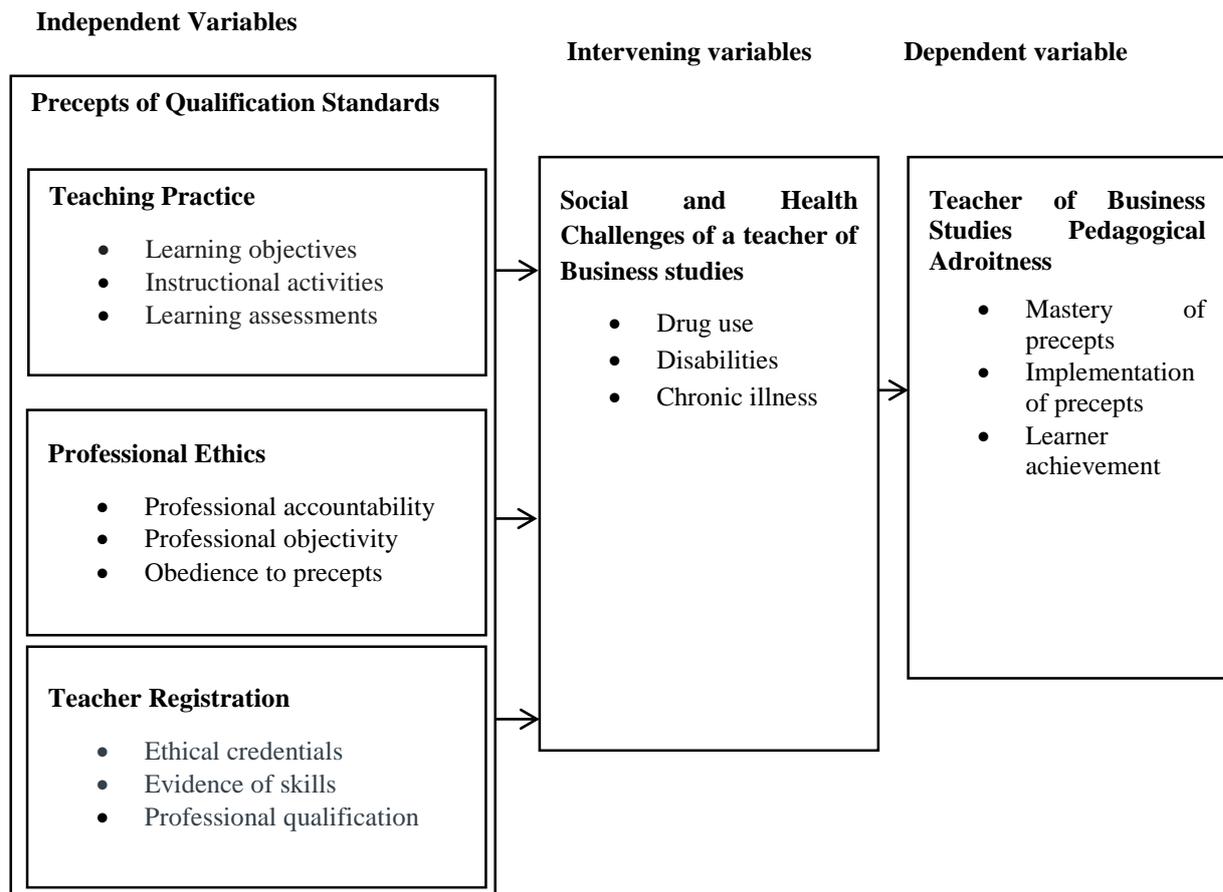


Figure 1 Conceptual Framework

The conceptual framework was set up to describe and point out relationships of key integrants within the study. The connection between independent, dependent, and intervening variables was illustrated. The framework displays that precepts direct qualification standards for teachers of Business studies in teaching practice, professional ethics, and teacher registration that impart pedagogical adroitness resulting in enhanced learner scores. The framework further exhibits those intervening variables such as health and social challenges influence teacher of Business studies' pedagogical adroitness other than precepts of qualification standards.

