

**INFLUENCE OF CONTENT EVALUATION CRITERIA ON QUALITY OF  
BUSINESS STUDIES CORE TEXTBOOK IN SECONDARY SCHOOLS IN  
KENYA**

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Master of Education in Business Education, Department of Education  
Communication and Pedagogical studies, University of Nairobi**

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## DECLARATION

This thesis is my original work and has not been presented for the award of any diploma or degree in any University.



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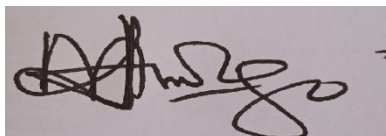
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## DEDICATION

This project is dedicated to myfather and mother; Jarso Jero and Elizabeth Jarso, for their moral support and advice and prayers in achievement of my academic agenda.

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## ABREVIATION AND ACRONYMS

<b>CBC</b>	Competency Based Curriculum
<b>CM</b>	Concept Mastery
<b>DP</b>	Differentiated Technique
<b>H<sub>0</sub></b>	Null Hypothesis
<b>IC</b>	Instruction Content
<b>IP</b>	Individual Preference
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>LA</b>	Learning Assignment
<b>LC</b>	Learner Cognition
<b>LZM</b>	Learning Zone Model
<b>MoEST</b>	Ministry of Education Science and Technology
<b>OBJ</b>	Objectives
<b>PS</b>	Presentation Style
<b>SD</b>	Skill Development
<b>SG</b>	Subject Goals
<b>SM</b>	Scaffolding Metaphor
<b>SO</b>	Specific Objectives
<b>TM</b>	Teaching Methods
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VR</b>	Visual Representation
<b>ZPD</b>	Zone of Proximal Development

## ABSTRACT

Well-structured business studies textbook provides enjoyable episodes of knowledge creation which promotes achievement learning outcome for sustained academic results. Business textbook represents potentially implemented curriculum. This means that textbook provides means through which subject aims are achieved resulting in development of business knowledge and skills. However, Inadequately structured business studies core textbook limits learner's broad, explorable field of marvel and discovery in learning of business studies principles and acquisition of desirable skills consequently resulting in drop in learner mean score in Kenya. The study determined influence of evaluation criteria on quality of textbook. Study dimensions included teaching method, instruction content and learning assignment. The design adopted is exploratory research design. The study population was 12 public secondary schools with 36 business studies' teachers. Snow balling technique was used to sample 12 business studies' teachers. Primary data was collected through semi-structured questionnaire ensued to business studies' teachers and interview schedule for District Quality Assurance and Standards Officer (DQASO) and curriculum developer at Kenya Institute of curriculum development (KICD). Data collected were both quantitative and qualitative. Quantitative data were analyzed through counts, percentages, means, standard deviations and Chi square tests while Qualitative data were analyzed using content analysis. Cross tabulation results further indicated that teaching methods significantly influence quality of textbook implying that appropriate teaching methods supports achievement of learning. It was also found that presentation, visuals and differentiated instruction influence quality of instruction content encouraging learning. Cross tabulation results also revealed that instructional content has significant influence on quality of textbook. Business studies teachers agreed that subject goals, concept mastery and skill development are important elements of learning assignments. District Quality Assurance and Standards Officer indicated that there is policy with regard to textbook at secondary schools in Kenya. However, stated policies are not clearly defined attracting challenges related to instructional policy implementation of textbook. KICD plays critical role in evaluation of textbook content, managing process of approval and evaluation of core textbook. Evaluation of textbook content is deemed necessary in ensuring quality textbook is developed. The study also concluded teaching methods, instructional content, learning assignments enhances quality through adequate support from KICD alongside Ministry of Education. There is need for schools, KICD and Ministry of Education to oversee implementation of instructional policies in development of textbook and bridging any gap that may inhibit quality learning. District quality assurance and standards officer (DQASO) also need to review their guidelines to ensure that there clear channel through which error in textbooks are identified, reported and corrected more often.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Business studies core textbook when properly constituted accelerates learning and knowledge retention among learners across school system. As set forth by Vermont and Donche (2017) correctly conceived script adopts a progressive submission of details contributing to success at school evidenced by academic attainment by the learner. Stepwise discourse paves way for academic success giving rise to excellence in knowledge construction yielding positivity towards skill acquisition. However, learning is interrupted if the core textbook is improperly designed. Apprehension, in business studies is likely to be empowered with accurate diagrams promoting sustained edification for better, examination results (Ganira, Odundo, Ciumuari & Muasya, 2019). Using variety of diagrams in BSCT furnishes learner with exciting and lively episodes resulting in construction of knowledge even in absence of business studies teacher. However, vague diagrams in core texts may discourage learning consequently blocking skill development degrading learner's outcome. In addition, well-designed BSCT amplifies interesting instructional method which is appropriate for varied learning capabilities assisting learning satisfaction (Ganira *et al.*, 2019). In instances where content is well designed mastery of language techniques is expedited boosting discussions among learners with different cognitive capabilities captivating learning process for improved learning outcome.

Content in BSCT may be discerned if sentences are correct and simple for learner to grasp concepts supporting imagination and creativity. As put forward by Demir and Erdogan (2017) success in academics is inspired by grammatical utterances in the core textbook. Proper form of speech is requisite element for correct articulation of sounds, empowering correct communication skills ushering in self-driven learning for higher grades. In addition, intellectual attainment is supposedly reinforced by BSCT through in built learning assignments (MacNaul, Garcia, Catia & Thacker, 2021). Inclusion of exercises reassures learner of comprehension of facts increasing educational achievement. Practical engagements in BSCT enhance concept mastery yielding academic realization for success in school. As postulated by Gerhatova, Perichta and Maria (2020), revision exercise in BSCT reinforces independent learning propelling skill development in Business Education. Nevertheless, erroneous phrases are likely to delude the learner translating into unfavorable academic results.

Duly conceived BSCT provides classroom testing that augurs well with individual preference accelerating acquisition of inner imaginative skills (Kipsaina and Nabwire, 2016). Detailed explanation of concepts enables learner to achieve learning objectives supporting interest-based learning which hastens wider reading and knowledge creation for amplified results in business studies. Through incorporation of images of real objects in the core textbook enthusiasm and synergy is propagated paving way for new discoveries promoting learners aptitude (Triaca 2017).

Images in BSCT captivate knowledge construction, consequently supporting application of knowledge learnt to real life situation leading to mastery of concepts. In addition, correctly structured BSCT adopts differentiated instruction which positively influences learner's motivation to dig deeper into comprehension of facts reinforcing

acquisition of requisite knowledge and skills (Vintere, 2018). In contrast, core textbook that does not provide comprehensive explanation of concepts may obstruct depth of intellect retarding effective learning which may bring about confusion in the learning process clogging academic outcome.

Learning through well-planned core text maximizes knowledge retention inaugurating development of learner's memory, resulting in increased learning outcome. In consonance with maximum knowledge retention, Vallejo, Rafael, and Ricardo (2020) asserts that learners are likely to recall facts obtained through BSCT, if colored photos relating to abstract issues are presented in-text, they assist knowledge creation bringing growth in academic outcome. Jazzazi and Sultan (2017) opinionated that incorporation of variety of artwork in BSCT stimulates creativity and imagination enabling understanding and mastery of concepts facilitating achievement of learning objectives.

As put forward by Shamsideen (2016), sustained learning in business studies is backed up by quality graphics that keeps learner attentive and be engaged in exercises focused on increasing school results. Quality graphics is likely to evoke desirable attitude as it entails use of pertinent images that engages learners for accelerated understanding and knowledge retention promoting improvement in test scores. Use of graphics is likely to evoke desirable attitude as it entails use of pertinent images that engages learners for accelerated understanding and knowledge retention promoting improvement in test scores.

The quality of business studies textbook is likely to be evaluated, to ascertain effectiveness of instructional resource and methods for improved learning achievement. As propounded by Jitpranee and Songsirisak (2019) the worth of an



academic instruction is determined through investigating its content based on evaluation criteria. The core text assessment guidelines may stimulate generation of opinions concerning the instructional content giving a boost to a robust textbook revision where necessary. Revising the core text is likely to facilitate quality material for teaching, translating into progressive study improving learner's academic records. As stated in Shahab, Clinch and O'Neil (2019) revising the core textbook establishes worth and value of the subject matter leading to production of instructional material that instigates understanding and retention of knowledge for better learning outcomes.

Results of assessment may stimulate production of core textbooks that meets set out quality measures and standards for a better learning experience and improved academic outcomes. As stated in UNESCO (2010,2015), criteria for assessing teaching and learning materials are perceived in the following thematic areas: the scope of the curriculum, language characteristics, information visualization, teaching methods, material sequencing, differentiated technique, revision questions and current issues. This means that business studies core textbook is justified by the extent to which it has addressed specific quality parameters for intensification of learning achievement leading to improved learners overall mean score.

In order to achieve learning objectives which consequently leads to mastery of concepts well designed business studies textbook is likely to adopt coherence with the syllabus to facilitate learning and retention of concepts in business studies, (Filgona, Sakiyo and Gwany, 2020). The textbook is meant to facilitate achievement of the approved curriculum; this is made possible through content in textbook that matches the content of curriculum. Business studies textbook that offers right instructional content, adopt preferred methodology, and include variety of exercises is likely to

promote learning which consequently leads to individualized learning as a result building learners self-esteem yielding desired academic outcome.

