



**How Parent-Guided Audio Recordings Enhance
Learning of
Entrepreneurial Vocabularies in Grade 7 Learners**

Dr. Nick Otuma

nickotuma@gmailm

.com

And

Dr. John Wenje

Johnwenje70@gmail.com



Abstract

This paper reports findings of a longitudinal study on Grade seven learners' mastery of entrepreneurial vocabularies by use of audio recordings under the guidance of parents or guardians. The purpose of the paper was to examine the role parents play towards assisting grade seven learners grasp entrepreneurial vocabularies. The study was informed by Socio-cultural Theory which emphasizes the importance of using a language in social situations as a necessary herald to individual learning. 50 grade seven learners of one stream in a suburban public junior school participated in the study. Data was collected by sound recordings using smart phones under parental guidance while learners were doing assignments from their homes. The topic of the assignment was: Discuss with your parent or guardian about how you can make income from dealing with non-metallic materials. The teacher emphasized that the end product was to be a voice recorded response of the learner under guidance of the parent or guardian, lasting for 2-4 minutes and highlighting proper use of key vocabularies. Analysis was limited to learners' audio recording. The findings of the chi-squared test indicated that no significant difference was found between the responses over the 10-weeks period. Furthermore, a significant number of learners still could not define, explain or use the common entrepreneurial vocabularies correctly. As such the role that the parents played in take-home assignment was difficult to gauge. The study recommends future research to employ a larger sample and varied research tools to probe the trends delineated in the results.

Key words: Parental Guidance, Entrepreneurship Skills, Competencies



INTRODUCTION

The Competency-Based Curriculum (CBC) in Kenya focusses on developing learners' skills and competencies rather than just acquiring knowledge. Introduced in 2017, CBC aims to align Kenya's education system with global standards and equip learners for the demands of the 21st century. The competencies emphasized are critical thinking and problem-solving, creativity and imagination, communication and collaboration, citizenship, digital literacy, self-efficacy and learning to learn (KICD, 2007).

Competency Based Curriculum (CBC) is an approach in which students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study (Gruber, 2018). According to Jallow (2011), when pupils demonstrate a competency, they are demonstrating their ability to do a task. One of the strongest outcomes of competency learning is increased learner's engagement which results from learners' ownership of the learning process. CBC also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience (Gruber, 2018). In addition, learning outcomes in CBC emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions (Frost et al., 2015).

Mosha (2012) pointed out that a curriculum that is competency-based, contains specific statements of outcome that show the competencies to be attained. Expected behaviors or tasks, conditions for their performance and acceptable standards are shared with students. Sullivan (2005) alludes to a participatory approach in the selection of the competencies for the curriculum. He states that the curriculum requires interaction and collaborative work between the subject matter experts (curriculum developers), the learners and members of the community. Employers and other community members are able to identify what they want the children to do. The experts understand what competencies can be attained within the confines of the content while the teachers know how to teach the content so that the competencies are attainable. This in turn provides



focus on learning outcomes with specific measurable definitions of knowledge, skills and learner behavior (ADEA, 2012).

In Kenya CBC is in the eleventh year of implementation (Grade 9). This Curriculum of 2-6-33 system replaces 8-4-4 which in turn replaced 7-4-2-3 education system adopted at independence. The 8-4-4 system is deemed to serve best those who score high grades in the traditional subjects (English, Mathematics, Sciences, and Humanities) at the end of secondary education, and then proceed for higher education and take up white-collar jobs. It also ignored many children whose aptitude, interests and abilities lay in vocational education, arts and sports (Kabita & Ji, 2017).

The rationale for the revised structure was to ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030, ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary phase based on the acquisition of core skills such as literacy, numeracy and communication skills, and, focus on early identification and nurturing of talent in individual learners. The curriculum hopes to impart eight core values: love, responsibility, respect, unity, peace, patriotism, social justice and integrity (Warrio, 2019; KICD, 2017).

Along with CBC came the introduction of a system of Competence Assessment Tests (CATS) measuring knowledge, skills and competences, whose results will be cumulative and form part of a formative assessment process. This is meant to align the Kenyan structure with international best practices and provide a system that is not examinations oriented. The new curriculum carries expectations of parental involvement in certain learning activities of their children to complement the effort of the teachers (Amunga et al., 2020). Otieno and Onyango (2019) argues that CBC has come with new costs that must be borne by the parents which could further drive many learners out of school.



