

**BUSINESS EDUCATION**  
**IN**  
**SELECTED EASTERN CARIBBEAN STATES**

**BY**  
**HOPE DAVIS**

**A THESIS**

Submitted to  
The Faculty of Graduate Studies  
in Partial Fulfilment of the Requirements  
for the Degree of

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University of Manitoba  
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## ABSTRACT

The purpose of this study was to identify the current status and concerns of teachers of business education programmes in the selected Eastern Caribbean states of Antigua/Barbuda, Montserrat, and St. Kitts/Nevis.

Respondents to the questionnaire instrument were business teachers from three Eastern Caribbean States. In this survey, three types of schools were identified; colleges, secondary schools and private business schools. Letters were sent to selected individuals in Caribbean countries requesting information regarding business education. Forty-five business teachers were surveyed from 20 institutions and forty-three (86%) respondents from 19 institutions returned the questionnaires.

The results of the study revealed that: vocational education was identified as the primary aim of the business education programmes, and the majority of teachers were only somewhat satisfied with the way this aim was being met.

The curriculum for business education includes typewriting, accounting, principles of business, shorthand, office practice, bookkeeping, business arithmetic and business communications. Most examinations for these

subjects are administered through overseas examining boards from Great Britain.

The majority of business teachers hold some professional qualifications in the form of certificates and/or diplomas. Most business teachers, however, have little or no business experience and limited years of teaching experience. Business teachers have experienced limited professional updating via in-service workshops, reading professional publications, or participating in professional organizations. They did, however, make some use of the resources of their communities regarding field trips and inviting guest speakers.

Business education facilities, equipment, and supplies were found to be inadequate for instructional purposes. Teachers indicated an immediate need for updated texts, typewriters, filing cabinets, photocopiers etc.

The business education programmes at the colleges and private business schools are more effective in meeting the needs of both students and business since most student graduates in these institutions find jobs upon graduation. One reason for this success might be the effective work experience programme which is an integral part of their training, an experience missing from secondary school business programmes. Based on the results of the study, some recommendations for improvement of business education and suggestions for further research were formulated.

**Chapter I**  
**INTRODUCTION.**

**1.1 BACKGROUND OF THE STUDY.**

During the past three decades, many Caribbean countries have met the challenge of change in their school programmes. Among these, and occupying a place in secondary education is the business education programme. In recent years the role which business education development plays in the economic system has gained some recognition due to increased technological changes in business and industry, and more recently the introduction of the Caribbean Examinations Council (CXC) business offerings. These developments have helped to reveal the critical gaps in the quantity, quality and relevance of existing business education programmes, as the quality of experience and training determines the quality of the results.

There seems to be a general agreement that some emphasis on the provision for business and vocational education stems from the consideration that there is a need for a variety of skills in the community at large. In British Colonial Africa and the Caribbean it was the antidote recommended by various commissions to reduce unemployment, increase productivity, and improve rural life (Okwuanaso, 1984).

Academics, especially science subjects, are stressed in the educational institutions of the Eastern Caribbean. This situation is regrettable in a time when business and office workers are in demand. Most of these business and office workers can be trained in the field of business education. Criticism about the aim of business education is fairly common. Business education or training for business in the Eastern Caribbean took on the characteristic of looking toward the passing of some external examinations to indicate competence. The aim of the learner is toward the studying and passing an examination and not necessarily to become a well-rounded person. Business education is an area of education which develops skills, attitudes and understandings essential for the successful direction of business and personal relationships (Aremu, 1974).

Janos (1983) states that "sometimes any concern of state interest causing educational change is reflected at the national level" (p.409). He believed that one of the main reasons for failure in business and vocational education in many developing countries was due to those nationally responsible for education. They were usually competent in the general area of education but lacked experience in the vocational area especially business education. They were thus incapable of appreciating the substantial expenditure involved in providing vocational training, the high degree of specialization required of the teachers and the

difficulties of starting up production processes to serve educational purposes. Nevertheless, a successful business education programme depends upon both competent administration and effective supervision. It seemed vital and therefore essential that a study of the status of business education be undertaken.

This study was concerned with the status of business education in the selected Eastern Caribbean States of Antigua and Barbuda, Montserrat, and St. Kitts/Nevis. The various governments of these states have little available data concerning business education. Consequently, documented information about the current status of programmes, facilities, training of teachers, or need for more development is limited. Investigation revealed that no systematic investigation had been done on business education in the Eastern Caribbean. For this reason and from the experience of the investigator as a business teacher in the Eastern Caribbean state of Antigua and Barbuda, a study on business education in Eastern Caribbean states was selected.

## 1.2 STATEMENT OF THE PROBLEM.

The problem was to identify the current status and concerns of teachers of business education programmes in the selected Eastern Caribbean States of Antigua/Barbuda, Montserrat, and St. Kitts/Nevis. The study answered the following questions:

1. What are the aims/objectives of business education programmes in the selected Eastern Caribbean countries?
2. What is the current status of business education regarding:
  - a) Curriculum
  - b) Teacher qualifications
  - c) Facilities, equipment and supplies
3. How do business education teachers perceive the effectiveness of these programmes in terms of meeting the needs of graduates and those of business and industry?

## 1.3 PURPOSE OF THE STUDY.

The purpose of the study was to determine the status of business education with regard to programmes, curriculum, teacher qualifications, facilities, equipment and supplies. This data was used by the investigator to suggest improvements and to make recommendations for remediating



weaknesses in the business education programmes of the selected states.

The investigator further identified the purposes of the business education programmes in these states.

Additionally, data obtained from this investigation will be useful in determining how teachers perceive the effectiveness of their business education programmes in meeting the needs of graduates and the needs of business and industry. Finally, the investigator felt that data gathered could aid to set guidelines for improvement of these programmes.

#### **1.4 SIGNIFICANCE OF THE STUDY.**

Business education in these selected states is at present in its embryonic stages. Not enough recognition has been given to it by the various governments. Thus, parents who weigh their decisions heavily on educational policies and practices, look upon business education as a 'dumping ground' for students who lack academic ability. This lack of interest on the part of government and parents has helped to hinder the growth of business education. As a consequence, many secondary school leavers are denied the opportunity of the benefits from training in business education during their secondary school years, thus leading to unemployment among many of these students.

According to Mouly (1978), educational surveys identify present conditions and point to present needs. They do more than merely uncover data; they must interpret, synthesize, and integrate these data and point to their implications and interrelationships. This investigation will therefore be useful in revealing deficiencies in the present status, and through interpretation and synthesis of the data, will indicate possibilities for improvement. A comprehensive and objective study of business education will serve as a basis for modification, organization and improvement if the information is analyzed and interpreted in the light of the social and economic conditions of these states.

Economic development brings with it a need for many kinds of technicians for supportive positions in government, business, and industry. A programme in business education can supply workers for these positions by preparing young people to be clerks, secretaries, bookkeepers, managers of their own businesses. To meet the needs for such positions, business education programmes are necessary to train people in a variety of different standards of achievement. Marlsbury (1974) indicated that as business and government services expand in developing countries, there will continue to be a demand for trained business workers.

The early secondary schools in these states had a narrow function - that of academic, making the curricula a narrow and restricted one. Because of this, students who wanted to

enter the business field attended private schools or learned their skills on the job. Usually the teachers who trained them were unqualified and many inexperienced. This resulted in students achieving low occupational competencies and working below the standards required by business. Oxtoby (1977) indicated that:

To be really effective, vocational and technical courses should be started in secondary schools....Essential to this concept is the need for students to actually work in their chosen fields in the commercial sector. Efforts should be directed towards the establishment of co-operative programme between schools and businesses where students would obtain guidance as well as practice. (p.229)

The emphasis here is a need for vocational and technical; specialized education at the secondary level with a co-operative programme between schools and businesses. This communication between secondary schools and businesses is lacking in these states. According to Oxtoby (1977):

The failure to strengthen out-of-school education and training constitutes what is probably the most serious shortcoming inherent in current attempts to come to grips with youth development in the Caribbean region. (p.240)

The success of business education rests heavily on a meaningful dialogue between educators and businessmen. Work experience programmes have benefits for both school and community and develop in students healthy self-concepts, good work ethics and positive relationships with fellow workers (Sapre 1977; Jennings-Wray & Teape, 1982). Schools must provide more opportunities for structured, supervised work experiences.

Vocational and technical education is very important to the people of the Caribbean if they are to meet the challenges of economic development. The educational objectives and policies of St. Kitts/Nevis (1983) states that:

Secondary education, once geared in the main to achieve academic goals, is being vigorously modified to provide a wider range and greater emphasis on Technical and Vocational subjects hitherto neglected to better reflect the country's need. (Independence Magazine, p.33)

Society is becoming very technical and it is unfortunate that at a time when technological change is bringing about widespread changes in commerce and business, there are not many courses dealing with this in commercial studies. It is important that students become aware of changes in the nature of office work and are prepared to cope with the new technology. Thus, there is a need in these countries for courses such as microcomputer education.

Information obtained from this study regarding the status of business education will be significant especially to administrators and business teachers in planning and carrying out the programme for schools and colleges, also for education officers and supervisors in business education in co-ordinating the complete programme in these states.

### 1.5 LIMITATIONS.

1. Cost of travel to these countries made a survey questionnaire the most practical means of gathering information for this study.
2. The study was further limited to the interpretation placed by respondents on the wording of the instrument and the understanding and interpretation of the questions asked.
3. Another major limitation to the study was the published and accessible literature available in the area of business education in the selected states. Although several writings were done in the context of general education, there was little written on business education.

### 1.6 DELIMITATIONS.

1. The research was delimited to selected Eastern Caribbean States: These were: Antigua and Barbuda, Montserrat, St. Kitts and Nevis.
2. The study was delimited to secondary, postsecondary, and private business schools offering one or more courses in business education as recorded in the Directory of Opportunities and Resources for Antigua/Barbuda and provided by the Ministries of Education in the various States.

### 1.7 ASSUMPTIONS.

The investigator assumed that the questionnaires were completed by business teachers, and that this was done in a sincere manner.

It was further assumed that whatever information was obtained was based on their past and present experiences.

### 1.8 DEFINITION OF TERMS.

Business Education: That area of education which develops skills, attitudes, and understandings essential for the successful direction of productive business relationships.

Business Teacher: A teacher who teaches one or more business subjects on a part time or full time basis in a recognized educational institution.

Caribbean: The islands that lie in a line 3,000 kilometres long stretching from the United States to the north coast of Venezuela. They form a natural barrier between the Atlantic to the east and the Caribbean Sea which lies to the west.

Commercial Education: Equivalent to Business Education.

Curriculum: The content or material of instruction that schools offer the student in order to qualify him for graduation or certification in a major field of study.

C.S.E.: Certificate of Secondary Education, prepared by external examinations board, offering secondary school leaving examinations.

C.X.C.: Caribbean Examinations Council - the Caribbean examinations board that handles examinations in the British speaking Caribbean. Was established for the purposes of replacing traditional secondary school leaving overseas examinations; catering for a wider ability range and assisting individual participating Governments with examinations as requested, where possible.

Eastern Caribbean: Those islands located in the eastern section of the Caribbean.

G.C.E.: General Certificate of Education prepared by external examinations board for secondary school leavers. Offered at two levels - ordinary and advanced.

L.C.C.I.: London Chamber of Commerce and Industry, an external examination board which offers secondary school leaving overseas examinations.

OCOD: Organization for Co-operation In Overseas Development. A Canadian based sponsored programme which aids in the development of teacher education in developing countries, by providing funding to assist in programmes for trainees and supplying materials needed for workshops.

OECS: The Organisation for Eastern Caribbean States. These include the countries of Montserrat, Grenada, Dominica, St. Kitts/Nevis, Antigua/Barbuda, St. Lucia and St. Vincent. This organization assumed administrative control of the Eastern Caribbean Common Market which had been in existence since 1966.

Secondary Schools: The school division following the elementary school comprising of Forms I to VI and between the ages of 10 and 18. Could be public or privately owned.

Private Business Schools: Schools privately owned and controlled and which offers business subjects for a fee. Caters for students 13 and above provided they can read and write and for working people.

R.S.A.: External examinations board that offers secondary school leaving examinations at three stages - I, II, and III called The Royal Society of Arts.

Technical Education: A type of education that emphasizes the learning of a technique or technical procedures and skills, and aims at preparing persons in the technical areas of distribution and marketing, in the more sophisticated areas of business and office education.

Technical/State College: Institutions of higher education. College set up to meet the educational needs of the community and offering two year training, either



terminal or preparatory in professional or liberal arts fields.

Vocational Education: A programme of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; includes such divisions as trade and industrial education, health education, agricultural education, business education, and home economics education.

Vocational Guidance: The process by which persons are assisted in a selection of occupations and if adequate training for them is realistic in the light of actual or anticipated opportunities for gainful employment.

West Indies: Equivalent to Caribbean.

Work Experience: A school-sponsored learning experience in an occupational area for persons preparing for full-time employment, conducted in connection with a course of study, where the student spends a part of his time on an actual job in a regular business or industry.

### 1.9 ORGANIZATION OF THE STUDY.

Chapter I of this study gave the background, the statement of the problem, purpose and significance of the study, limitations and delimitations, assumptions, and definition of basic terms.

Chapter II presented an overview of selected Eastern Caribbean states as well as historical information on the Caribbean, education and business education in Britain, the United States and the Caribbean.

Chapter III described the development of the study topic, construction of the questionnaire instrument, selection of participants and the collection of data.

In Chapter IV, the study presented its findings.

Chapter V included the summary, conclusions from the findings and recommendations of the study.

## Chapter II

### REVIEW OF THE LITERATURE.

The purpose of the review of literature was two-fold:

I. To provide a view of the characteristics which have been considered in determining the nature of business education in the selected Eastern Caribbean states. This was attempted under the following headings:

- A. Physical Description
- B. Education
- C. Socio-economic Background

II. To give the historical developments of education and business education in Britain, the United States, and the Caribbean and to describe how the educational movements in Britain and the United States influenced education and business education in the Caribbean. The following categories formed this section of the review.

- A. Brief History of the Caribbean
- B. History of Education in Britain and the United States
- C. History of Education in the Caribbean
- D. History of Business Education in Britain and the United States
- E. History of Business Education in the Caribbean

## 2.1 A VIEW OF THE SELECTED EASTERN CARIBBEAN STATES

The purpose of this section of the literature was to give a brief account of the characteristics which have been considered in determining the nature of business education in the selected Eastern Caribbean states.

### 2.1.1 Physical Description

#### Antigua/Barbuda

The state of Antigua and Barbuda (Figure 1) set in the northern group of the Leeward islands chain in the Eastern Caribbean, comprises three islands. According to the 1983 Statistical Yearbook for Antigua, the total population for Antigua was 78,241. Barbuda has approximately 1500 people.

Antigua (17° 09' north, 61° 49' west) is an island of 108 square miles. Barbuda (17° 41' north, 61° 48' west) is located 30 miles north of Antigua.

Redonda is an uninhabited rocky islet of approximately half a square mile, located some 25 miles south-west of Antigua. Barbuda is a flat coral island of 62 square miles, its highest peak reaching to only 145 feet. Antigua is a very dry island, its highest peak reaching 1,330 feet. The annual rainfall of 45 inches gives the country a dryer climate than most of the other Caribbean countries. The eastern and northern parts of the island are composed of limestone, whereas the western parts are composed entirely

of volcanic rocks. Continuous cool trade winds blows steadily throughout the year thus maintaining a pleasant atmosphere. The temperature in Antigua and Barbuda never gets cooler than 65°F and on the hottest day rarely exceeds 86°F.

### St. Kitts/Nevis

The state of St. Kitts and Nevis (Figure 2) lies in the northern part of the Leeward group of the eastern Caribbean. Both islands are separated by a channel approximately two miles in width. St. Kitts/Nevis Independence Magazine showed the last census held in the state was in 1980 and it gave the total population of St. Kitts/Nevis to be 44,404 (St. Kitts 35,104; Nevis 9,300).

St. Kitts (17° 20' north, 62° 48' west) is oval shaped with a narrow neck of land extending like a handle from the south-eastern end. The island is 23 miles long and has an area of 65 square miles. The central part of the main body consists of a rugged mountain range whose highest point is Mount Misery (3,792 feet). St. Kitts is of volcanic formation and most of its beaches are black volcanic sand.

Nevis (17° 10' north, 62° 35' west) has an area of 36 square miles. Its central peak rises to a height of 3,232 feet, giving Nevis a beautiful appearance from the sea. The soil is stiff clay studded with volcanic boulders.

The climate of St. Kitts/Nevis is pleasant and healthy. As the islands lie on the path of the north-east trade winds, there is a steady cooling breeze throughout the year. The highest temperature ever recorded is 92°F and the lowest, 62°F. The humidity is low and there is no rainy season. The average annual rainfall is 55 inches.

### Montserrat

Montserrat is a small island colony situated in the eastern Caribbean, 25 miles south-west of Antigua. It has an area of 39.6 square miles. Figure 3 shows a map of the island of Montserrat. The island has lush vegetation, numerous mountains and green scenic beauty. The last census of 1980 showed Montserrat to have a population of 12,073.

The island of Montserrat is fanned by the cooling north-east trade winds and is referred to as the Montpelier of the west because of its cooling and bracing climate. The mean average temperature is 79°F.

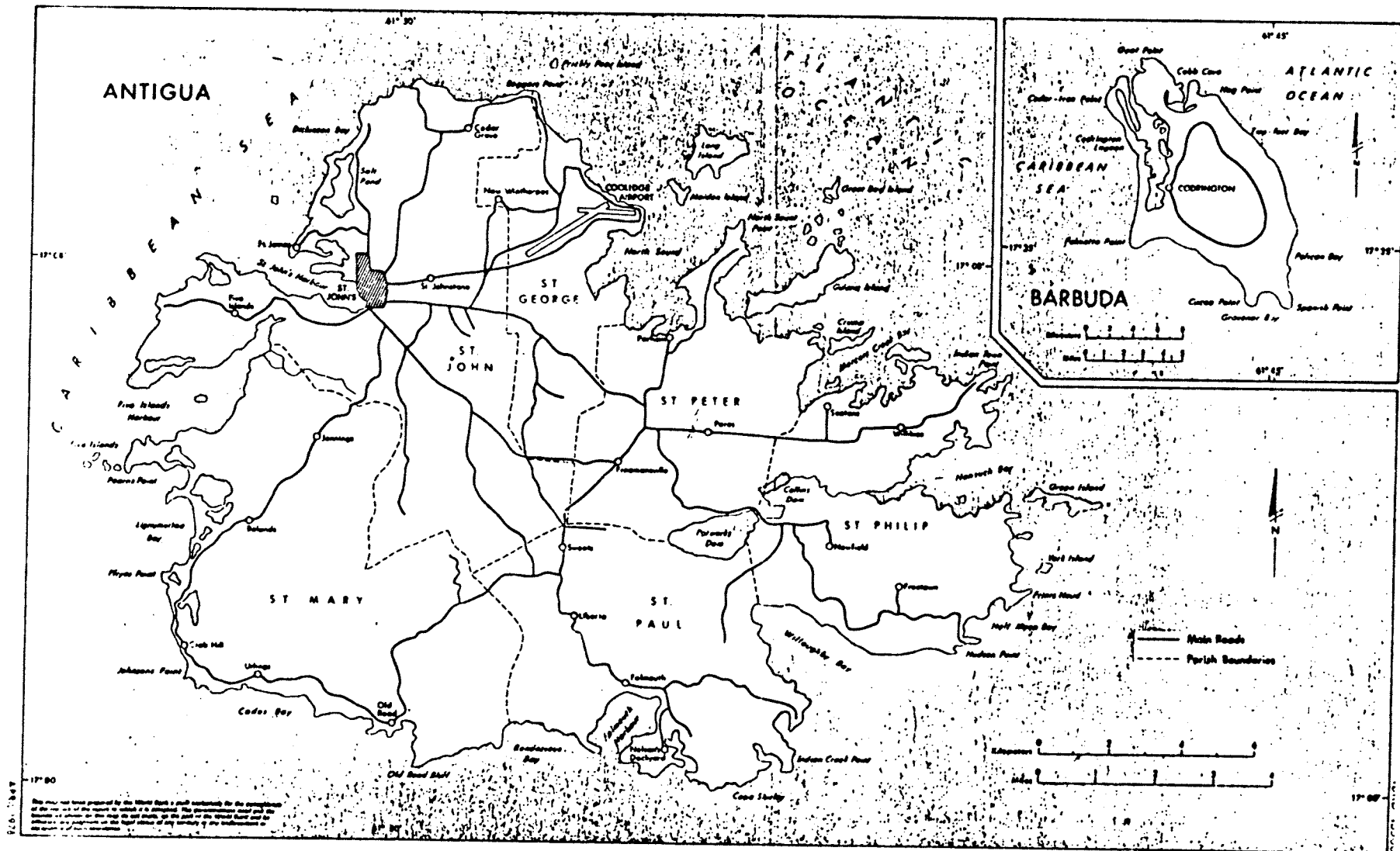


Figure 1. Map of Antigua and Barbuda

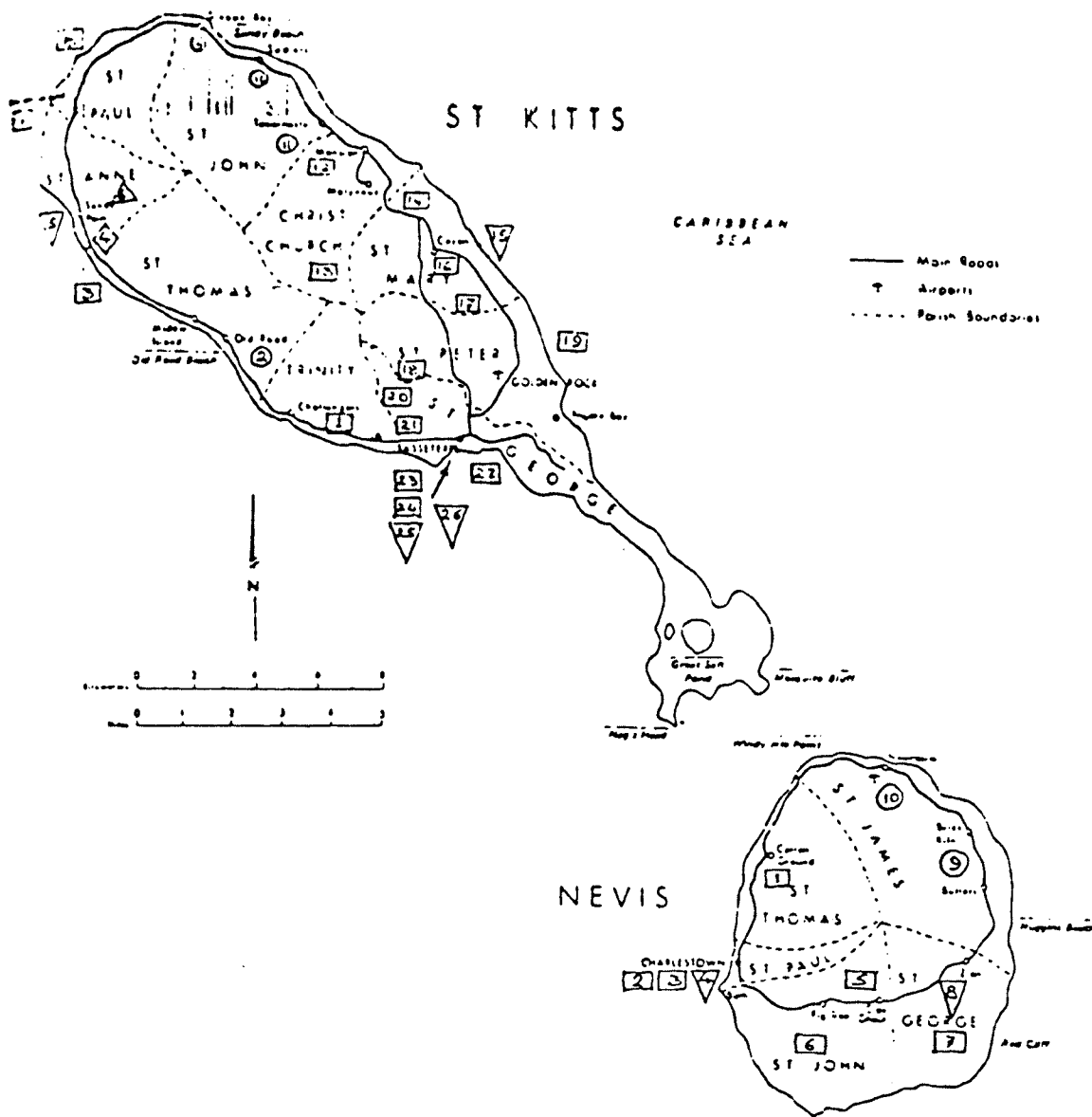


Figure 2. Map of St. Kitts and Nevis



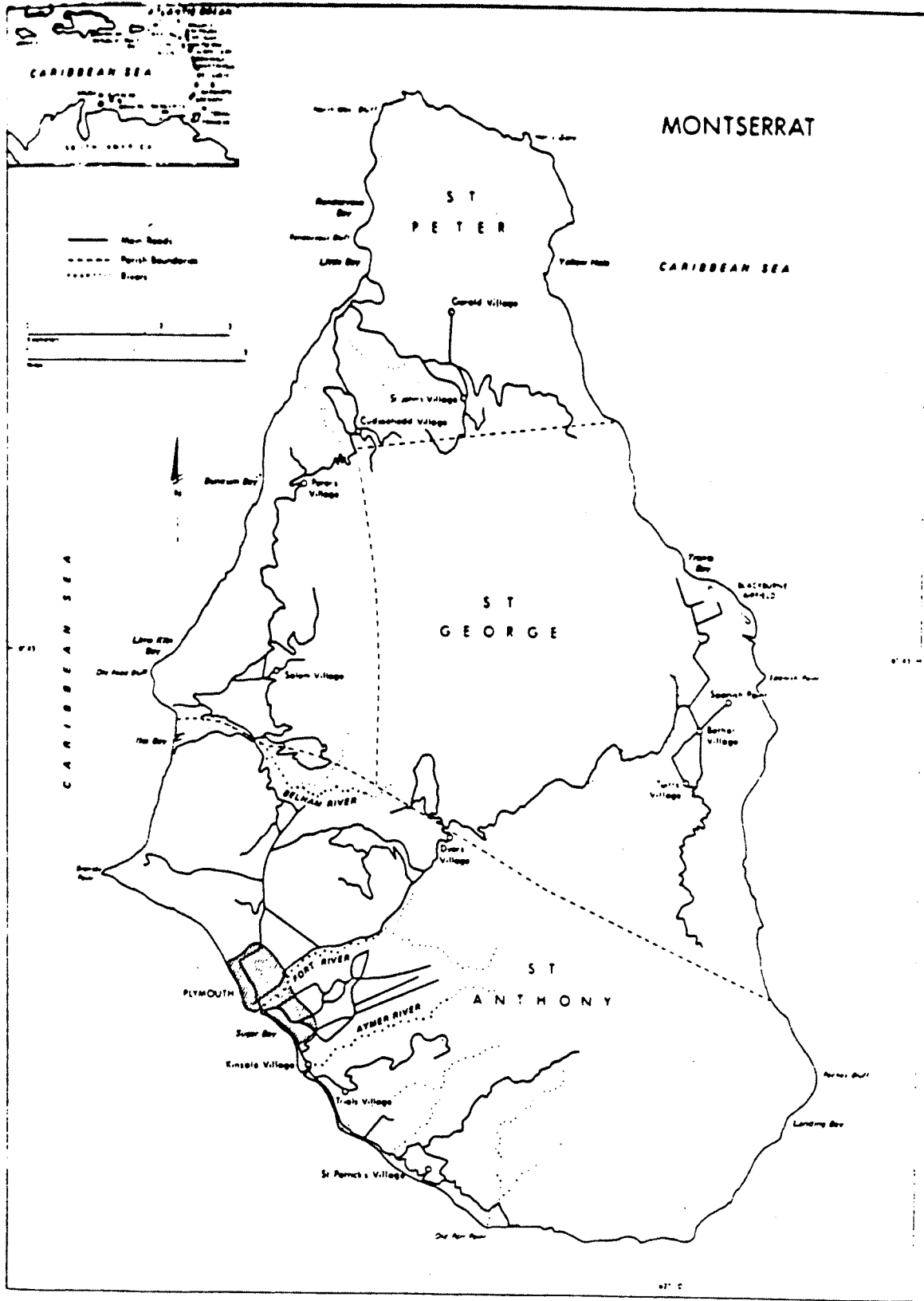


Figure 3. Map of Montserrat

## 2.1.2 Education

### Antigua/Barbuda

The new labour Leaders who assumed power in the 1940's used education for bettering the social conditions of the people of the state. There was considerable expansion of secondary schools and during the 1960's and 1970's attempts were made to broaden the then academic curriculum to include vocational education. The policy and priority of the government of Antigua for educational development in the 1980's include the following objectives:

- a) To reduce wastage in the level and quality of the educational output.
- b) To link education with productive activity, and
- c) To preserve and enrich the indigenous culture.

The administration of education is the concern of the state (Figure 4). All State-controlled schools are free but privately operated schools are fee-paying although some receive grants from the government. The compulsory school age is 5-16 years, but the 1973 Education Act stipulates that a child can remain in school until he is 20 years of age. Entry to the state controlled secondary schools are through examinations conducted by the Ministry of Education. Entries to the state college engineering and commercial departments are based on the passing of the college entrance examinations or the possession of a minimum number of

G.C.E. 'O' levels determined by the college. To qualify for entrance into the teacher training department of the college, a teacher must hold at least four G.C.E. 'O' level passes including English and/or Mathematics and must have taught for at least two years. A student must obtain a minimum of four G.C.E. 'O' levels to enter the sixth form 'A' level department. A student who did not get an opportunity to enter secondary school may continue through the post-primary classes and at the final grade (senior 3) be allowed to sit the post-primary examinations, which, if successful, gives him an opportunity to a secondary education. Figure 5 shows the structure of the educational system of Antigua and Barbuda.