According to Tezera (2019) education policy influence design of business studies textbook in that policies put in place determines whether a textbook can be reviewed to ascertain its quality status. Policy is likely to outline the channels to be followed in reporting inadequacies in a business textbook thereby aiding in promoting quality hence encouraging learning through business studies textbook. On the contrary in adequate policy or lack of knowledge of existing policies may discourage development of quality textbooks aimed at initiating change that would benefit learner.

As stated in OECD (2019) a good educational policy is that which have engaged all the stakeholders from the inception to implementation stage. Inclusion of all key parties improves the applicability of the policies and hence encouraging its interpretation and implementation and hence limiting challenges that may arise from ambiguity of quality policy hence promoting learning through textbook across school system in Kenya. Change in education is an inevitable fact necessitated by the development in technology and the world becoming a global village. Vinnet and Pont (2017) education is tool for individual and social progress and so high quality education and competencies are emphasized. However, policies developed to facilitate change may fail due to ignorance of individuals to implement it and hence resulting in weakness of implementation process contributing to inadequate learning through textbook leading to low results. Policies developed by ministry of Education guides the selection of textbook, acquisition of the textbook and the textbook review.

## **1.2 Statement of the Problem**

Business studies core textbook amplifies interesting instructional method which is appropriate for varied capabilities assisting learning satisfaction. In instances where content is well organized mastery of language techniques is expedited boosting discussions among learners with different cognitive capabilities captivating learning process for improved learning outcome. Inadequately structured business studies core textbook limits learner's broad, explorable field of marvel and discovery in learning and acquisition of desirable skills consequently resulting in decreased mean score in KCSE Examination. Properly designed business studies textbook boosts enthusiasm and synergy paving way for new discoveries promoting learner's aptitude for accelerated academic achievement in secondary schools in Kenya.

Additionally, through KICD, ministry of Education science and Technology has developed course material evaluation document which controls quality of Textbook supplied to schools promoting knowledge construction among learners. However, Inadequacy in one of Secondary school textbook was highlighted in a report by KICD, press release of 18 Feb, 2018 that some errors in textbook inhibit learning achievement degrading academic outcome among learners. Additionally business textbook that does not match curriculum content is Inappropriate and may block learning through textbook. Based on centrality of core textbook in learning, this study explored influence of learning methods, instructional content, learning assignment, textbook evaluation and instructional policy in promoting quality of business studies core textbook.

### **1.3 Purpose of the Study**

This project established relevance of teaching methods, instructional content, learning assignment, textbook evaluation and instructional policy in achievement of quality business studies textbook across school system in Kenya.

### **1.4 Research Objectives**

**OBJ 1:** Explore influence of teaching methods on quality of Business Textbook.

**OBJ 2:** Assess relevance of instructional content in enhancing quality Textbook.

**OBJ 3:** Determine suitability of learning assignments in promoting Quality Textbook.

**OBJ 4:** Examine relevance of instructional policy in supporting Quality Textbook.

**OBJ 5:** Evaluate effectiveness of textbook evaluation in enhancing Quality Textbook.

### **1.5 Research Hypothesis**

The study tested the following hypothesis being guided by the research objectives

**H<sub>01</sub>:** There is no relation between teaching methods and quality of textbook

**H<sub>02</sub>:** There is no relation between Instructional content and quality textbook

**H<sub>03</sub>:** There is no relation between learning assignments and quality textbook

### **1.6 Research Questions**

- i) How is instructional policy relevant in supporting quality textbook?
- ii) How does textbook evaluation influence quality of textbook?

### **1.7 Significance of the Study**

The investigator chose evaluation criteria of identifying quality business studies textbook because this will support teachers in giving proper instruction to learners leading to desired learning outcome. Business studies subject teacher need to analyze core textbook for effectiveness of learning outcome.

### **1.8 Limitation of the Study**

Limitations are factors which may affect the study (Greener, 2018). The study included only one business studies textbook; however, comparison was made to some of the books used as references by the subject teachers, There are many criteria that are guiding to determine quality of business studies textbook, however this study adopts only criteria provided by UNESCO (2010, 2015), time and resources may not allow all of them to be looked into.

### **1.9 Delimitation of the Study**

The study did analysis of evaluation criteria on quality of Inventor 3, Form 3 Business Studies Students' Textbook.

### **1.10 Basic Assumption**

The researcher was not be biased in collection and analysis of data.

Respondents gave correct responses to the questions in questionnaire.

### 1.11 Operational Definition of Key Terms

<b>Business studies:</b>	Subject taught in secondary schools, concerning knowledge and skills in business. KICD (2017) posit that Business Studies is a broad field of study consisting of Accounting, Commerce, Economics, Office Practice and Entrepreneurship.
<b>Concept mastery:</b>	Conclusive understanding of content. Ulfa, Anggraeni and Supriatno (2017) assert that concept mastery is production of concrete knowledge.
<b>Content analysis:</b>	Is a research method where data is obtained from written material based on a given guideline to ascertain whether information corresponds to standards set. According to Bell, Bryman, and Harley (2019), research invigilator determines meaning of information in textbook.
<b>Content Evaluation:</b>	Generating information to be taught to learners through textbook, Woodward, Lloyd, and Kimmons, (2017).
<b>Content:</b>	That which is contained in a document. As postulated by Ganira, Odundo, Gatumu and Muasya, (2020), Content is instructional knowledge for learning
<b>Subject objectives:</b>	Content to be taught to learners at a given level of study. Campbell-Philips (2020), a sequence of course of study including content and its processes
<b>Differentiated instruction:</b>	Reacting responsively to individual learning style. Raja and Nagasubramani (2018) responding positively to individual learning style.
<b>Evaluation criteria:</b>	Guidelines to be followed when analyzing content. Khan and Rahman (2017), a systematically developed evidence-based statement

<b>Individual preference:</b>	Being relevant to individual learners need. Vermont and Donche (2017) learning activities that learners employ, their beliefs about learning and their motivation style meeting teaching styles.
<b>Instructional Policy:</b>	Laws governing instructional material; Textbook, Andy Smart and Shanti Jagannathan (2018).
<b>Learner cognition:</b>	Learning ability of the learner. Ability of human brain to understand complex ideas.
<b>Learning Assignment:</b>	Sentences aimed at finding out information about learning outcome. Dudley <i>et al.</i> , (2019) learning assignment is that which stimulates the thinking process.
<b>Presentation style:</b>	Ordering of content. According to Dudley, Xu, Vermont, Lang (2019): presentation style is efficient ordering of content to improve learning
<b>Quality of textbook:</b>	Suitability of a textbook based on the standards by MoEST. Sultan (2017) asserts quality is match of content with specific learning objectives.
<b>Skill development:</b>	Purposeful and self-directed disciplined learning. Robert(2015): intellectually disciplined process of evaluating information as a guide to belief and action.
<b>Specific objectives:</b>	Learning outcome or fulfillment of desired result.
<b>Syllabus Coherence:</b>	Match between textbook content and syllabus.
<b>Teachers guide:</b>	Book that offers insight on how teaching can effectively executed.
<b>Teaching method:</b>	A way of delivering Content, Dorgu (2015) strategy to facilitate student learning satisfaction

- Textbook:** Instructional document used in and out of a classroom, Prasetya (2018) teaching instrument that systematically reference knowledge and information of a particular subject
- Visual Representation:** Illustration and diagrams in textbooks. Carlos et al., (2020) States that Visual Representation involves use images and visual media.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter provides summary of previous of previous studies theory and conceptual framework of the study outlining how variables interact to bring about quality textbook.

#### **2.2 Review of Related Literature**

##### **2.2.1 Teaching Methods and quality textbook**

A well planned teaching method (TM) may yield more positive result in achievement of business studies curriculum goals. A study by Vermont and Donche, (2017) on students learning in higher Education in Belgium found out that methods of teaching used, type of assessment, and opportunities to collaborate with other students influence level of learning to be realized. Well-planned teaching method is likely to adhere to the nature of content, level of learner and the objectives of the curriculum. An appropriate teaching method enhances achievement of learning objectives.

The teaching methods adopted by business studies textbook as stated by Ganira, Odundo, Gatumu, Muasya, (2019) in study on Social Studies Curriculum and Cooperation among Preschool Learners in Nairobi County, Kenya, revealed that appropriate teaching methods facilitates interaction between learner and business studies textbook to achieve a specific goal in relation to the curriculum content. Descriptive survey design was used; primary data was obtained from 109 teachers in public preschool and 7% of parents who pick learners in the evening. Data was

obtained through questionnaires, interviews and observation scheduled. Research recommended further studies in influence of instructional methods on learning achievement. This study focuses on determining influence of teaching method on quality of textbook. Appropriate teaching method enhances passing on of content to learner thereby contributing to construction of knowledge through business studies textbook.

Assessment questions are one of the methods in business studies textbook that enhances achievement of learning. Further, Ganira et al. (2019) asserts that teaching methods cognizant of learner's needs facilitates reading culture resulting in learning achievement. Cognitive development is achieved by business studies textbook if TM adopted matches individual learner's interest leading to acquisition of skills in business studies.