The teacher's main role in the curriculum is that of a facilitator in the learning process. The teacher is expected to keep learners' data on individual skills and weaknesses through regular assessments in a portfolio. This is a folder which officially keeps the record of a learner's efforts, progress and achievement through which the teacher keeps parents and guardians informed and informs the symbiotic relationship of the parent and teachers in the child's learning process. The portfolios feed the end-of term reports (Warrio, 2019). KICD recommended that reporting in formative assessment should be frequent and ongoing communication between the teacher and the learner, and with the parents about the progress the learner was making towards meeting the curriculum outcomes. The reporting should focus on a series or cluster of learning (KICD, 2017). KICD also suggested that, at different points during the year, this portfolio could be used to discuss with the learner regarding their progress as well as with parents, administrators or other stakeholders providing services for learners.

CBC requires teachers to be honest and fair besides providing sufficient detail and contextual information. Teachers need to keep detailed records of various components of assessment with descriptions of what each component of the assessment measured against the criteria and learning outcomes. Learners' ability is rated in terms of whether they are exceeding expectation (80-100%), meeting expectation (65-79%), approaching expectation (50 - 64%) and below expectation (0 - 49%). A remark against the rating is also provided. Parents are expected to play a very important role in the success of their children's education by providing an enabling environment that is conducive to learning and motivating them to fulfil their potential through completion of assigned tasks. Furthermore, parents are expected to monitor and guide children in doing homework, provide required aids and materials for practical activities and to collect and send evidence of children completing tasks assigned by teachers (Gitahi, 2019). They are also expected to ensure that their children's bio data is correctly captured in the Kenya Early Years Assessment database.



Nurturing and building competencies which is at the heart of CBC cannot be left to the teachers alone. Teachers and parents have to work as collaborators and co-educators in enhancing the acquisition of the right competencies and skills among the learners. Parental involvement is expected to have positive learning outcomes for learners and shape other aspects of their behavior (Gitahi, 2019). Decades of global research and studies indicate that there is increasing evidence that the quality of linkage between parents and schools influences the nature of learners' success at school. Dodillet, et al. (2020) in a study on marginalization of democratic parental involvement in Swedish schools found that there is a growing awareness worldwide today regarding parental involvement in learners' formal education. Research shows that all families, whatever their level of income or education, can take concrete steps that significantly help children learn. And yet families are often the missing link in formal education in most countries (Sharabi, et al., 2021).

In the study on parental involvement in the Arab and Jewish education systems, Sharabi et al. (2021) found that the door between home and school was usually firmly closed. Countries such as England, Japan, Greece and South Africa, however, take the issue of family participation in children's education very serious (Anastasiou et al., 2020). Research by Oates (2017) in United States of America found out that parents want to be involved but there was a disconnect in communication between the families and the schools. In Philippines, Cano, et al. (2016) notes that parenting type had a moderately substantial relationship with higher academic performance. In Qatar, participants expressed high to moderate levels of family - school relationships (Ihmeideh et al., 2020).

In the study by Kimathi (2014) on parental involvement in primary standard three pupils reading at home in Igembe South Constituency, Meru County, Kenya, findings indicate that parental involvement in children's reading at home in Igembe was very low. Mwang'ombe (2021) in the study on Competency Based Curriculum (CBC) in



Kenya: Teachers understanding and skills, reality on the ground, successes, challenges and recommendations on the implementation of Competency, established that majority of the parents are not aware at all of their crucial role in the implementation of the CBC. Instilling and nurturing skills and competencies among learners should be a collaborative role between the teachers and the parents.

Research shows that parental involvement has a positive impact on student engagement, motivation and academic achievement. When parents are involved, children tend to attain better grades, higher test scores, and are more likely to graduate, pursue higher education and maintain positive relationships throughout their lives (Martinez-Yarza et al. 2024). Furthermore, engagement of parents boosts confidence and motivation which is displayed in increased self-esteem, enthusiasm, and love for learning (Yang et al. 2023). Yang et al. opine that children develop better study habits: improved time management, organization, and homework completion.

Most parents have faced challenges in implementing their role in CBC. A study conducted by Mwarari et al. (2020) on Challenges in Reference to Epstein's types of Parental Involvement cited that parents lack adequate induction and knowledge on their role in CBC and there is also poor communication and short notices from schools. Additionally, they lack enough time with their children since some work during the day and at night. Some view CBC to be very demanding due to a lot of homework assigned to the learners. Parents from poor backgrounds lack money to purchase learning materials while other parents have worries about their children safety when conducting community service activities. All these challenges pose a threat to the implementation of CBC in Kenya. A critical question arises whether or not parental involvement assists learners to acquire competencies as stipulated in the curriculum. This state of affairs necessitated the empirical enquiry on how Parent-Guided Audio Recordings Enhance Learning of Entrepreneurial Vocabularies in Grade 7 Learners.