There are twenty pre-primary schools and fifteen primary schools that are privately operated. There are eight public schools consisting of primary grades only and twenty-two consisting of both primary and post-primary grades. A total of fifteen secondary schools are operating throughout the state; six of which are privately owned. Private business schools offer business courses to students from the age of thirteen, providing they can read and write.

Curriculum guidelines for the primary and secondary schools (Forms I-III) is prescribed by the Ministry of Education while that of the secondary schools (Forms IV-V) primarily follow syllabi prescribed by overseas examining bodies, officially recognized by the state. These are (a)

Caribbean Examinations Council (b) Cambridge and London G.C.E. 'O' levels (c) London Chamber of Commerce (d) Royal Society of Arts and (e) City and Guilds.

Within the primary schools, each class is normally assigned a teacher who teaches the class all the subjects in the timetable. In the secondary schools and other levels there are subject teachers, each of whom specialises in one to four subjects which he/she teaches in a number of Forms. Antigua/Barbuda has a teaching staff of approximately 707 teachers to serve a school population of an approximate 16,092 students. The status of the teacher depends on the category in which he/she falls. The following are the teacher categories for primary and secondary schools:

Secondary School Assistant Graduate	- University degree, with or without teacher training
Specialist Teacher	- Teacher trained; no degree with at least one year specialized training in a specific subject area
Assistant Teacher	- Teacher trained with basic entry requirements for teaching - four 'O' levels.
Probationary Uncertificated Teacher	- Teacher in training or teacher with basic entry requirements and teaching experience in excess of two years.
Supernumerary teacher	- Recruit with minimum entry requirement including English.

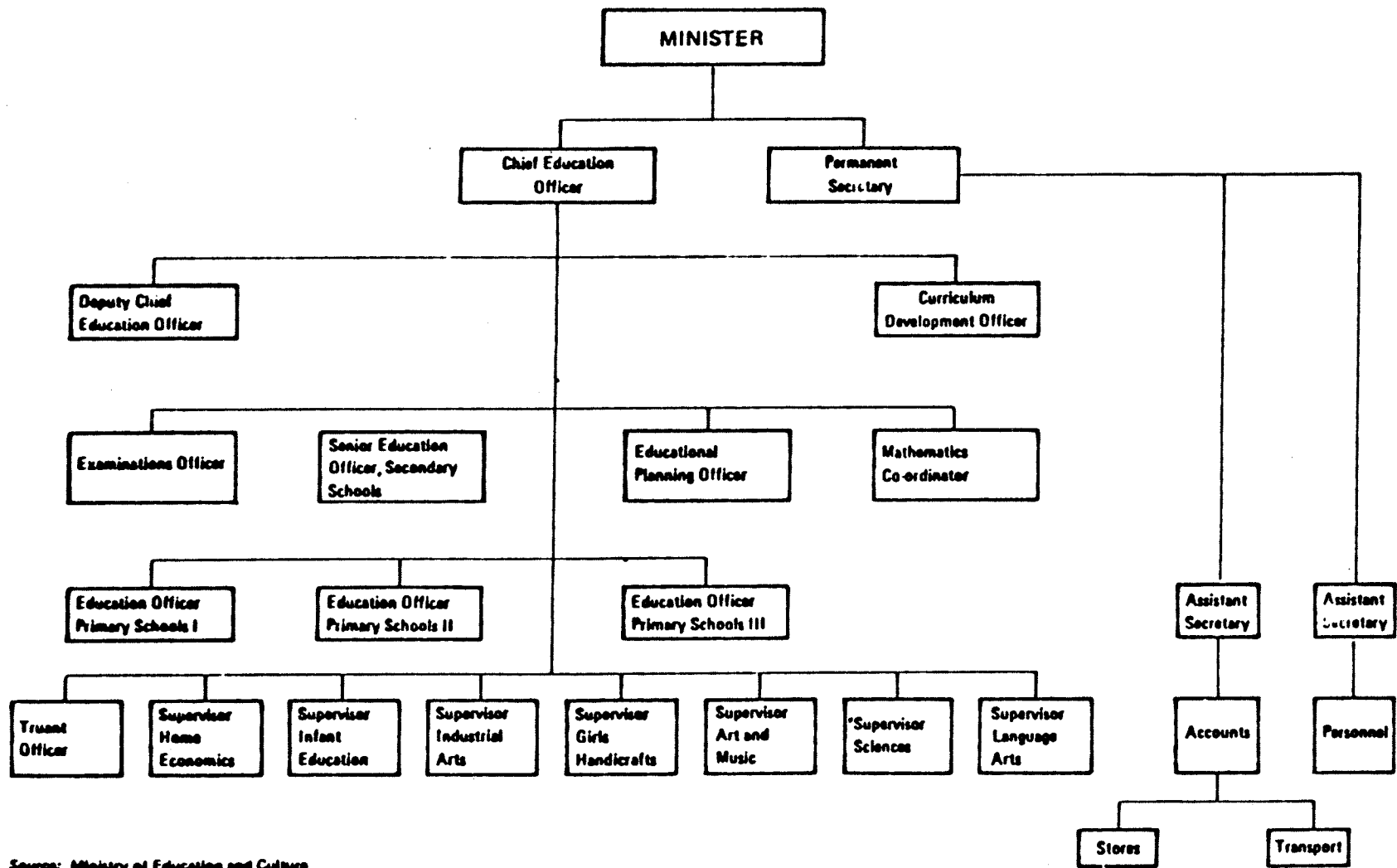
Except for the secondary school assistant graduate teacher, all other teachers may be posted to any school

within the state. The present educational policy does not make any provision for graduate teachers to be placed in primary schools either in administrative posts or otherwise. The college provides teacher training for probationary teachers and supernumerary teachers to advance to the level of assistant teacher. There is no formal provision for teacher training in secondary education in the state.

The Organization for Co-operation in Overseas Development (OCOD) has contributed greatly to yearly in-service training for teachers in Antigua and Barbuda. Nevertheless, school programmes are constantly being interrupted as many trained teachers, attracted by higher salaries, are lost annually to private industries. This often forces the country to import trained teachers from developed nations on one to three year contracts. The 1981-1983 report on the education division for the state of Antigua/Barbuda states:

The Technical-Vocational subject areas of the curriculum continue to be beset by serious staffing problems. Generally, over the period under review, the staffing situation has been precarious.... Meanwhile, the continued staff shortage has left the programme, in most instances, ineffective. The failure rate for students continues to be high where candidates are presented for external examinations. (p.41)

Although education is growing in the state, business education has not been accorded enough priority in the total school structure. A well-organized system of business education did not start until the 1960's.



Source: Ministry of Education and Culture

Figure 4. Organizational Structure of the Education Division, Antigua and Barbuda

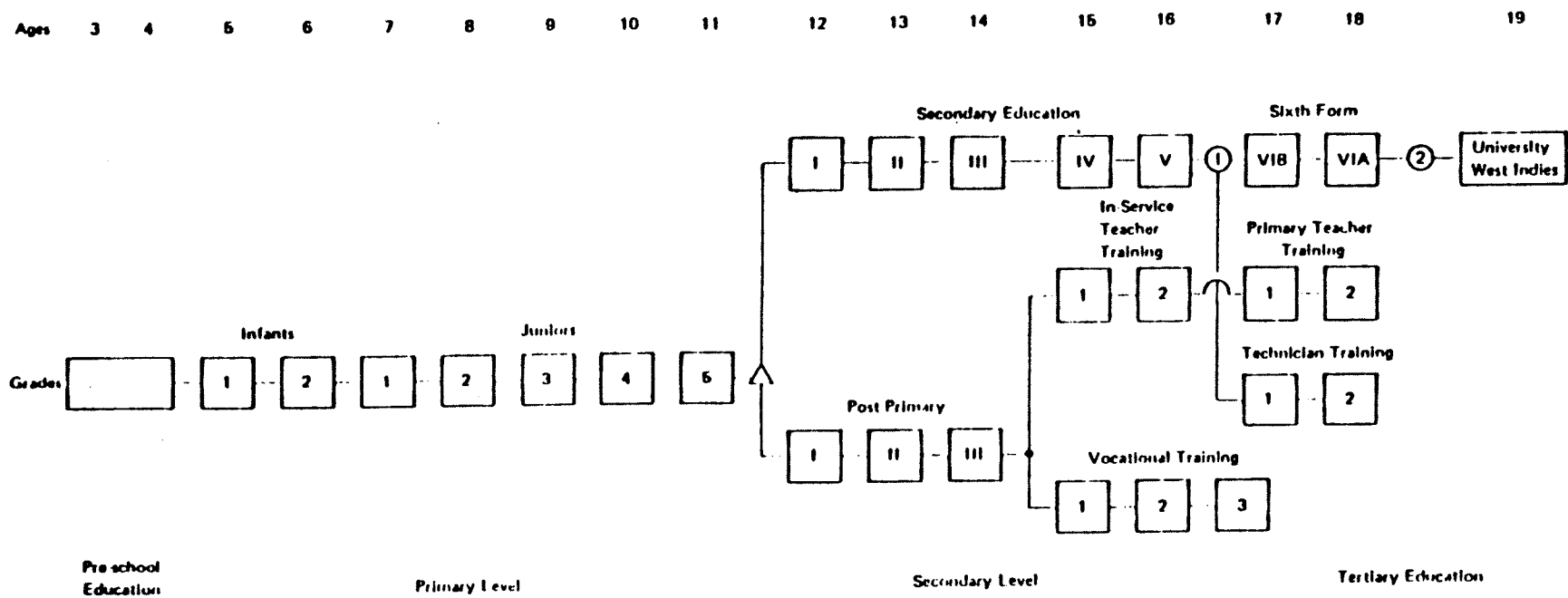


Figure 5. Structure of the Education System, Antigua and Barbuda

St. Kitts/Nevis

The government's Education Policy and Objectives are designed to give a dynamic approach to the process of educating its people to reflect and satisfy the needs and requirements of a changing society. According to this statement, education, if it is to adequately serve a people must necessarily meet:

- a) the immediate needs by supplying the educated and trained manpower on which its social and economic progress is being built;
- b) it must envisage as far as humanly possible the long-term needs as perceived within the parameters of the country's social, cultural, and economic objectives;
- c) it should be flexible to the extent that domestic, regional and international changes, which impinge on the lives of our people, are catered to;
- d) it should act as a beacon to guide the wholesome perceptions and aspirations of a developing people;
- e) it should be universal in content so as to reflect the perceptible differences in matters of religion, and accepted individual preferences;
- f) it should act as a unifying force, welding all of our people into a nation with one common outlook and a determination which strives towards the continuous advancement of social justice;



g) it should serve as the facilitator in producing a people of high moral quality.

Figure 6 shows the organizational structure for the Ministry of Education. Public education in the state is subsidized by the government, as well as some private schools. The greater portion of the states total government expenditure goes into primary and secondary education.

Public school education is free and compulsory for children between the ages of five to fourteen, although no pupil is permitted to leave before the age of 16 years. The structure of the educational system for St. Kitts/Nevis is shown in Figure 7. Entry to secondary school is through automatic selection and transfer in most cases. Not all students, however, gets a chance to attend secondary school due to lack of space and other factors. Students who are unable to gain entrance to a secondary school remain in the senior departments of all-age primary schools. There are twenty-five primary schools in this state, six primary schools with post-primary divisions and one junior secondary school. There are six secondary schools, one of which is privately owned. One private business college, operating since 1961 offers a wide range of business subjects to school children and working people.

The syllabus for primary and all-age schools is prescribed by the Ministry of Education. A number of

vocational and academic courses at the secondary level follow syllabi prescribed by overseas examining bodies, recognized by the government. These include all those listed for the state of Antigua as well as the CSE (Certificate of Secondary Education).

The college offers several programmes including secretarial. Students have to gain an 80% pass on the college entrance examination and have a pass in 'O'level English along with CXC Basic or RSA stage I certificate in typewriting before they are accepted into the two-year secretarial programme. At the end of the course, successful students are awarded the college diploma. St. Kitts/Nevis has a teaching staff of approximately 590 teachers to serve a school population of 11,636 students.

The status of teachers in the state depends mainly on the category to which he/she belongs. The following are the recognized categories of teachers in the state:

- graduate teacher
- specialist teacher
- trained teacher
- untrained teacher

According to Weisberg (1983) for effective delivery of education, trained and qualified personnel must be available. The 1985 Quarterly Review of the Ministry of Education in St. Kitts/Nevis states, "teacher education must

adapt to meet the needs of the country in its various stages of development" (p.27). Teachers are trained at the college for primary and all-age schools. There are no facilities on the island for training of teachers for secondary schools. This is done through nearby teacher training colleges in other islands. Some teacher training is done in North America, Britain, and other countries.

Various in-training courses and workshops are provided for teachers in all categories in order to improve their teaching effectiveness. Ongoing yearly workshops are held by the Organization for Co-operation in Overseas Development (OCOD) and the Caribbean Examinations Council (CXC).

The general education system for St. Kitts/Nevis has made some progress, but, like Antigua, business education in this state has not been accorded sufficient priority within the total system and thus this area lags behind.

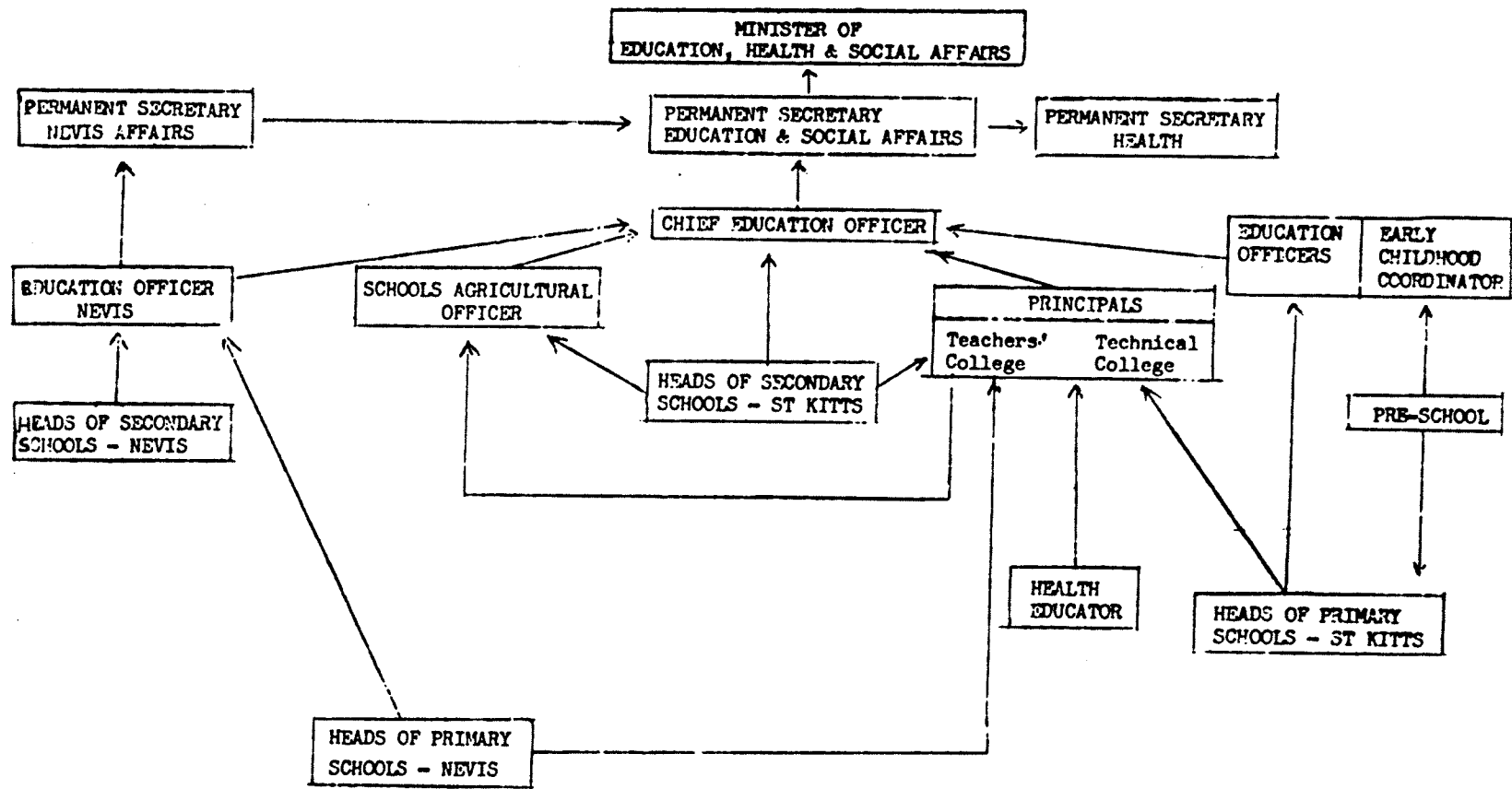
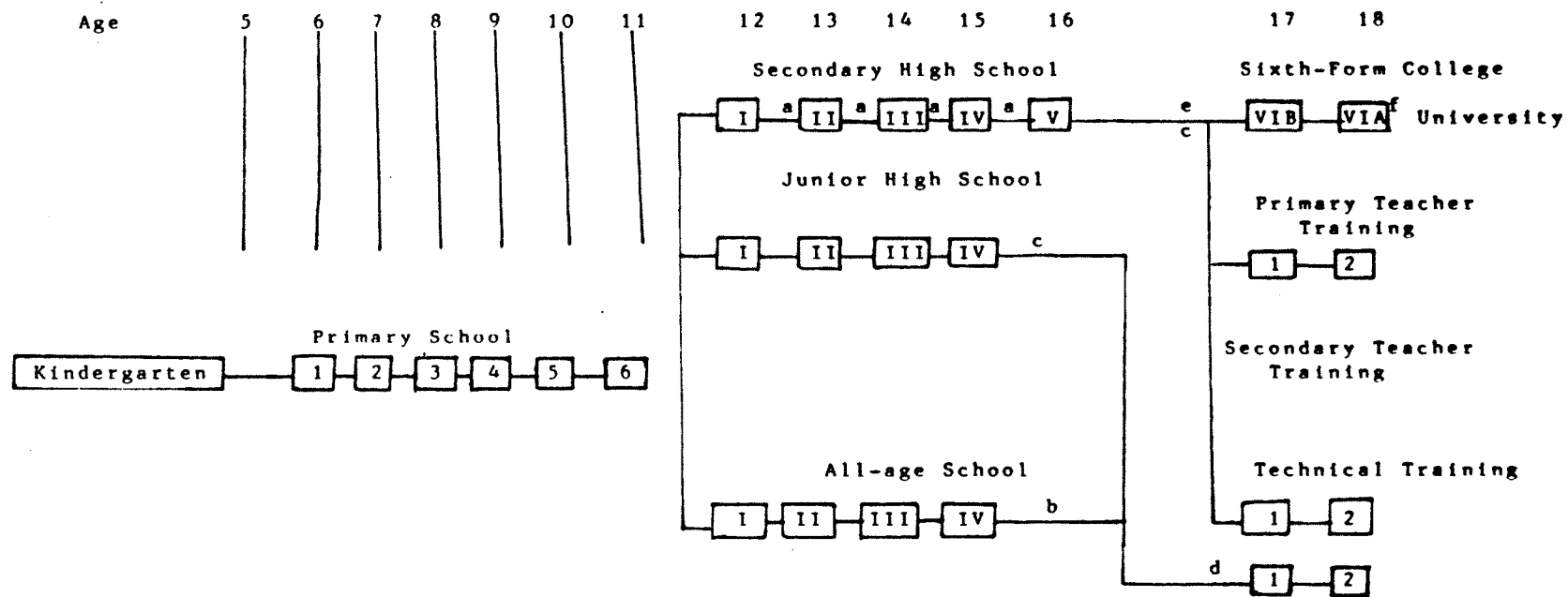


Figure 6. Organizational Structure of the Education Division, St. Kitts and Nevis



- a. Annual Examination between Secondary High School Forms (Internal Examination)
- b. School Leaving Examination (National Examination)
- c. Certificate of Secondary Education (Overseas Examination)
- d. Entrance Examination to Technical College (Internal Examination)
- e. General Certificate of Education, 'O' level (Cambridge)
- f. General Certificate of Education Examination, "A" Level (Cambridge)

Figure 7. Structure of the Education System, St. Kitts and Nevis

### Montserrat

The present education system of Montserrat is based on the 1956 Education Act which makes attendance of children between the ages of five and fifteen compulsory. Under the constitution of Montserrat, the Minister of Education is responsible for all matters pertaining to education and is assisted by a team of administrative and professional officers (Figure 8). Education is free in all government institutions. The education system of Montserrat is based on its philosophy and broad goals. The education policy is positioned on certain fundamental beliefs and ideals, among which are:

- a) social justice and equality of opportunity
- b) the total personal development and individual fulfillment of all citizens
- c) maximum development of our human resources
- d) the primary values and attitudes such as integrity, initiative, civic pride, the co-operative spirit, self-reliance and commitment process
- e) the need for a system which is closely related to the goals of national development
- f) the importance of continuous participation by all citizens in learning and culture for the building of a national character and maintenance of an enlightened workforce.

There are nine nursery schools throughout the island administered by the Nursery School Association with financial support from government. Eleven primary schools around the island are government owned. The year 1972 began what is termed Junior Secondary Education. It is unique in that all students who fail to gain entrance to Montserrat Secondary School and have reached the age of 12 are transferred to the two junior secondary schools for three years. The school is both a remedial as well as a terminal institution. Those children, who, by the end of the three-year programme prove capable of further academic studies are transferred to Form III of the Montserrat secondary school. For the others, the curriculum is structured that students can experience in school the earning power of the skills that have been acquired. In other words, the opportunities provided must bear direct relationship to national and economic trends (UNESCO 1981; Thomas 1982).

There is one secondary school in Montserrat which provides full secondary education. Children from the primary school enter this programme by a selective examination. All children follow a common curriculum for the first three years, but after that they follow syllabi set by overseas examining board. Some business courses are taught at the Montserrat secondary school. Free vocational education is provided at the technical college in the areas of commerce and business studies, building and engineering.

These programmes last for two years and lead to the local college certificate, craft and trade certificate of City and Guilds of London and the Royal Society of Arts certificate. Students for the college are drawn from the junior secondary schools, all-age primary and the Montserrat secondary school, where students showing greater aptitude for practical work are transferred to the college. Figure 9 shows the structure of the educational system for Montserrat.

Montserrat has a teaching staff of approximately 160 teachers to serve a school population of 2,174 children. The teachers are categorized into primary, junior secondary and secondary teachers as follows:

#### Primary

Temporary Assistants

- a) Elementary school leavers with minimum 10 years schooling
- b) Secondary school dropouts with three years minimum secondary education
- c) Secondary school leavers with three or more 'O' levels.

#### Junior Secondary

Graduates

Holds degree, but not necessarily professionally trained

Specialists

Trained teachers to follow 2-year diploma course in particular subject

#### Secondary

Graduates with professional



training

Graduates (no professional training)

Non-graduates - mainly trained primary teachers

The Montserrat Technical College has a staff of 100 percent trained personnel, some being expatriates on two-year contracts. The indications are that this will continue to be the trend for some time ahead until local personnel can be identified and trained (UNESCO, 1981).

Montserrat has no Teacher Training College of its own, and has always relied on external institutions such as the Antigua State College and the St. Lucia Teachers Training College. The majority of teachers are exposed annually to in-service training, through local or regional workshops. The workshops focus on teaching approaches in the core curriculum areas - language arts, mathematics and sciences although courses have been offered in administration, guidance and counselling, and physical education.

A position paper for Montserrat (1985) states that "currently technical and vocational areas have more potential for employment and school leavers are not equipped for these jobs" (p.14). Thus there is a need for expansion of the existing programmes to include a stronger element of technical and vocational training.

Montserrat's educational policies are based on broad philosophies, beliefs, and goals. It has a unique system of junior secondary schools in that their programmes are based on different objectives but of similar educational value. There is a very close articulation of junior secondary, all-age primary schools, Montserrat secondary school and the college. The staff at the college are all qualified while those at the primary levels are mostly unqualified. It would appear that education in Montserrat is given more priority at the higher levels. Business education in Montserrat did not start until the 60's with the private sector and today, even though it is offered at the secondary and college levels, the programmes are lacking in many areas thus it is felt that there is a need for expansion.

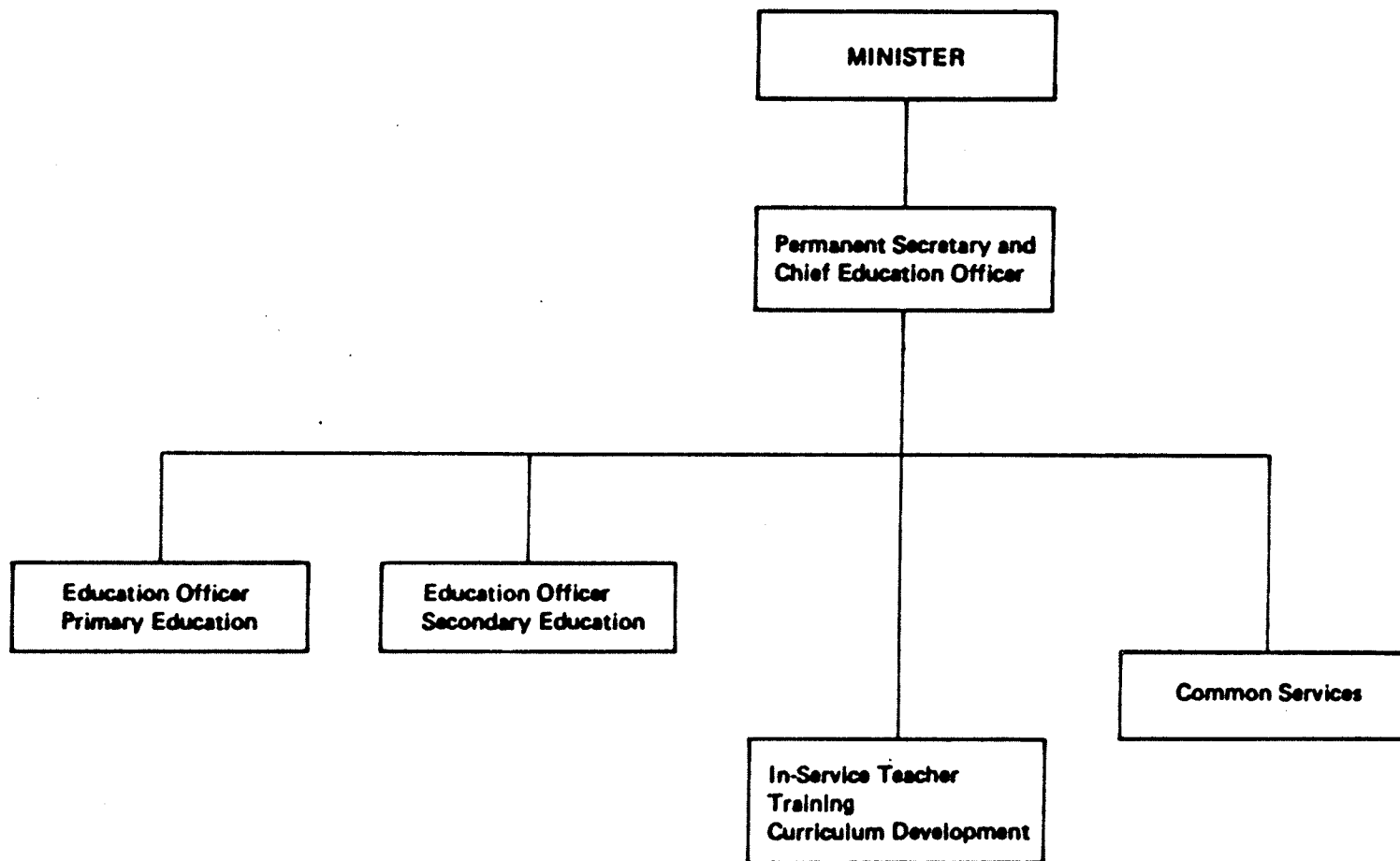
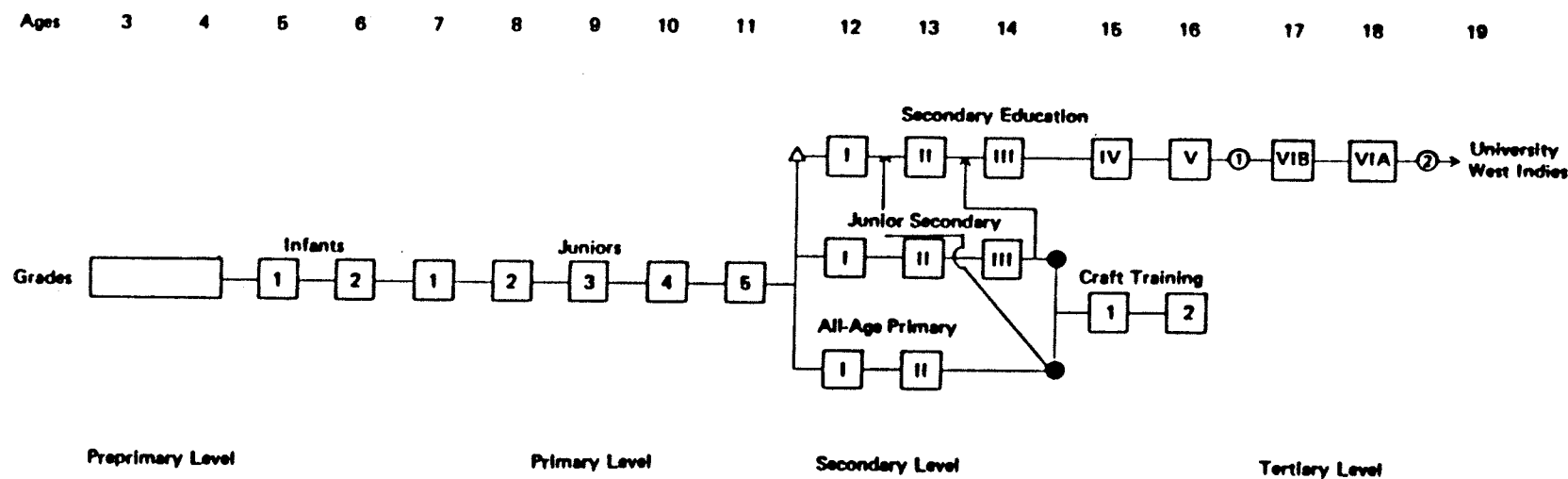


Figure 8. Organization of the Education Division, Montserrat



- Notes:
- △ Common Entrance Examination
  - School Leaving Examination
  - ① General Certificate of Education 'O' Level (Cambridge)
  - ② General Certificate of Education 'A' Level (Cambridge)
  - ③ A few all-age school leavers may be transferred to Year II of secondary education, on the basis of the School Leaving Examination.