VI. Methodology

This study was a descriptive survey targeting teachers of Business studies, sub-county education officials, and school principals in the Isinya sub-county. Questionnaires were used to gather information from 18 teachers of Business studies and interview guides from 10 School principals and sub-county education officials randomly and purposively sampled from a target population of 42 respondents. Data were analysed quantitatively using SPSS software version 25.0 and qualitatively through a thematic approach.

VII. Findings and Discussions

Effective implementation of precepts of qualification standards for teachers of Business studies is likely to develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession. Maintenance of qualification standards is a very challenging issue and one that attracts a number of stakeholders' interest (Burdett et al. 2016). Qualification standards in this study were measured using teaching practice, professional ethics, and teacher registration.

7.1 Precepts of Qualification standards, Teaching Practice, and Pedagogical Adroitness

Business teacher trainee preparation practices are key indices used to gauge quality teachers alongside other variables that promote desirable character, knowledge, and skills (Kafwa, Gaudienc & Kisaka 2015).

Teachers of Business studies were asked to what extent teaching practice was relevant in equipping them with practical skills before qualifying as teachers. The study found that the level of relevance of teaching practice to teachers of Business studies was very high (n=9, 56.25 per cent) and high (n=7, 43.75 per cent).

Table 1: Qualification standards Precepts, Teaching Practice, and Pedagogical Adroitness

Pedagogical Adroitness	Coefficient.	Standard. Error.	T	P>t	
Teaching Practice					
Very high	0.000	(base)			
High	2.058	1.733	1.19	0.269	
Constant	2.000	1.898	1.05	0.323	
Source	Partial SS	Df	MS	F	Prob>F
Teaching Practice	4.741	1	4.7413	1.41	0.2692

Source: Field data (2021)

The ANOVA Table 1 produced an F-statistic of 1.41 with a p-value of 0.269 ($p>0.05$). This indicates that precepts guiding teaching practice are not significantly related to teacher competency. In an interview, a school principal added;

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

7.2 Precepts of Qualification standards, Professional Ethics, and Pedagogical Adroitness

Qualification standards precepts' effectiveness can be improved majorly through tiered qualifications, actual attributes of professionalism, and competency inherent in the daily lives of teachers (Waluyanti & Sofyan 2018). In this study, enhancing teacher of Business studies pedagogical adroitness through professional ethics guidelines was viewed as a way of improving the qualification standards of the teacher. The teachers of Business studies' professional ethics ratings were very high (n=7, 43.75 per cent), high (n=7, 43.75 percent), and average (n=2, 12.50 percent).

Table 2: Qualification standards precepts, Professional Ethics, and Pedagogical Adroitness

Pedagogical Adroitness	Coefficient	Standard Error	T	P>t	
Professional Ethics					
Very high	0.000	(base)			
High	1.190	1.386	0.86	0.416	
Average	-1.103	2.273	-0.49	0.641	
Constant	2.000	1.898	1.05	0.323	
Source	Partial SS	Df	MS	F	Prob>F
Professional Ethics	2.910	2	1.4551	0.43	0.6631

Source: Field data (2021)

The ANOVA Table 2 produced an F-statistic of 0.43 with a p-value of 0.6631 ($p>0.05$). Considering the result, we can conclude that precepts guiding teachers of Business studies professional ethics are not significantly related to pedagogical adroitness. This affirms the work of Flinders (2020), who argued that there is no significant relationship between teachers' professional ethics and learner achievement. However, one of the principals observed that,

"If all teachers would follow the commission's guidelines to the latter, then learners' behavior and performance would be better".

7.3 Precepts of Qualification standards, Teacher Registration and Pedagogical Adroitness

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

"I admit that despite the registration statuses, some teachers still go astray by breaking some policies put in place to guide them. But there is a great improvement in policies' implementation since registration for all teachers in the country was made compulsory. Teacher registration in Kenya also promotes a sense of professional belonging to all teachers. It bids teachers to their employer by ensuring that they are well monitored and promote confidence in the teaching profession."