Knowledge of vocabulary is a core pillar in acquisition of competencies by learners. Alqahtani (2015) assert that vocabulary knowledge significantly correlates with writing performance skills. Beck et al. (2013) affirm that vocabulary knowledge is a crucial component of reading comprehension, and it can be taught and improved through instruction. Vocabulary knowledge increases accuracy and clarity in communication, a soft skill that enhances an individual's interactions, job performance and career prospects (Verhoeven & Perfetti, 2011). Communication and collaboration is one of the competencies that learners are envisaged to acquire in CBC in Kenya.

PURPOSE OF THE STUDY

The purpose of the study was to examine the role parents play towards assisting Grade 7 Learners grasp entrepreneurial vocabularies in a public junior school.

RESEARCH QUESTION

What is the significant difference in learning outcomes of entrepreneurial vocabularies of grade 7 learners as a result of parental guidance?

Hypothesis of the Study

The following hypothesis was tested:

H₀: There is no significant difference in learning outcomes of entrepreneurial vocabularies of grade 7 learners as a result of parental guidance.

THEORETICAL FRAMEWORK

A perspective which greatly influenced the understanding of the study was Vygotskian Socio-Cultural Theory (SCT) which emphasizes the importance of using a language in social situations, as a necessary herald to individual learning (Vygotsky, 1987). Vygotsky's perspective on the role of language in learning can be explained in two ways: First, language accommodates a medium of learning. This means that learning can basically take place in a social context and social interaction is the essence of learning. Second, language is an instrument that assists a learner to think. SCT posits that when a learner is familiar with the academic language s/he can learn individually through interaction with peers and even by reading text books. Vygotsky claims that



concepts cannot be acquired in conscious form without language and a child cannot have a conscious understanding of concepts before they are explained in a related context using language (Vygotsky, 1987). SCT has been applied by Huang and Normandia (2007) in a study to examine linguistic features of students' written discourse in secondary school mathematics in Central New Jersey in United States of America. Similarly, Semeon and Mutekwe (2021) applied SCT to explore Perceptions about the use of language in classrooms in South Africa. The current study explored learning in a social context where language (use of vocabulary) was instrumental in gauging learning hence the relevance of SCT.

LIMITATIONS OF THE STUDY

The results of this study should be considered under some limitations. The small sample size may limit generalizability of findings to a larger population. Data collection was done by two researchers over a period of ten weeks. The period was not long enough to accommodate multiple objectives hence one objective was selected for comprehensiveness.

METHODOLOGY

Design

The study adopted a longitudinal design in a span of three months investigating how parent-guided audio responses assist learners to master entrepreneurial vocabulary. The same test was administered to learners at three different occasions to establish progress in learning due to parental involvement.

Sampling Technique

The larger study from which the paper is hived adopted Purposive sampling to get twenty-five semi-urban Junior schools in one county. Stratified sampling was used in selecting schools while classrooms were purposively selected where the subject teacher was trained and licensed by teachers' employer to practice teaching. In the selected schools and classes, syllabus coverage was not uniform thus learners were doing varied take-home assignments. This paper purposively selected one stream of 50 learners in a



two-streamed grade 7 class comprising 102 learners from a semi-urban public Junior School (JS) in Kenya. Prior to commencing the study, all had completed 6 years of primary schooling.

The classroom

In the research setting, there were two teachers of Business Studies who were well credentialed, with both of them completing a 4-year undergraduate Bachelor of Education course. The teachers had participated in a number of capacity building programs in technical subjects besides a number of Business Studies courses at the undergraduate level, thus both of them were confident in teaching Business Studies at grade 7 in Junior School (JS).

Instruments

At the beginning of the term, learners shared their understanding of basic entrepreneurial terminologies in diagnostic test. The terminologies were accumulated from Grade 5 to 7 across two learning areas, that is, Home Science and Business Studies. In Home Science Grade 5 and 6, entrepreneurial terminologies include advertising, buying, consumers, budgeting, debts and the likes. Grade 7 Business Studies vocabularies include profit, money, capital and interest. During the fifth week of learning, the teacher gave learners a take away to do under the guidance of parents. The exercise read: Discuss with your parent or guardian about how you can make income from dealing with non-metallic materials. The teacher emphasized that the end product was to be a voice recorded response of the learner under guidance of the parent or guardian, lasting for 2-4 minutes and highlighting proper use of key entrepreneurial vocabularies. During week 10, the learners did a summative test which had the same content as the diagnostic test. The purpose was to test improvement in learning as learners progressed from week 1 to week 10 of the term before sitting end-term examinations.