#### **2.2.1.1 Teaching methods, individual preference and quality textbook**

Business studies textbook meets learner's preference if the tasks and experiences resonate with learner interest and personality trait. As opinionated Alkis and Temizel,(2015) in study about influence of Individual Differences on teaching technique in Çankaya, Ankara, Turkey; it was concludes that there is significant relationship between personality traits and teaching strategies. Participants of the study were 381 university students. A structured questionnaire was used to collect data. Study concluded that language level of business studies textbook determines learner motivation to learn. A proper match between the language and learner interest enhances interaction with business studies core textbook. All factors kept constant frequent interaction with business studies textbooks encourages learning achievement.

Learning with business studies textbook is facilitated by simplicity of language adopted which boosts learner motivation. This was established through a study on motivation in learning by Filgona, Sakiyo, Gwany and Ukoronka,(2020) Adamawa State, Nigeria. In other words, appropriate language in business studies textbook promotes learning motivation and mastery of concepts in business whereas language beyond the learner's ability discourages mastery of concepts in business studies limiting learner motivation in knowledge creation. In the views of Arikpo and Domike (2015) duly conceived BSCT provides learner with discussions that augur well with individual preference accelerating acquisition of inner imaginative skills.

Study aimed to explore influence of pupils learning preference and interest development in learning, in Calabar Nigeria. Detailed explanation of concepts enables learner to achieve learning objectives supporting interest-based learning which hastens wider reading and knowledge creation for amplified results in business studies. Appropriate language in business studies textbook increases learner motivation to learn. A motivated learner looks forward into obtaining high grades hence IP favours constant interaction with business studies textbook. On the other hand, in appropriate language in business studies textbook discourages use of textbook in the learning process thereby hindering learning achievement.

#### **2.2.1.2 Teaching methods, differentiated instruction and quality textbook.**

Learning in business studies is accelerated whenever the business studies textbook adopts diversified approach to teaching to meet different learning styles in classroom. Differentiated instruction (DI) contributes to favorable environment for learning to specific learner in class. The DI in business studies textbook promotes learning thus achieving the specific learning objectives. In the views of Ndinda,

Barasa and Omulando (2017) in their study on use of Illustrations in Teaching of Reading Comprehension: a study of Secondary Schools in Kathiani District-Kenya, differentiating instruction through textbook illustration enable learner; comprehend what is being taught faster as compare to text only presentation style thereby boosting learner morale in mastery of concept in given area of specialization.

In addition, well-designed BSCT amplifies interesting instructional method appropriate for varied learning capabilities assisting learning satisfaction for improved academic results. In instances where content is well designed mastery of language techniques is expedited boosting discussions among learners with different cognitive capabilities captivating learning process for improved learning outcome. In addition, correctly structured BSCT adopts differentiated instruction which positively contributes to learner motivation to dig deeper into comprehension of facts reinforcing acquisition of requisite knowledge and skills as stated by Vintere(2018) in study on factors contributing to motivation of mathematical studies at the University in Jelgava; Latvia in Europe. In contrast, core textbook that does not provide comprehensive explanation of concepts may obstruct learner's depth of intellect retarding effective learning which may bring about confusion in the learning process clogging academic outcome.

Every category of learners in class is able to read and interpret business studies textbook based on personal interest and ability to learn. This is opinionated by Shareefa, Rohani, Abdula and Jawawi, (2019) on differentiated instruction in Brunei Asia. The study adopted mixed method approach. Data was obtained from 101 teachers for lower primary concerning their view on varying teaching methodology. DI enables learners achieve learning objectives within a given time frame.

Differentiation in methods of teaching through business studies textbook engages learners' visual, auditory and kinesthetic senses in knowledge construction. The learner's memory and retention ability are enhanced through the hands-on activities. Business studies textbook that engages learners in observation, discussion and work out activities using their hands leads to attainment of specific learning outcome increasing learner mean score. Deunk *et al.*, (2018) affirms this analogy in a study on influence of learner cognition on differentiation practices in achievement of learning primary education in Malaysia by stating that incorporation of variety in business studies textbook ends boredom and promotes learning of business studies concepts. Learner participates in teaching and learning process through asking questions and being answered for, resulting in interactive learning process which is learner's favorite thus leading to achievement of learning objectives.

### **2.2.1.3 Teaching methods, specific objectives and quality of textbook**

Teaching methods adopted in the business studies core textbook facilitate achievement of specific goal for improved learning. As propounded by Arnous and Kotob, (2019) in study on effect of learner achievement in Lebanon, achievement of specific goals results in acquisition of skills and concept mastery in business studies. Study used quasi-experimental design, with 38 learners and 2 teachers were respondents. Findings revealed that there is no relationship between differentiated and tradition method of teaching in supporting learning among learners. Study recommended further study on influence of variety of methodology on achievement of learning. Focus of this study is determining influence of differentiated instruction on quality of textbook. The variety of teaching methods makes learner to be hand on

through the learning process hence encouraging acquisition of knowledge contributing to fulfillment of specific objectives.

On the other hand, Beasley and Beck (2020) in study entitled Identifying the differentiated methodology of virtual school teachers concluded that inadequate teaching methods bar retention of knowledge discouraging achievement of specific objectives. Study suggested research in influence of partnership between curriculum developers and designers of online learning resource to allow maximum learning resource variation to promote realization of learning objectives. Series of activities that learners engage in facilitate character formation which in return leads to increasing achievement learning objectives. Whenever business studies textbook narrows down on single teaching method learning is likely to be discouraged limiting achievement specific objectives. Findings of research by Robert, O' Keefe, Juan, Lopez, Jun Xu and Rodgers (2015) on Teaching and learning objectives revealed that objectives have been source of inspiration for learning promoting high grades in business studies. Increase in learner means score boosts learner morale setting reasonable aspirational goals for improved learning.

### **2.2.2 Instructional content and quality of business studies textbook**

The way content is structured in business studies textbook determines whether learning will take place. According to Abubakar (2020) in his study on Impact of educational content on learners' academic results in Physics, in Sokoto-Nigeria affirms that effectiveness of Educational Content in business studies textbook is judged by extent to which it has yielded successful learning. The study adopted descriptive survey study. Study recommended provision learning resources and ensure its effective use through close monitoring in order to realize maximum achievement

of learning objectives. Appropriately structured IC encourages individualized learning and critical thinking hence encouraging achievement of learning objectives. However, learning is hindered in instances where business studies textbook does not adopt proper IC. Tety (2016), asserts that educational content in business studies textbook influence how fast a concept is mastered. Study on impact of Instructional resource on Academic outcome among learners across secondary schools in Tanzania. Survey design was applied for the study.

The respondents were 5 community secondary schools in Rombo district which were randomly selected. The study suggested that the way teachers and students use instructional materials influences teaching and learning processes. The lesser the time taken to understand a concept the more concepts are mastered by learner. A stepwise presentation enhances quick understanding of concepts. On the contrary learning is very difficult with textbooks whose structure is complicated. Zwart, Van Luit, Norooti and Goei (2017) in Netherland, on impact of learning resource on learning outcome for improved learner motivation. Study concluded that appropriate instructional information boosts learner's motivation to learn hence leading to increase in learner mean score. The results showed that digital instructional content promotes learners learning accelerating skill acquisition in business studies. The learning enhancement was mostly due to the use of instructional clips and structuring of content.

Concept mastery and retention in business studies is encouraged whenever learner is self-motivated and internally driven to learn. Therefore, efficiently formulated IC in business studies textbook accelerates learning, while improper IC in business studies textbook blocks learning experience. According to Richard (2016) specific learning outcomes represents content that is meant to be understood which is enhanced by

match a between learner ability and precisely stated knowledge and skills. It also represents abilities learner must acquire at the end of learning sessions. Bojanić and Topalov (2016) who indicated that curriculum developers should be able to make an informed decision and choose a textbook that is most suitable for the requirements of specific learning outcome.

### **2.2.2.1 Instructional content, presentation style and quality textbook**

Well-presented instructional content attracts learner attention to keenly study the text material resulting in improvement in reading culture which accelerates learning achievement. In the views of Kebritchi, Lipschuetze and Santiago (2017) business studies textbook that Present Information Logically may be a source of inspiration for learners' construction of knowledge. Business studies textbook whose presentation style enhances stepwise development of knowledge learning achievement is encouraged. On the contrary improper PS in business studies textbook discourages learning with the business studies textbook. Correctly conceived script adopts a progressive submission of details contributing to success at school evidenced by academic attainment by the learner.

The stepwise discourse paves way for academic success giving rise to excellence in knowledge construction yielding positive results for skill acquisition. The ease of the learning process increases rate of knowledge construction. The knowledge learnt is likely to be retained and recalled if the situation demands so. Recall and providing correct answers is fruit of effective learning process through business studies textbook. However, business studies textbook with improper material sequencing interferes with learner's cognition there by interrupted learning experience. A study by educational bureau of Tety (2016) revealed that effective and successful learning is



realized if business studies textbook structures its content chronologically. Chronological arrangement of content enables the learner to move from the already learnt experiences to new knowledge being introduced. If new concepts are properly linked to learner's prior experiences concepts can easily be mastered. However, business studies textbook that disregards logical presentation blocks learning. Liu and Khine (2016) diagrams represents instructional information been taught therefore comprehension is made possible hence encouraging mastery of concepts.