Source: Ministry of Education, Health and Welfare

Figure 9. Structure of the Education System, Montserrat

### 2.1.3 Socio-Economic Background

The people of these selected states are of African origin, descendants of slaves of the 17th and 18th centuries, brought to the islands to work on the sugar plantations. Colonized by the British, their official language is English and various English dialects are spoken. The ethnic composition of the people are predominantly black or mulatto with a few Europeans. The people are mostly christians in the realm of religion, the majority being Anglicans. Antigua/Barbuda and St. Kitts/Nevis became states in association with Britain in 1967 but Antigua/Barbuda became an independent nation on November 1, 1981. St. Kitts/Nevis attained their independence on September 19, 1983, two years later. Montserrat, however, is still an island colony. This is mainly due to the small population of Montserrat, which is a migration oriented society.

#### Antigua/Barbuda

Due to its geographical location, Antigua is a principal gateway to the Caribbean tourist islands for tourists from Europe and North America, making the tourist industry the mainstay of Antigua's economy. The economy of Antigua has performed well since 1977. As a result of growth in manufacturing, livestock and tourism, output has increased

at an average annual rate of 7.5 percent (Information Referendum, 1982).

The UNESCO Sector Survey (1982) for Antigua showed that only a very small percent of the total government estimated recurrent expenditure was spent on education. It was felt that Antigua must increase its level of expenditure on education in the light of this underinvestment if progress is to be made in the country's development. There is not much data regarding the manpower and labour market in Antigua. A preliminary study carried out by the Ministry of Labour showed an increasing demand for labour in the short run especially for technicians, electricians, managers and mechanics.

In March 1980, the Ministry of Economic Development drew up a Socio-Economic development plan, covering the years 1980 to 1984, with two revisions in 1981 and 1982, rolling forward the planning period a year in each case. The plan gives special recognition to the needs of Barbuda, which is lacking in economic and infrastructural development. Thus far, the country can point to a remarkable degree of success in achieving its aspirations.

The major exports of the state are fish, lobsters, sand, bananas, citrus fruits, vegetables and postage stamps. The consideration of tourism, agriculture, fishing and trade services offers an almost complete picture of the economy of

the state. Since these are the major economic activities it follows that the increase in the efficiency of their operation will benefit greatly the general economy of the state and the welfare of its people.

### St. Kitts/Nevis

Sugar has been the main determinant of economic activity for the state of St. Kitts/Nevis. Recently, however, there has been a decline in volume and falling world prices which presents serious implications for the economy. The government's development strategy has been to lessen dependence on the sugar industry by implementing an economic diversification programme from agricultural production to promoting manufacturing and tourism. This diversification of the state economy will provide greater employment opportunities for the youth of the country, generate higher income levels, improve the balance of trade, and increase foreign exchange earnings.

The state of St. Kitts/Nevis spends little of its budget on education, according to the UNESCO survey of 1982. It was felt that there was no doubt about the ability of the state to increase this investment in education. There are problems with the manufacturing industry due to lack of managerial and technical expertise, lack of well planned development strategy or industrial development and lack of long term financing for investment. In the 1983

Independence Magazine for the state, Mr Hugh Heyliger, Economic Advisor to the Prime Minister, reported that:

In the development and expansion of the industrial sector, government will rely heavily on the dynamism of local entrepreneurship, encouraging self-employment and encouraging the establishment of small and medium size manufacturing industries with a view to increasing industrial output not only for domestic consumption, but also for export. (p.31)

Industrial products include soft drinks, garments, footwear, electrical appliances produced primarily for the export market. Finally, it is expected that serious efforts and specific projects would center around the utilization of raw materials which is expected to increase the efficiency and economy of the state.

#### Montserrat

For the first half of the century cotton had been the island's main export but suffered a set-back during the 50's and 60's. This was attributed to mass immigration from the island during that time period and a change in the governments' land tenure system. Economic growth is partly due to outside investment factors. This is encouraged by the government who offers fifteen years of fiscal incentives.

Montserrat has a narrow resource base and a struggling agricultural sector. There are few natural resources and



the island relies for its income on tourism, development grants and remittances from emigrants. The all important development objective in Montserrats' economic planning is to encourage the growth of labour-absorptive policies in agriculture, tourism and industry. The main growth sectors of the economy are construction, tourism and industry which has led to a decrease in unemployment. Montserrat spends little of its budget on education and it has been pointed out that to neglect the areas of education will run the risk of frustrating the governments' developmental goals, which depends on a continuous supply of trained manpower for their implementation (UNESCO 1982).

It is hoped that the implementation of recommendations of the country's economic plan will be increasingly effective for future development efforts.

#### 2.1.4 Summary

From the physical description of the selected Eastern Caribbean states, it is well noted that the environment is generally conducive to various types of human activities including education. The selected states are within close proximity to each other in the eastern section of the Caribbean; none of the islands more than fifty miles apart. As well as being geologically stable, most of the land surface are low, thus lending themselves to sites of educational complexes.

Educationally, the various governments of the selected states have not made effective use of these environmental opportunities. Despite favourable conditions for the high performance of the educational systems, school leavers show low achievement standards, and, in most cases have not been adequately prepared for the working conditions they face when they leave the system. The ratio of vocational to academic areas is low with greater government attention to the latter. This is particularly true where educational planners give more attention to the expansion of secondary schools and their more broader curricular content at the expense of vocational content. Both teachers and students preparation into the educational system is in favor of the traditional academic setting.

Also, the various government attempts to re-structure the education system have only met with little success. There are few business teachers and their curriculum guidelines are mere reflection of overseas syllabi in a totally different geographical setting and culture. There are no formal provisions for teacher training in secondary education in the selected states.

The socio-economic background of the people of the region has no solid educational foundation. Socially, the people are still trying to re-establish themselves in a new environment, and economically, are still somewhat dependent on their old colonial masters. This, and other factors have

brought about under-investment in education in the selected states. Nevertheless, much effort is being put into tourism and industry in an effort to provide employment opportunities for the people and for the economic welfare and improvement of these states.

## **2.2 HISTORY**

The purpose of this section is to present a brief history of the Caribbean, to examine the literature written regarding the history of education and business education in Britain, the United States, and the Caribbean and to show how the educational developments in Britain and the United States have influenced educational movements in Caribbean states.

### **2.2.1 Brief History of the Caribbean**

Since this investigation deals with business education in selected Eastern Caribbean states, it is important to give some background information about the historical developments of the surrounding Caribbean region which I hope will be helpful in understanding the basic problems from a broader context.

The Caribbean sea borders the east coast of Central and South America from Mexico to Venezuela. It is separated from the Gulf of Mexico in the north and the Atlantic in the

east by a string of islands, known as the Caribbean (Figure 10).

The discovery of America in 1492 and the first permanent white settlement in Hispaniola in 1496 were followed by widespread colonization during the 16th and 17th centuries. Also, there was an almost entire destruction of the Caribs and Arawaks - the native population (Campbell, 1980; Mitchell, 1972). For almost 300 years, the inflow of African slaves and later, the arrival of immigrants, indentured workers from India, China, Syria, France, Denmark, the Netherlands and England struggled to colonize the territories of the Caribbean with England being triumphant in colonizing most of them. During the 1960's, many of these islands gained full political independencies from Britain even though the British influence is still obvious. The Commonwealth territories make up approximately three-quarters of all West Indian societies.

Each West Indian island has a particular racial mix which reflects its own individual history. There are divergencies in ancestry, language, population, size of islands, political organization, climate and natural resources but in spite of these differences the countries of the Caribbean share a common culture, a common bond - that of their sometimes parallel experiences as plantation colonies (Knight, 1978; O'Loughlin, 1968; Lewis, 1976). This creole culture is based on subtle differences which are not

apparent to the uninitiated. The first impression of a visitor is one of resemblance but a closer observation will reveal unique variants and characteristics. Sociologists and anthropologists can account for over fifty West Indian societies with distinct ethnic and physical gradations among them. The French and Spanish past of Trinidad and Tobago can be best exemplified in differences of social structure. This can be contrasted by the exclusively British history of Barbados. While most societies have a language and tradition of their own, this was not true in the West Indies. The former slaves had been robbed of their language, forcibly dispossessed of their marriage customs and their whole social background. Marriage and education were discouraged. As a consequence, when emancipation came, the former slaves had nothing of their own; they were conscious of no means of escape from poverty and ignorance but by becoming more like Europeans (Anderson, 1984).

Today, the Caribbean is uncovering its African roots. There is a new pride in the creoles as true Caribbean languages, which can take their place alongside the 'official' English and French of the islands. The main problem now is that the economies of the former colonies are still strongly influenced by the needs of their old masters. The Caribbean nations are still working for economic as well as political independence.

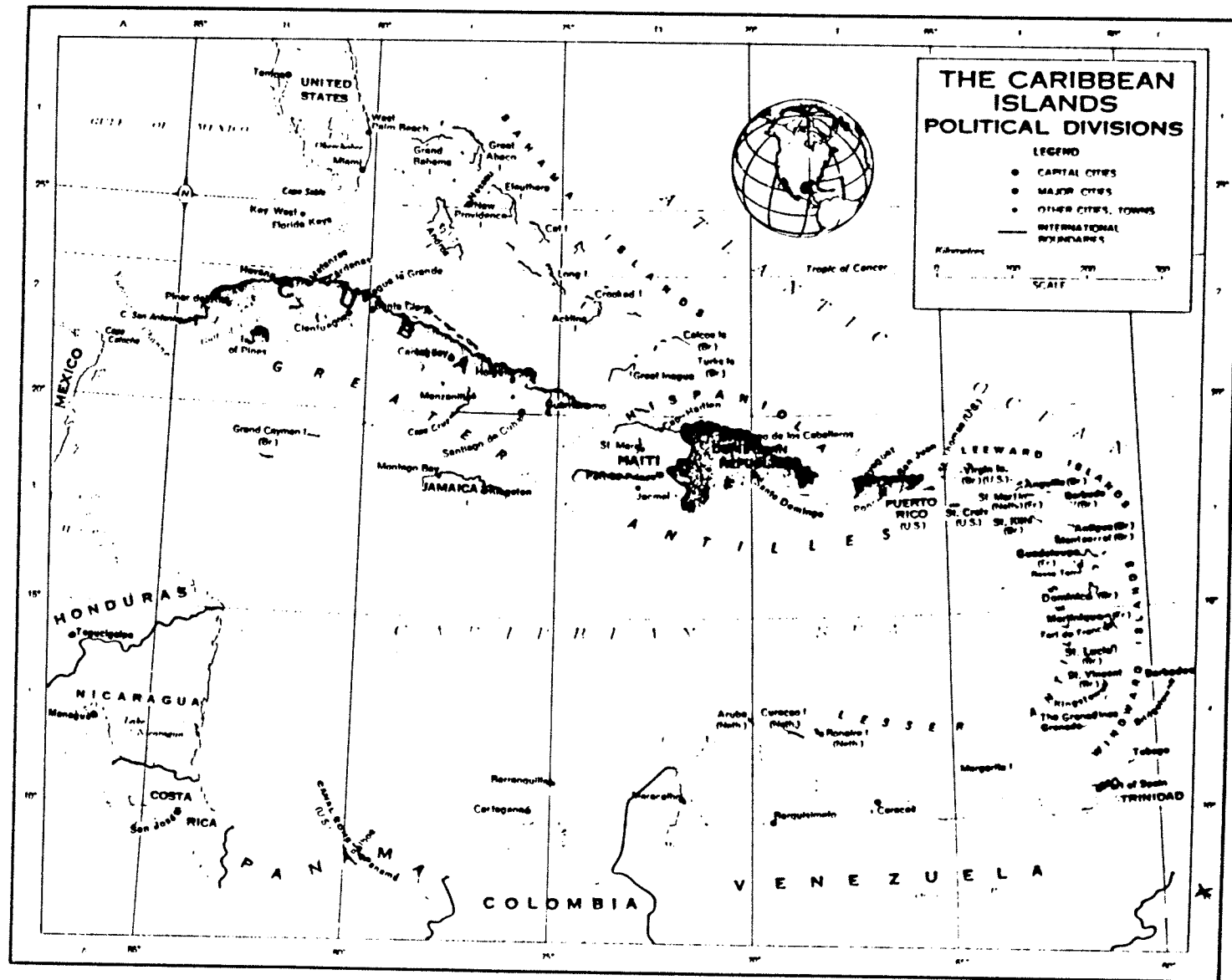


Figure 10. Map of the Caribbean

## 2.2.2 History of Education in Britain and the United States

### Great Britain

Britain has a long tradition of education for those wanting to go to university but the provision for all dates only from the end of the nineteenth century, when the government began to take a more positive responsibility for social welfare.

From the start, education in Britain developed two systems of education, the grammar schools for the sons of the economically better off and the voluntary-society schools for the children of the labourers. The grammar schools had a curriculum biased toward the classics while the other schools had a curriculum offering basic number, reading and writing. Nearly all these schools were religious foundations. The better grammar schools were run by graduate clergymen. Curtis (1976) expanded on this when he wrote that "the teaching of the classical to the grammar schools was good, but the poorer pupil left school with a very low standard in classical knowledge and an even lower one in English" (p.151). It would appear that both those systems were unsatisfactory. Britain was slow in developing a change because Parliament had no wish to concern itself with social welfare which would involve the raising of money. The first government grants for education were made in 1833, but the main development of publicly provided

education dates from the Elementary Education Act of 1870 which accepted the principle of compulsory elementary education with government aid and whose object was achieved by the end of the nineteenth century. The 1830's when Parliament made its first grant for education, was also the decade in which the first Reform Act, and a law abolishing slavery in the British empire were passed. The 1870 bill came about because it was felt that Britain had nothing to contribute to the reconstruction of society which was felt to be urgently needed through the realization that a number of other countries with well developed education systems had achieved dramatic military and economic advances. An explanation of the bill of 1870 given by Forster was summed up by Middleton and Wertzman (1976):

Upon the speedy provision of elementary education depends our industrial prosperity. It is no use trying to give technical teaching to our artisans without elementary education; uneducated labourers and many of our labourers are utterly uneducated and, for the most part, unskilled labourers, and if we leave our workfolk any longer unskilled, notwithstanding their strong sinews and determined energy, they will be overmatched in the competition of the world. (p.59)

The chief provision of the Act was to create a place in school for each child, helping to create a better life chance for everyone. The effect of elementary education was to emphasize how much needed to be done for secondary and for scientific and technical education and also for the administration of the educational system (Plowden Report, 1966; Smith, 1967; Baron, 1965).



Grants were made for science classes in 1859; the Technical Education Act empowered local authorities to spend part of the rates on technical instruction; and some school boards started to provide secondary education realizing that they could not restrict themselves to providing elementary education where facilities for secondary education were in demand and were obviously inadequate. The Bryce report (1895) made recommendations on the content of secondary education. The government powers were strengthened by the Educational Act of 1899, which established a Board of Education and provided for a consultant committee.

University education dates from the late twelfth to early thirteenth centuries with the foundation of Oxford and Cambridge, until the nineteenth century when thirteen others were founded. Relations between the state and universities developed during the 1940's. Until 1914 the universities were self-supporting but their financial difficulties after World War I led the government to set up the University Grants Committee in 1919. Its original function was to advise the government on university finance and to administer government grants. In 1946 this was widened and the amount of government finance has steadily increased.

The Education Act of 1902 introduced for the first time co-ordinated national systems of education with its emphasis on local administration. Local authorities were responsible for the provision of secondary and technical education and

teacher training. As the Plowden Report (1966) pointed out, "great shortages of teachers had been shown up by the extension of education" (p.6). The education system developed rapidly. The Education Act of 1918 (The Fisher Act) charged local authorities with providing advanced and practical instruction for older children in secondary schools. The Education Act of 1921 consolidated the Act of 1918 and earlier ones. Widespread development took place in the twenty years after the first World War, especially in the increase in the number of publicly provided secondary schools, development of separate senior schools for older children from elementary schools and the advance of technical education.

The Education Act of 1944 superseded all existing Education Acts. It reframed the public system of education and provided for the inspection of schools outside the system. For the first time, the Minister was given effective power to secure development of a national policy for education. The old division into elementary and higher education was replaced by the threefold classification of primary, secondary and further education. Further Acts were passed in the later years to supplement and improve details of the 1944 Act. Since the 1944 Act secondary and higher education, especially technological have aroused much interest and attention.

## United States

Education in the United States, like Britain had its start in the traditional system and classes of people. Schools were established on the basis of those of the British as the background of the people were mostly Europeans.

The first American educational theory and practice tended to reflect European patterns even though the instances of transplantation without modification were few (Pulliam, 1976). The periods of American education are usually divided into two phases - the Colonial Period from 1607 to 1787 and the National Period from 1787 to the present.

The religious motive was very strong in colonial America and it permeated colonial education, for when the colonists arrived in America, they established schools like those they had known in Europe. The objectives of colonial elementary schools were purely religious. Johnson (1982) claims that it was felt that a child should learn to read so that he or she could read the bible and thus gain Salvation. Thus, it was logical for the clergy to do much of the teaching since they possessed the ability to read and write.

The early settlement fell into three general groups of colonies - namely the Southern colonies, the Middle colonies and the Northern colonies. The Southern had two distinct classes of people and so the education provisions evolved

around these conditions: few missionary schools to provide education for the slaves and private tutors hired to teach the children of the rich landowners at home. The people who settled the middle colonies came from various national and religious backgrounds which made it impossible for the people to agree on a common public school system. Consequently, the respective groups established their own schools. The northern colonies were settled mainly by Puritans. They held common religious views, making it possible for the people to agree on common public schools. This led to early educational activity and to the 1642 law in Massachusetts encouraging citizens to look after the education of children. Five years later another law was enacted that encouraged towns to provide education for the youth. These laws served as models for similar laws soon created in other colonies. Several kinds of elementary schools sprang up in the colonies; adaptations of schools that had existed in Europe for many years. In 1852 Massachusetts passed a compulsory elementary school law, the first of its kind. Elementary education had traditionally been formal and impersonal. The ideas of Rousseau, Pestalozzi, Herbart, Froebel and Montessori helped to change this condition and make elementary education more student centered (Phillips, 1976).

The first form of secondary school in the colonies was the Latin grammar school established in 1635, concerned with

the teaching of the classical subjects. This changed later in 1751 when Benjamin Franklin proposed a new kind of school geared to prepare people for employment. Many of these were established throughout America. Around 1910, the first junior high schools were established in the United States.

The aims of American public education have gradually changed over the years. In 1892 a committee was set up by the National Educational Association to study the function of the American high school. They were known as the Committee of Ten and president Charles W. Eliott was a well-known member of the committee. They made educational policies based on the needs of youth. Again in 1938, 1944 and 1952 the Commission set forth other statements of educational objectives. Some of the topics they discussed were: Cardinal Principles of Secondary Education, Purposes of Education in American Democracy, Education for all American Youth and Imperative Needs of Youth (Brickman 1967; Oryshkewych, 1982).

Teachers in colonial America were poorly prepared. It was commonly believed that to be a teacher required only that the instructor know something about the subject matter to be taught. Teaching was not considered prestigious and the pay was poor. Nevertheless, it was not until 1823 that the first teacher training institution was established. It was called a normal school after its European counterpart. Horace Mann was instrumental in establishing the first

state-supported normal school, in 1839. These normal schools increased and later came to be known as teachers' colleges. Universities entered teacher-preparation on a large scale about 1900. Most of the state universities were established during the period 1791-1825, and they were largely in the south.

Historically, women have not been afforded equal educational opportunities in the United States. Colonial schools did not provide education for girls in any significant way. One of the first efforts to provide better education for women was that offered by Troy Female Seminary in New York in 1821. It was not until well into the twentieth century that women were generally afforded access to higher education.

In the United States, education is a function of each state even though the Federal government has been active in educational affairs from the very beginning. In 1785 and 1787 the Continental Congress passed the Northwest Ordinance Acts to provide the establishment of schools in the territory. The Act stated that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged" (Johnson, p.281). In 1862 the federal government passed the Morrill Land Grant Act when it became apparent that colleges were not providing the vocational programmes needed. The Hatch Act of 1877 established agricultural stations across the country. Other

Acts were passed later but moreso after 1957 when the first Russian space vehicle was launched.

The history of American and British education tells of successes, failures, of individuals' thirst for knowledge, of humble beginnings. These historical events have much implications for the present. Modern educators can learn much from educational history by listening to the messages from the past.

### **2.2.3 History of Education in the Caribbean**

The importance attached to education in the United States and Great Britain have a strong impact on the whole Caribbean area. It could well be that the educational legacy of colonialism has been the most invidious in the West Indies, for as was remarked by a leading student of Caribbean societies, Beckford (1972), "the greatest affliction of dependent societies is the colonised condition of the minds of the people" (p.23). Almost the entire educational scene in the West Indies is a legacy of colonial education.

Before emancipation, almost no educational facilities were established. Very few churches, with the exception of Barbados, succeeded in establishing schools. There was no economic need for the products of schooling. Formal schooling was established on the momentum of emancipation.

The churches set about the task of providing primary education. There was little or no articulation with secondary education which emerged as a highly selective sector, access to which was already appropriated by the whites and creoles. Whereas primary school teachers were rarely educated beyond elementary level, secondary teachers were often graduates of British universities.

After the 1833 Act for the abolition of slavery in the British colonies was passed by the British Parliament, an annual grant was made to the colonies for Negro Education by 1835 called the Negro Education Grant. The first payments were made to the religious bodies and missionary societies who were already involved in some educational work, in order to subsidize the creation of new schools and for payment of teachers. This was done because there were no public departments concerned with education. The Rev. John Sterling, who was asked by the British government to assess educational provision in the British West Indies felt that if the grant was given to the assemblies or legislatures, they would not support the education of slaves when they needed them to work on the estates (Gordon, 1968; White, 1979). This grant was paid out for ten years before the British government thought it time for the people of the West Indies to pay for their own education systems. The churches and the legislature were now faced with the responsibility of education. The West Indian legislatures



were slow to espouse the cause of popular education. The 1840's were difficult years for both Britain and the colonies as the British were faced with economic and social consequences of their industrial revolution. Nevertheless, the 1850's saw the establishment of most of the first government education authorities in the West Indies. The economy of the West Indies was weakened by droughts, epidemics of cholera, yellow fever and malaria. Public expenditure was now needed for hospitals and medical services and this diminished the amount of money for education.

The passing of time lead to the emergence of two kinds of authority in education that raised the question of final control. According to Gordon (1968):

In several colonies the legislature was content to subsidize the church schools as long as they met the undemanding standards of their inspectors and committees. In Trinidad, British Guiana, St Lucia and Dominica, the governments joined issue with the churches. In each place there was a strong attempt to use public money only for government schools. (p.13)

Even though common British colonial exposure of the Caribbean has resulted in basically similar patterns of education, contemporary differences in the availability, quality and structure of education are evident. Education in Trinidad, for example, had to deal with a multi-racial situation and with a variety of religious bodies.

Reports on education on various Caribbean islands such as the Sterling Report, 1835; Keenan Report, Trinidad, 1869; Mitchinson Report, Barbados 1876; Lumb Report, Jamaica, 1898; Trinidad Report 1916, and the Bain Gray Report, British Guyana 1925, all were of the opinion that all children should be given elementary education. According to these reports, such education would make a better labourer than would be the case without school training, specifically in the habit of obedience, order, punctuality and honesty. It was assumed that elementary education was the term to describe the schooling of the poorer classes. The Mitchinson report adopted completely the contemporary English organization of education by class. The Lumb Commission report of 1898 attacked the effects of payment by results as a system of elementary education and recommended the introduction of fixed salaries for teachers setting out a new curriculum with well-defined aims within the capacity of teachers and scholars. The 1916 Education Commission Report in Trinidad also abolished the system of payment by results and grading of school by inspectors was substituted as a method. The purpose of elementary education was not explicitly defined in the Trinidad report but its importance was clearly stated in the words, 'on the efficiency of the school the future welfare of the colony in a great measure depends'.

The early benefactors of education in the West Indies were concerned with the education of free people. In the late 19th century, secondary schools were being established in various islands. By far the most integrated notion of secondary education came from Sterling at the foundation stage of the school systems. He saw it as a condition of success for the future of general education in the West Indies - that there should be available a higher and more mature education than that of the primary. Resources which could not provide an elementary education would certainly not be able to compass the provision of higher schools as well, thus Sterling suggested that the secondary schools should open to pupils of all classes and colours between ten and eighteen years, whose parents could afford to pay a weekly fee. These fees would provide some of the expenses of the school. The only school that pursued such a course was a private Catholic college in Trinidad in 1836. While the negro grant assisted the churches in their provision of elementary and teacher education, no assistance was given to churches in their attempt to provide secondary education during the latter part of the 19th century. The churches attempted to meet this demand and many secondary schools were established during that time. The government of Jamaica under the Secondary Education law of 1892 attempted to meet this need. The recommendation of the Lumb Commission could have influenced the governments' attitude to the provision of schools. The need to develop secondary

schools was never argued in Barbados after the second half of the nineteenth century. It was by definition middle class education; its recipients were regarded as middle class by virtue of reaching the schools, whether by ability to pay or outstanding ability in competitive examinations. While Barbados was concentrating on middle-class education and Trinidad was providing for the upper middle class from public funds, the Jamaican government had by the 1870's made only the most random efforts at creating secondary schools (Figuro, 1971).

By the twentieth century most parents wanted their children to have a secondary education and they bought it even when they could only afford two or three years of attendance for their children. They valued it as a passport to white-collar occupations and a recognised social status. In the 1930's Marriott and Mayhew, commissioners, introduced to the West Indian society new ideas on secondary education. They were charged to comment on relations of secondary education to vocational training with reference to economic and industrial conditions and professional and domestic needs. They recommended a differently reconstituted secondary school or modern school and that it should be provided with staff and equipment on a level with the classical school. The courses to be provided were to be practical, not merely vocational or utilitarian. English was to be the cultural subject par excellence.

The opinion of all the reports is that teachers were inadequate for their work, that there was great need of a better class teacher who should be trained suitably. Schemes were put into effect for the training of both elementary and secondary school teachers by the opening of Teacher Training Colleges in various islands. Marriott and Mayhew had found in 1931 that 16 percent of the teachers in the Eastern Caribbean were trained. Trinidad with 27 percent trained was the highest and there was only one trained St. Lucian teacher in the service. There was a revival of the scheme for a central Training Institute of the West Indies, which had first been approved at the West Indian Education Conference held in Trinidad in 1921.

According to Whyte (1977) "for higher education to be possible there must be an adequate supply of suitable entrants" (p.69). These entrants would have to be people who have had secondary education or its equivalent. The inadequacy of such people in the early part of the 20th century frustrated all attempts at higher education. Also there was much expense incurred in going abroad for such education.

The University College of the West Indies was established in Jamaica in 1948 and financial support was given by participating territories on a population basis. Up until 1962, the University College was in special relationship with the University of London so that its students earned

external degrees from London. Expansion of the University has taken place in terms of facilities, departments, additional campuses, and local degrees. Barbados and Trinidad have acquired campuses while other territories have extra-mural departments.

Religion dominates the value system of the West Indies and most religious groups organised schools; one reason why religious knowledge is still a subject in some West Indian schools. The latter half of the twentieth century saw the evolution of new systems of education, under the jurisdiction of the various departments of education. Education in the West Indies can be divided into sections such as Preprimary, Primary or Elementary, Secondary and Higher Education. Preprimary education include children between the ages of three to five years. The Primary level includes the age group 5 to 12 years. In most of the islands there is an entrance examination called 11+ that primary students take in order to enter secondary school and only those who are successful are allowed to go on to secondary school. Upon completion of secondary school, students write external examinations.

In order to break the colonial connection and influence, the nations of the 'British West Indies' have collectively instituted the Caribbean Examinations Council, established in 1972 and incorporated in 1973, with headquarters both in Jamaica and Barbados. This is to replace overseas traditional secondary school leaving examinations.

Progress has been slow and co-operation between member states difficult to obtain in some areas, due to the genuinely individual nationality and culture of different West Indian States. The outcome has on the whole been to produce syllabuses and examinations not radically different in style from their predecessors. In other words, the colonial model has persisted. CXC has made some success in decolonising parts of the curriculum, and has potential for more.

Curriculum change has also been in the hands of individual governments, especially in respect of primary and lower secondary schooling, and some have established curriculum development centers. However, the style and organisations of such innovations is, for the most part based on British and North American models.

In conclusion, colonialism has been a dominant force in West Indian Education, and continues to be so. As Demas puts it:

For the most part we remain prisoners of either explicit or implicit ideologies (whether of liberal capitalism, communism, or West European social democracy) developed abroad to suit other peoples' experience and needs decades and sometimes centuries ago. Undoubtedly, we are still to a large extent intellectually colonised (p.55).

Looking to the future, the nations of the British West Indies face the challenge of a life and economy more insular and restricted than before, therefore, for education this means adaptation to more localised objectives.