RESULTS

The study tested the following hypothesis at $P\text{-Value} > 0.05$:

H_0 : There is no significant difference in learning outcomes of entrepreneurial vocabularies of grade 7 learners as a result of parental guidance. $P\text{-Value} > 0.05$ implies that the study fails to reject the null hypothesis; no significant association. From the learner's responses, seven vocabularies were delineated with respect to three categories, that is, diagnostic, mid-term and summative tests. The terminologies were Capital, interest, buying price, selling price, profit, advertising and budgeting as presented in Table 1.

Table 1: Frequency and percentage frequency of correct use of vocabulary in the diagnostic test

Categories	Week 2 (Diagnostic Test)	Week5(Mid-term Assessment)	Week 10 (Summative Assessment)
1. Capital	19 (38%)	25 (49%)	22 (45%)
2. Interest	10 (20%)	14(27%)	16 (32%)
3. Buying Price	7 (14%)	5 (9%)	6(13%)
4. Selling price	4(9%)	0(0%)	1 (1%)
5. Profit	2 (5%)	2 (5%)	2 (5%)
6. Advertising	4 (7%)	2 (5%)	2 (3%)
7. Budgeting	4 (7%)	2 (5%)	1 (1%)
7. Budgeting	50 (100%)	50 (100%)	50 (100%)

From the results of a chi-squared test it appears that no significant difference was found between the responses over the 10-weeks period ($\chi^2_{12}=18.99$, $p=0.10$). Therefore, the study fails to reject the null hypothesis. Given the number of limited responses in categories 4, 5, 6 and 7, step-down χ^2 were performed to ascertain if there were any significant differences in responses in categories 1, 2, and 3. The results indicate that there were no significant differences across each of the categories (Category 1, $\chi^2_2 = 2.068$; Category 2, $\chi^2_2 = 0.929$; Category 3, $\chi^2_2 = 2.068$). It can be noted by the trends in the table that as the learners progressed from week 2 to week 10, the frequency of correct responses decreased. As indicated by the results, after 10 weeks of learning, a



significant number of learners still could not define, explain or use the common entrepreneurial vocabularies correctly.

DISCUSSION AND CONCLUSIONS

The trends identified in learner's use of entrepreneurial vocabulary mirror many of the trends delineated in past research. This supports the claim of Otuma, Kati and Wasike (2023) that many learners complete a strand in a learning area with a very narrow understanding of basic vocabularies. This research adds to the current literature in that learners not only complete a strand with a narrow view of vocabulary, but this develops at an early stage (week 2) and does not significantly change as they progress through learning. It also suggests that further learning experiences does not appear to have any significant impact on this understanding. For example, 49% and 45% of learners had conceptual understanding of capital in parent-guided assessment and summative assessment respectively as presented in Table 1.

In category 5, learners' results did not display any value addition with regard to parental guidance of audio-recorded responses since the 5% of learners demonstrated the knowledge of profit all through as recorded in Table 1. A common response all through in this category was the use of 'good' and 'more' to mean profit. For instance, learners said: "when we sell things, we get *good* [sic] money that we didn't have before; we sell what we make at home and get *more* [sic] money". The responses mirror misconceptions of entrepreneurial vocabulary which compromises learning of competencies of communication and critical thinking as envisaged in the Competency Based Curriculum. These responses did not seem to reflect the types of classroom activities these learners were commonly engaged in. Does this reflect home conversations between participants in an ordinary way or lay-talk? If so, what effect does this have on cognitive development? Cognitive development theory provides some insights into the directions that both research and classroom discourse need to proceed. Halford (1993) suggests that information processing capacity limitations in



humans should be defined in terms of the complexity of the relations that can be processed in parallel.

These learners possess a limited understanding of basic entrepreneurial vocabularies (for instance describing profit as ‘good money’ and misconception that capital only refers to ‘money’). Tsamir and Almog (2001) suggested that many of the difficulties learners experience in later years reflect their limited understanding of the semantic aspects of the vocabulary itself. The role that parents play in take-home assignment was difficult to gauge as the data suggested that there was no distinct difference in learning outcomes between the task learners did under the guidance of parents and the summative test. Therefore, the study failed to reject the null hypothesis. This research goes beyond this conjecture, suggesting that learners’ fundamental understanding of the concept itself is limited. This research also begins to tease out the associations grade seven learners are making with basic entrepreneurial vocabulary and thus assists in informing the discourse that could occur to help learners reach beyond their narrow understandings.

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