### **2.2.2.2 Instructional content, learner cognition and quality textbook**

Theories and principles in business studies Textbook is likely to match cognitive ability if the complexity of the material presentation is relevant to the level of learner's mental processes. The learner is likely to master concept whose presentation matches their ability to learn. On the other hand, business studies textbook whose complexity of content presentation is beyond the learner's mental characteristics, acquisition of skills is discouraged. As put forward by Demir and Erdogan (2017) success in academics is inspired by grammatical utterances in the core textbook. Proper form of speech is a requisite element for correct articulation of sounds, empowering correct communication skills ushering in self-driven learning for higher grades. Appropriate material sequencing meets cognitive characteristics of learner hence facilitating learning achievement (Alqurashi, 2018).

The individual difference in class is likely to be catered for by business studies textbook that adopts material presentation that is simple and precise. Simple and precise presentation develops learner thinking ability there by facilitating learning through business studies textbook without necessarily having to consult a more knowledgeable peer or adult. According to Wilhelm and Baber (2020) content

presentation will reflect LC in instances where the business studies textbook facilitates learner move from known to unknown. When new concepts are linked to already achieved knowledge learning is enhanced, however in instances where the presentation does not provide a link to what the learner already knows learning is discouraged. Kizilaslan, Zorluoglu and Sozbilir (2020) who indicated that hands-on classroom activities improve learning activities and have to be well captured in business textbooks. As learner interacts with objects that represent specific learning outcomes, learning interest is developed hence fast tracking knowledge construction leading to cementing of concepts learnt.

### **2.2.2.3 Instructional content, visual representation and quality textbook**

Information visualization in business studies textbooks facilitates mastery of concepts. The mastery of concept in business studies textbooks is enhanced by VR and the ability to read, interpret and understand specific visuals (Weerasinghe and Fernando, 2017). Visuals such as graphical images can help reinforce numerical data which usually shows relationship between two variables. Other visuals facilitating learning are pictures, drawings, diagrams and other forms of illustration. As put forward by Shamsideen (2016), sustained learning in business studies is backed up by quality graphics that keeps the learner attentive and be engaged in exercises focused on increasing school results.

Quality graphics is likely to evoke desirable attitude as it entails use of pertinent images that engages learners for accelerated understanding and knowledge retention promoting improvement in test scores. Through incorporation of images of real objects in the core textbook learners' enthusiasm and synergy is propagated paving way for new discoveries promoting learners' aptitude (Serena, 2017). Images in BSCT

captivates learner in knowledge construction, consequently supporting application of knowledge learnt to real life situation leading to mastery of concepts.

Visualization in business studies textbooks enables learners to learn and perceive abstract concept. Learner's memory is enhanced whenever concepts are visualized in business studies textbooks. The ability to remember by learner as a result of visualization leads to increase in learning achievement. Pradeep Kumar, Charu Saxena and Hasnan Baber (2021) propagates that learners can fully be engaged in learning process where there are involved in the creation and interpretation of visual images that relates to business studies concept being discussed. When creating visuals learners construct their own knowledge while interpreting them the concept learnt is likely to be retained, hence leading to achievement of learning.

Varied images break monotony of textual work in core textbook. As Jazzazi and Sultan (2017) opinionates incorporation of variety of artwork in BSCT stimulates learner's creativity and imagination making possible understanding and mastery of concepts facilitating achievement of learning objectives. In the views of Kasmaienezhadfar, *et al.*, (2015) visual representation in textbook promotes learning through core text leading to increase in learner innovativeness in creation of knowledge and skills. However, use of images for education and learning is vital, thus its quality requires being above reproach. Quality graphics is likely to evoke desirable attitude as it entails use of pertinent images that engages learners for accelerated understanding and knowledge retention promoting improvement in test scores.

### **2.2.3 Learning assignment and quality of textbook**

Learning assignment (LA) are revision questions in business studies textbooks involving learners in construction of their own knowledge. Well-structured Learning Assignment in business studies textbook facilitates learner centered knowledge creation. Jitpranee and Songsirisak (2019), investigated on impacts of homework on students' learning through Mixed-method approach with respondents; 140 undergraduates of Thai University. Questionnaires and interviews were used to obtain data and percentage and content analysis applied for data analysis. Responses through questionnaire were summarized through percentages. In terms of the qualitative data, interviews were analyzed by open and axial coding techniques. Study concluded that questions aid in learning and accelerates mental growth and development hence encouraging learning through textbook. It enables one acquire knowledge, skills, and increase academic results. Study recommended further research in role of assignment in knowledge creation. Focus of this study was exploring influence of learning assignment on quality textbook.

Inadequate LA in business studies textbook discourages learning as learner lacks activities that may generate learning. Kizilaslan *et. al.* (2020) indicates that hands-on classroom activities improve learning therefore these activities are required to be well captured in core textbook. Likewise, Anwar (2019) in a study on activity-based learning, student motivation and academic achievement indicates that students' scores are higher in learning that incorporate hands on activities compared to one that does not.

In addition, intellectual attainment is supposedly reinforced by BSCT through in built learning assignments (MacNaul, Garcia, Catia & Thacker, 2021). Inclusion of exercises reassures learner of comprehension of facts increasing educational achievement. Practical engagements in BSCT enhance concept mastery yielding academic realization for success in school. In the views of Tin-Chun Lin (2016) LA are very critical in promoting thinking skills in the process of learning. Rational thinking by the learner facilitates informed judgment and constructive decision making. However, construction of knowledge is discouraged where business studies textbook does not provide opportunity for development of critical thinking. Palavan (2020) asserts that coupled with doing things in class LA in business studies textbook facilitates successful learning. Asking questions enables learner to seek clarity on areas of difficulty. This facilitates strengthening learners' areas of weakness hence improving learning achievement. Inadequate LA in business studies textbook makes learner dormant in learning process thereby disrupting efficiency of learning experience.

#### **2.2.3.1 Learning assignment, Skill development and quality textbook**

Well generated question in business studies textbook enhances critical thinking (Ekinci and Ekinci, 2017). Topical question provided in business studies textbook promotes skill development enabling the learner to reflect on content learnt. The reflection gives learner opportunity to cement the knowledge acquired thereby increasing retention. Inadequate reflection opportunities discourage knowledge retention hence interrupting enhancement of critical thinking. As postulated by Gerhatova, Perichta and Maria (2020), revision exercise in BSCT reinforces independent learning propelling skill development in Business Education.

Nevertheless, erroneous phrases are likely to delude the learner translating into unfavorable academic results.

According to Nguyen (2017) questions in business studies encourage critical thinking through facilitation of articulation of the knowledge learnt. In the process of learning with questions the learners acquire a critical thinking skill which enables them to systematically verbalize the content learnt. The positive attitude acquired in business studies are a product of effective questions asked which have been well answered by the learner through a vigorous thinking process. Nosich (2016) asserts that Critical thinking skills is likely to be developed whenever learners are engaged in discussing and comparing of opposite views or answers to the revision questions. In the views of Nursyahrifa (2019) psychomotor skill provides learner with ability to conceptualize an abstract idea yielding positive deviation in learner mean score.

### **2.2.3.2 Learning assignment, concept mastery and quality of textbook**

Well-structured business studies textbook strikes balance between theory and practice. The mastery of concept enables the learner to learn as they practice concept learnt in class in their immediate surroundings. Kent, Laslo, and Rafaeli (2016) states that balance between theory and practice create self-awareness, knowledge acquisition and skill building by the learners. In order to achieve concept mastery (CM) business studies textbook provide activities for fieldwork. Teaching and learning with well-planned core text aims at maximum knowledge retention inaugurating development of learner's memory, resulting in increased learning outcome.

In consonance with maximum knowledge retention, Vallejo, Rafael, & Ricardo (2020) asserts that learners are likely to recall facts obtained through BSCT, if colored photos visualizing concepts relating to issues that are abstract are presented in-text assisting the knowledge creation process bringing about growth in academic outcome. Practical experience is critical in skill development and therefore business studies textbook incorporates field visits as way of taking knowledge learnt in class to the real-life economic environment (Peng and Chou, 2015).

Outside the classroom learners are engaged in observing and making informed judgment concerning a specific issue based on their study objectives. In doing so the learners are likely to base their judgment on the concepts already learnt in class thereby retaining the content learnt. Findings of research by Liu (2016) states that, the best learning environment in business studies is achieved when both theory and practice is integrated in business studies curriculum rather than focusing only on theory. The aspect of integrating the two, provide learners opportunity to engage in constructing their own knowledge.

### **2.2.3.3 Learning assignment, subject goals and quality textbook**

Properly designed BSCT represent set of topics outlined in the syllabus devised by the ministry of Education science and Technology. Business studies curriculum coverage is core in teaching and learning. Subject goals reflect needs of society and therefore influence what is to be taught and how it is to be taught to learners. The program goals are achieved through a well-structured business studies textbook however business studies textbook with inadequate information limits effective learning. The business studies course is structured taking into account the learner's cognitive development (Magoma, 2016). This means that questions in textbook are structured

in such a way that it resonates with cognitive level of learner enhancing achievement of subject goals. Variety of activities and experiences aids in construction of knowledge and acquisition of skills in business.