#### 2.2.4 History of Business Education in Britain and the United States

##### Great Britain

Business education in Britain, like vocational education was associated with the guild system, and the operation of the apprenticeship system. However, the upper and middle classes of Britain relegated all aspects of training for business to the working classes. Those of the privileged class clung to the classics. It was further noted that John Locke, a famous English educational philosopher proposed the establishment of 'working schools' for the poor in every English parish. Thus, one can see the reason for the slow development of business education in Britain.

Gradually, as most middle classes began demanding a type of education closely related to the problems of everyday living, private schools were opened in which sciences and modern subjects such as commercial studies, were stressed. During the 19th century, the British parliament took steps to build a better educational system. They extended educational facilities to encompass the needs of all classes. If this was not done, Britains' industrial and trading superiority would be jeopardized because industrial leaders were complaining about the shortage of clerks and bookkeepers and of the necessity of hiring foreigners who were much better trained in foreign languages and general business education (Moreland, 1977).



Educational leaders, anxious to eliminate the barriers between the classical and the practical subjects took steps to offer business courses at the University level. This took place in 1829 through the University of London. At the beginning of the twentieth century, more and more commercial schools were being opened all over the world. Equal opportunity was gaining wide appeal and the old class structure concept was breaking down. Education was now being geared toward the needs of all people. The shift in educational perspective helped to stimulate the development of business and vocational education around the world. At this time, business education in Britain was lagging behind other parts of Europe. Writers and the British Chamber of Commerce were acutely aware of the situation and so they proposed a resolution which stressed their desirability to see young people specially instructed in subjects appertaining to commerce. In order to encourage the provision of such instruction, and also to secure facilities for business education so that it will not be inferior in Britain compared to other continents, they saw it necessary that government aid be extended to the teaching of commercial subjects, as it did in the teaching of art and science (Moreland, 1977; Curtis, 1967).

Towards the end of the nineteenth century, the Chambers of Commerce persuaded Cambridge and Oxford to conduct examinations in business subjects, but because of the small

number of candidates, they were soon discontinued. The London Chamber of Commerce offered business subjects and this was better patronized. The first public body to take the initiative in providing business courses in schools was the County Council of the West Riding of Yorkshire. They encouraged the teaching of business subjects in day and evening schools. The evening classes were given in local technical schools and the subjects offered were, commercial arithmetic, geography, history, principles of commerce, business methods, a modern language and correspondence. Classes to train teachers were started and provision for inspection was made. Other British local authorities took steps to improve on the situation but there was a need for national recognition of business education with grants to support building and equipping of schools, training of teachers, and provision of texts.

Britain for a long time placed primary emphasis on the academic programmes of the public schools and this decision is what has caused business education to lag behind other countries such as Germany and Holland. It was as late as 1944 that the Progressive Education Act attempted to create a more closely integrated system by providing equal opportunity for all through secondary school education.

### United States

Business Education had its beginnings in the need to prepare workers who could perform the job duties that accompanied employment in business offices. Business education of a sort can be said to have existed for many centuries. It had its roots in the apprenticeship system of ancient times. Young boys worked with their masters until they acquired the skills to mold the chalices, shape the wheels, or cast the accounts. This was education for business of the times (Moreland, 1977).

The time came, however, when businesses needed workers in business offices who could keep records, write letters, and calculate amounts of money involved in business transactions. Attempts were made in colonial America and in the early days of the public high school, to include practical subjects in the schools; but only a small number of business courses became part of the curriculums of the schools until after the private business schools had proved the value and popularity of such courses.

Business classes were the first vocational education courses introduced into the curriculum of American schools. The instructions of the Plymouth colony in 1635 was concerned with the teaching of casting of accounts. By the early 1700's, bookkeeping was a part of the curriculum of schools in New York and Pennsylvania. One goal of Franklins'

academy was to train its students in business and commercial subjects and the teaching of bookkeeping was required in the high schools of Massachusetts by law after 1827.

Because the public schools did not provide adequate preparation for employment in business, the private business schools were developed to meet the need for occupational training. Tonne (1981) states:

The private business school was a well-established part of the U.S. school system by 1850. A form of business education had been offered well before this time. A few business-type courses had been offered in colonial times, and the academy, the precursor of the U.S. public high school, usually provided courses in business subjects. (p.507)

The private business schools filled a void that existed in public school programmes, and during the last half of the nineteenth century, private business schools expanded very rapidly until eventually there was a business college in almost every community of any size (Nolan, 1967; Nanassy, 1967). In the main, bookkeeping, arithmetic and penmanship made up the curriculum of these schools until the 1860's when shorthand was introduced. Shorthand made slow progress until the typewriter was invented in 1873. By 1885, instruction on the typewriter and in shorthand had become inseparably joined together in the business colleges.

Much of the history of the business education curriculum is found in the private business schools during the years 1850 to 1900. The main purpose of business education in these schools was vocational preparation. Such preparation,

however, was soon expanded beyond the development of specific skills to include an understanding of such topics as the functions of the business enterprise in the U.S. economy, legal aspects of business and the factors of production. There is little doubt that the private business schools were very influential in the development of business education curricula in the United States.

As the public schools began to absorb the courses from the private business schools and to include more and more of these courses in their curriculums, the course offerings were almost exact replicas of those that had been offered for many years in the private business schools. Not only were the courses moved to the public high schools, but the teachers of business subjects in the public high schools in the early 1900's were recruited mostly from the private business schools.

A number of important developments in business education took place during the nineteenth century when private business schools had the monopoly on business education in the United States. As Daughtrey (1974) indicated:

the private business school met a great need in the American educational scheme for almost half a century. It is peculiarly American, growing out of an American demand met by the forces of private enterprise. (p.4)

Daughtrey also cites some educational practices of the private business schools that have influenced business education in the high schools such as individualizing

instruction, using a typewriting textbook, originating collegiate-level business instruction, developing a methodology in teaching business subjects, offering basic business subjects, holding meetings for improving instruction in business subjects and organizing business teachers in a professional society.

The vocational objective for business education was carried into the public high schools from the private business schools. It was not possible for all subjects offered in the private business schools to find their way immediately into the public high school curriculum. The high school curriculum of the 1900's was patterned after the beliefs that certain subjects trained the mind, and these subjects were required of all students in school. Not much room was left for business courses, or for any other vocational courses. Until about the 1920's, the high school business curriculum consisted of bookkeeping, typewriting and shorthand (McClure, 1985).

The great demand for office workers in the early twentieth century caused a growth in the number of students taking business education courses in the public schools. As a result of reports of several committees, status was given to business education in the high schools. As with the private business schools, high school business education curriculums expanded to give breadth to the programmes. However, the programmes have mainly been designed for training for office occupations.

Business education was given its start at the higher education level by General Robert E. Lee in 1869 (Nanassy, 1977). He proposed providing of college education in business and so the first college of business was the Wharton School of Finance of the University of Pennsylvania, established in 1881. Other colleges began to offer education for business on advanced levels due to the growing demand by students for business education at the college level.

There were few qualified teachers in the colonies. Most of the teaching work was done by the clergy class and by a few persons brought over from Europe as teachers. The early teachers of business subjects were business persons who had interest in teaching but who were not prepared to teach business subjects except for what they had learnt on the job or in private business schools. They prepared students to master the simple skills then needed to obtain a job, but as business education expanded in the private and high schools, there was a demand for qualified teachers. Some normal schools attempted to prepare business teachers but much of the training was done by private business schools. By the late 1920's, most colleges and state universities were providing courses in business teacher education (Nolan, 1967).

Business education in the United States has developed from a small beginning during the colonial period to the extensive field it is today.

### 2.2.5 History of Business Education In The Caribbean

The history of business education parallels the history of education in that both education and business education attempts to keep pace with economic developments to meet the economic demands of the times.

In the early colonial times, little or no attention was given towards the teaching of business subjects in the Caribbean. Curricula offerings at that time focused on the liberal arts to prepare students for such jobs as pastors, teachers, lawyers and administrators. Most of the office jobs such as typing and letter-writing were handled by retired civil servants who learned their skills while in service.

The history of business education reveals the evolution of business itself. Just as the demands of business for better-trained employees brought about the introduction of business education into the early schools, so have the demands of business been largely responsible for the growth of business programmes throughout the years which followed the establishment of business education in the secondary schools and colleges throughout the Caribbean during the first half of the twentieth century. In turn, the better-trained employees have aided the growth of business activity so that there has been a continuous progression of efficiency in the preparation of business and in the



corresponding educational developments of the Caribbean. When considering the present status of business education, many important influences of the past upon the current philosophies and practices of this branch of education are revealed. The present is the resultant of numerous past developments (Aremu, 1977).

It was the early twentieth century that the Mariott Mayhew commissioners were charged to comment on relations of secondary education to vocational training with reference to economic and industrial conditions and professional and domestic need. They recommended a different type of secondary school on a level with the classical school that should provide practical courses. The decades between 1920 and 1950 were marked by a search for vocational training throughout the Caribbean. Many secondary schools and colleges began offering business education. Technical schools and colleges were opened in Trinidad, Jamaica and Barbados. Business education subjects were offered in secondary schools in Antigua, St. Kitts and Montserrat during the 1960's and during the 1970's business education was added to the existing programmes in the colleges. D'Oyley (1979) sums it up by saying:

Gradually the process of tidying up the education system gained favour. Vocational subjects such as business and commercial education, technical education, and trades training came to be seen as legitimate activities in the secondary and post-secondary stages, diversified to meet the burgeoning needs of national development in the late 1950's and after. (p.109)

Traditionally, technical and vocational exposure for adolescents and young adults was restricted to those who had not been favoured with places in public or reputable private secondary schools. These persons were absorbed into less prestigious employment at the lower clerical levels and this provided justification for popular rejection of these apparent dead-end avenues of such education. During the 1970's various governments expanded public provisions for this type of education on par with other styles of education. Action and proof of commitment has been slow in some countries and advanced in others - moreso in Barbados, Trinidad and Jamaica. Dr. Jennings-Wray (1982) makes this claim about business education in Jamaica:

The "in thing" now is Business Education. Most, if not all, of the 140 secondary level institutions in Jamaica are offering courses in Business Education and considerable curriculum development activity is going on presently in that field in the Commonwealth Caribbean, including the initiation of Caribbean Examinations Council (CXC) examinations in Principles of Business and Typewriting. The importance attached to Business Education is not only underscored by the ideology of the present Labour government, but it is also evident in the proposed initiation of a Bachelor's degree in Business Education at the College of Arts, Science and Technology beginning in the summer of 1982, for the first time in the island's history. Research has also shown that Business Education is presently the most satisfactory vocational course both from the point of view of meeting the students' needs and interests and meeting labour requirements of the nation. Needless to say, most schools place their best students in Business Education courses. (p. 285)

In the selected eastern Caribbean states, Business Education is not as advanced as it is in Jamaica. Scarcity of

resources is part of the problem but a large part of the problem lies in the higher electoral power of fulfilling desires for the restricted type education. The practices of the academic type of education contain some of the explanation for the lower valuation of the business education area. Parents and students justified the introduction of business education on the grounds of its vocational objective rather than its general education objective. There are two types of business education that are desirable (i) the training in those phases of business which concerns every member of society and (ii) specialized or vocational business education for those who wish to prepare for work (Tonne, 1971). As business courses demonstrated their capacity to meet the urgent needs of changing economic societies, some modification of attitudes on the part of parents, employees and administrators finally allowed business courses permanent places in the countries educational systems.

The private business schools throughout the Caribbean that were founded in the beginning of the twentieth century were organized to offer a meager clerical training to those wishing to enter minor positions as clerks, typists and bookkeepers. Some of these schools were usually housed in one or two rooms of a home. The most common subjects taught in these schools were typewriting, shorthand and bookkeeping. Pitman and Gregg shorthand were the systems

taught in these schools and this has been the trend until today in many of the countries. There were practically no textbooks and the subject matter was often taught from the experience of the teacher who was usually unqualified and untrained. Most of these schools were run on a commercial basis and fees were charged on the basis of student enrollment - full time or part time, and on the number of subjects taken. Students of the private schools generally consisted of dropouts from elementary and secondary schools, or workers who wanted to improve their skills. Courses varied in length of time, lasting from a few weeks to two years, after which the students sat for some external examination. In addition, some institutions awarded certificates of proficiency but some of these were not recognized by business employers. These schools, though inefficient and poorly organized in terms of curriculum and equipment helped to pave the way for the present-day business education programmes in the Caribbean. Many of these schools are still present in the Caribbean, but with competition from the public secondary schools business departments, they are forced to improve their standards. In the selected eastern Caribbean states, it was the private schools that started business education and some of them are still functioning. For example, Wilkins Secretarial College in St. Kitts began in 1961 with two typewriters and 18 students. The courses offered were shorthand and typewriting. Today, it has grown into a large school with a

total of 140 students and twenty typewriters including six electrical typewriters. The courses presently being offered are typewriting, shorthand, office practice, business communications, principles of business and computer appreciation. The school is operated on a full and part time basis. This school has and continues to make a valid contribution to the area of business education in the state. Two similar schools in Antigua, Goodwins' Commercial Institute and Muriels' Commercial School started in the 60's and are still operating today.

Provisions for training of business education have gradually increased over the years throughout the Caribbean region. Many teachers receive their training at the College of Applied Arts, Science and Technology (CAST) in Jamaica. Other institutions, two in Barbados, two in Guyana and two in Trinidad devote themselves specifically to technical and vocational education (Carrington, 1978).

As the research shows, business education in the Caribbean islands began at different times and are now at differing stages. Limited research in the area of business education throughout the Caribbean makes a detailed historical perspective impossible.

### 2.2.6 Summary

Education in Britain and the United States have influenced historical movements of education within the Caribbean. This is because many of the countries of the Caribbean at some time were colonies of Britain, thus, educational activities revolved around those of their colonial masters. Most of these countries have now gained full independence from Britain but have not yet succeeded in establishing a system of education of their own.

Education in Britain and the United States progressed steadily during the 17th and 18th centuries. As time went by, these countries began to give vocational education greater attention vis-a-vis traditional education. This came more early during the 19th century as a means of curing social ills of the society, but even in these two countries, vocational education was not without its setbacks.

After a series of trials and errors, vocational education gradually took its rightful position in Britain and the United States as a means of preparing youths for gainful employment and for the future. As a result, business education subjects under vocation education courses, were first introduced into the curriculum of modern schools in these two countries.

At this time, most Caribbean states were still colonies of Britain. Educational standard was dictated according to

the needs of the colonial masters; an exploitative type of education that did not take the environment and the cultural setting into consideration. There was no vocational preparation of the indigenous people. The few schools that were provided offered instruction only in the three R's and few academics.

At the end of colonization for most Caribbean countries and especially the first half of the twentieth century came the need for educational review. But here, very little was achieved as political freedom did not tantamount to educational freedom. The colonial masters did not leave a solid base for education in general, and upon departure, the various governments of the region were still looking forward to them for revitalization of their educational programmes. During the 1960's was the time when business education was introduced into the curriculum of the selected Eastern Caribbean states through borrowed syllabi from overseas; mainly Britain and the United States. At this time more and more teacher training were being done overseas as well as bringing foreign trained teachers into the region. Therefore, what we have today in the educational system of the selected Eastern Caribbean states, though not an exact replica, do bear some rudiment of the European system. For business education, its true picture is still embryonic. But there is great hope for the future as the region has made impressive efforts in setting up business departments

with a view to offering a more well rounded business type of education. What is needed now is to create a more flexible room within the curriculum to provide a type of education that will be suitable for the technological world of tomorrow. The Caribbean Examinations Council has taken some steps in that direction.



## **Chapter III**

### **PROCEDURES.**

#### **Introduction**

The major purpose of this study was to determine the status of business education programmes and concerns of teachers in the Eastern Caribbean States of Antigua/Barbuda, Montserrat, and St. Kitts/Nevis. This chapter incorporates an explanation of the events which led to selection of this topic for study and the procedures employed in its completion.

#### **3.1 THE DEVELOPMENT OF THE STUDY TOPIC.**

The investigator's interest in this study topic grew from developments which arose while acting as co-tutor for business education workshops sponsored by the Organization for Co-operation in Overseas Development (OCOD) during the summers of 1983 and 1984 in Antigua and also from experience as a business education teacher in Antigua. It was observed at the workshops that there were many problems and constraints that were limiting the success of business education in all schools offering the programme as indicated by the business teachers during the workshop. Teachers

expressed concern regarding the existing programmes. It was felt that the business programmes had no proper development plan of objectives thus it was difficult for teachers to agree on issues regarding content, facilities, equipment or staff for making business education effective. It was pointed out that the programme was not allocated sufficient funds and this was attributed to the fact that there were no supervisor of business education attached to the Ministry of Education like other vocational areas. Even in the few schools where it was felt that the programmes were functioning reasonably well, there were problems especially with proper maintenance of equipment. These observations and the knowledge that there were no formal studies done on business education in Antigua motivated the investigator to start thinking of the need for studies to be done in the area of business education.

While enrolled in the Business Education graduate programme at the University of Manitoba in fall of 1984, the investigator thought of examining the area of business education in Antigua. There is very little information regarding business education in Antigua and no formal studies have yet been done in this area. It was felt that a study of this nature would be beneficial to business teachers and education officers concerned in helping them in the improvement of business education. In January of 1985, the writer approached Dr. George Porozny, her major advisor concerning the topic of interest and was encouraged to

proceed with the investigation and to expand on the area chosen for the study. It was suggested that the writer try and visit as many countries in the Eastern Caribbean as possible while on vacation to her home country in the summer of 1985 and to gather as much data as possible. As of February, 1985, the investigator began writing letters to selected individuals in Caribbean countries requesting information regarding business education (Appendix A). Business Education Index and the Education Index were looked into for relevant articles and theses. Theses pertinent to the topic were requested through inter-library loan.

### **3.2 SELECTION OF PARTICIPANTS.**

During the summer of 1985, the investigator visited the States of Antigua/Barbuda, Montserrat and St. Kitts/Nevis. Interviews were held with ministry officials, principals and business teachers in secondary schools, colleges and private business schools.

The investigator identified seven secondary schools in the state of St. Kitts/Nevis, six of which were public secondary schools. There was one Technical College and one privately owned business college. There was one secondary school in Montserrat, one technical college and one private business school which had business education offerings. The state of Antigua/Barbuda had fifteen secondary schools, nine of which were public secondary schools. Six secondary

schools were offering business programmes at the time of the visit. The Antigua/Barbuda State college and two privately owned business schools were also offering business courses.

The investigation further revealed that a total of twenty institutions throughout these states offered business education and that there was a total of forty-five teachers at these institutions. As such, it was decided that all business teachers would be included in the study, thus questionnaires were mailed to forty-five business teachers.

At the time of the visits, the writer obtained a list of addresses and names of persons who agreed to help in the study by collecting the questionnaires in order to speed up the mailing process and to ensure that questionnaires were completed and returned.

### 3.3 DEVELOPMENT OF THE QUESTIONNAIRE.

The questionnaire entitled Business Education Teachers in Selected Eastern Caribbean States was developed during the fall of 1985 while the writer was enrolled in a course entitled Seminar in Business Education (81.514), in which graduate students worked on research in business education. The course was under the direction of Dr. George Porozny in the Faculty of Education. With the help of the members of the class who were mostly business education teachers in Manitoba, many suggestions were made. The writer also

surveyed literature to determine practices considered most important by other researchers. Based on these, a survey questionnaire was designed. The teachers studied the questionnaire for understanding and then the questionnaire was revised.

More specifically, the instrument was divided into five sections:

The first section solicited some school/institution information, such as the type of school, number of teachers and students in each school. Attempts were made to find the number of schools which had separate business education departments, and of these, what number had department heads.

The second section of the questionnaire sought information regarding the aims/objectives of the business education programmes.

The third section solicited information on business education programmes regarding subjects offered, strengths and weaknesses of programmes, types of examinations, work experience, and teachers opinions concerning students and the programme.

The fourth section sought information from business teachers regarding their professional training and development.

The final section dealt with facilities, equipment, and supplies in business education.

A copy of the questionnaire used in this study is found in Appendix B of this thesis. All questionnaires were mailed by December 1985. A covering letter (Appendix C) accompanied each questionnaire which explained the nature and purpose of the study, and informed respondents that they would not be identified by names, but by number. To protect their identity, all data collected is aggregated. Questions concerning the above sections will be presented in tables and narrative in chapter 4 of this study.

#### **3.4 COLLECTION OF DATA**

Questionnaires were mailed in December, 1985 to the twenty institutions and forty-five teachers identified.

By the end of January 1986, thirty-six questionnaires were returned. The researcher made two telephone calls by mid February to Antigua and Montserrat concerning those questionnaires that had not been received and requested that they be completed and returned. By March 3, 1986 forty-three returns or 96 percent of the questionnaires were received.

## Chapter IV

### FINDINGS

#### 4.1 INTRODUCTION

This chapter presents the perceptions of forty-three business education teachers in selected Eastern Caribbean states regarding the current status of business education. A total of 43, or 96 percent of 45 business education teachers returned the questionnaire.

In this survey, three types of schools were identified; colleges, secondary schools and private business schools.

Results in this chapter are presented in tables and narrative. Percentages are based on responses from 43 business education teachers coming from 19 institutions.

This chapter is divided into four areas of the status of business education. Each area will be examined in relation to the three questions posed under the statement of the problem on page 4.

The first responses are discussed under General School/Institution information.

The second area deals with the aims and objectives of the business education programmes throughout the various institutions.

The third area discusses the current status of business education under the following sub-headings; namely, the business education curriculum, educational and professional preparation of teachers, and facilities, equipment and supplies.

The fourth area gives details about the effectiveness of the business education programmes in meeting the needs of graduates and those of business and industry as perceived by teachers.



#### 4.2 GENERAL SCHOOL/INSTITUTION INFORMATION.

TABLE 1  
DISTRIBUTION OF 19 EASTERN CARIBBEAN  
INSTITUTIONS INCLUDED IN THIS STUDY

Type of Institution	Antigua/ Barbuda		Montserrat		St. Kitts/ Nevis		Eastern Caribbean	
	No.	%	No.	%	No.	%	No.	%
Colleges	1	11	1	50	1	12.5	3	16
Secondary Schools	6	67	1	50	6	75	13	68
Private Business Schools	2	22	-	-	1	12.5	3	16
TOTAL	9	100	2	100	8	100	19	100

Tables 1 and 2 summarize the distribution of the institutions included in the survey and the number of teachers who participated in this study.

The majority (68 percent) of the institutions represented in this survey were secondary schools. Three, or 16 percent each represent colleges and private business schools. Of the 13 secondary schools surveyed, six are located each in St. Kitts/Nevis and Antigua. Two of the private schools are in Antigua and one in St. Kitts. There is one college located in each state.

TABLE 2  
DISTRIBUTION OF 43 EASTERN CARIBBEAN  
BUSINESS TEACHERS WHO PARTICIPATED  
IN THIS STUDY

Type of Institution	Antigua/ Barbuda		Montserrat		St. Kitts/ Nevis		Eastern Caribbean	
	No.	%	No.	%	No.	%	No.	%
Colleges	6	32	3	75	2	10	11	26
Secondary Schools	9	47	1	25	16	80	26	60
Private Business Schools	4	21	-	-	2	10	6	14
TOTAL	19	100	4	100	20	100	43	100

Of the 43 business education teachers, the majority (60 percent) are in secondary schools, with eleven or 25 percent in colleges and six (14 percent) in the private business schools. Over three-quarters (80 percent) of the teachers in St. Kitts/Nevis work in the secondary schools with two, or 10 percent each in the private business and college. Almost half (47 percent) of teachers in Antigua/Barbuda are in secondary schools, six or 32 percent at the college and four (21 percent) in the private business schools. Three-quarters of the teachers in Montserrat teach at the college.

Of the 43 business teachers surveyed, 19 are located in Antigua, 20 in St. Kitts/Nevis and four in Montserrat.

Question 3 asked participants to indicate the number of students and number of teachers in their institution. Responses are summarized in Tables 3 and 4.

Three, or 16 percent of institutions had one to ten teachers on staff. These were all private business schools. Five institutions each had a population of eleven to twenty teachers and twenty-one to thirty teachers. Three secondary schools had a teaching staff of thirty-one to forty teachers. Two secondary schools (11 percent) had a teacher population of forty-one to fifty teachers while one had in excess of fifty teachers.

One-third of the institutions surveyed (33 percent) had an enrolment of one hundred to two hundred ninety-nine students, evenly distributed by type of schools. Five, or 26 percent of schools had a population of three hundred to four hundred ninety-nine students. These were all secondary schools. Another five secondary schools had a population of five hundred to six hundred ninety-nine with another secondary school in excess of seven hundred students. The data revealed that secondary schools had the largest student population.

TABLE 3

DISTRIBUTION OF TEACHER POPULATION IN 19  
EASTERN CARIBBEAN INSTITUTIONS  
SURVEYED

Type of Institution	Teacher Population												Total	%
	1-10	%	11-20	%	21-30	%	31-40	%	41-50	%	51-60	%		
Colleges	-	-	2	10	1	5	-	-	-	-	-	-	3	16
Secondary Schools	-	-	3	16	4	21	3	16	2	11	1	5	13	68
Private Business Schools	3	16	-	-	-	-	-	-	-	-	-	-	3	16
TOTAL	3	16	5	26	5	26	3	16	2	11	1	5	19	100

TABLE 4

DISTRIBUTION OF STUDENT POPULATION IN 19  
EASTERN CARIBBEAN INSTITUTIONS  
SURVEYED

Type of Institution	Student Population											
	20-99	%	100-299	%	300-499	%	500-699	%	700-999	%	Total	%
Colleges	1	5	2	11	-	-	-	-	-	-	3	16
Secondary Schools	-	-	2	11	5	26	5	26	1	5	13	68
Private Business Schools	1	5	2	11	-	-	-	-	-	-	3	16
<b>TOTAL</b>	<b>2</b>	<b>10</b>	<b>6</b>	<b>33</b>	<b>5</b>	<b>26</b>	<b>5</b>	<b>26</b>	<b>1</b>	<b>5</b>	<b>19</b>	<b>100</b>

TABLE 5  
 NUMBER OF INSTITUTIONS WITH SEPARATE  
 BUSINESS EDUCATION DEPARTMENTS  
 AND HEAD OF DEPARTMENTS

Type of Institution	Antigua/ Barbuda	Montserrat	St. Kitts/ Nevis	Eastern Caribbean	
	No.	No.	No.	No.	%
Colleges					
Department	1	1	1	3	27
Department Head	1	-	1	2	33
Secondary Schools					
Department	4	-	4	8	73
Department Head	-	-	4	4	67

Respondents were asked whether their school had a separate business education department and if so, was there a head of department for business education? Responses to these questions are summarized in the above table.

Teacher responses indicated there were a total of 11 institutions which had separate business education departments with eight, or 73 percent in the secondary schools in Antigua and St. Kitts/Nevis. Each college had a separate business department and department head with the exception of Montserrat which did not have a head of department. Of the institutions surveyed, there was a total of six department heads. Four, or 67 percent of these are in secondary schools in the state of St. Kitts/Nevis. None of the secondary schools in Antigua had department heads.

#### 4.3 AIMS AND OBJECTIVES OF BUSINESS EDUCATION PROGRAMMES.

Table 6 indicate that 42 percent of teachers felt that the aim of business education in their institution was to provide vocational education. Almost one-third (32 percent) of the respondents indicated that the aim of their business programme was to provide a broad business background, while eleven, or 26 percent said business education was to contribute to the general education of all students.

Question 6 asked respondents to indicate the degree of satisfaction by which the aim/objective of their institutions was being met. Table 7 indicate that most of the teachers (77 percent) responded that they were somewhat satisfied. Six, or 14 percent of teachers in secondary schools indicated they were not satisfied. Four, or nine percent of teachers indicated they were entirely satisfied. All of the entirely satisfied teachers were from private business schools (50 percent) and colleges (9 percent).

Teachers were asked to comment on their responses. Ten teachers (24 percent) said there was not enough equipment, working materials, textbooks or course offerings in their institution and they believed this contributed to the aim being partially met or not met. Five teachers (12 percent) stated that the type of students entering the programme (low ability students) was a problem while one teacher indicated students did not get enough exposure to business situations.

TABLE 6

AIMS AND OBJECTIVES OF BUSINESS EDUCATION AS  
EXPRESSED BY 43 EASTERN CARIBBEAN  
BUSINESS EDUCATION TEACHERS

Aim/Objective	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
To provide vocational education	7	64	6	23	5	83	18	42
To provide a broad business background	4	36	10	38	-	-	14	32
To contribute to the general education of all students	-	-	10	38	1	17	11	26
TOTAL	11	100	26	100	6	100	43	100



TABLE 7

DEGREE OF SATISFACTION WITH CURRENT BUSINESS  
EDUCATION PROGRAM AS EXPRESSED BY 43  
EASTERN CARIBBEAN BUSINESS TEACHERS

Degree of Satisfaction	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Entirely satisfied	1	9	-	-	3	50	4	9
Somewhat satisfied	10	91	20	77	3	50	33	77
Not satisfied	-	-	6	23	-	-	6	14
TOTAL	11	100	26	100	6	100	43	100

It was revealed that secondary school teachers were less satisfied with the aim/objective of their programme. All teachers expressing dissatisfaction were secondary school teachers. Comments from teachers concerning the degree of satisfaction by which the aims/objectives are being met are in Appendix D.

Table 8 shows that, of the number of subjects listed by the various teachers, twenty-four, or 56 percent indicated accounting as being of general educational value followed by typewriting (37 percent) and Principles of Business (35 percent). Typewriting (70 percent), accounting (51 percent) and shorthand (33 percent) were ranked highest as being of vocational educational value. Accounting and typewriting both ranked as being of general and vocational educational value.