Table 3: Qualification standards precepts, Teacher Registration, and Pedagogical Adroitness

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

Source: Field data (2021)

The ANOVA Table 3 further shows that teachers who have been registered for 6- 10 years have a coefficient of 0.990 with a p-value of 0.44 ($p>0.05$), 11- 15 years have a coefficient of 0.562 with a p-value of 0.26 ($p>0.05$), 16- 20 years has a coefficient of 4.315 with a p-value of 0.053 ($p>0.05$), and above 20 years has a coefficient of 1.685 with a p-value of 0.730 ($p>0.05$). The ANOVA Table 3 produced an F-statistic of 1.83 with a p-value of 0.2169 ($p>0.05$) for teacher registration, which indicates that policies guiding teacher registration are not significantly related to teacher competency. This finding is in line with those discovered in a study by Buddin & Zamarro (2019) that average learner academic achievement was not influenced by Business teacher registration. A school principal, in an interview, lamented that:

"TSC Act 2012 Article 237 requires all practicing teachers in the country; both in public and in private institutions to be registered. But we still have some teachers elsewhere in the country who operate unregistered. You will realise that majority of these unregistered teachers tend to carry out their duties with laxity and violation of rules pertaining conduct and performance of learners since they are not legally bound to the commission. You will further notice that there are notable differences between learner achievements in Business studies; handled by trained and registered teachers from those who are not."

VIII. Summary and Conclusion

This study sought to assess the relationship between precepts guiding teachers of Business studies qualification standards and pedagogical adroitness. Qualification standards were appraised using teaching practice, professional ethics, and teacher registration. The ANOVA Table 1 produced an F-statistic of 1.41 with a p-value of 0.269 ($p>0.05$). This indicated that precepts guiding teaching practice are not significantly related to pedagogical adroitness. In addition, the ANOVA Table 2 produced an F-statistic of 0.43 with a p-value of 0.6631 ($p>0.05$), which indicates that precepts guiding teachers of Business studies professional ethics are not significantly related to pedagogical adroitness. Further, the ANOVA Table 3 produced an F-statistic of 1.83 with a p-value of 0.2169 ($p>0.05$) for teacher registration, which indicated that precepts guiding teacher registration are not significantly related to teacher competency.

The study revealed that despite the registration statuses of teachers of Business studies, some teachers go astray by breaking some policies put in place to guide them. The study further found that there is a great

improvement in general teacher policy implementation since registration for all teachers in the country was made compulsory, and teacher registration promotes a sense of professional belonging to all teachers and abides them to the employer by ensuring that they are well monitored and promote confidence in the teaching profession. Generally, data analysis results produced an overall F-statistic of 1.46 with an associated p-value of 0.3034 ($p > 0.05$). This indicated that policies guiding teachers of Business studies qualification standards are not significantly related to teacher competency. The study further revealed that effective implementation of precepts on qualification standards of teachers of Business studies is likely to develop appropriate practices and accountability necessary for enhancing sanity in the teaching profession. The study concludes that the maintenance of qualification standards is a very challenging issue and one that attracts several stakeholders' interests; thus, feasible guidelines are vital for enhancing the endeavor.

Recommendations

1. Teachers of Business studies and school principals should appreciate and implement precepts targeting qualification standards for guidance on preferable professional conduct, ethics, and regulation that consequently influence learner achievement in Business studies.
2. The government, through the Ministry of Education and TSC, should strive to encourage teachers of Business studies to implement precepts targeting qualification standards to create sanity and a sense of belongingness in teaching service.
3. Further studies should be conducted focusing on the Influence of precepts guiding qualification standards on a teacher of Business studies pedagogical adroitness in secondary schools in the whole of Kenya to widen the scope and be able to make comparisons.

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