In the views of Innis (2015) business studies prospectus envisions learners to become a useful member of a society. As a constructive member of the public the learner is likely to be of positive attitude and of high self-esteem, these qualities facilitate the learning process hence promoting achievement of learning objectives. In the views of Lepik, Grevholm and Viholainen (2015) incorporation of exercises in core textbook enhances learners' understanding of key concepts thought out in the subject thereby assisting achievement of intended goals.

#### **2.2.2.4 Instructional policy and quality of core textbook**

Effectiveness of textbook is determined by nature of policy that governs acquisition and utilization for improved learning across school system. Instructional policy when properly instituted contributes to achievement of quality learning through textbook. Study by Ismael and Yin Yin (2020) on influence of instructional policy on learning and learner mean score. Study revealed that policy reforms has had positive impact on teaching methodology, implementation of learner centered methods and enhancing students' performance. Quantitative research approach was applied for the study, survey design and interviews aided collection of data from high school teachers in state of Perak and Kelantan. Analysis was done using t-test.

According to Andy and Shanti (2018) on Textbook Policies in Asia concluded that instructional policy links general education policy, and development, financing, production, distribution, management of textbooks across school system. Ministry of



education is responsible for National policies and programs that help Kenyans get access to quality and affordable education. The mandate of MoEST is derived from constitution of Kenya chapter 4 articles 43, 53-57 and 59. The articles have provisions on Children's right to free education, access to education and facilities for persons with disabilities integrated into the society.

#### **2.2.2.4.1 Instructional policy, textbook selection and quality of business textbook**

Selection of textbook in Kenya is determined by the curriculum of the day. As postulated by Maroko and Kiai (2013) textbook selection depends on factors such as availability of textbook, marketing by publishers, familiarity of textbook and textbook content. Based on these factors government makes decision on whether to adopt a textbook for instruction or not. Appropriately selected textbook enhances quality learning through textbook leading to increased learning outcome. According to Tezera (2019) education policy is aimed at initiating change that would encourage learning among learners and society at large. Advancement in technology necessitated change in education. Change in education prepares learner for competitive global market with skills that are necessary for individual and societal development.

As cited in Vienet (2017) core textbook is essential in promoting individuals learning and academic progress across school system. Therefore, systems of education are required to provide high quality education and competencies to prepare individuals success in academics. However, policies that are put in place to facilitate change may fail due to ignorance of individuals implementing it and hence weakness of the implementation process contributing to inadequate learning leading to low results.

#### **2.2.2.4.2 Instructional policy, textbook acquisition and quality textbook**

Appropriately planned acquisition process facilitates provision of quality textbook required for achievement of learning objectives. In the views of Rotich (2015) KICD develops the school curriculum and evaluates course books that are submitted by the publishers, and approve the textbooks that relay the curriculum content for effective learning among school going children. Of the five approved textbook the government through the ministry of education does second vetting and pick one out of the five and procure for public secondary.

#### **2.2.2.4.3 Instructional policy, Textbook Review and Quality Textbook**

As stated in Shahab, Clinch and O'Neil (2017) revising core textbook establishes worth and value of the subject matter leading to production of instructional material that instigates understanding and retention of knowledge for better learning outcomes. The results of the assessment may stimulate production of core textbooks that meets set out quality measures and standards for a better learning experience and improved academic outcomes. Textbook review in Kenya is done annually and amendment is made to encourage learning and accelerate skill acquisition among learners. In case of any reports received from Directorate of quality assurance and standards on errors that may be reported then corrections are done after review process. When a textbook meets expectation of the curriculum developers then it is a quality of textbook. As postulated by Odundo *et al.*, (2018), well-structured textbook will facilitate achievement of learning objectives thereby promoting competent and skillful learning.

### **2.2.2.5 Textbook evaluation and quality of textbook**

When textbook is effectively evaluated it informs selection process thereby by contributing to appropriate criteria for textbook selection for effective learning outcome. According to KICD (2019) evaluation is composed of information regarding how instruction material is to be organized for effective learning achievement. Effectively organized instruction leads to learning achievement which as a result increases learner meanscore. Woodward, Lloyd, and Kimmons (2017), concluded that learners can meaningfully evaluate textbook through learning process contributing to achievement of learning objectives. The study involved Comparing Open and Restricted Textbooks in Utah, United States of America and it applied student's evaluation of competing core textbooks among graduate level students across universities in United States. Further, textbook quality can encompass variety of teaching approaches taking into consideration multiple learning preferences in classroom. From this study, facilitators of learning will obtain inspiration on how to effectively utilize instructional content for improved learner performance.

#### **2.2.2.5.1 Textbook evaluation, process effectiveness and quality textbook**

The quality of business studies textbook is likely to be evaluated, to ascertain effectiveness of instructional resource and methods for improved learning achievement. As propounded by (Kizel, 2015) the worth of an academic instruction is determined through investigating its content based on evaluation criteria. The core text assessment guidelines may stimulate generation of opinions concerning the instructional content giving a boost to a robust textbook revision where necessary. Revising the core text is likely to facilitate quality material for teaching, translating into progressive study improving learner's academic performance.

Textbook is revised to promote its effectiveness in implementation of curriculum. According to Vinnert and Pont (2017) Systematic investigation of value is done along a defined dimension. Results of evaluation provide reason for existence of material and its authenticity. The ministry of Education (2010) requires schools to engage subject teachers in planning and budgeting for textbooks. With vast experience bestowed upon teachers are in a position to provide guidance concerning textbooks that a quality in terms syllabus coverage, textbook content, illustration, layout and exercises. Additionally KICD (2019) mark sheet for textbook evaluation a course book has to pass in all outlined areas. This involves starting from certain predefined objectives designing and implementing educational resource in such a way that it leads to attainment of goals set. In the views of Triaca (2017) content that incorporates diverse media captivates learning and promotes learners learning persistence.

#### **2.2.2.5.2 Textbook evaluation, syllabus coherence and quality textbook**

Quality of textbook facilities implementation of the curriculum as in itself it is potentially implemented curriculum. Teaching and learning process involves planning, implementation, evaluation and feedback. In order to achieve learning objectives which consequently leads to mastery of concepts there has to be coherence in course book content and the syllabus (Filgona *et al.*, 2020). Match between the core textbook content and the intended curriculum facilitates achievement of learning objectives and acquisition of requisite skill. However, mismatch of content available to learners and curriculum hinders learning resulting in decline in learner mean score. Heinze (2018) denotes that appropriately structured textbook content offers relevant guide to students concerning curriculum that is in place. The core textbook is means through which learners obtain objectives of curriculum. This means that core

textbook is a link between intended aims of instruction and implemented curriculum instruction.

#### **2.2.2.5.3 Textbook evaluation, content complexity and quality textbook**

Hiebert and Mesmer (2013) assert that children are more likely to learn when texts can be read with high level of accuracy and comprehension. Brief and simple sentences enhance learning achievement which promotes academic achievement across school systems. Clement and Esther (2015) asserts that textbook content will be relevant to learner's cognitive demand if it enhances concept comprehension and acquisition of requisite skills. As postulated by Ricarda *et. al.* (2019) readers have tendency to associate with content that is of quality-accurate, simple and with adequate images, as it captivates and keeps the learner motivated all through hence promoting learning and skill acquisition.

### 2.3. Summary of gaps in related literature

Author/ Year	Study	Methodology	Findings of the study	Knowledge gap	Focus of this study
Alkis and Temizel, 2015	Influence of variety of methods, Ankara, Turkey	Administering Questionnaire	Personality type influence teaching approach.	Future studies could use wider or different range of age groups.	Seeks to establish influence of individual difference in learning in secondary school in Kenya.
Ganira, Odundo, Ciumuari & Muasya, (2019)	Social Studies Curriculum and promotion of Responsibility among Learners	Descriptive survey design, questionnaires purposive sampling adopted.	School administration provides sustainable support in enhancing responsibility	Further research to establish role of parents and community members in supporting responsibility learners.	Find out how individual difference among learners influence quality of textbook
MacNaul, Garcia, Catia & Thacker, 2021).	Effect of Assignment Choice on Student Academic Performance in an Online Class.	Experimental Design  Alternating-treatments design was used to compare learner achievement	Providing students with a choice of assignment improved performance only slightly and, ultimately, did not have any negative effects.	Future studies could evaluate impact of type of assignment and student preference for assignments based on grades.	Seek to establish influence of differentiated instruction on quality of business textbook
Gerhatova, Perichta and Maria (2020),	Project-Based Teaching of “Energy Sources” in Physics Via Integrated e-Learning— Pedagogical Research in the 9th Grade at Two Primary Schools in Slovakia	Experimental design  The pupils were divided into two working groups: an experimental group, control Pre-test and post-test studies and an interview were developed and applied.	Concluded that introduction of project-based teaching was an effective strategy to improve learning	As such, the implementation of this interactive strategy into the instructional education process at primary schools is recommended.	Influence of individuals learning style in attainment of quality business studies textbook
Kipsaina and Nabwire, 2016	An Analysis of Classroom Tests in Primary Schools of West Pokot County, Kenya	Descriptive survey design. Mixed methods approach in data collection. Combined both simple random and stratified sampling of participants.	The study also found that teachers’ own testing practices can motivate pupils	Further study in evaluation of tests in secondary schools	Role of learning assignment in concept mastery resulting in quality textbook
Serena	Learning with Pictures; the	Survey design	Teachers state that photographs	Explore Link between	Establish role of visual