TABLE 8

BUSINESS SUBJECTS IDENTIFIED BY BUSINESS  
TEACHERS TO BE OF GENERAL AND  
VOCATIONAL EDUCATIONAL VALUE

Subjects	Colleges		Secondary Schools		Private Business Schools		Total			
	GEV*	VEV*	GEV*	VEV*	GEV*	VEV*	GEV*	%	VEV*	%
Accounting	4	7	19	13	1	2	24	56	22	51
Typewriting	3	7	10	19	3	4	16	37	30	70
Principles of Business	2	-	12	5	1	-	15	35	5	12
Shorthand	-	3	1	8	-	3	1	2	14	33

\*GEV General Educational Value

\*VEV Vocational Educational Value

#### 4.4 CURRENT STATUS OF BUSINESS EDUCATION.

##### 4.4.1 Curriculum.

Engaging in curriculum work in business education is a co-operative venture by teachers, administrators, and businessmen. Various factors influence curriculum practices such as the general philosophy of the community and many sociological factors.

A total of 12 business subjects were offered in the institutions during 1985-1986. Table 9 shows the subjects offered in most institutions were typewriting (84 percent), accounting (68 percent), principles of business (58 percent), shorthand (58 percent), office practice/procedures (58 percent) and bookkeeping (53 percent). Only one private school (located in St. Kitts) taught computer appreciation and two secondary schools in St. Kitts/Nevis taught economics. None of the private schools taught business maths or accounting.

In order to determine whether the present business subjects are adequate, Question 10 to the business teachers were asked. Table 10 shows the composite picture of business subjects which business teachers wished to have added to their present business education programme. Ten, or 23 percent of business teachers stated office practice should be added to the present programme. Most of these were secondary school teachers (9). A total of nine, or 21

percent indicated word processing should be added, six of these being secondary school teachers all located in Antigua. Eight, or 19 percent indicated shorthand should be added to the business programme. One teacher at the Montserrat Technical College said business law should be added, the reason being that since teachers are preparing students for the business world, students should know of the laws that govern business.

Most teachers who indicated that office practice should be added stated that this subject gives students a well-rounded or broader business background making it easier for students to find jobs. According to these teachers, office practice provided a better business foundation for students.

Four teachers indicated that word processing is now becoming an important widespread activity and should be added.

Five of the teachers who indicated shorthand should be included in their programme commented that there was a demand for shorthand typists and that it was easier for students to find jobs if they had shorthand.

Only one teacher indicated that shorthand should be deleted from the programme and the reason given was that it was felt that shorthand was becoming obsolete.

TABLE 9  
 NUMBER OF BUSINESS SUBJECTS CURRENTLY BEING  
 OFFERED BY 19 EASTERN CARIBBEAN  
 INSTITUTIONS SURVEYED

Subjects	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Typewriting	3	10	3	16	84
Accounting	3	10	-	13	68
Principles of Business	1	8	2	11	58
Shorthand	2	6	3	11	58
Office Practice	3	6	2	11	58
Bookkeeping	2	7	1	10	53
Business Arithmetic	3	5	1	9	47
Business Communications	3	2	2	7	37
Commerce	1	5	1	7	37
Business Maths.	1	2	-	3	16
Economics	-	2	-	2	11
Computer Appreciation	-	-	1	1	5

TABLE 10

OPINIONS OF EASTERN CARIBBEAN BUSINESS  
TEACHERS REGARDING BUSINESS SUBJECTS  
WHICH SHOULD BE ADDED TO PROGRAM

Subjects	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Office Practice	-	9	1	10	23
Word Processing	-	6	3	9	21
Shorthand	2	6	-	8	19
Principles of Business	1	5	-	6	14
Business Communications	-	3	-	3	7
Computer Studies	2	-	-	2	5
Accounting	-	1	1	2	5
Business Law	1	-	-	1	2

Respondents were asked to indicate the areas of their business programmes they felt had particular strengths or that needed improvement. Table 11 shows almost three-quarter (74 percent) of the teachers responded that the strength of their business programme was lighting and ventilation. Two-thirds indicated qualified teachers was a strength of their programme. Course offering and supplies scored low with teachers mostly in colleges and secondary schools. Only five, or 12 percent of teachers indicated equipment as a strength. None of the private business school teachers indicated equipment as a strength of their programme.

Table 12 shows the responses of business teachers concerning the type of examinations for which they prepare students. Business education institutions in the selected Eastern Caribbean States prepare students for a varied number of examinations. Eleven, or 58 percent of the institutions prepare students for the Caribbean Examinations Council (CXC) exams while nine, or 47 percent of institutions surveyed prepare students for the General Certificate of Education (GCE) exams and another nine (47 percent) prepare students for the London Chamber of Commerce and Industry (LCCI) exams. A total of seven, or 37 percent of the institutions prepare students for the Royal Society of Arts (RSA) exams. Only the private business schools prepare students for the Gregg and British Society of



Commerce (BSC) examinations. The Certificate of Secondary Education (CSE) examination is offered only at two secondary schools (all located in St. Kitts/Nevis).

Except for the Caribbean Examinations Council (CXC) examinations, (Appendix J), all other examinations are from Great Britain and the United States. It is hoped that eventually the CXC will replace all overseas examinations.

TABLE 11

EXTENT TO WHICH BUSINESS PROGRAM HAS  
STRENGTHS AS INDICATED BY 43 EASTERN  
CARIBBEAN BUSINESS TEACHERS

Areas	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Lighting	9	82	17	65	6	100	32	74
Ventilation	8	73	21	81	3	50	32	74
Qualified teachers	11	100	13	50	5	83	29	67
Course offerings	5	45	8	31	5	83	18	42
Supplies	5	45	3	12	5	83	13	30
Equipment	1	9	4	15	-	-	5	12

TABLE 12

TYPES OF EXAMINATIONS FOR WHICH STUDENTS ARE  
PREPARED IN 19 EASTERN CARIBBEAN  
INSTITUTIONS SURVEYED

Types of Examinations	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Caribbean Examinations Council (CXC)	2	67	9	69	-	-	11	58
London Chamber of Commerce and Industry (LCCI)	-	-	6	46	3	100	9	47
General Certificate of Education (GCE)	1	33	8	62	-	-	9	47
Royal Society of Arts (RSA)	3	100	3	23	1	33	7	37
Certificate of Secondary Education (CSE)	-	-	2	15	-	-	2	11
Gregg	-	-	-	-	2	67	2	11
British Society of Commerce	-	-	-	-	1	33	1	5

TABLE 13  
 NUMBER OF INSTITUTIONS OFFERING WORK  
 EXPERIENCE TO STUDENTS DURING THEIR  
 COURSE OF STUDIES

Type of Institution	Antigua/ Barbuda	Montserrat	St. Kitts/ Nevis	Eastern Caribbean	%
	No.	No.	No.	No.	
Colleges	1	1	1	3	75
Private Business Schools	-	-	1	1	25
TOTAL	1	1	2	4	100

In Table 13, the responses showed that all colleges throughout the selected states and the private business school in the state of St. Kitts/Nevis offer students the opportunity to receive work experience during their course of studies. Two of the institutions - the Montserrat and St. Kitts/Nevis Technical Colleges offer three weeks work experience to their students while the Antigua State College and the private business school in St. Kitts offered work experience of two weeks duration. None of the secondary school students throughout the region receive any work experience opportunities.

Teachers at the Antigua State College and the St. Kitts/Nevis Technical College believed an approximate 41-60 percent of their students gain direct employment due to work experience while teachers at the Montserrat Technical College indicated a 21-40 percent direct employment for students. Teachers in the private business school stated 61-80 percent of their students gain direct employment due to work experience.

Question 19 asked teachers if they could make one change in their business education programme, what would it be. Comments appear in Appendix E.

Seven, (16 percent) of teachers responded on the area of work experience. They stated they would like to give students job attachment during school or vacation in order that students will gain some practical experience and exposure in the business world.

Another seven teachers said they would provide more and better up to date equipment with which to work. Five, or (12 percent) of business teachers commented they would offer more business subjects, also allowing students a choice of subjects. All teachers who commented regarding work experience were secondary school teachers. This is because secondary school students are not exposed to work experience programmes.

## 4.4.2

Educational and Professional Preparation of Business Teachers.

Since the success of the business department depends to a large measure upon the teacher, the educational and professional preparation of business teachers was examined. In this survey of business teachers, pertinent information such as qualifications, years of teaching and business experience, teaching load, membership in professional organizations was obtained.

Of the forty-three teachers represented in the study, eight, or 19 percent were male and thirty-five, or 81 percent were female.

Tables 14 and 15 summarize the professional qualifications of 43 business education teachers included in the study.

Business teachers possessed a number of certificates, diplomas and degrees (40 certificates, diplomas and degrees). Eight (19 percent) of the teachers possessed the Diploma in Business Education, while another eight (19 percent) held certificates in Education. Seven (17 percent) of teachers possessed the Diploma in Secretarial Science. Five, or 12 percent of teachers held Bachelor of Arts degrees; three, or 8 percent the Bachelor of Commerce degree and another three (8 percent) held Bachelor of Science degrees.

Table 15 groups the information concerning teacher qualification that was presented in Table 14.

Approximately half the teachers (46 percent) are non-degreed teachers who had earned one or more certificate(s) and or diploma(s). Most of these were college and secondary school teachers throughout the region. Six teachers (14 percent) each held a university degree. Five (12 percent) of teachers possessed a university degree and one or more certificates or diplomas. Ten, or 23 percent of teachers did not possess any professional qualifications. Eight of these were secondary school teachers and two private business school teachers.

Table 16 gives the names of the colleges and universities where teachers obtained their professional qualifications. As the data indicates, teachers studied in institutions throughout the Caribbean, North America and Great Britain.

Nine, or 21 percent of teachers indicated receiving their qualifications from the College of Applied Arts, Science and Technology (CAST), in Jamaica. Four, or 9 percent obtained their qualification from the University of the West Indies. Two teachers each indicated receiving their qualification from the Caribbean Union College, University of Toronto and Ryerson Polytechnical Institute. Other institutions mentioned were: Algonquin College, University of Massachusetts, McGill University, University of Edinburgh, and Rochdale College.

TABLE 14

PROFESSIONAL QUALIFICATIONS OF 43 EASTERN  
CARIBBEAN BUSINESS TEACHERS

Teaching Qualification	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Bachelor of Arts	2	3	-	5	12
Bachelor of Commerce	1	1	1	3	8
Bachelor of Science	-	3	-	3	8
Commercial Consultant (EBSC)	-	-	1	1	2
Diploma in Business Education	4	3	1	8	19
Diploma in Secretarial Science	2	5	-	7	17
Diploma in Marketing	-	1	-	1	2
Associate Arts Diploma	-	1	-	1	2
Certificate in Education	5	3	-	8	19
Certificate in Secretarial Science	-	2	-	2	5
Private Secretary's Certificate	1	-	-	1	2



TABLE 15

PROFESSIONAL QUALIFICATIONS OF 43 EASTERN CARIBBEAN  
BUSINESS TEACHERS ACCORDING TO THEIR DEGREE  
AND CERTIFICATE/DIPLOMA COMBINATION

Teaching Qualification	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Non-degreed teachers; (one or more certificates and/ or diplomas)	7	64	11	42	2	33	20	46
University degree	1	9	5	19	-	-	6	14
University degree(s) and one or more certificate/ diploma	2	18	2	8	1	17	5	12
No professional qualifications	-	-	8	31	2	33	10	23
Did not indicate	1	9	-	-	1	17	2	5
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>43</b>	<b>100</b>

TABLE 16

NAMES OF INSTITUTIONS WHERE BUSINESS  
TEACHERS INDICATED OBTAINING  
THEIR QUALIFICATIONS

Name of Institution	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Caribbean:					
University of the West Indies	-	4	-	4	9
College of Applied Arts, Science, and Technology (CAST)	3	5	1	9	21
Caribbean Union College	-	2	-	2	5
North America:					
University of Toronto	1	1	-	2	5
University of Massachusetts	-	1	-	1	2
McGill University	1	-	-	1	2
Concordia University	1	-	-	1	2
Ryerson Polytechnic	1	-	1	2	5
Algonquin College	1	-	-	1	2
Great Britain:					
University of Edinburgh	-	1	-	1	2
British Society of Commerce	-	-	1	1	2
Rochdale College	1	-	-	1	2

Question 22 asked respondents to indicate the number of years experience in teaching business subjects and in business and industry.

Table 17 show the majority of business teachers included in this study (65 percent) had no business or industrial experience. Approximately one-fifth (19 percent) had one to three years business experience and four (9 percent) indicated four to six years business experience. One private business school teacher had 10-12 years experience in business and industry. Almost three-quarter (73 percent) of the secondary school teachers and 50 percent of private business school teachers had no business experience.

In Table 18, almost half (44 percent) of business teachers indicated having one to three years teaching experience. Approximately two-thirds (62 percent) of teachers in secondary schools across the region were in this category. Half of the private business school teachers had over 15 years of teaching experience as well as one college teacher (located in Antigua). Ten, or 23 percent of teachers had four to six years teaching experience and one secondary school teacher had seven to nine years teaching experience. Two, or 5 percent of teachers (all located in St.Kitts/Nevis) had 13 to 15 years teaching experience.

More than half of the teachers surveyed had less than six years teaching experience. Teachers at the private business

schools had the most teaching experience. Secondary school teachers had very few years of teaching experience and little or no business experience.

Table 19 indicated that business teachers taught quite a number of subjects. Most teachers taught accounting (47 percent) and typewriting (47 percent). Twelve, or 28 percent taught shorthand while eleven (26 percent) taught principles of business. One teacher from the secondary school indicated teaching science, while one teacher from the private business schools taught computer appreciation. The data revealed that accounting and typewriting were taught by most teachers.

Table 20 summarizes the number of class periods taught by the 43 Eastern Caribbean business teachers included in this study.

Colleges and secondary schools throughout the region surveyed operate on a thirty-five period week. Class periods are approximately 35 to 45 minutes duration. Private schools vary. As indicated by the data, twenty (46 percent) of teachers have a twenty-one to thirty period week workload. Half the secondary school teachers fell into this category. Ten, or 23 percent of teachers indicated teaching over thirty periods per week, six of these being secondary school teachers. The data indicates that secondary school teachers carry a heavier workload than college teachers.

TABLE 17

NUMBER OF YEARS OF BUSINESS/INDUSTRIAL  
EXPERIENCE OF 43 EASTERN CARIBBEAN  
BUSINESS EDUCATION TEACHERS

Years of Experience	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
1-3 Years	3	27	5	19	-	-	8	19
4-6 Years	2	18	-	-	2	33	4	9
7-9 Years	-	-	2	8	-	-	2	5
10-12 Years	-	-	-	-	1	17	1	2
No business experience	6	55	19	73	3	50	28	65
TOTAL	11	100	26	100	6	100	43	100

TABLE 18  
NUMBER OF YEARS OF TEACHING EXPERIENCE  
OF 43 EASTERN CARIBBEAN BUSINESS  
EDUCATION TEACHERS

Years of Teaching Experience	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
1-3 Years	3	28	16	62	-	-	19	44
4-6 Years	4	36	4	15	2	33	10	23
7-9 Years	-	-	1	4	-	-	1	2
10-12 years	2	18	4	15	1	17	7	16
13-15 Years	1	9	1	4	-	-	2	5
Over 15 Years	1	9	-	-	3	50	4	10
TOTAL	11	100	26	100	6	100	43	100

TABLE 19

SUBJECTS CURRENTLY BEING TAUGHT BY  
43 EASTERN CARIBBEAN BUSINESS  
EDUCATION TEACHERS

Subjects	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Accounting	5	15	-	20	47
Typewriting	6	10	4	20	47
Shorthand	3	6	3	12	28
Principles of Business	1	9	1	11	26
Bookkeeping	2	5	1	8	19
Office Practice	3	2	2	7	16
Business Communications	3	-	2	5	12
Business Arithmetic	1	2	1	4	9
Commerce	1	2	1	4	9
Business Maths.	1	2	-	3	7
Economics	-	2	-	2	5
Science	-	1	-	1	2
Computer Appreciation	-	-	1	1	2

TABLE 20

NUMBER OF CLASS PERIODS TAUGHT PER  
WEEK AS INDICATED BY 43 EASTERN  
CARIBBEAN BUSINESS TEACHERS

Periods per Week	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
1-10	1	9	3	12	1	17	5	12
11-20	4	36	4	15	-	-	8	19
21-30	4	36	13	50	3	50	20	46
31 and over	2	19	6	23	2	33	10	23
TOTAL	11	100	26	100	6	100	43	100



The teaching subject preference of business teachers are identified in Table 21.

Most teachers (15) indicated they liked teaching accounting most. Reasons given were that they liked to work with figures and they also found the subject very interesting to teach. Nine teachers stated they liked teaching typewriting most because they found it easy to teach and students showed much interest in the subject.

Subjects teachers liked teaching least were: principles of accounts (5), office practice (3) and shorthand (3). Teachers stated that principles of business was too much work; that it was not a challenging subject and that students found theoretical work uninteresting and dull. It was indicated that the CXC syllabus for office procedures was too broad and there was not enough equipment and supplies for teaching this subject. Most teachers who commented on shorthand said students found it a difficult subject and there was a high failure rate.

TABLE 21

BUSINESS SUBJECTS MOST/LEAST PREFERRED  
BY 43 EASTERN CARIBBEAN  
BUSINESS TEACHERS

Subjects	Colleges		Secondary Schools		Private Business Schools		Total	
	Most	Least	Most	Least	Most	Least	Most	Least
Accounting	4	-	11	-	-	-	15	-
Typewriting	1	-	5	-	3	1	9	1
Bookkeeping	2	-	2	1	1	-	5	1
Business Maths.	1	1	1	-	-	-	2	1
Principles of Business	-	1	1	4	1	-	2	5
Commerce	-	-	2	2	-	-	2	2
Business Communications	-	-	-	-	1	-	1	-
Office Practice	-	2	-	-	-	1	-	3
Shorthand	-	-	-	3	-	-	-	3

TABLE 22  
SCHOOL ASSIGNMENTS PERFORMED BY  
43 EASTERN CARIBBEAN  
BUSINESS TEACHERS

School Assignments	Colleges		Secondary Schools		Total	
	No.	%	No.	%	No.	%
Assist Secretary with Typing	1	9	5	19	6	14
Typing of School Programme	-	-	3	12	3	7
Taking Minutes of General Staff Meeting	2	18	-	-	2	5
Not called upon	9	82	18	69	27	63

Table 22 lists the school assignments teachers indicated they were usually called upon to perform because of their position as business teachers.

A total of six, or 14 percent of business teachers indicated they were usually called upon to assist the secretary with typing work. Five of these were secondary school teachers. Three, or 7 percent of teachers said they were asked to type school programmes. These were all secondary school teachers. Two business teachers, both college teachers indicated being called upon to take the minutes of general staff meetings. More than half of the teachers (63 percent) indicated they were not called upon to perform any school assignments because of their position as business teachers.

A number of factors are instrumental in providing favourable environment and growth of business teachers. Such factors include belonging to and participating in professional organizations, reading professional publications, attending professional meetings and workshops, involvement in community support methods with a view to improving business education.

In order to determine the number of teachers belonging to professional organizations, Question 26 to the business teachers was asked. The responses are analyzed in Table 23. Responses revealed that business teachers in the selected Eastern Caribbean States are not very much involved in professional business organizations. Four teachers (9 percent) were members of the National Secretary's Association while two (5 percent) were members of the Association of Certified Accountants. Two percent each were members of the British Institute of Management, the British Institute of Commerce, Chamber of Commerce and Industry and Catherine Gibbs Alumni. More than three-quarter (81 percent) of business teachers did not belong to any business organization.

Table 24 lists the publications read regularly by business teachers in the selected Eastern Caribbean States. Six, or 14 percent of teachers read the Pitman Memo. Five (12 percent) read Today's Secretary while four (9 percent) read the Times. Some other publications read were: Business

Education (7 percent), Economist (5 percent), Comlon (5 percent), Banking World (2 percent) and Office Skills (2 percent). The survey revealed that over half the business teachers (58 percent) did not read any business or business education publications.

Question 28 asked teachers to indicate community support methods they used to help in business education. In Table 25 almost half the teachers (49 percent) indicated they used field trips to help in business education. Sixteen, or 37 percent said they invited outside speakers while six (14 percent) indicated using fundraising methods. None of the college teachers indicated using this method. Approximately one-third (30 percent) of teachers indicated they used no community support methods to help in their business education programme.

Table 26 indicated that twelve (28 percent) of the teachers had attended Business Education OCOD sponsored workshops, seven of these being secondary school teachers. Fourteen percent attended the CXC Item Writing and Orientation workshops, while three, or 7 percent indicated attending CXC Marking Exercises. Two, or 5 percent of business teachers attended Computer Appreciation/Literacy workshops. Over one-half of teachers surveyed (53 percent) did not attend any workshops/in-services.

TABLE 23

NUMBER OF BUSINESS TEACHERS WHO ARE  
MEMBERS OF BUSINESS ORGANIZATIONS

Business Organizations	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
National Secretary's Association	1	2	1	4	9
Association of Certified Accountants	-	2	-	2	5
British Institute of Management	-	1	-	1	2
British Institute of Commerce	-	1	-	1	2
Chamber of Commerce and Industry	-	-	1	1	2
Catherine Gibbs Alumni	-	1	-	1	2
Not members of any Organization	10	20	5	35	81

TABLE 24

BUSINESS AND BUSINESS EDUCATION PUBLICATIONS  
 READ BY 43 EASTERN CARIBBEAN BUSINESS  
 EDUCATION TEACHERS

Publications	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Pitman Memo	4	1	1	6	14
Today's Secretary	2	-	3	5	12
Times	-	4	-	4	9
Business Education	3	-	-	3	7
Economist	-	2	-	2	5
Comlon	-	-	2	2	5
Banking World	1	-	-	1	2
Office Skills	-	1	-	1	2
Management Today	-	1	-	1	2
Business World	-	1	-	1	2
Royal Society of Arts Magazine	1	-	-	1	2
BSC Bulletin	-	-	1	1	2
Gibsonian	-	1	-	1	2
Certified Accountants Newsletter	-	1	-	1	2
Read no Publication	5	18	2	25	58

TABLE 25

COMMUNITY SUPPORT METHODS USED TO AID IN  
 BUSINESS EDUCATION AS INDICATED BY  
 43 BUSINESS EDUCATION TEACHERS

Support Methods	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Field Trips to Businesses	6	13	2	21	49
Invite Outside Speakers	4	10	2	16	37
Fundraising	-	4	2	6	14
Used No Community Support Methods	3	8	2	13	30



TABLE 26

BUSINESS EDUCATION WORKSHOPS/IN-SERVICES  
 ATTENDED BY 43 EASTERN CARIBBEAN  
 BUSINESS EDUCATION TEACHERS

Workshops/In-services	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Business Education (OCOD)	2	7	3	12	28
Item Writing and Orientation (CXC)	1	5	-	6	14
Marking Exercises (CXC)	-	3	-	3	7
Computer Appreciation/Literacy	1	-	1	2	5
How to Make Better Use of the Bank	-	1	-	1	2
Did not Attend any Workshops	7	13	3	23	53

## 4.4.3

Facilities, Equipment and Supplies.

To properly provide for an effective and adequate teaching and learning environment, instructional material, facilities and equipment must be ably selected to meet the needs of the students and instructional goals.

Question 31 to the business teachers asked whether the following items were satisfactory as they apply to business education classrooms-- lighting, bulletin boards, desks, ventilation, supply cabinets and chairs. Table 27 shows the responses of teachers concerning classroom conditions. Lighting (86 percent), ventilation (84 percent), desks (77 percent) and chairs (70 percent) seem to be the most satisfactory classroom facilities while supply cabinets and bulletin boards were considered unsatisfactory.

The survey instrument questioned teachers about the adequacy/suitability of textbooks in business education. Table 28 shows that the majority (65 percent) of teachers responded positively. All private business school teachers were of the opinion that textbooks were suitable.

Although many teachers indicated positive responses, many comments were made regarding suitability and adequacy. Teachers indicated that even though some texts were adequate, they were not suitable and where some were suitable, they were not adequate. Teachers commented that

they needed more reference material to supplement texts and that there was a need for more up to date texts (Appendix F).

Table 29 lists the type and number of equipment being used in the teaching of business education throughout the Eastern Caribbean states surveyed. Nearly all the equipment used (312) were manual typewriters. A total of 42 calculators was indicated in the secondary schools. There were 13 tape recorders, 10 electrical typewriters and eight record players. Office machines apart from those indicated by teachers are not usually found in the business department of the schools within the selected states.

Teachers were asked to list the immediate needs of their programme regarding equipment and supplies. Table 30 shows the needs expressed by teachers in order of priority. Most teachers (65 percent) indicated their immediate need as typewriters (both manual and electrical). Twelve, or 28 percent indicated photocopiers, 26 percent indicated textbooks and 21 percent indicated dictaphones. Other needs listed were projectors, filing cabinets, word processors, duplicators and computers.

TABLE 27

EXTENT TO WHICH CLASSROOM FACILITIES, EQUIPMENT  
AND SUPPLIES WERE SATISFACTORY AS INDICATED  
BY 43 EASTERN CARIBBEAN BUSINESS TEACHERS

Facilities, Equipment and Supplies	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Lighting	11	100	21	100	5	83	37	86
Ventilation	10	91	22	85	4	67	36	84
Desks	10	91	18	69	5	83	33	77
Chairs	9	82	16	62	5	83	30	70
Supply Cabinets	6	55	5	19	1	17	12	28
Bulletin Boards	2	18	4	15	1	17	7	16

TABLE 28

EXTENT TO WHICH PRESENT TEXTS USED ARE SUITABLE  
AND ADEQUATE AS INDICATED BY 43 EASTERN  
CARIBBEAN BUSINESS TEACHERS

Suitability/Adequacy of Textbooks Used	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	6	55	16	62	6	100	28	65
No	5	45	10	38	-	-	15	35
TOTAL	11	100	26	100	6	100	43	100

TABLE 29

TYPE AND NUMBER OF EQUIPMENT BEING  
USED IN BUSINESS EDUCATION

Type of Equipment	Colleges	Secondary Schools	Private Business Schools	Total
	No.	No.	No.	No.
Manual typewriters	64	154	94	312
Calculators	-	42	-	42
Tape recorders	3	5	5	13
Electrical typewriters	3	1	6	10
Record players	3	2	3	8
TOTAL	73	204	108	385

TABLE 30

IMMEDIATE NEEDS FOR EQUIPMENT AND SUPPLIES  
AS INDICATED BY 43 EASTERN CARIBBEAN  
BUSINESS EDUCATION TEACHERS

Immediate Needs	Colleges	Secondary Schools	Private Business Schools	Total	
	No.	No.	No.	No.	%
Typewriters	6	18	4	28	65
Photocopiers	6	2	4	12	28
Textbooks	2	8	1	11	26
Dictaphones	4	5	-	9	21
Projectors	3	4	-	7	16
Word Processors	2	2	3	7	16
Supplementary materials	-	3	2	5	12
Computers	3	-	2	5	12
Filing cabinets	1	3	-	4	9
Tape recorders	-	3	-	3	7
Calculators	-	3	-	3	7
Duplicators	2	-	-	2	5

#### 4.5 TEACHERS PERCEPTIONS OF WHETHER BUSINESS PROGRAMME IS MEETING THE NEEDS OF STUDENTS AND THOSE OF BUSINESS

Table 31 shows that over one-third of the teachers (37 percent) mostly from colleges and private business schools indicated that seventy-five to one hundred percent of their students find jobs in their field after graduation. One-third (33 percent) stated that less than 24 percent found jobs in their fields. Most of these respondents were secondary school teachers. Five, or 12 percent indicated fifty to seventy-four percent of their students found jobs in their field after graduation. A total of seven (16 percent) indicated twenty-five to forty-nine percent of students found jobs in their field after graduation. The data reveal that students who are exposed to work experience seem to find jobs in their fields as compared to those who are not exposed. It is evident that students from colleges seem to be better prepared for the business world.

Table 32 shows a composite picture of positive responses held by teachers on certain issues relating to graduates and the business programme.

Thirty-six, or 84 percent of teachers stated that their business programmes provided entry-level job skills for students. All college and private school teachers felt this way. Almost four-fifths (79 percent) of teachers indicated their business programme provided a basis for further studies in a college or university.



TABLE 31

STUDENT GRADUATES WHO OBTAINED EMPLOYMENT IN  
THEIR FIELD AS INDICATED BY 43 EASTERN  
CARIBBEAN BUSINESS TEACHERS

Percentage	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
less than 24%	-	-	13	50	1	17	14	33
25-49%	-	-	7	27	-	-	7	16
50-74%	2	18	3	11	-	-	5	12
75-100%	9	82	2	8	5	83	16	37
did not indicate	-	-	1	4	-	-	1	2
TOTAL	11	100	26	100	6	100	43	100

TABLE 32

POSITIVE RESPONSES OF 43 EASTERN CARIBBEAN  
BUSINESS TEACHERS REGARDING CERTAIN  
ISSUES IN BUSINESS EDUCATION

Issues	Colleges		Secondary Schools		Private Business Schools		Total	
	No.	%	No.	%	No.	%	No.	%
Does your business program provide: (a) <u>entry-level job skills for graduates?</u>	11	100	19	13	6	100	36	84
(b) <u>A basis for further studies in a college or university?</u>	8	73	21	81	5	83	34	79
Do you believe there is a <u>tendency to channel the low-ability student into business education?</u>	9	82	21	81	-	-	30	70
Do <u>business graduates possess the necessary skills to start their own businesses?</u>	2	18	1	4	-	-	3	7

Teachers were asked whether they felt there was a tendency to channel the low-ability student into business education (Appendix G). A total of thirty (70 percent) of teachers from colleges and secondary schools answered positively. Seventeen of these teachers commented that low-ability students do just as poorly in business subjects as any other subject area because of their poor English skills. A special programme was suggested for low-ability students by some teachers.

Only three teachers (7 percent) indicated they believed graduates possessed the necessary skills to start their own businesses.

None of the schools in the survey provides guidance services for its graduates.

## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.

The purpose of this study was to identify the status and concerns of teachers of business education programmes in the selected Eastern Caribbean states of Antigua/Barbuda, Montserrat, and St. Kitts/Nevis.

Chapter V will therefore present the summary, conclusions, and recommendations based on the data obtained from varied sources concerning the three problem statement of the present study and from observations of the writer.

Data for this study was collected by means of questionnaires sent to 45 business education teachers in 20 institutions throughout the selected states. A return of 43 questionnaires or 96 percent was obtained from 19 institutions. Additional information was obtained through literatures and personal visits.

#### 5.1 SUMMARY.

The following is the summary of the findings of the study.

1. More than two-thirds of the institutions surveyed were secondary schools and approximately two-thirds

of the teachers surveyed (60 percent) taught in the secondary schools.

2. One-third (33 percent) of institutions had student population of 101-300. Five schools each had student population of 301-500 and 501-700. Secondary schools had the largest student population.
3. A total of eleven institutions had separate business education departments with eight, or 73 percent of these in secondary schools in Antigua and in St. Kitts/Nevis. Of these institutions, six had department heads, four of which are in the secondary schools of St. Kitts/Nevis. All colleges had department heads. None of the secondary schools in Antigua had department heads.
4. Most of the business teachers surveyed (42 percent) considered vocational education the aim/objective of their business education programme. These were mostly college and private business school teachers. Secondary school teachers throughout the states were equally of the opinion that the aim of the programme was (i) to provide a broad business background and (ii) to contribute to the general education of all students.
5. Over three-quarter of the teachers were somewhat satisfied with the way the aim/objective of the programme was being met. Most private school teachers indicated complete satisfaction. Six teachers, all

from secondary schools indicated dissatisfaction. Teachers felt that insufficient equipment, materials, texts, and course offerings contributed to the aim not being met or partially met.

6. Accounting, business communication and typewriting were ranked highest as having general educational value while typewriting, accounting and shorthand were ranked highest as having vocational educational value.
7. The typical business subjects taught throughout the region are typewriting, accounting, principles of business, shorthand, office practice/procedures, bookkeeping, business arithmetic, and business communications.
8. Business teachers believed that certain business subjects not offered at their institutions should be added. Subjects listed were office practice, shorthand, word processing and business law.
9. Approximately three-quarters of the teachers responded that lighting and ventilation were strengths of their programme. Two-thirds indicated qualified teachers as a strength. Supplies, equipment and course offerings need improvement.
10. Students are prepared for a number of examinations. These include the Caribbean Examinations Council (CXC), Royal Society of Arts (RSA), London Chamber of Commerce and Industry (LCCI), and General Certificate

of Education (GCE). All examinations with the exception of the CXC are overseas examinations from Great Britain and the United States.

11. Students from the colleges and the private business school in St. Kitts receive work experience for a period of two or three weeks. As a result of this many students receive direct employment. Students at the secondary schools receive no work experience.
12. The data from the present study would seem to indicate that the typical business teacher in the selected Eastern Caribbean states:
  - a) holds some professional qualification (72 percent). Almost half (46 percent) are non-degreed teachers with one or more certificates and /or diplomas, while 14 percent hold degrees and 12 percent hold a degree and one or more certificates and/or diplomas.
  - b) had no business or industrial experience. A total of 35 percent of teachers had some business experience - most of them for one to three years.
  - c) was teaching for less than 10 years with approximately half (44 percent) teaching for one to three years. Private business teachers averaged over 10 years teaching experience.
  - d) teaches over a twenty-one to thirty period week.
  - e) is teaching accounting, typewriting, principles of business, shorthand, office practice and

bookkeeping. Secondary school teachers carried a heavier workload than college teachers.

- f) liked teaching accounting and typewriting most and principles of business, shorthand, and office practice least.
  - g) does little professional reading. Fifty-eight percent of teachers indicated they read no professional publications.
  - h) is not affiliated with any professional business organization.
  - i) did not attend any inservice/workshops. Over half the teachers (53 percent) indicated this.
  - j) made some use of the resources of their communities in regard to field trips, guest speakers, and fund-raising.
13. Business education classroom facilities, equipment, and supplies were satisfactory regarding lighting, ventilation, desks and chairs. Bulletin boards and supply cabinets were unsatisfactory.
14. Textbooks were adequate but unsuitable in some cases and suitable, but inadequate in others. There was a felt need for reference or supplementary materials.
15. Adequate office machines (other than manual typewriters) were not available for instructional purposes in most schools and were not representative of those used in businesses of the employment community. Teachers indicated an immediate need for



manual and electrical typewriters, texts, photocopiers, projectors, and filing cabinets.

16. The business programmes at the colleges and private business schools are better meeting the needs of graduates and those of business and industry. Most teachers in these institutions were of the opinion that over half their graduates found jobs within their fields after graduation. Most secondary school teachers indicated that less than 24 percent of their graduates find jobs in their field after graduation.
17. Seventy percent of teachers believed there was a tendency to channel the low-ability student into business education and it was strongly felt that this practice was not justified.
18. The majority of teachers (93 percent) were of the opinion that graduates did not possess the necessary skills to start their own businesses.
19. Most of the business teachers stated that their programmes provides both job entry-level skills for students and a basis for further studies in a college or university.

## 5.2 CONCLUSIONS.

Conclusions drawn from this study were as follows:

1. The majority of institutions surveyed were secondary schools and these schools had the largest teacher and student populations.
2. Vocational education was identified as the primary aim of the business education programmes by most teachers. The majority of teachers were somewhat satisfied with the way this aim was being met in their institutions.
3. The curriculum for business education includes typewriting, accounting, principles of business, shorthand, office practice, bookkeeping, business arithmetic, and business communications. Most examinations for these subjects are administered through overseas examining boards from Great Britain.
4. The majority of business teachers hold some professional qualifications in the forms of certificates and/or diplomas which they obtained from colleges and universities in the West Indies, Great Britain, and North America. The majority of teachers, however, have little or no business experience and limited years of teaching experience.
5. Business teachers have experienced limited professional updating via in-service workshops, reading professional publications, or participating

in professional organizations. They did, however, make some use of the resources of their communities regarding field trips and guest speakers.

6. Business education facilities, equipment and supplies were found to be inadequate for instructional purposes. Teachers indicated an immediate need for updated texts, typewriters, photocopiers, and filing cabinets, etc.
7. The business education programmes at the colleges and private business schools are more effective in meeting the needs of both students and business since most student graduates in these institutions find jobs upon graduation. One reason for this success might be the effective work experience programme which is an integral part of their training at these institutions, an experience missing from secondary school business programmes. Also, students entering the secondary school business programmes are mostly low-ability students.

### **5.3 RECOMMENDATIONS FOR IMPROVEMENT OF BUSINESS EDUCATION.**

The investigator made the following recommendations for consideration by business teachers, school administrators, supervisors and education officers in the selected Eastern Caribbean states. These recommendations are limited to practical, workable suggestions to help in remedying the

present situation of business education in the selected eastern Caribbean states.

1. In view of the lack of standards in admission of students into the business education programmes of most secondary schools, it is recommended that students who show interest in business subjects and those showing practical ability should be selected for business programmes. Such selection and placement could serve to improve the image of business education and better meet the needs of students.
2. Schools should reconsider their curricular in relation to the needs of students and the community. Less emphasis should be placed on overseas examinations from Britain and the United States and more emphasis on local business curriculum if business education is to be successful in meeting the demands of business employment.
3. The business curriculum should keep pace with modern business which is changing at a steady pace. In order to do this, curriculum must continually be revised and research undertaken by business teachers to discover new ideas in business education.
4. More textbooks should be written more adaptable to local needs.

5. Business students from the secondary schools should be exposed to the world of work through work experience and field trips.
6. Business teachers need to take more professional interest in their work. Membership in business organizations, reading more periodicals and books in the field, can add considerably to the performance of the teacher in guiding pupils in preparation for living and earning a living in their communities.
7. Support for in-service workshops should be provided for business teachers at regular intervals to allow them to become current in business education.
8. The states government should award more scholarships for business education in an effort to decrease the shortage of teachers in this area.
9. Equipment need to be purchased for business education programmes. This should include electrical typewriters. Where funds are not available to purchase modern office machines such as computers and word processors, students should be taken to businesses to see such machines and how they are operated.
10. Sufficient and appropriate instructional materials should be provided for students and teachers so as to increase the efficiency of instruction.
11. There should be adequate budget allocations to support the ongoing business education programmes once they are established.

12. In recognition of the fact that business education properly occupies a place in public and private education and that some school administrators are not conversant with the field, it is essential that there be competent leaders in the field of business education attached to the Ministry of Education to provide the needed leadership in business education.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH.**

1. Additional studies should be conducted to establish the needs of business and industry and the adequacy of business education programmes.
2. Placement and follow-up studies should be done to establish teaching effectiveness and job prospects.

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**Appendix A**

**LETTERS TO EDUCATORS AND EDUCATIONAL  
INSTITUTIONS**

February 8, 1985

Dear

I am a graduate student enrolled in the Faculty of Education, University of Manitoba where I am undertaking studies in the area of Business and Vocational Teacher Education. I was born on the island of St. Kitts but live and work in Antigua.

As one of my research projects, I wish to investigate the present status of business and vocational education in both secondary and post-secondary educational institutions in the Caribbean, with implications for the improvement of such programmes.

I would like to include \_\_\_\_\_ in my study. You, in your official position, are able to suggest and comment upon issues and concerns about your programmes in these areas. In this manner, business and vocational education in your country will benefit from this study.

I am seeking your assistance in identifying studies already completed in the areas of business and vocational education in your country and to determine how I might be able to secure copies of such studies. I will be in Antigua during the period May 15 to August 15. My address in Antigua is P.O. Box 1181, St. John's.

Dr. George H. J. Porozny, Associate Professor in the Faculty of Education at the University of Manitoba is my advisor. Dr. Porozny has background experience in education in Third World countries. He has worked in the Caribbean, Africa and Asia for more than 15 years and has recently travelled to these areas to study the impact of new technology on education. His area of specialization is Business Education.

I would appreciate an answer at your earliest convenience as I wish to present my proposal in April, 1985.

Yours truly,

Hope Davis  
Graduate Student

September 30, 1985

Dear

I am a graduate student enrolled in the Faculty of Education, University of Manitoba, Canada where I am undertaking studies towards a Masters degree in the area of Business and Vocational Teacher Education. I was born in St. Kitts but live and work in Antigua.

I have undertaken a formal study of the development and present status of Business Education in the Caribbean (Leeward and Windward Islands) with implications for the improvement of these programmes.

I am seeking your assistance in obtaining educational materials (i.e. formal research studies, reports, conference proceedings etc.) in the area of Business/Vocational education that you may have in your possession and which would be useful in my study. Is it possible to obtain these materials? If so, how might this come about? I would be willing to pay the cost of mailing them via registered mail.

My major advisor is Dr. George H. J. Porozny, an Associate Professor in the Faculty of Education. Dr. Porozny has had more than 15 years experience in International Education having served with UNESCO and CIDA in Africa, the Arab World, Asia as well as the Caribbean. Do not hesitate to communicate with him at this address, should you wish to do so.

I would be happy to share my research findings with you. If you would like to receive a summary of my study, please do not hesitate to request it.

I look forward to a favourable reply,

Yours truly,

Hope Davis  
Graduate Student

Correspondence with Various Educators and Institutions to  
Obtain Materials for the Study

Place	Name	Reply Received	Material Received
University of the West Indies, Trinidad	Dr. E. Gift	X	
Caribbean Examinations Council, Barbados	Dr. B. Drakes	X	
Aylsham, Jamaica	Mr. L. Dennis		
Guyana	Mr. L. Singh		
Ministry of Education Montserrat	Mrs. M. Fenton	X	
Anguilla	Chief Education Officer		
Ministry of Education Grenada	Mr. R. Rathan	X	
Ministry of Education St. Vincent	Permanent Sec.		
Ministry of Education Dominica	Mr. J. Henderson	X	
Ministry of Education St. Lucia	Dr. N. Frederick		
University of the West Indies, Jamaica	Dr. Z. Jennings-Wray	X	X
University of the West Indies	Dr. D. Broomes	X	
University of the West Indies, Jamaica	Prof. Craig		
University of the West Indies, Trinidad	Mr. K. Jarvis	X	
USAID RDO/C Barbados	Mr. S. Griffith	X	X
USAID, Washington, D.C.	Mr. D. Evans	X	X



CARNEID, Barbados	Mr. L. Thomas	X
UNESCO, Ottawa	Dr. S.L. Thomson	X
University of the West Indies, Barbados	Mr. D. Broomes	X
University of the West Indies, Trinidad	Mr. B. Beddoe	
University of the West Indies, Barbados	Dr. W. King	
Univeristy of the West Indies, Barbados	Mr. D. Clarke	X

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**Appendix B**  
**QUESTIONNAIRE INSTRUMENT**

**BUSINESS EDUCATION TEACHERS IN SELECTED  
EASTERN CARIBBEAN STATES QUESTIONNAIRE**

(Please check or complete the blanks as indicated)

**I. SCHOOL/INSTITUTION INFORMATION**

1. Indicate type of institution in which you work:

\_\_\_\_\_ Technical/State College  
 \_\_\_\_\_ Secondary School  
 \_\_\_\_\_ Private Business School/College

2. Indicate the number of: Teachers in your school/college: \_\_\_\_\_  
 Students in your school/college: \_\_\_\_\_

3. Do you have a separate Business Education Department in your school?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

4. If yes, does your school/college have a Head of Department for Business Education?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

**II. AIMS/OBJECTIVES OF BUSINESS EDUCATION**

5. In your opinion, which of the following is the primary aim/objective of Business Education in your school/college?

\_\_\_\_\_ To provide vocational education  
 \_\_\_\_\_ To provide a broad business background  
 \_\_\_\_\_ To contribute to the general education of all students

6. Check your degree of satisfaction with which this aim/objective is being met:

\_\_\_\_\_ Entirely satisfied  
 \_\_\_\_\_ Somewhat satisfied  
 \_\_\_\_\_ Not satisfied

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. List, in order of importance, three business subjects you believe to be of:

General Educational Value

Vocational Educational Value

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. In your opinion, does the Business Education Programme in your school/college provide:
- a. Beginning/entry level job skills for graduates?  Yes  No
- b. A basis for further studies in college or university?  Yes  No

### III. BUSINESS EDUCATION PROGRAMME

9. Identify the business subjects which are currently being offered in your institution:

<input type="checkbox"/> Accounting	<input type="checkbox"/> Business Maths
<input type="checkbox"/> Bookkeeping	<input type="checkbox"/> Business Arithmetic
<input type="checkbox"/> Typewriting	<input type="checkbox"/> Shorthand
<input type="checkbox"/> Principles of Business	<input type="checkbox"/> Office Practice/ Procedures
<input type="checkbox"/> Commerce	<input type="checkbox"/> Business Communications

Other: (Please list): \_\_\_\_\_

---

10. In your opinion, are there any business subjects that should be:

- a. Added to those offered in your school/college?  
 Yes  No

If yes, list these subjects: \_\_\_\_\_

Why should they be added? \_\_\_\_\_

---

- b. Deleted from those offered in your school/college?  
 Yes  No

If yes, list these subjects: \_\_\_\_\_

Why should they be deleted? \_\_\_\_\_

---

11. Indicate those areas in which you feel the Business Education Programme in your institution:

- a. Has particular Strengths (place S beside space)  
b. Need Improvement (place I beside space)

<input type="checkbox"/> qualified teachers	<input type="checkbox"/> equipment
<input type="checkbox"/> lighting	<input type="checkbox"/> ventilation
<input type="checkbox"/> supplies	<input type="checkbox"/> course offerings

12. For which of the following examinations do you prepare students?

Caribbean Examinations Council (CXC)  
 Certificate of Secondary Education (CSE)  
 General Certificate of Education (GCE)  
 London Chamber of Commerce & Industry (LCCI)  
 Royal Society of Arts (RSA)  
 Gregg  
 Pitman  
 Other: (Please list) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Do business students in your institution receive any work experience/attachment during their course of studies?

Yes  No

If yes, approximately for how long?

1 week  2 weeks  
 3 weeks  4 weeks or longer

14. Does your work experience/attachment lead to direct employment for any of your graduates?

Yes  No

If yes, what percentage?

20% or less  21-40%  41-60%  
 61-80%  more than 80%

15. Do you have guidance services in your school/college?

Yes  No

16. To the best of your knowledge, what percentage of your business graduates find full/part jobs in their field after graduation?

less than 24%  25-49%  
 50-74%  75-100%

17. In your opinion, do business graduates possess the necessary skills to start their own businesses?

Yes  No

18. Do you believe that there is a tendency to channel the low-ability student into Business Education?

Yes  No

If yes, do you feel this practice is justified?

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. If you could make one change in your Business Education Programme, what would it be?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**IV. THE BUSINESS EDUCATION TEACHER**

20. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

21. Describe your professional Training:

<u>Certificate(s), Diploma(s)</u> <u>and/or Degree(s) Held</u>	<u>Name of Educational Institution</u>
---	--

_____	_____
_____	_____
_____	_____

22. Experience in: a) Teaching business subjects \_\_\_\_\_ yrs  
 b) Business/Industry \_\_\_\_\_ yrs

23. What subjects are you currently teaching?

<u>Name of subject(s)</u>	<u>No. of classes</u>	<u>No. of periods per week per class</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

24. Which business subject do you like teaching

Most: \_\_\_\_\_ Why? \_\_\_\_\_  
 \_\_\_\_\_

Least: \_\_\_\_\_ Why? \_\_\_\_\_  
 \_\_\_\_\_

25. List any school assignments you are called upon to perform because of your position as a business teacher:

\_\_\_\_\_  
 \_\_\_\_\_

26. List the professional business or business education organizations in which you are a member:

\_\_\_\_\_

\_\_\_\_\_

27. List business or business education publications that you read regularly:

\_\_\_\_\_

\_\_\_\_\_

28. Which of the following community support methods do you use to help in Business Education?

\_\_\_\_\_ Fundraising

\_\_\_\_\_ Invite outside speakers

\_\_\_\_\_ Field trips to businesses

Other (Please indicate): \_\_\_\_\_

\_\_\_\_\_

29. Indicate Business Education workshops/in-services you have attended during the past five years:

<u>Theme of Workshop</u>	<u>Length of Workshop</u>
_____	_____
_____	_____
_____	_____

**V. FACILITIES, EQUIPMENT & SUPPLIES**

30. Are the following items satisfactory in your institution as they apply to business education classrooms? (Place "S" beside space for Satisfactory; "U" for Unsatisfactory)

_____ lighting	_____ ventilation
_____ bulletin boards	_____ supply cabinets
_____ desks	_____ chairs

Comment: \_\_\_\_\_

\_\_\_\_\_

31. Are the present textbooks in business education suitable and adequate in your school/college?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

32. Indicate type and number of equipment currently being used in the business programme in your school/college:

Typewriters - manual \_\_\_\_\_  
                  - electric \_\_\_\_\_  
Calculators \_\_\_\_\_  
Dictaphones \_\_\_\_\_  
Record players \_\_\_\_\_  
Tape recorders \_\_\_\_\_  
Overhead projectors \_\_\_\_\_  
Other (Please describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

33. What, in your opinion, are the immediate needs in your school/college for equipment and supplies for business education? (Please list in order of need)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

34. Additional comments. Please feel free to comment about business education in your school/college and in your country generally.



**Appendix C**

**LETTER TO BUSINESS TEACHERS**

December 6, 1985

Dear Business Teacher:

As part of my graduate studies at the University of Manitoba, I am conducting a survey of the over-all business/commercial education programme in selected Eastern Caribbean States. It is my conviction that a good source of information for such a study is the business teacher; therefore your assistance in completing the attached questionnaire will be greatly appreciated.

I wish to emphasize that your replies will be treated confidential. Your questionnaire will be identified by number only, never by name. A summary of the findings of this research will be mailed to you at the completion of the study.

Please return the completed questionnaire as soon as possible to Mr. \_\_\_\_\_ who will in turn mail the whole batch to me on or before January 15, 1986.

Thank you.

Sincerely yours,

Hope Davis

Enc.

**Appendix D**  
**COMMENTS FROM TEACHERS TO QUESTION 6**

Comments from Teachers concerning the degree of Satisfaction  
by which  
the Aim/Objective of Business Education is being met.

1. Lack of adequate textbooks and machines.
2. Not enough equipment to carry out aim.
3. Not enough working materials to impart skills.
4. Enough business subjects are not being taught.
5. Can do with a stronger business programme to include better equipment etc.
6. While providing vocational education, we should also provide necessary equipment and supplies.
7. A proper business education programme should be set up as the present programme is lacking in many areas.
8. There is an absence of a good overall business programme.
9. Programme is more or less in its infancy and has some problems.
10. Insufficient equipment and supplies.
11. From the institutions point of view, the objective may be met but because of the quality of students leaving the department, one could come to the conclusion that the objective has not been met.
12. Some students are not yet ready for the higher forms and hence take a lot of time to re-teach.
13. Students enter the college with limited English terminology.
14. Most students entering the programme have difficulties in language skills.
15. Too many low-ability students enter the programme and they require more than two years to master the skills.
16. Insufficient exposure to actual business situations.

Appendix E

COMMENTS FROM TEACHERS TO QUESTION 19

Comments from Teachers Concerning one Change they would make in their Business Education Programme if they could.

1. Give students job attachment during vacation
2. Have more links with the business sector for business students.
3. Teach basics only, have more practical sessions in business places.
4. Give students the opportunity to get work experience.
5. Give students work experience during their course of studies.
6. Get students some internship at a business institution.
7. Give students more practical exposure and experience in the world of business.
8. Provide more qualified teachers.
9. Get more and better equipment.
10. Get more up to date equipment.
11. Set up a proper business education programme with necessary facilities and equipment.
12. Provide the necessary equipment with which to work.
13. Get more modern equipment.
14. Provide students the opportunity to visit businesses to see how modern equipment is being operated.
15. Offer more business courses to students and let them make a choice of the ones in which they are interested.
16. Offer more subjects.
17. Omit subjects like Biology and French and stress more of Accounting, Shorthand, and Office Practice.
18. A structured business education programme with the necessary business subjects for business interested students.
19. Offer more business subjects.

**Appendix F**  
**COMMENTS FROM TEACHERS TO QUESTION 31**

Teacher Comments on whether Textbooks are Suitable and Adequate in their School/College.

1. Books are sadly lacking.
2. It is difficult to get any one text that covers any entire course.
3. Texts are limited in working exercises.
4. Not adequate, but suitable.
5. Need more up to date texts.
6. The present text for Principles of Business is rather vague and not very informative.
7. Difficult finding texts that comprehensively cover the CXC courses.
8. Enough texts are not available, and those available are inadequate and inappropriate.
9. Shortages and limited variety is a problem.
10. More reference material should be made available.
11. We need more reference materials and a better library.
12. Books are adequate, but far from suitable.
13. Need more modern textbooks and supplementary materials.
14. We have good texts.
15. Serves the local needs of students.
16. Students buy their own text.



**Appendix G**

**COMMENTS FROM TEACHERS TO QUESTION 18**

Teacher Comments as to Whether they felt Channelling the  
Low-ability  
Student into Business Education is Justified.

1. This is because this type of education requires intelligence and ability like any other discipline.
2. Not in cases where the level of ability of the student is so low that they never express themselves well in writing or speaking.
3. Low-ability students perform poorly at business subjects.
4. One must have the ability to cope with the business education subjects as with the academic subjects.
5. These students do badly at business subjects as well.
6. Not low-ability students but students with interest in this field should be allowed to enter the business education programme.
7. It has been the trend and will continue unless those in authority see otherwise.
8. This should be changed so interested students can benefit.
9. To succeed in business education, one needs to be determined and willing to work hard. It involves as much work as any other field of study.
10. Some low-ability students achieve very low standards in some business subjects because their English is poor.
11. Some of the low-ability students are not interested in the subjects and most of the time is wasted.
12. It seems to have become a fad for all slow-learners to do business subjects. This hampers the class as a whole and leads to disastrous examination results.
13. In order to achieve the maximum the courses have to offer, you must first be an average or above average student.
14. Students who are high achievers (academically) tend to do better in business education programmes.
15. These students have very poor English skills, thus failure rate is high.

16. Low-ability students are also not interested and are not motivated to work.
17. At this stage, most low-ability students have been turned off by school and the fact that they are marked and pushed into the programme makes their performance even worse.
18. A special programme is needed to meet the needs of low-ability students such as a remedial programme.
19. Students can be given a combined programme at a level they can achieve.
20. Low-ability students need a remedial programme if they are to benefit.
21. A programme should be set up for these students of low ability to improve their reading and English skills before they are placed into any other programme.
22. The low-ability student can achieve some skills so they can find jobs.
23. Yes, because of the exposure they will get.
24. It helps to cater for students who are weak so they can develop even entry-level skills for employment.

**Appendix H**  
**GENERAL COMMENTS FROM TEACHERS**

**General Comments from Teachers on Business Education.**

1. I would like to see students with better ability enter the business department.
2. The courses offered could be widened so that students would not just acquire skills, but would acquire additional business knowledge so that they can make intelligent decisions relating to the business world.
3. Business education subjects need to be expanded to meet the needs of students and business.
4. Business education is gaining momentum because all concerned are now beginning to realize its importance in general education. More students are entering for business subjects for CXC and there seems to be a general improvement in the programme.
5. The equipment are not sufficient and they keep breaking down because of age. There is an urgent need for proper working equipment if the programme is to achieve its objective in preparing students to enter the world of work.

**Appendix I**

**LIST OF SCHOOLS INCLUDED IN THE STUDY**

Antigua and Barbuda

The Antigua Girls' High School  
St. John's, Antigua

Princess Margaret Secondary School  
St. John's, Antigua

Jennings Secondary School  
Jennings, Antigua

Pares Secondary School  
Pares, Antigua

Seventh-Day Adventist School  
St. John's, Antigua

Christ The King High School  
St. John's, Antigua

Muriels' Commercial Centre  
St. John's, Antigua

Goodwins' Commercial Institute  
St. John's, Antigua

Antigua State College  
St. John's, Antigua

Montserrat

Montserrat Secondary School  
Plymouth, Montserrat

Montserrat Technical College  
Plymouth, Montserrat

St. Kitts/Nevis

Basseterre High School  
Basseterre, St. Kitts

Cayon High School  
Cayon, St. Kitts

Sandy Point High School  
Sandy Point, St. Kitts

Convent High School  
Basseterre, St. Kitts

Charlestown Secondary School  
Charlestown, Nevis

Gingerland High School  
Gingerland, Nevis

Wilkins' Secretarial College  
Basseterre, St. Kitts

St. Kitts/Nevis Technical College  
Basseterre, St. Kitts



**Appendix J**  
**THE CXC SYLLABUS**

(Note: Other syllabuses have slight variations).

CARIBBEAN EXAMINATIONS COUNCIL

Secondary Education  
Certificate

BUSINESS EDUCATION SYLLABUS  
JUNE 1980

Correspondence should be addressed to:—  
THE REGISTRAR, CARIBBEAN EXAMINATIONS COUNCIL  
THE GARRISON, ST. MICHAEL 20., BARBADOS, WEST INDIES.  
Telegraphic Address: CAREX BARBADOS.

## SYLLABUSES FOR EXAMINATIONS IN BUSINESS EDUCATION SUBJECTS

### Rationale of Business Education Subjects

The CXC Business Education syllabuses have a twin role. On the one hand they are intended to make a social contribution: they are designed to ensure that students, immediately on completion of the course, can take their place in the economic system as productive members of society. This involves in each subject area the development of skills, knowledge and attitudes which will make initial employment mutually beneficial to student and employer. On the other hand they are intended to contribute to the personal development of the student: they are designed to provide a basis for further studies in specialized areas of interest, to allow for occupational mobility and to increase competence and confidence in coping with aspects of the world outside school. This involves a requirement that the objective of a balanced education should be met.

Business Studies have conventionally been accorded a purely vocational importance. But it is contended that a carefully structured programme of Business Studies does not stand in any necessary opposition to a carefully structured academic programme, but is rather an alternative route to the same goal. But individual Business Studies courses do not amount to a Business Education. A Business Education inheres in a suitable combination of individual subjects, of which the majority are drawn from the Business Studies area.

### The Organization of Course Offerings

In the Business Studies area, CXC will offer for examination in 1980, four single subjects; **Principles of Business**, **Principles of Accounts**, **Office Procedures** and **Typewriting**. Each subject is a two year course, designed for the final two years of a five year secondary school programme and is commensurate with an 'O' level. It is recognised that some preparatory work may have been undertaken at an earlier stage but this is not a prerequisite.

Each of these courses can be taken as a single subject and it is assumed that with proper guidance many students will take just one or perhaps two of the subjects for personal use or to further their educational aspirations. It is hoped, however, that teachers will differentiate between such students and those who are taking courses for vocational reasons in preparation for initial employment. A student may therefore take **Typewriting** or **Principles of Accounts** or **Office Procedures** alone, but he or she will not thereby be fully prepared for work in an office or business. It is recommended that vocationally oriented students be guided towards combinations of subjects if the twin objectives of a thorough vocational preparation and a general education are to be met.

### Allied Subjects

To a combination of business subjects, students should be encouraged to add English A (Basic or General), Mathematics (Basic), either History or Geography or Social Studies and either Spanish, French or Integrated Science, if the objective of a balanced education is to be met.

### The Objectives of Business Education

The general objectives of Business Education are

- (i) to help students acquire knowledge, skills, understanding and attitudes necessary for success in different types of business and administrative organizations;
- (ii) to aid students in developing an understanding of the Caribbean economies, particularly of the business sector of these economies;
- (iii) to guide students to explore the functioning of business within their respective territories and to help them to relate this knowledge to activities in other parts of the world;
- (iv) to aid the student in understanding how his or her personal decisions (as a consumer exercising an economic vote) fit into the total economic framework;
- (v) to motivate students with the desire to use the skills and knowledge gained and attitudes developed to maximise productivity;
- (vi) to inculcate in students an awareness of the importance of analysing their business or economic problems before making decisions;
- (vii) to make clear the scope that business careers offer for self realization;
- (viii) to instil in students the need to exercise business ethics in the distribution of goods and services as a moral obligation of citizenship;
- (ix) to aid students to develop abilities which make for intelligent consumers;
- (x) to provide students with a good base for further studies.