Triaca, 2017	Use of Photography in Primary Schools	was used Exploratory questionnaire, interview and focus groups were used to gather data	helped simplifying concepts and have had a decisive impact on learning	photographs and learning activities	representation in quality textbook
Vallejo, Rafael, & Ricardo (2020)	Improvement of Memory and Motivation in Learning in Primary Education	Quantitative methodology combining qualitative aspects and quantitative aspects. Descriptive method with a survey design	Incorporation of ICT promoted learning of abstract concepts	Impact of images in teaching and learning.	Seeks to find out influence of visual representation in achievement of quality business textbook
Filgona, Sakiyo and Gwany, 2020	Motivation in learning	Literature review Content analysis	Highly motivated learners are likely to learn and make any class fun to teach, while unmotivated may not learn.	Impact of teaching methods on learner motivation	Seeks to establish realization of teaching methods on quality of business studies textbook.
Shah, R. K. (2019)	Effective Constructivist Teaching Learning in the Classroom	Literature review Content analysis	Understanding learners psychological and pedagogical thought is important for facilitating desirable changes in teaching process.	When incorporating constructivist pedagogy one need to be mindful of pitfalls discussed above such as reducing learning to entertainment or requiring students to teach them.	Seeks to explore how learner preference and differentiation technique influence teaching methods in quality textbook

## **2.4 Theoretical Framework**

This study anchored on the zone of proximal development Lev Vygotsky (1978). This theory propagates that learning can be achieved with assistance offered by more knowledgeable adult or learning resources.

### **2.4.1 The Zone of Proximal Development (ZPD)**

The theory supports the fact that learning can be achieved by learner through immediate support offered by core textbook. Lev Vygotsky (1978) is the proponent of this theory. Zone of proximal development refers to distance between what the learner can do without help and what he can do with help in order to achieve the desired learning objectives. The ZPD comprises of series of activities too challenging for the child to achieve on his own, however learning is likely to be achieved through the assistance of business studies core textbook even in absence of the teacher. The zone of proximal development has 3 levels: 1. very simple level; in this case the learner can effectively manipulate the learning experiences on their own without the support of the business studies core textbook, 2. zone of proximal development.

In this zone the learner learns through the support of the business studies core textbook and cannot achieve learning if support is not offered, 3 extremely difficult. This involves activities that are beyond learner capabilities and learning may not be achieved what learner can't do even with help. The lowest level according to Vygotsky is composed of already learnt experiences, the middle level; the zone of proximal development contains series of activities that aids in knowledge construction and the extreme level is composed of activities beyond learner's ability to learn. Margolis (2020) used Zone of Proximal Development in his Study entitled Zone of proximal

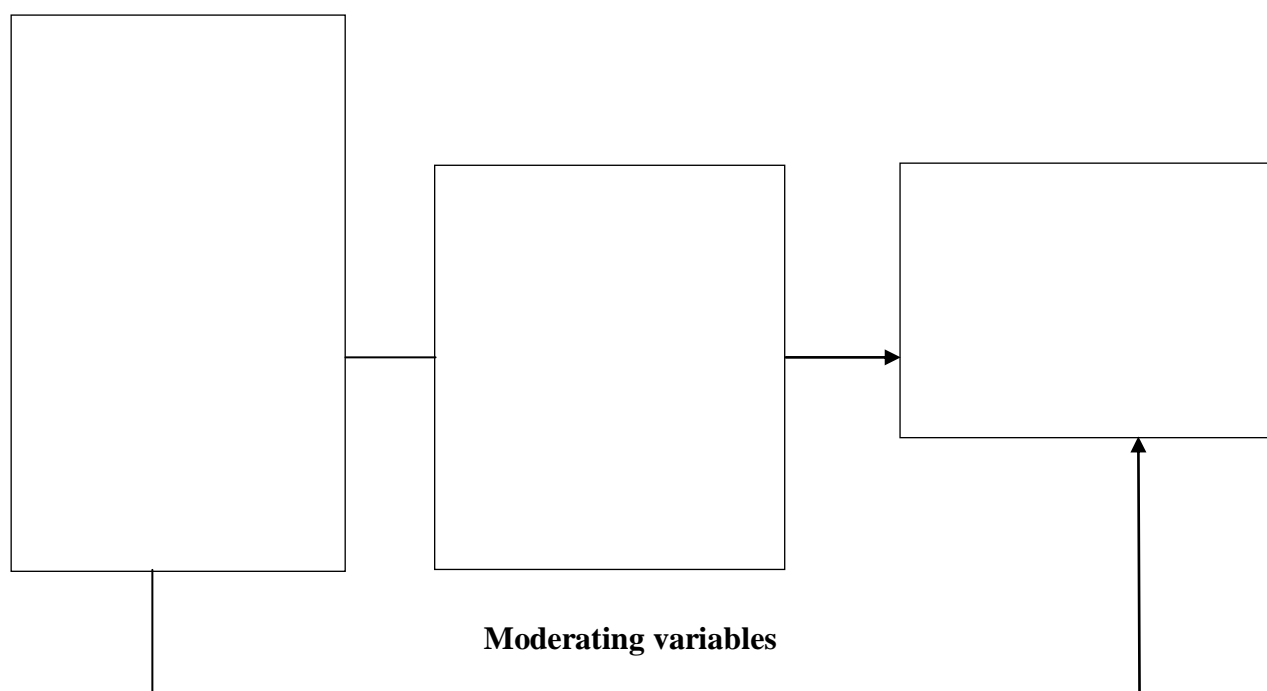


development in teaching practice and found out that the greater the level of abstraction available to the child the less spontaneous initial concepts remained in them. In other words activities enhance building of learner's zone of proximal development. The theory is relevant to this study as it focuses on textbook as support tool for learning experience.

## 2.5 Conceptual Framework

Proper inter play of varied teaching methods, appropriately conveyed instructional content and relevant learning assignment is aimed at producing quality textbook facilitated by appropriately functioning textbook management process by Directorate of quality assurance and standards officers at Ministry of Education Science and technology (MoEST) and well monitored textbook cycle (evaluation, approval and adoption) by Kenya institute of Curriculum Development (KICD).

### Independent Variable



*Figure 2.1: Hypothetical relationship*



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research methodology that was adopted for this study in terms of research design, target population, sampling technique and sample size, collection and analysis of data and Ethical Consideration.

#### **3.2 Research Design**

Research Design involves procedure for collecting, analyzing, interpreting and reporting data in research studies (Orodho, Nzabarwa, Odundo, Ndirangu and Ndayambaje, 2016)). Exploratory research design was applied for this study. Further, Exploratory study is that which is carried out where a problem is not clearly defined. This design was used by Noa and Judith (2016) in study on Students academic reading preferences in Israel, 177 students in Information Science Department participated in the study in Israel. Questionnaires were used to obtain data on personal details, relative advantage, and learning strategies, and two further questions that focused on reading habits. The study concluded that learner had preference for printed materials than the e-learning material. However, students have tendency to avoid textbook content that are not captivating.

#### **3.3 The Target Population**

According to Orodho *et al.*, (2016) population refers to total number of items about which information is desired. It includes characteristics and attributes of the objects being studied. The target population for the study was the entire public secondary school in Starehe Sub-County. It encompasses 12 public secondary school 36 business

studies teachers, Ministry of Education District Quality Assurance Officers and Curriculum developer at Kenya Institute of Curriculum Development. Five Business Studies Textbooks and their teachers guide approved by KICD for teaching of Business Studies at secondary schools.

### **3.4 Sample and Sampling Procedures**

Orodho, Nzabarwa, Odundo, Ndirangu and Ndayambaje (2016) states 30% of population as recommended for desired sample. Four secondary schools in Starehe Sub-County, 36 teachers of business studies, district Quality assurance and Standards officer and business studies curriculum developer at KICD and Trendy business Studies Textbook for collection of secondary data.

Probability Sampling was used since it gives every member of population equal chance of being selected (Orodho *et al.*, 2016) Systematic random sampling was used to pick 4 public secondary of the 12 schools. In this case every 10<sup>th</sup> school. This ensured that all respondents in targeted population are given equal and independent opportunity for inclusion in the study. Snowball sampling to sample 12 teachers out of the possible 36 teachers, convenience sampling to select form three, Purposive sampling to select Starehe sub county quality assurance and standards officer and business studies curriculum developer. Trendy secondary Business studies textbook were evaluated of the five Business studies textbook approved by KICD, recommended by the government through adequate provision of textbook to all public secondary school and is the only textbook accessible to learners in public secondary schools in Starehe Sub-County, Form Three, Conveniently selected for Ease collecting Secondary Data.

### **3.5 Research Instrument**

The study used different methods to collect data from respondents. Primary data were collected using questionnaires for business studies teachers, and interview schedule for subject panelist at KICD, interview schedule for directorate of quality assurance and standards officers and investigators checklist for collecting secondary data.