### The Certification of Business Education Courses

One of the syllabuses forming part of the Business Education course offering, **Principles of Business**, has as its primary function the broadening of the student's appreciation of the nature of economic activity and his role in the world of business. This has been designated as a subject contributing to the general education of a student. It will be certificated in terms of Basic and of General Proficiency.

The other syllabuses, **Principles of Accounts**, **Typewriting** and **Office Procedures** all have primarily a vocational intent — viz the development of employable skills. These will be certified mainly in reference to the criterion of the student's ability to perform in the world of work. For each of these syllabuses, a single examination will be offered and will be certificated in terms of General Proficiency.

### The Syllabuses

The syllabuses proposed for the following single subjects are attached:

1. **Principles of Business** — (page — 3 )
2. **Principles of Accounts** — (page — 14 )
3. **Office Procedures** — (page — 21 )
4. **Typewriting** — (page — 27 )

As the Council will examine these subjects for the first time in 1980 teaching to these syllabuses should begin in September 1978. A syllabus for **Shorthand** will be available for examination in 1981.

## SYLLABUS FOR EXAMINATIONS IN PRINCIPLES OF BUSINESS

### General Objectives

The primary aims of the syllabus in Principles of Business are

- (i) to help students gain insight into, and develop an understanding of business practices;
- (ii) to help students develop an understanding of the role of business practices in the socio-economic systems of the Caribbean;
- (iii) to expose students to a perspective which is intended to help them appreciate how their own subsequent career roles or functions will contribute to the economic structure of the territory;
- (iv) to enable students, through the insight gained into business practice, to make sound decisions as consumers of goods and services;
- (v) to provide the students with the necessary background for study in specialised areas of business.

### Structure of the Syllabus

The syllabus is presented as a series of eleven units of work, each with its specific objectives. As can be inferred from the general objectives there are three major focal points; Unit II, **Organisation of Production**; Unit V, **Marketing**; and Units VIII, IX and X which all examine the role and workings of government. The other units, with the exception of XI, **Regional and International Business Environment**, can be seen to support one or other of the three main areas. Learning experiences based on these units should allow students to observe how business is organised and conducted in their immediate environment. Unit XI, on the other hand, is intended to give the student the opportunity to appreciate the extent to which these local problems are in fact local, or are Caribbean, or are characteristic of a developing economy or are indeed characteristic of any economy.

Inspection of the specific objectives of each unit will reveal that while the balance varies from unit to unit, overall, the main types of objective — knowledge, interpretation and application, analysis and evaluation — occur in the ratio 2:1:1. The knowledge objectives involve both text book information and information gleaned at first hand from direct observation and enquiry by the student. This knowledge in its turn will form the basis for classroom discussion in which the interpretation, analysis and evaluation objectives can be met. Thus, while a text book should be used for general information it is urged that teachers encourage students to become directly involved in the collection and evaluation of information from observation, leaflets, newspapers, government information services, etc.

### The distinction between Basic and General Proficiency

The same syllabus applies to both examinations. However, students who are taking Principles of Business as an exposure course rather than as a preparation for further study in the business area do not require the same detailed knowledge of the syllabus. While they should be aware of the broad scope and nature of business activity they can quite properly confine a more detailed study to those units which are of direct relevance to their everyday lives and to those issues which they find of particular interest. Such students will take the Basic Proficiency examination which emphasises a knowledge of the broad scope of the subject and offers a choice of issues for discussion.

General Proficiency candidates who will normally expect to proceed to specialised business courses should be able to respond at some length to any of the issues raised in the syllabus and in doing so to show clear evidence of analysis and evaluation of the points involved.

In consequence, the examinations for Basic Proficiency and General Proficiency differ in

- (i) the weighting of the abilities to be assessed: knowledge carries 60 per cent of the marks in the Basic Proficiency Examination and 45 per cent of the marks in the General Proficiency Examination.
- (ii) the intensity of treatment of the major issues as exemplified by the greater weight attached to Paper 2 in the General Proficiency Examination.
- (iii) the syllabus coverage required by the different degrees of question choice in the second paper.

### The Format of the Examinations

#### BASIC PROFICIENCY

Paper I  
(1½ hours)

A 60— item multiple choice test of recall, interpretation and application objectives in the ratio of 5:3:2.

The items will be distributed as follows:

Unit	No. of Items
I	5
II	11
III	6
IV	6
V	11
VI	5
VII	4
VIII	5
IX	2
X	4
XI	1
	60

Paper II  
(1½ hours)

Seven essay questions from which the candidate must attempt four. Units II, V, VIII to X, and XI will always be represented on the paper. Each question will be worth 12 marks of which 5 will be for recall, 4 for the application of knowledge and 3 for analysis and evaluation. Paper 1 and paper 2 will carry equal weight.

#### GENERAL PROFICIENCY

Paper I  
(1½ hours)

Paper common to Basic and General Proficiency.

Paper II  
(2¼ hours)

Section I. Six compulsory questions on business situations. The section will carry 36 marks and will assess interpretation, application of knowledge and analysis and evaluation in the ratio 1:3:2. Questions may be drawn from any unit of the syllabus.

Section II. Four essay questions from which the candidate must attempt two. Each essay will be worth 20 marks, with 6 for recall, 5 for application of knowledge and 9 for analysis and evaluation.

Papers I and II are weighted in that ratio 2:3. In both examinations the units will be represented approximately in proportion to the number of specific objectives in the syllabus statement. The allocation of marks to the qualities to be assessed is as follows:

	BASIC PAPER				GENERAL PAPER			
	<u>1</u>	<u>2</u>	<u>Total</u>	<u>%</u>	<u>1</u>	<u>2</u>	<u>Total</u>	<u>%</u>
Recall	25	20	45	(46)	25	12	37	(29)
Interpretation	15	—	15	(15)	15	6	21	(17)
Application	10	16	26	(27)	10	28	38	(30)
Analysis and Evaluation	—	12	12	(12)	—	30	30	(24)
Totals	50	48	98	(100)	50	76	126	(100)

**Certification**

In addition to the overall grade given for the candidate's performance in either the Basic Proficiency or the General Proficiency examination, a profile report will be given under the headings:

**Knowledge** : **Understanding**

The knowledge point will be based on the recall and the interpretation marks, and the understanding point on the application, analysis and evaluation marks.

## THE SYLLABUS

**UNIT I**  
**THE NATURE OF BUSINESS AND**  
**THE BUSINESS ENVIRONMENT**

## OBJECTIVES

## CONTENT

The student should be able to

1. describe the development of economic activity;
2. list the functions of a business;
3. state the types of economic systems and identify their institutional characteristics and goals;
4. identify the differences between private and public sectors;
5. classify the different types of productive activities;
6. state what types are carried out in the region;
7. compare types of production in the region with types in other parts of the world.

Man as an economic animal:  
early economies — direct satisfaction of wants, barter systems;  
development of money economy — producers and consumers, indirect satisfaction of wants.

Functions of a business e.g. production of goods and services, creation of jobs, profit motive.

Economic systems:  
free, planned, mixed.

Characteristics of private and public sectors.  
Differences in motivation and orientation.

Types of production:

- (i) Extractive (agriculture, mining, fishing);
- (ii) Construction (building);
- (iii) Manufacturing (assembling, refining);
- (iv) Service (transport, communication, tourism).

**UNIT II**  
**ORGANIZATION OF PRODUCTION**

The student should be able to

1. list the various production levels and assess their contribution to the economy;
2. identify factors in the production of goods and services;
3. list the main natural resources of the Caribbean and identify industries based on these;
4. define 'cottage industry' and discuss opportunities for developing cottage industries in the community;
5. define 'linkage industry' and cite examples of such industries;
6. discuss the opportunities for and importance of developing linkage industries among local communities and Caribbean countries;
7. define 'human resources' and discuss its importance to productivity;
8. state the economic contribution of self-help and community work;
9. discuss effects of migration of professional and skilled personnel;

Production levels:  
subsistence, domestic consumption, surplus and export.

Factors of production:  
natural and human resources, capital.

Natural resources:  
form (raw materials, energy), location, usage, ownership.

Cottage Industries:  
development and importance especially in rural areas and in small handicraft industries.

Linkage Industries:  
their importance at national and regional levels (e.g. agriculture and canning; agriculture and tourism; bauxite mining and alumina by-products).

Labour and entrepreneurial skills:  
value and importance of labour; factors affecting the supply of labour; efficiency of labour (including education, health and working conditions).

Mobilisation of labour e.g. self-help and community work.

Migration and its effects on the labour force.



## UNIT II (contd.)

The student should be able to

10. state the importance of organizational skills and the decision making role of the entrepreneur;
11. define 'capital' and discuss its role in production;
12. state the factors which determine the location of industries; identify these in specific cases;
13. discuss the advantages and disadvantages of large-scale and small-scale production;
14. discuss the place of the small firm in an economy;
15. discuss the economic and social implications which may result from automation and mechanisation;
16. discuss the role of the trade unions;
17. identify the various needs that are satisfied through work.

Importance of entrepreneurial/organizational skills.

Capital: definition; form and role (capital goods as the basis of production).

Location of industry: factors affecting the location (e.g. geographical, availability of raw materials and supplies; infrastructure — power, water, transport, health facilities, labour supply, governmental intervention).

Economies of scale: advantages and disadvantages of large-scale and small-scale production; limits to large-scale production including the law of diminishing returns.

Role and function of the small firm.

Capital intensive versus labour intensive production in developing countries; mechanisation and automation.

Trade unions: organization and growth; benefits to employees (security, education, improved working conditions etc.).

Rewards of work: monetary remuneration; satisfaction of basic physiological, social and psychological needs.

UNIT III  
INTERNAL ORGANIZATIONAL  
STRUCTURE OF BUSINESS

The student should be able to

1. list and explain the major functional areas in business;
2. identify and state the characteristics of various forms of organizational units;
3. discuss the relative advantages and disadvantages of different forms of organizations;
4. identify regulatory practices instituted by governments for the setting up of various forms of business enterprises;
5. describe procedures for the day-to-day operations in the various forms of organizations;
6. state procedures for distribution of profit or absorption of losses in various forms of business enterprises;
7. identify and interpret formal and informal relationships existing among employees of an organization;

Major functional areas in a business: production, finance, marketing and personnel.

Forms of business organizations: definition, formation and management of

- (i) sole trader;
- (ii) partnerships;
- (iii) co-operatives;
- (iv) companies (including conglomerates and multi-nationals);
- (v) state corporations and nationalised industries;
- (vi) government departments;
- (vii) local and municipal authorities.

Organization: formal structure (line or direct, functional, committee and staff); informal structure (group organizations etc.).

## UNIT III (contd.)

The student should be able to

3. interpret organization charts;
9. state the effects of growth on the organizational structure;

The structure of organization charts.  
The effects of growth on the organizational structure e.g.:

- (i) increased capital investment and personnel;
- (ii) greater specialization or division of labour;
- (iii) increased internal communications and control in business.

UNIT IV  
MONEY, CAPITAL AND THE  
FINANCIAL SECTOR

The student should be able to

1. state the characteristics, functions and importance of money;
2. describe the functions and services offered by commercial banks and demonstrate the ability to use these services;
3. state the principles of sound money management and demonstrate the ability to apply them to personal situations;
4. define and identify various types of long and short term capital;
5. state the significance of collateral and other forms of securities;
6. distinguish between insurance and assurance protection; the various types of insurance policies; state insurable risks;
7. state the principles underlying insurance contracts;
8. state the main features and functions of the Central Bank and/or Currency Board and their relationships with commercial banks.

Money:  
characteristics, functions and value.

Commercial banks:  
functions and services.

Personal budgeting:  
allocation of income relative to commitments; forms of saving e.g. banking, insurance, credit union; methods of payment (standing order, pay sheet deductions, personal finance record).

Sources and types of capital:  
Money market; sources and types e.g. commercial banks, credit union; Capital market; sources and types e.g. insurance companies, stock exchange, development banks, building societies;  
Personal savings e.g. individual savings, partner hand/meeting/sou sou/box.

Collateral as a means of raising capital e.g. insurance policies, land titles.

Insurance and Assurance Protection:  
insurable risks, insurance as an aid to trade.

Principles of Insurance.

Central Bank, Currency Boards:  
features and functions.

UNIT V  
MARKETING

The student should be able to

1. define the term 'market';
2. describe marketing activities;
3. analyse and explain the behaviour of consumers in given situations;

Definition of market:  
major activities in marketing — market research, sales, distribution.

Market research: identify consumers, factors affecting consumer behaviour (choice, taste, tradition, income, brand loyalty).

UNIT V (contd.)

The student should be able to

4. list the methods of promoting sales and discuss their advantages and disadvantages;
5. suggest forms of packaging and presentation of goods;
6. assess the techniques of selling;
7. discuss how stated factors affect the pricing of goods;
8. identify the various forms of market practices and discuss how they influence changes in the price of commodities;
9. discuss the advantages and disadvantages of various terms of sales;
10. distinguish between cash and trade discounts and calculate these from given data;
11. define the role and function of consumer organizations;
12. identify units in the chain of distribution and state the contribution of each;
13. identify methods of retailing;
14. state the importance of transport in marketing;
15. discuss the various forms of transport; their advantages and disadvantages;
16. suggest methods for transporting specific goods;

Marketing strategies:

- (i) advertising — functions and forms;
- (ii) promotion — trading stamps, issuing premiums for savers, special offers, loss leaders, etc. .

Public Relations:

business entertainment, offering special awards, e.g. scholarships, expense-paid trips, sponsorship of community activity e.g. sport.

Packaging:

presentation, use of brand names.

Selling:

salesmen and the approaches employed to ensure effective selling e.g. merchandising and adjustment of pricing policy, methods of maintaining good customer/firm relationships e.g. after sales service.

Determinants of selling price viz. supply and demand, turnover, fixed and variable costs, profits.

Market practices: competition, imperfect competition e.g. monopoly, oligopoly, cartels; government intervention e.g. price controls, subsidies; trade associations e.g. Chambers of Commerce.

Terms of sales: cash, credit, hire purchase.

Cash and trade discounts.

Consumerism: the rights and protection of consumers.

The distribution chain: manufacturer, wholesaler, retailer, consumer.

Outlets for distribution: shops, department store, mail order, auction, telephone, vending machine, etc. .

Importance of transport in domestic, regional and foreign trade.

Forms of transport: land, air and sea.

Methods of carriage: containerisation, air freight, pipelines etc.

Internal distribution: transportation storage; disposal of surpluses.

## UNIT V (contd.)

The student should be able to

17. identify the problems likely to be encountered in distribution and list preventive measures.

Relationship between the availability of airport, harbour and docking facilities and the efficient distribution of goods.

Factors governing choice of transport: airports, harbour and docking facilities and related procedures, e.g. the work of the port authorities, handling charges, warehousing costs, insurance: direct cost, energy, depreciation. Problems of distribution (delayed shipment, spoilage, misdirection of goods, inadequate warehousing facilities, lack of proper security measures, industrial unrest, ineffective communication).

UNIT VI  
BUSINESS DOCUMENTS

The student should be able to.

1. select and use the correct document in a given situation;
2. explain the necessity for adequate documentation;
3. identify, interpret and use various transport documents;
4. recognize the format of instruments of payment;
5. interpret information given on instruments of payment;
6. state the uses of instruments of payment;
7. state how each instrument is treated by the bank;

Format and uses of trade documents: catalogues, quotation, purchase requisition, invoices, credit and debit notes, statement of account, documentary credits, tenders and estimates, stock cards.

Source and intended routing of each document.

Documents used in transporting goods to internal and external destinations (e.g. import licence, bill of lading).

Format, uses and nature of instruments of payment: legal tender, money order, bank drafts, telegraphic money order, cheques (including crossed, manager's, certified), letters of credit, promissory notes, bills of exchange.

UNIT VII  
NATURE OF MANAGEMENT

The student should be able to

1. define the functions of management;
2. identify the responsibilities of management;

Management functions: planning, organizing, directing, controlling, co-ordinating, delegating, motivating.

Management responsibilities to:

- (i) Owners (by maximising efficiency and creating surpluses)
- (ii) Employees (e.g. providing adequate working conditions, training, maintaining good communication and human relations);
- (iii) Customers (producing goods of a marketable quality at reasonable prices);
- (iv) Society (social responsibilities).

## UNIT VII (contd.)

The student should be able to

3. define the various leadership styles;
4. discuss the importance and essentials of good leadership;
5. identify basic rules for establishing good management/worker relationship;
6. evaluate the importance of teamwork in the success of an organization;
7. identify methods of creating effective communication flow.

Leadership styles and their impact: (authoritarian, democratic, laissez faire).

Motivation and incentives: establishment of lines of communication; grievance procedures.

Group integration: factors in the creation of integrated groups (e.g. common goals, interests, age).

Channels of internal communication (e.g. consultation, suggestion schemes, meetings, bulletins, reports, memoranda, manuals).

UNIT VIII  
THE ROLE OF GOVERNMENT

The student should be able to:

1. discuss the responsibilities of governments;
2. identify measures which governments use to provide protection for consumers;
3. identify regulatory measures by which a government controls or influences business activity;
4. state the purposes of taxation;
5. distinguish between direct and indirect taxes;
6. identify agencies through which the governments assist commerce and industry and state general forms of assistance;
7. identify social services provided by government.

Role of government:

security of the state; protection and general welfare of citizens (economic growth and development, full employment, improved standards of living, favourable balance of payments).

Measures by which consumers are protected:

(e.g. price controls, food and drugs standards, endorsement of consumer protection associations, hire purchase legislation).

Methods by which government regulations affect business activity: legislation, regulations, taxation, subsidies.

Taxation purposes:

revenue raising; income redistribution; the influence of various taxes on economic activity.

Taxation — types and examples.

Nature of assistance to local business enterprises (e.g. institutions for lending capital, training awards and programmes, government research agencies and information centres, subsidies, grants, technical assistance).

Nature of services provided by governments (e.g. health including National Insurance Schemes and sanitation facilities, education, roads and transportation).

**UNIT IX  
LEGAL ASPECTS OF BUSINESS**

The student should be able to

1. define a simple contract;
2. state the essentials of a simple contract;
3. identify and describe the characteristics of speciality contracts;
4. state the ways by which a contract may be terminated or discharged.

Offer, acceptance and consideration as the basis of a legally binding agreement.

Requirements of a contract: deliberate agreement i.e. offer and acceptance, competent parties, consideration, legal purpose, voluntary.

Special contracts of hire purchase, mortgages, sale of goods, sale of land, insurance.

Termination and discharge of contract (e.g. mutual agreement, performance or impossibility of performance, repudiation).

**UNIT X  
SOCIAL ACCOUNTING AND  
INTERNATIONAL TRADE**

The student should be able to

1. discuss how the standard of living might be measured and defined;
2. define National Income and its various components;
3. discuss the relationships and importance of the distribution of income with the standard of living of a country;
4. distinguish between savings and investment;
5. define growth and development and discuss their relationship;
6. discuss the reasons for and importance of international trade;
7. differentiate between balance of trade and balance of payments;
8. discuss the measures which a country might adopt to correct and to cover an adverse balance of payments.

Standard of Living Indices, Gross National Product, Per Capita Income; other factors e.g. pollution, life expectancy.

National Income: its components, income-expenditure-production.

Savings and Investment as they relate to capital formation.

Growth and development: definition and relationship.

International trade: principles of international trade.

Nature of balance of trade (including visible and invisible trade); nature of balance of payments (including visible and invisible items).

Methods of correcting an adverse balance of payments (e.g. import restrictions — tariffs, licences, quotas, bans, exchange control, devaluation).

Methods of balancing or covering an adverse balance of payments (e.g. borrowing from another country, accepting gifts from other countries, importing on credit, drawing on the International Monetary Fund).

**UNIT XI  
REGIONAL AND INTERNATIONAL  
BUSINESS ENVIRONMENT**

The student should be able to

1. state the role of major local and Caribbean economic institutions;

Caribbean economic institutions e.g. Chambers of Commerce, Manufacturers Associations, Caricom and Caribbean Development Bank, IRDB.

The student should be able to

2. list major current trade agreements and state their structure and function;
3. identify major economic problems in the Caribbean and discuss possible solutions;
4. discuss the role of education in the economic development of the Caribbean;
5. discuss the importance of local and foreign investments;
6. discuss the advantages and disadvantages of nationalisation.

Domestic and foreign trade: trade agreements and cartel arrangements e.g. ACP, OPEC, CARICOM, ECM.

Problems related to industrialisation, unemployment; population and migration etc.  
Economic dualism in the region.

Training and development of manpower and managerial and entrepreneurial skills.

Implication of local and foreign investments.

Nationalisation: social and economic effects.

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## SYLLABUS FOR THE EXAMINATION IN PRINCIPLES OF ACCOUNTS

### General Objectives

The primary aim of the syllabus is to provide students who have completed the course of study with an acceptable level of vocational competence for initial employment, as well as to provide a foundation on which those students who wish to pursue further work in the subject area might build.

Students on completing the syllabus should be able to

1. apply accounting principles, procedures and terminology in business;
2. appreciate the importance of accountability in both public and private businesses;
3. grasp the significance of accounting as a tool for recording;
4. use accounting practices as a tool for effective business management.

### The Format of the Examination

A single examination having General Proficiency status will be set on the syllabus.

The examination will consist of two (2) papers, a multiple choice paper and a problem paper. At a later date, a school-based component of the assessment will be introduced.

- Paper I (1¼ hrs.) — A multiple choice test of 60 items testing recall, use of accounting procedures and the ability to draw conclusions about the state of the business from accounting data in the ratio 3:5:2. The items will be distributed as follows:

Unit	No. of Items
I	2
II	7
III	3
IV	3
V	6
VI	6
VII	4
VIII	3
IX	2
X	2
XI	3
XII	2
XIII	6
XIV	7
XV	4
	60

- Paper II (2½ hours) — A problem paper divided into two sections. Each section will test knowledge, application of accounting procedures and interpretation of accounts in the ratio 1:4:1.

Section I — Two compulsory questions drawn from units V, VIII, X, XII and XIII,

Section II — Four questions of which the candidate must attempt two.

Questions may test any of the syllabus objectives. In both sections questions will be worth 24 marks each.

Paper I : Paper II will be weighted 1:2.



**Note on SI Units**

CXC has adopted SI units wherever appropriate, and will therefore be using a **space** rather than a **comma** to indicate thousands. For example, \$1,543.20 will be written as \$1 543.20 and \$75,320.86 will be written as \$75 320.86.

**Certification**

The results of the examination will be reported on a five-point scale – Grades I – V. In addition to the overall grade, there will be a profile report on aspects of the candidate's performance under the following headings:

**Knowledge:****Application:****Interpretation:**

## THE SYLLABUS

**UNIT I  
INTRODUCTION TO  
PRINCIPLES OF ACCOUNTS**
**OBJECTIVES****CONTENT**

The student should be able to

1. describe the accounting cycle;
2. give a diagrammatic presentation of the accounting cycle;
3. state the purpose of accounting as a tool in the efficient management of business.

The accounting cycle (graphical presentation).  
Discussion of accounting as a business practice.  
Simple definition of the terms 'book-keeping' and 'accounting'.  
Purpose of accounting.  
The accounting cycle in relation to —  
(i) a sole trader;  
(ii) a partnership;  
(iii) a company;  
(iv) co-operatives;  
(v) governments;  
(vi) other specialised bodies.

**UNIT II  
THE BALANCE SHEET**

The student should be able to

1. define a Balance Sheet and identify its components;
2. construct a simple Balance Sheet in basic format;
3. use and interpret the Balance Sheet Equation;
4. identify examples of different types of assets and liabilities and arrange them in order of liquidity;
5. define and calculate working capital and show its significance for the operation of the business;
6. state the relationship of assets, liabilities, capital, working capital to the Balance Sheet and interpret their implications for the financial position of the business.

Definition of a Balance Sheet; components (assets, liabilities, capital).  
Simple examples of a Balance Sheet of a sole trader.  
The Balance Sheet Equation  
 $C = A - L$ .

Assets:  
fixed e.g. land, building; current e.g. cash, debtors, inventory.

Liabilities:  
short-term e.g. bank overdraft, creditors;  
long-term e.g. debentures, mortgage, bank loans.  
Definition of liquidity; order of liquidity.

Definition and calculation of working capital.  
The working capital approach to the Balance Sheet.

Basic ratio analysis in relation to business objectives e.g. liquidity (current, acid test), operational (debtors/creditors).

**UNIT III  
ACCOUNTS: FORMAT AND  
CLASSIFICATION**

The student should be able to

1. draw up simple account formats neatly and accurately;

Simple format:  
debit and credit sides, meaning of debit and credit.

## UNIT III (contd.)

The student should be able to

2. recognise different types of accounts;
3. distinguish the significance of debit and credit in each type of account.

Classification of accounts:

(i) nominal e.g. wages, bad debts, profit and loss, capital and drawings etc.

(ii) real e.g. stock, machinery etc.

(iii) personal e.g. debtors, creditors, etc.

UNIT IV  
THE GENERAL JOURNAL

The student should be able to

1. record items in a General Journal;
2. distinguish between cash and credit transactions;
3. use the double entry system;
4. predict which items in a Balance Sheet will change as a result of various transactions.

The General Journal and its format.  
Interpretation of transactions;  
types of transactions, (cash, credit).

Meaning of double entry.

UNIT V  
THE LEDGER

The student should be able to

1. make detailed entries in the Ledger from original Journal entries;
2. make up a Trial Balance;
3. state the uses of the Trial Balance;
4. use the Trial Balance to detect errors in the Ledger;
5. balance and close all classes of accounts;
6. calculate the value of stock;
7. prepare simple final statements of goods or trading account, profit and loss account and Balance Sheet;
8. interpret final statements.

Meaning of posting:

posting from Journal to Ledger.

The Trial Balance of total debits and total credits.

Balancing accounts:

taking Trial Balance of the balances; closing accounts.

Stock-taking and valuation.

Preparation of goods or trading account; profit and loss account and Balance Sheets.

UNIT VI  
THE CASH BOOK AS A SUBSIDIARY BOOK

The student should be able to

1. use the Cash Book;
2. state reasons for using the Cash Book;
3. define and state the use of specified documents and make entries in the Cash Book from related documents;
4. record receipts and payments of cash and cheques;
5. distinguish between discount received and discount allowed and record each;
6. balance the Cash Book and post entries;

Cash Book: one, two and three columns (cash, bank and discounts).

Documents related to the Cash Book: cash vouchers, receipts, cheques, bills of exchange, bank statements.

Cash receipts; cash payments; discounts received and discounts allowed.

Balancing the Cash Book; posting from the Cash Book.

## UNIT VI (contd.)

The student should be able to

7. reconcile the Cash Book balance with the bank statement balance;
8. define and record imprest cash.

Bank Reconciliation Statements.

Definition of Petty Cash and Imprest System; recording of entries.

UNIT VII  
OTHER SUBSIDIARY BOOKS

The student should be able to

1. define and demonstrate the use of specified subsidiary books;
2. define related documents and design and complete formats;
3. distinguish between trade and cash discount;
4. record entries in Journals for purchases, sales, returns inward and returns outwards from related documents;
5. post entries from specified subsidiary books to the Ledger;
6. prepare Trading Account.

Purchases, Sales, Returns Outward and Returns Inward Journals.

Related documents, viz. invoice, credit note, debit note.

Calculation of trade and cash discount.

Journal entries.

Posting to the Ledger.

Transferring of balances to Trading Account.

UNIT VIII  
FURTHER USES OF THE GENERAL JOURNAL

The student should be able to:

1. state uses of the General Journal;
2. recognise and record opening, closing and intermediate entries;
3. state why adjustments arise and make simple calculations and appropriate entries to take care of such adjustments;
4. correct errors by making journal entries;
5. make out a post-closing trial balance;
6. use work sheets.

General Journal.

Opening entries, closing entries and intermediate entries.

The treatment of adjusting entries e.g. depreciation, prepayments, accruals, provision for bad debts and for discounts.

Correction of errors; Suspense Account.

Post-closing trial balance.

Work sheets.

UNIT IX  
THE PAY-ROLL

The student should be able to:

1. fill out the particulars on time cards/sheets;
2. transfer particulars from time cards/sheets to payroll;
3. calculate employees' gross earnings;
4. make the necessary deductions from employees' earnings.

Time cards/sheets, employee earnings records; deductions e.g. income tax, social security, etc.

Preparation of payroll and wage documents.

UNIT X  
THE FINANCIAL STATEMENTS FOR A SOLE PROPRIETOR

The student should be able to

1. prepare Trading Account, Profit and Loss Account and Balance Sheet in detailed form for a sole proprietor;
2. explain the importance of the final accounts and Balance Sheet;

Trading Account.  
Profit and Loss Account.  
Balance Sheet.

## UNIT X (contd.)

The student should be able to

3. analyse and interpret the financial position of a business as regards rate of turnover, average stock and simple ratios.

Trading Results:

rate of turnover, average stock, simple ratios.

UNIT XI  
ACCOUNTS FOR NON-TRADING  
ORGANIZATIONS

The student should be able to

1. distinguish between capital expenditure and revenue expenditure;
2. distinguish the differences in accounting procedures for trading and non-trading organizations;
3. prepare a Receipts and Payments Account;
4. prepare an Income and Expenditure Account.

Capital expenditure and revenue expenditure.

Accounting procedures for trading organizations.

Receipts and Payments Account.

Income and Expenditure Account.

UNIT XII  
TREATMENT OF INCOMPLETE  
RECORDS AND CONTROL ACCOUNTS

The student should be able to:

1. identify single entry records;
2. draw up a statement of affairs from such records so as to show capital;
3. state disadvantages of single entry recording;
4. convert single entry into double entry;
5. state the reasons for Control Accounts;
6. prepare simple Control Accounts.

Incomplete records.

Disadvantages of single entry book-keeping system.

Conversion to double entry.

Control Accounts.

UNIT XIII  
PARTNERSHIP ACCOUNTS

The student should be able to

1. define a partnership business;
2. state the reasons for establishing partnerships;
3. state the essential legal provisions of the Partnerships Act (1890);
4. apply the special accounting procedures involved in:
  - (a) recording capital,
  - (b) setting up current accounts,
  - (c) appropriating profits,
  - (d) drawing up balance sheet;
5. define and calculate goodwill;
6. make entries for admission of a new partner.

Partnerships as a form of business: structure of a partnership; role of a partnership; comparison of a partnership with a sole proprietorship.

The legal implications of a partnership.

Recording transactions of a partnership: raising capital and recording current account of partners; appropriation of profits; preparation of a Balance Sheet.

Goodwill in a partnership.

Admission of a partner and goodwill.

**UNIT XIV  
COMPANY ACCOUNTS AND  
ACCOUNTS OF CO-OPERATIVES**

The student should be able to

1. define the legal status of a joint stock company and a co-operative;
2. state reasons for establishing
  - (a) joint stock companies,
  - (b) co-operatives;
3. state essential provisions of
  - (a) the law relating to companies,
  - (b) laws relating to co-operatives;
4. define different types of shares and debentures;
5. apply the accounting procedures in
  - (a) recording capital,
  - (b) appropriating profit,
  - (c) drawing up Balance Sheet.

Joint stock companies and co-operatives:  
formation and operation.

Raising capital.

Appropriation of profits.  
Preparation of a simple Balance Sheet.

**UNIT XV  
SIMPLE MANUFACTURING  
ACCOUNTS**

The student should be able to

1. identify elements of cost;
2. establish the cost of manufactured products;
3. calculate the gross and net profit from a Manufacturing Account.

The elements of cost.

Accounting procedures for recording costs.

Preparation of accounts for a manufacturing concern:

- (i) Manufacturing Account;
- (ii) Trading Account;
- (iii) Profit and Loss Account.

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## SYLLABUS FOR THE EXAMINATION IN OFFICE PROCEDURES

**General Objectives**

The general objectives of the syllabus may be stated formally as follows:

At the end of the course the student should

1. be aware that the formal organization of any social activity involves office procedures;
2. know how office activities are structured and organized;
3. appreciate that office procedures are designed to promote the efficient working of the organization.
4. be aware of employment and promotional opportunities in business.

**Structure of the Syllabus**

The syllabus in Office Procedures is intended to provide a direct preparation for the student who will be entering the office environment immediately after secondary school, while at the same time being of sufficient generality to provide a sound foundation for the student who is intending to pursue specialized business studies. To achieve these aims it is important that students explore a range of office activities either by direct exposure e.g. work-study or by participating in school-based simulations. This approach implies that while a textbook will provide the basis for knowledge of the subject every opportunity should be provided for the student to relate that factual base to a personal experience of office procedures.

In particular, students should have the opportunity to become familiar with the equipment levels, procedures, and organizational structures characteristic of local offices.

**The Format of the Examination**

A single examination having General Proficiency status will be set on the syllabus.

The examination will consist of two (2) papers, a multiple choice paper and an essay paper. At a later date, a school-based component of the assessment will be introduced.

**PAPER I**  
(1½ hours)

A multiple choice test of 60 items testing recall and comprehension of the important facts, concepts, principles, processes and procedures involved in office work and the application of these. Recall, comprehension and application will be tested in the ratio 3:1:2. The items will be distributed as follows:

UNIT	NO. OF ITEMS
I	5
II	11
III	7
IV	4
V	6
VI	3
VII	4
VIII	7
IX	4
X	4
XI	2
XII	3
	60

**PAPER II**  
(2 hours)

An essay paper divided into two sections.

Section I. Four compulsory questions, covering Units I—VI and Unit XII.

Section II. Four questions from which the candidate must attempt two. The questions will be drawn from Units VII—XI.

Each question on this paper will be worth 15 marks, with 3 for recall, 3 for comprehension and 9 for application.

Paper I: Paper II will be weighted 1:2.

**Certification**

The results of the examination will be reported on a five-point scale, Grades I—V. In addition to the overall grade a two-point profile report will be given under the following headings:

**Knowledge****Application**

The knowledge profile point will be based on the recall and comprehension components.

## THE SYLLABUS

UNIT I  
OFFICE ORIENTATION

## OBJECTIVES

The student should be able to

1. describe the role of the office in the business activities of production, distribution and exchange of goods and services;
2. describe how office activity may be organized according to the size and nature of the business;
3. discuss the contribution to efficiency of various types of office equipment in given situations;
4. identify and describe skills and attitudes needed by employees in a variety of office situations;
5. state how good human relationships contribute to office efficiency.

## CONTENT

Functions of the office e.g. collecting, processing and preserving data, disseminating information, control (organizational and legal).

Organization of office activities; organizational structure (posts, responsibilities, relationships); centralization and decentralization of services e.g. duplicating, filing, typing.

Types of office careers; skills and training; attitudes.

Interpersonal relationships — with supervisors; with colleagues.

UNIT II  
COMMUNICATION

The student should be able to:

1. describe the various means and channels of communication and their application in business;
2. select the most appropriate medium for sending specific information;
3. communicate information in writing using an appropriate format;
4. select appropriate stationery for use in a given situation;
5. select and use relevant references;
6. use proper telephone techniques to receive and relay messages;
7. state the various services a telephone company can offer;
8. use the services of the local telephone corporation;
9. determine time according to geographical location;
10. demonstrate a knowledge of the various types of internal communication links;

Means of communication:  
oral, written, visual.

Communication channels:

Oral — courses for trainees, interviewing, meetings and conferences, radio/TV; telephone etc.;  
written — correspondence, agenda reports, etc.;  
visual — charts, graphs, signals, etc.

Factors to be considered in selecting communication media - urgency, oral/written, cost etc. .

Preparation of communication: letters, memoranda, reports, charts, itineraries etc.

Types and uses of stationery.

Use of reference material: dictionaries, official gazette, telephone directories, maps, schedules etc. .

The business telephone: telephone etiquette, recording telephone messages, nature and use of the telephone directory.

Telephone services: local, long distance and overseas calls, station-to-station and person-to-person calls, conference calls.

Time zones and their significance. Expressing time e.g. 1.00 p.m. or 1300 hours.

Functions and operations of switchboards.

Types and use of internal communication links and paging devices.



## UNIT II (contd.)

The student should be able to

11. state procedures for sending information and/or money by telecommunication and select appropriate medium;
12. prepare information for transmission by telecommunication media;
13. describe the services offered by Post Offices and discuss their contribution to the effective operation of an organization;
14. select the appropriate postal service for specific purposes;
15. describe procedures for receipt and despatch of mail in large and small offices.

Methods of communication: telegram/cablegram, telex, radiophone, etc. Classes of telegrams/cablegrams.

Preparation of information: inputs, completion of forms, computation of costs.

Postal Services: classification of mail (first class, second class, surface mail).

Business reply service:  
postal boxes — procedures for obtaining and using;  
regulations for sending money and other valuables;  
parcel post services — nature and use; procedures for sending and receiving parcels;  
franking machine; post office bank.

Receiving, recording, stamping and routing of incoming mail; treatment of remittances and registered mail; organization for despatching mail; preparation of mailing lists; use of postage books; mechanisation of mailing activities — use of addressing machines, franking machines, letter openers; organization of a mail room.

UNIT III  
FILING

The student should be able to

1. use and maintain filing systems;
2. discuss the importance of preserving and retaining records and of observing legal stipulations;
3. demonstrate a knowledge of equipment and supplies used in filing;
4. state the differences in the organization of centralized and departmental filing.

Procedures for the use of the following systems:

alphabetical, geographical, subject, chronological, numerical.

Indexing;

Methods and procedures for cross-referencing:

charge-out procedures and follow-up systems; out sheets, tickler file, card indicators, use of colours as signals etc.

Methods and procedures for keeping inactive files: use of micro-filming, disposal of files, retention periods.

Filing equipment and supplies:

- types of filing cabinets —  
for folders, stencils, index cards, microfilm, maps, etc.
- file jackets, minute sheets, charge-out cards, dividers, etc.

Organization of centralized and departmental filing.

Organization and operation of filing systems for small businesses and departments in large scale businesses.

#### UNIT IV RECEPTION

The student should be able to

1. state the importance of good relations between the personnel of an organization and members of the public;
2. demonstrate a knowledge of the responsibilities of the receptionist;
3. demonstrate the ability to plan, make follow-up and cancel appointments for an executive;
4. state the importance and use of reminder systems.

Duties and responsibilities of a receptionist and their importance: receiving and screening visitors; introducing visitors; keeping the reception register, receiving letters and parcels.  
Managing and maintaining the reception area.

Procedures for making and cancelling appointments on behalf of an executive.  
Receiving and filing business cards.

Nature and use of reminder systems: the tickler file, diaries, calendars.  
Recording entries for appointments.

#### UNIT V MEETINGS

The student should be able to

1. state the reasons for holding meetings and their importance to the organization;
2. demonstrate the ability to organize a meeting;
3. state the importance of reports of meetings and of following up decisions;

Meetings and their relevance to the organization.  
Administration of and procedures for formal meetings.

Preparation of notices, agenda, minutes.  
Basic legal requirements of Annual General Meetings.

Follow-up procedures:  
filing and indexing of minutes.

#### UNIT VI TRAVEL ARRANGEMENTS

The student should be able to

1. interpret schedules prepared by carrier organizations;
2. prepare itineraries;
3. identify and list documents required for travel;
4. state currency regulations and procedures for buying currency.

Use of air, sea and land travel schedules.

Preparation of itineraries (including scheduling of appointments); travel folders, etc.

Documents required for travel: passport, visa, etc.

Currency regulations and purchase of foreign currency.

#### UNIT VII THE PERSONNEL OFFICE

The student should be able to

1. state the functions and importance of the personnel office;
2. identify the records used in a personnel office and appreciate the importance of confidentiality;

Functions of the personnel office: recruitment, induction, deployment, evaluation, training, staff welfare, disciplinary procedures.  
Statutory provisions for employee protection.

Records:  
contracts of employment, service records, leave, personal history, labour turnover, performance evaluation, etc.; filing of personal records.

#### UNIT VIII THE ACCOUNTS OFFICE

The student should be able to

1. describe the functions and importance of the accounts office;

Functions of the accounts office: payroll, credit control, collection of accounts, treatment of debit and credit notes, preparation for audit.

## UNIT VIII (contd.)

The student should be able to

2. interpret a simple statement of account;
3. list equipment used in the accounts office and state the functions of each item;
4. demonstrate a knowledge of methods and procedures for making and receiving payment;
5. write cheques and interpret the information on cheques;
6. identify and discuss entries in a bank statement;
7. reconcile bank statements;
8. prepare petty cash records.

Simple statements of account.

Calculators; adding/billing machines; machine accounting.

Methods of and procedures for making and receiving payment (including payments through banks and Post Offices).

Records of receipts and payments.

Types and uses of cheques: post-dated cheques, certified cheques, crossed cheques; endorsements.

Bank statements: debit and credit entries, service charges, outstanding cheques, outstanding deposits.

Procedure for the payment and control of petty cash using the imprest system: vouchers, cash disbursement sheet, summary of expenses.

**UNIT IX  
THE PURCHASING OFFICE AND  
STOCK CONTROL**

The student should be able to

1. describe the work of the purchasing office using appropriate terminology;
2. demonstrate a knowledge of purchasing procedures;
3. demonstrate an awareness of the international system of measurement (SI units) and the reasons for its introduction;
4. complete all documents which are used in the purchase of goods and/or services and be able to file records;
5. demonstrate a knowledge of methods and procedures of stock control.

Purchasing functions: relationships with other departments.

Terminology and abbreviations used in purchasing documents and literature f.o.b., c.i.f., c.o.d., e. & o.e., etc.

Procedures for purchasing: catalogues, price lists, tenders, etc.

Maintaining an Index of Suppliers.

Units of measurement used in purchasing.

Documents: order forms, invoice, etc.

Stock control: importance of, methods, procedures and forms to be used for efficient stock control.

**UNIT X  
THE SALES OFFICE**

The student should be able to

1. demonstrate a knowledge of the work, importance and functions of the sales office;
2. demonstrate a knowledge of the equipment in a sales office or to which employees of a sales office may have access;

Functions of the sales office: relationships with other departments.

Equipment: calculators, cash registers, ink and spirit duplicators, addressing machines, etc.

UNIT X (contd.)

The student should be able to

- 3. prepare, complete and distribute the necessary correspondence in a given sales transaction and file records in the office.

Preparation, routing and completion of forms and documents used in a sales transaction: quotations, invoices, proforma invoices, etc.  
 Filing of records.  
 Mailing lists.

UNIT XI  
THE FACTORY OFFICE

The student should be able to

- 1. list the functions of the factory or works control office;
- 2. demonstrate a knowledge of the forms used in works control;
- 3. demonstrate a knowledge of the work and functions of the despatch and transport office;
- 4. demonstrate a knowledge of the forms used in the despatch and transport office and in a given situation complete, distribute and file these.

Functions of the factory office: importance; relationship with other departments.

Documents: job cards, planning masters, cost cards, etc.

Despatch and transport office: functions; goods for overseas.

Documents: destination sheets, delivery notes, bills of lading, customs forms, insurance certificates, airway bills, etc.

UNIT XII  
JOB EXPLORATION

The student should be able to

- 1. identify and list sources giving information on job opportunities;
- 2. write solicited and unsolicited application letters;
- 3. complete application forms;
- 4. write follow-up letters if a reply to the application is not received or there is no vacancy;
- 5. prepare for a job interview;
- 6. write letters of acceptance, refusal and resignation.

Sources of job information: newspapers, employment bureaus, electronic media, etc.

Factors to consider when seeking a position: job descriptions, personal taste, training, promotional opportunities.

Procedures for making applications.

Preparation of follow-up letters e.g.

- (a) no reply received to application,
- (b) six months after being advised that there is no vacancy.

Preparation for a job interview; conduct in the interview.

Preparation of job acceptance, refusal and resignation letters.

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## SYLLABUS FOR THE EXAMINATION IN TYPEWRITING

### General Objectives

On completion of the course the student should

1. have acquired the knowledge and skills of typing which will satisfy the requirements for initial employment;
2. be able to use the skills and knowledge acquired to obtain maximum productivity;
3. be able to understand and carry out instructions quickly and accurately;
4. have developed desirable work habits and attitudes necessary for efficiency;
5. be aware of employment and promotional opportunities in business.

### The Format of the Examination

A single examination having General Proficiency status will be set on the syllabus. It will have four components, three of which make up a school-based assessment accounting for 40 per cent of the weight in the final grade. The fourth, a Production Test, will be conducted during the normal examination period.

Production Test  
(2½ hours; 60 per cent of marks)

Section I. Copy typing test for 5 minutes.

Section II. Not less than 5 tasks to assess the production of letters, tables, business forms, creative displays, manuscripts.

Production Assignments  
(15th January – 15th March in the year of the examination; 18 per cent of marks)

Six assignments will be set by CXC, to be completed by the candidate on stationery provided by CXC and marked by the teacher to a CXC marking scheme. They will vary in the amount of time and level of skill required for production.

Typist's Reference Manual  
(to be completed by 15th March in the year of the examination; 12 per cent of marks)

Using an appropriate format the student will prepare a personal file of reference information which should include a specimen of each of the italicised elements in the syllabus content statement. Assessment of the file will be made by the teacher in the March preceding the examination. All files will be returned to students for their future use.

Professional Attitude  
(end of the first and second terms of the academic year of the examination; 10 per cent of marks)

Teachers will rate each candidate on a CXC Student Appraisal Form under the following heads:

- individual responsibility;
- organisation of work area;
- care of the typewriter;
- punctuality;
- grooming;
- courtesy;
- willingness.

Each rating will be on a three-point scale to performance criteria laid down by CXC.

### Procedures for School-based Assessment

By 30th September in the year preceding the examination, head teachers should inform CXC through its Local Registrars of their intention to enter candidates for the examination and give an estimate of the number of candidates and of teachers involved.

Teachers should develop a folder for each student in which will be kept:

- (a) the student appraisal form issued by the Caribbean Examinations Council;
- (b) the completed production assignments for the period 15 January to 15 March of the year of the examination;
- (c) any work samples which show outstanding work and special skills which the student has acquired e.g. creative designs produced on the typewriter;
- (d) anecdotal records and such other evidence as bears on the student's professional approach.

The items in the folder should be used as supportive information from which the teacher will evaluate the performance and the professional approach of the student.

By January in the year of the examination the first set of student appraisal forms should be dispatched to CXC via Local Registrars. The student appraisal form will be designed to produce a duplicate copy. The duplicate only should be sent to CXC. The top copy, signed and dated by the teacher, should be given to the candidate who may use it as part of employment references.

By 1st April in the year of the examination the second set of student appraisal forms and a Mark Sheet provided by CXC showing the marks and grades awarded to each production assignment for each candidate should be dispatched to Local Registrars. The production assignments themselves should **NOT** be sent.

#### **Moderation of School-based Assessments**

The production assignments will be moderated against performance in the Production Test. While the standard and range of marks awarded by the teacher will be adjusted automatically, the rank order assigned by the teacher will be adjusted only in special circumstances, and then only after the teacher has been asked to submit the production assignments themselves for re-assessment by CXC examiners.

In June, teachers will be required to submit the folders and the Typist's Reference Manuals of a sample of students named by CXC. The Typist's Reference Manual assessments will be moderated against an independent assessment by CXC examiners.

No direct source of moderation data for the Professional Approach assessments is available though one aim of the system of duplicate reporting is to ensure an informal scrutiny of the teacher's rank order. The Professional Approach assessments will be scaled teacher by teacher to a common mean and standard deviation except where a marked divergence from the norm is supported by an equally marked divergence in the standards of care exhibited in the presentation of the Typist's Reference Manuals and in the competence shown by the group in the Production Test.

The Typist's Reference Manuals will be returned to schools by CXC at the end of the examination period. Teachers should retain the folders on each student until grades have been issued.

#### **Certification**

The results of the examination will be reported on a five-point scale, Grades I—V. In addition to the overall grade there will be a profile report on aspects of the candidate's performance under the following headings:

**Accuracy:                      Speed:                      Presentation:**

## THE SYLLABUS

**UNIT I  
KNOWLEDGE AND MANIPULATION  
OF THE TYPEWRITER**
**OBJECTIVES**

The student should be able to

1. use different type sizes;
2. demonstrate correct typewriting technique through efficient use of the operative parts;
3. type combination characters, inferior and superior characters and sloping fractions;
4. keep the typewriter in good working condition;
5. change typewriting ribbons correctly;
6. type at a minimum rate of 35 net words per minute for 5 minutes with an error tolerance of 2 per cent.

**CONTENT**

Knowledge of type prints:  
pica, elite.

Keyboard manipulation:  
correct stroking technique of alphabetic and numeric keys, throwing of carriage etc.

Operation of specialized parts:  
margin release, carriage release, margin set, variable line spacer, tabular mechanism etc.

Combination characters, inferior and superior characters, sloping fractions.

General care of the typewriter e.g. dusting typewriter and table surface, cleaning type basket, covering typewriter when not in use.

Changing ribbons and correcting simple typewriter defects.

Copy typing with speed and accuracy.

**UNIT II  
SELECTION AND USE OF  
STATIONERY**

The student should be able to

1. identify types and sizes of papers and envelopes.
2. select and use appropriate stationery for given assignment.

Stationery:

Paper sizes: "A" Series; foolscap, quarto, octavo, etc.;

Types and qualities: bond, onion skin, flimsy, carbon, stencils, etc.

Envelopes: Range of international sizes; quality and types including air mail, window envelopes.

*Illustrations of folding.*

Letterhead, memo, copy paper.

**UNIT III  
PRODUCTION: PRESENTATION**

The student should be able to

1. judge placement in terms of line spacing and margins;
2. set out typescript from manuscript or typed notes using accepted rules governing paragraphing, abbreviations, word divisions, typing of figures and ellipsis;
3. use correct spacing after punctuation;
4. set out reports with proper indentations, side headings, sub-headings and sub-paragraphs;
5. interpret printer's correction signs;

Preparation of:

*reports, (including footnotes and bibliography), memoranda and minutes;*

*letters including insets, continuation pages, notations, enumerations, tables, etc.;*

*(The Typist's Reference Manual, should include a typed rough draft of a report with printer's correction signs and final copy)*

*accounting statements e.g. financial statements and balance sheet, specifications; legal documents.*

## UNIT III (contd.)

The student should be able to:

6. correct mistakes, (including squeezing and spreading);
7. type letters in various styles using appropriate stationery;
8. produce and route carbon copies;
9. type ink stencils and/or spirit masters which will produce good clear copies;
10. prepare correspondence from skeleton notes.

Preparation of ink stencils and/or spirit masters.

Composition at the typewriter e.g. notes, memoranda, letters.

UNIT IV  
PRODUCTION: FORMS

The student should be able to

1. design and type from given information a simple form e.g. application for entry into a club;
2. complete forms at the typewriter according to stated instructions.

Preparation and completion of forms:

application for jobs, scholarships etc.;

*business documents* — *invoices, statements, pay slips; telegrams.*

UNIT V  
PRODUCTION: DISPLAY

The student should be able to

1. use typewriting technique to produce effective and creative display given a specific task.

Centering and display work; columnar work, ruled and unruled; *organization chart; invitations; programmes, notices, agenda, menu, plays* (*The Typist Reference Manual* should include an excerpt of about one page).

UNIT VI  
PLANNING AND ORGANIZATION

The student should be able to

1. demonstrate the ability and capacity to plan and order priorities to ensure acceptable standards of work;
2. demonstrate desirable habits and work attitudes.

The typist at work: organization of work and work area; submission of typing assignments; attitudes e.g. punctuality, co-operation, consistency, tolerance, working without supervision, meeting deadlines, etc.



CARIBBEAN EXAMINATIONS COUNCIL  
Secondary Education Certificate

BUSINESS EDUCATION SYLLABUSES  
ADDENDUM

SHORTHAND  
*GENERAL PROFICIENCY EXAMINATION 1983*

Correspondence should be addressed to:-  
THE REGISTRAR, CARIBBEAN EXAMINATIONS COUNCIL,  
THE GARRISON, ST. MICHAEL 20., BARBADOS, WEST INDIES.  
Telegraphic Address: CAREX, BARBADOS.

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## SYLLABUS FOR EXAMINATION IN SHORTHAND

The syllabus for Shorthand will be offered for examination for **General Proficiency** certification only as from June 1983.

### Rationale

The syllabus is designed to prepare students with a vocational skill. Such students should be capable of producing work of an acceptable standard in the business world. The examination will therefore test the kinds and levels of skills required in offices, e.g. continuous and office-style dictation, composition of correspondence from skeleton notes and transcription on the typewriter.

### General Objectives

On completion of the course of study the student should have

- (i) acquired a vocational skill as well as a foundation upon which higher levels of the skill can be built;
- (ii) acquired the ability to use the knowledge and skills to obtain maximum productivity in job situations;
- (iii) developed the ability to record sounds spontaneously in shorthand;
- (iv) developed the ability to concentrate to take shorthand notes for a maximum period of ten minutes excluding intervals;
- (v) developed the ability to produce typed mailable transcripts from shorthand notes;
- (vi) developed desirable work habits necessary for efficiency;
- (vii) developed awareness of initial employment and career opportunities in business.

### Organization of the Syllabus

The syllabus is presented in four units – **Theory, Dictation, Transcription and Organization**. The syllabus has been arranged so as to stress the importance of candidates'

- (i) acquiring a thorough knowledge of the shorthand system selected;
- (ii) developing the skill of taking office-style dictation;
- (iii) developing the skill of typing from shorthand notes;
- (iv) applying typewriting techniques and practices to produce mailable transcripts;
- (v) developing habits which will contribute to the efficiency of a shorthand typist.

### Systems

Notes may be written in any of the four following systems:

1. Pitman:       **New Era**
2. Pitman:       **2000**
3. Gregg:        **Simplified**
4. Gregg:        **Diamond Jubilee**

### The Format of the General Proficiency Examination

The General Proficiency examination will consist of two components – a **School-based Assessment** component accounting for 30% of the marks and a **Final Examination** accounting for 70%.

## Final Examination

The final examination will test the candidate's ability to take notes in Shorthand and type mailable transcripts of the shorthand notes in a given time.

### *Preparation*

*Candidates will be allowed to use the normal English dictionary but the use of a shorthand dictionary is NOT permitted.*

*Prior to the dictation of the text of the examination, a preliminary passage will be dictated. This is not included in the examination time allotted for dictation.*

## 1. Dictation

- (i) One passage of continuous dictation at 80 w.p.m. for a specified period within a time frame of 2 – 3 minutes.
- (ii) Office-style dictation at an average speed of 80 w.p.m. (in the range 60 – 100 w.p.m.) for a specified period within a time frame of 3 – 4 minutes.
- (iii) Office-style skeleton notes dictated at 80 w.p.m. for approximately 1 minute.

The total dictation time will not exceed 10 minutes including 1-minute intervals allowed between takes.

Shorthand notes of these passages and the shorthand draft of the assignment at (iii) must be submitted.

## 2. Transcription

Total transcription time for the above exercises will be 90 minutes.

### School-based Assessment

15th January – 15th March in the year of the examination

CXC will provide not more than five assignments which will be dictated and marked by the teacher according to a marking scheme provided by CXC. The level and style of difficulty of the dictation texts will vary.

### Procedures for School-based Assessment

By 30th September in the year preceding the examination, Headteachers should inform CXC through their Local Registrar of their intention to enter candidates for the examination. At that time Headteachers should give an estimate of the number of candidates expected to enter for the examination.

Assignments completed by candidates during 15th January – 15th March must be stored by the teacher in a secure place.

By 1st April in the year of the examination teachers should record the student's marks and grades for each assignment on a mark sheet provided by CXC and submit these to CXC through the Local Registrar.

The assignments used for the school-based assessment should NOT be sent but should be retained by the school in a secure place until the examination is completed and grades issued.

In May/June, teachers will be required to submit the work of a sample of candidates named by CXC.

### Moderation of School-based Assessment

The marks obtained on the school-based assignments will be moderated against performance in the final examination. While the standard and range of marks awarded by the teacher will be adjusted statistically, the mark order assigned by the teacher will be adjusted only in special circumstances and then only after the teacher has been asked to submit the assignments themselves for re-assessment by CXC Examiners.

### Certification

The results of the examination will be reported on a 5-point scale, Grades I – V. In addition to the overall grade there will be a profile report on aspects of the candidate's performance under the following headings:

**Accuracy/Speed : Presentation**

The profile **Accuracy/Speed** will reflect the quality of the candidate's skill in recording shorthand notes and transcribing them on the typewriter, while the profile **Presentation** will reflect the candidate's ability to demonstrate desirable work habits in:

- (i) using shorthand notebooks;
- (ii) employing acceptable methods for correcting notes;
- (iii) producing a typed manuscript using appropriate layout and format.

## THE SYLLABUS

	OBJECTIVES	CONTENT
<b>UNIT I THEORY</b>	<p>The student should be able to:</p> <ol style="list-style-type: none"> <li>1. write outlines using principles of the selected shorthand system;</li> <li>2. write automatically in shorthand the most commonly used words and phrases;</li> <li>3. write shorthand outlines correctly.</li> </ol>	<p>The development of the skill; writing words, figures and punctuation using correct shorthand outlines and symbols.</p> <p>The automatic writing of most commonly used words and phrases (including shortforms, contractions, intersections).</p> <p>Penmanship: proportions, position and pressures as required by the system being used.</p>
<b>UNIT II DICTATION</b>	<p>The student should be able to:</p> <ol style="list-style-type: none"> <li>1. use the selected shorthand system to take continuous dictation of unfamiliar material at 80 w.p.m for a period not exceeding 4 minutes with at least 97% accuracy;</li> </ol>	<p>Information for dictation in the form of reports, letters, memoranda and notices including display and columnar material.</p>

## UNIT II (cont'd)

The student should be able to:

2. use the selected shorthand system to take office-style dictation at an average speed of 80 w.p.m., in the range 60 – 100 w.p.m. for a period not exceeding 6 minutes with at least 97% accuracy;
3. use the selected system to take notes at a meeting;
4. make corrections to shorthand notes using an acceptable method.

Note-taking at uneven rates of dictation, making changes and corrections as directed, referring to previous correspondence or other relevant information.

Note-taking at meetings, interviews, lectures, etc.

Correcting shorthand notes, e.g. by circling incorrect outline and writing correct outline above or placing correct outline in margin.

UNIT III  
TRANSCRIPTION

The student should be able to:

1. transcribe notes written in shorthand on the typewriter at a minimum speed of 15 w.p.m. with 97% accuracy;
2. type transcripts using acceptable typewriting practices;
3. use correct spelling and grammar in preparing transcripts;
4. use the dictionary as a reference book for spelling;
5. read and type transcripts from cold notes;
6. prepare typed correspondence from skeleton notes;
7. make carbon copies and use carbon copy notations.

Transcribing shorthand notes on the typewriter. Proof-reading transcripts and making corrections on the typewriter.

Typewriting practices — letter styles, preparing envelopes, formats of reports, rules governing word-division, figures/words, etc.

Spelling, Grammar: nature of grammatical constructions, paragraphs: Use of punctuation signs, capitals, etc.

Reading and preparing typed transcripts from cold notes.

Typing mailable transcripts from dictated skeleton notes.

Preparing carbon copies.

UNIT IV  
ORGANIZATION

The student should be able to:

1. organise his/her work and handle priority and confidential work;
2. use and care for shorthand notebooks efficiently.

Transcribing dictation including urgent and/or confidential work. Arranging finished work for signature.

Efficient use and care of shorthand notebooks, e.g. practices to facilitate a stenographer always opening her book at a clean sheet when called for dictation. Dating dictation — practices for indicating that notes have been transcribed. Storage of notebooks which may contain confidential material.

Destroying completed notebooks.