#### **3.5.1 Questionnaire for Business Studies Teachers**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires are a form of written interview. According to McLeod (2018) Questionnaire is an effective way of obtaining information on intentions of large number of respondents. Likert scale type of questionnaire was adopted. The respondents responded to each of the various questions using the given scale. The questions were based on objectives of the study. The questionnaire for teachers collected data on teaching methods, educational content and learning assignments in the business studies core textbook (Appendix A)

#### **3.5.2 Checklist for Investigator**

Munkundan as cited in Purwani, Dewi, and Kristina (2017) defines checklist as instrument that can help investigator to analyze business studies core textbook. The evaluation form was used to obtain quantitative and qualitative data. This tool collected information from the business studies core textbook on Teaching Method, instructional Content and Learning Assignment, (Appendix B).

### **3.5.3 Interview Schedule for DQASO**

According to Orodho *et al.*, (2016) interviews provide in-depth information pertaining to a participant experience and viewpoints of a particular topic. Interviews provide deep and detailed information. This tool was used to collect data on policy guiding acquisition, distribution and effective utilization of textbooks in secondary schools (Appendix C)

### **3.5.4 Interview Schedule for Curriculum Developer**

In the views of Bearman (2019), interview schedule is composed of items or questions intended for respondents in order to answer research questions. This tool was used to collect data on textbook evaluation with regards to content complexity, process effectiveness and syllabus coherence, (Appendix D)

### **3.6 Pilot Study**

This study is meant to provide a trial to the tools of data collection to assess its reliability. Piloting aids in fishing out poorly structured questions and instructions that may not be adequate for effective response. Properly utilized pilot study enhances appropriate language, reliable data collection tools and validity in the questions asked for results that can adequately be generalized.

### **3.7 Validity of the Instruments**

This determines whether the tool represents intended and only intended concepts, Orodho, Nzabwirwa, Odundo, Ndirangu and Ndayambaji (2016). The external validity of instrument was enhanced through purposive sampling in selecting participants that reflects interest of research topic. The internal validity refers to

whether observations and measurement represent social reality. This ensures that effects observed in study shall be due to manipulation of independent variable. Construct validity is establishing correct operational measures for concepts in both quantitative and qualitative study (Orodho *et al.*, 2016). Construct validity is concerned with generalizing from specificities of study to broader concept that study attempts to measure or draws conclusions. Ganira (2019) state formulae for content validity as CVI; Agreed items by both judges as suitable divided by Total number of items in the questionnaire.

$$CVI = \frac{\text{Agreed items by both judges as suitable}}{\text{Total number of items in the questionnaire}}$$

In order to achieve construct validity, questionnaire was subdivided such that each section assesses information for a specific objective. For instance, section B of the questionnaire assessed teaching methods in Teachers Guide and its influence in achievement of quality textbook, section C assessed instructional content and its influence on quality textbook, while section D assessed learning assignment and its influence on quality of business studies textbook. This was also to ensure that information being assessed closely ties to conceptual framework for this study. Kaiser-Meyer-Olkin (KMO) was used to determine whether responses generated were valid based on their values. For a data set to be regarded as valid and appropriate for statistical analysis, the value of KMO should be greater than 0.5 (Taber 2018). The results of the KMO and Bartlett's Test of Sphericity (significance) are summarized in

**Table 3.1: Validity Test**

<b>Variable</b>	<b>KMO</b>	<b>Significance</b>
Teaching Methods in Teachers Guide	.877	.000
Instructional Content	.841	.000
Learning Assignment	.791	.000

*Source: Author, 2021*

Findings in **Table 3.1** show that KMO statistic for all variables (teaching methods, instructional content and learning assignment) were greater than 0.5, which was significantly high; that is greater than the critical level of significance of test which was set at 0.5 (Taber, 2017). In addition to KMO test, Bartlett's Test of Sphericity was also significant (.000, at  $p < .05$ ) for all study variables. These results provided an outstanding validation for further statistical analysis to be conducted on variables.

### **3.7.1 Factor Analysis**

In addition factor analysis was carried to assess validity of individual indicators under each variable. According to Fereshteh, Fatemeh and Arman (2019) factor analysis is a term that represents a large number of different mathematical procedures for analyzing the interrelationships among a set of variables and for explaining these relationships in terms of a reduced number of variables, called factors. In this case factor analysis was conducted on all items for each of the study variables. Fereshteh*etal.*, (2019) describe factor loading as follows: 0.30 (poor), 0.40 (fair), 0.50 (good), 0.60 (very good) or 0.7 (excellent). Factor analysis for the study was carried out in order to check for any correlated variables for redundancy in data to be reduced. It also helps to analyze the structure of the interrelationships by defining the factors. In this study factor analysis was conducted by setting the cutoff point at factor



loading of 0.5 according to suggestion by Fereshteh *et al.*, (2019) that factor loading of 0.5 is good.

### 3.7.1.1 Factor Analysis for Teaching Methods

Factor analysis was carried out on all the 16 indicators of teaching methods in teacher's guide as a variable. According to Fereshteh *et al.*, (2019) factor loading of 0.5 is a good measure of real life data. Therefore the decision criterion in this study was that, if an indicator has factor loading of at least 0.5 it is retained for further studies, otherwise it is deleted. Table 3.2 shows the factor loading on indicators for teaching methods in teacher's guide.

**Table 3.2: Factor loading for teaching methods**

<b>Item</b>	<b>Factor Loading</b>
<b>Teaching Methods</b>	
There are variety of techniques outlined in the teacher's guide	0.767
Methodology is appropriate to learner	0.763
Methods listed in the guide is learner-centered	0.688
Methods are relevant to learner characteristics	0.811
<b>Specific Objectives</b>	
Instructional objectives are clearly stated at the beginning of every chapter	0.887
Content is adequate for achievement of learning objectives	0.697
Methods promotes learner enthusiasm in learning process	0.562
Methods are appropriate for stated topic objectives	0.880
<b>Learner Preference</b>	
Methodology matches learner preference	0.824
Methods encourages group discussion	0.644
The texts are elaborate and ease to follow	0.606
Content incorporates graphics	0.809
<b>Differentiated Instruction</b>	
Illustration, tables, pictures, drawings are incorporated	0.566
Illustrative diagrams are clear and support learning	0.757
Methods involves psychomotor skills	0.629
Methods trigger learner interest	0.770

Results on **Table 3.2** show that all the 16 statements on teaching methods in teacher's guide had factor loading values greater than 0.5 and therefore they were accepted for further analysis and no sub variable was dropped.

### 3.7.1.2 Factor Analysis for instructional content

Factor analysis was carried out on all 16 indicators of instructional content as a variable. According to Fereshteh *et al.*, (2019) factor loading of 0.5 is a good measure of real life data. Therefore the decision criterion in this study was that, if an indicator has factor loading of at least 0.5 it is retained for further studies, otherwise it is deleted. Table 3.3 shows the factor loading on indicators for instructional content.

**Table 3.3: Factor loading for instructional content**

Item	Factor Loading
<b>Instructional Content</b>	
The core textbook has adequate content for achievement of curriculum objectives	0.837
Information is clear and can easily be understood	0.875
Incorporates well-structured sentences	0.723
Contains error free Phrases	0.661
<b>Presentation Style</b>	
The content is presented in logical order	0.764
Concepts are developed in a stepwise presentation	0.683
Content progresses from specific to general or vice versa	0.748
Diagrams are used to illustrate concepts	0.899
<b>Learner Cognition</b>	
Activities in the core textbook stimulates hands on learning among students of business studies	0.570
Core textbook promotes growth of learners thinking processes	0.752
Content matches learner ability to understand	0.755
Provides room for creativity and innovation	0.611
<b>Visual Representation</b>	
Content integrates real world images	0.822
Photos are current and relevant	0.772
Diagrams and tables are adequate where applicable	0.675
Content is highly visualized	0.589

Results on **Table 3.3** show that all the 16 indicators of instructional content had factor loading values greater than 0.5 and therefore they were all accepted for further analysis and no sub variable was dropped.

### 3.7.1.3 Factor Analysis for Learning Assignment

Factor analysis was carried out on all 16 indicators of learning assignment as a variable. According to Fereshteh *et al.*, (2019) factor loading of 0.5 is a good measure of real life data. Therefore decision criterion in this study was that, if an indicator has factor loading of at least 0.5 it is retained for further studies, otherwise it is deleted.

Table 3.4 shows the factor loading on indicators for learning assignment variable.

**Table 3.4: Factor loading for learning assignment**

<b>Item</b>	<b>Factor Loading</b>
<b>Learning Assignments</b>	
Trendy business studies textbook offers topical revision question	.773
Assignment in the core textbook facilitates learning	.793
Assignment boosts learner interest to learner	.508
Questions are easy to understand	.793
<b>Subject Goals</b>	
Revision exercises aids in achievement of subject goals	.784
Questions promote achievement of learning	.756
Exercises promote understanding of topics	.582
Questions aid in acquisition of requisite skills	.530
<b>Concept Mastery</b>	
Questions are an aid in mastery of concepts in business studies	.597
Examples support understanding of topics	.601
There are worked out illustration to promote mastery of concepts	.559
Questions are elaborate and adequate	.643
<b>Skill Development</b>	
Learning assignment boosts skill development in business	.572
Questions enhance acquisition of business management skills	.583
Testing in the textbook reflects blooms technique of evaluation	.503
Set of activities promote creativity and independent response.	.628

Results on **Table 3.4** show that all the 16 indicators of learning assignment variable had factor loading values greater than 0.5 and therefore they were all accepted for further analysis and no sub variable was dropped.

### 3.8 Reliability of Instrument

Reliability is giving the same results to analysis conducted by same researchers at different times, or if analysis was carried out by another analyst provided that same rules of analysis were observed (Ganira, 2019). Administer the questionnaire for business studies teachers to same sampled team for an interval of two weeks, the two set of findings can be utilized to calculate reliability coefficient of;  $0 \pm 1$ .

The following formula is;

$$r_{SB} = \frac{2r_{hh}}{1 + r_{hh}}$$

Where;  $r_{hh}$  = Pearson correlation of scores in the two halves tests.

$$r_{xy} = \frac{\Sigma(x - \bar{x})(y - \bar{y})}{\sqrt{[\Sigma(x - \bar{x})^2][\Sigma(y - \bar{y})^2]}}$$

Cronbach alpha for items in questionnaire was determined representing correlation coefficient between two sets of data. Taber (2017), states that Cronbach value of 0.4 and 0.7 represents high consistency. For this study, reliability was calculated using Cronbach's alpha formula and results generated with the aid of SPSS version 26.0. Reliability test results are presented in Table 3.5.

**Table 3.5: Reliability Analysis**

Variable	Number of Items	$\alpha > 0.7$	Comment
Teaching Methods in Teachers Guide	16	0.853	Reliable
Instructional Content	16	0.732	Reliable
Learning Assignment	16	0.802	Reliable

The findings in **Table 3.5** show that Cronbach's alpha for all the items were above 0.7 i.e Teaching Methods in Teachers guide [0.853], instructional content [0.732] and learning assignment [0.802] indicating that the questionnaire was adequately reliable for measurement and suitable for data collection. Since the variables measured had Cronbach's alpha above 0.7, they were thus accepted. Additionally, Taherdoost (2016) denotes that Cronbach alpha  $> 0.9$  – Excellent,  $> 0.8$  – Good,  $> 0.7$  – Acceptable,  $> 0.6$  – Questionable,  $> 0.5$  – Poor and  $< 0.5$  – Unacceptable. The findings indicated that the Cronbach alpha for each of the variables was above the lower limit of acceptability thus reliable.

### **3.8.1 Reliability testing on evaluation form**

One of the tools was observation schedule which was meant to collect data on Teaching Methods, Instructional Content and Learning Assignment in determination of quality of Business studies Core textbook. To assess the suitability of the observation checklist, reliability was conducted and results presented in Table 3.6. According to Taber (2017), Use of Cronbach's Alpha when developing and reporting reliability of research instruments in science education offers quality tool for data collection.

**Table 3.6: Reliability analysis on evaluation form**

<b>Variable</b>	<b>Number Items</b>	<b>of <math>\alpha &gt; 0.7</math></b>	<b>Comment</b>
Teaching Methods	4	0.751	Reliable
Specific Objectives	4	0.807	Reliable
Individual Preference	5	0.731	Reliable
Differentiated Instruction	4	0.712	Reliable
Instructional Content	4	0.880	Reliable
Presentation Style	4	0.728	Reliable

Based on the reliability results in **Table 3.6**, Cronbach's alpha for all the items in the observation schedule were above 0.7, they were thus considered suitable for data collection and hence accepted.

### **3.9 Piloting for interview schedule**

Piloting for interview provides projections of how best the actual study will be carried. Castillo-Montoya's (2016) found that interview could be strengthened through piloting interview schedule and it can help identify if there are any loop holds or limitations within interview design that allow necessary modifications before major study. Additionally, Percy, Kostere and Kostere, (2015) suggested that it is distinctly helpful to pilot interview questions and adjust the interview guide accordingly before embarking into major study.

The validity of interview schedule was enhanced by engaging experts who scrutinized and reviewed it. Supervisors' review comments were used to enhance content validity of interview guide by adjusting appropriately before subjecting it to final data collection exercise. The interview was guided by open-ended questions on issues related to content evaluation and impact on quality business studies textbook, process

effectiveness and influence on quality textbook, syllabus coherence and its impact on textbook quality and content complexity.

This process of constructing interview questions aimed at achievement of research objectives, (Castillo-Montoya’s, 2016). The interview encompassed open-ended questions and then was emailed for expert to review. The experts reviewed interview questions pertaining to its language, wording and relevance. The aim of the pilot study was to test the appropriateness of the interview questions and to provide researcher with some early suggestions on the viability of the research. Most importantly, suggestions of experts assisted researcher to learn skills in interviewing and flow of conversation.

### **3.10 Data Collection Procedure**

After acquiring introduction letter for University of Nairobi and National Commission for Science, Technology Innovation (NACOSTI) Permit ( Appendix E) I visited and booked appointment with the head teachers of sampled secondary school on when I can collect data from teachers of business studies. I made a courtesy call to office of the KICD and Directorate of Quality assurance and booked appointment for study interview. On the day of data collection I personally administered questionnaires and interacted with sampled teachers as they filled the questionnaire and also did interviews for Curriculum developer and Quality assurance officer.

**Table 3.7: Questionnaire for business studies teachers**

<b>Respondents</b>	<b>Sampled</b>	<b>Participated</b>	<b>Response Rate</b>
Business studies Teachers	2	2	100%

**Table 3.8: Interview schedule**

<b>Respondents</b>	<b>Sampled</b>	<b>Participated</b>	<b>Response Rate</b>
Curriculum developer	1	1	100%
DQASO	1	1	100%

**Table 3.9: Evaluation form**

<b>Respondents</b>	<b>Sampled</b>	<b>Participated</b>	<b>Response Rate</b>
Investigator	1	1	100%

### **3.11 Data Analysis**

The study involves both qualitative and quantitative data to be collected using questionnaire for business studies, interview schedule for investigator. According to Kombo and Tromps as stated in Ganira (2019), data analysis involves examining collected data and making deductions and inferences. Findings were presented into frequency tables and cross tabulation of results.

### **3.12 Ethical consideration**

The respondents were assured security and privacy and confidentiality of the information they would provide. In this regard, a content analysis of business studies textbook is likely to help in developing curriculum content and process therefore its quality is likely to be paramount in teaching and learning process.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter comprises data analysis, presentation, interpretation and discussion of findings. The order of what is contained is: response rate, influence of teaching methods, instructional content, learning assignments, instructional policy, content evaluation and quality of business studies core textbook in secondary schools in Kenya.

#### 4.2 Questionnaire response rate

The return rate provides profile of respondents who participated in the study. The respondents of study were teachers of business studies, District Quality Assurance and Standards Officer and Curriculum Developer at KICD. In terms of questionnaires return rate, 12 questionnaires were distributed to business studies' teachers of sampled schools. The 12 questionnaires were successfully and properly filled representing 100% response rate. According to Orodho *et al.*, (2016) a response rate of above 50% is adequate for a descriptive study. Based on these recommendations, all respondents' response rate was good allowing results to be acceptable. Data collection procedures that included administering questionnaires in person and having them filled and collected immediately, pre-notification of respondents, voluntary participation and assurance of confidentiality was attributed to this high response rate. Regarding interview participation rate, the District Quality Assurance and Standards Officer and Curriculum Developer at KICD all participated in the interview. The interview held at respective DQASO office and Curriculum Developer at KICD was successful.

### 4.3 Demographic data

The study considered it important to establish background information of the respondents which included school category, gender of respondent, age, highest academic qualification, years of experience, experience in teaching business studies and duration business studies teachers have been working with Teachers Service Commission (TSC). The demographic information results are presented in Table 4.1 in that order.

**Table 4.1: Demographic information of the business studies teachers**

Item	Category	Frequency	Percentage	
School category	Boarding	7	58.3	
	Day	5	41.7	
	Total	12	100	
Gender of the respondent	Male	8	66.7	
	Female	4	33.3	
Age	20-29 years	2	16.7	
	30 -39 years	7	58.3	
	40-49 years	1	8.3	
	Above 50 years	2	16.7	
	Total	12	100	
Highest academic qualification	Certificate		-	
	Diploma	1	8.3	
	Degree	8	66.7	
	Masters	3	25	
	PhD		-	
Total	Total	12	100	
	Years of experience in this school	1-5 years	10	83.3
		6-10 years	1	8.3
		11-15 years		-
		16-20 years	1	8.3
		Over 20 years		-
Total	12	100		
Experience in teaching business studies	1-5 years	5	41.7	

	6-10 years	3	25
	11-15 years	1	8.3
	16-20 years	1	8.3
	Over 20 years	2	16.7
	Total	12	100
For how long have you worked with TSC	Less than 5years	7	58.3
	5-10 years	2	16.7
	More than 10 years	3	25
	Total	12	100

Majority of schools involved in the study were boarding (58.3%) against day schools (41.7%). This result implies that there are more boarding public secondary schools than day schools. Business studies textbook is likely to be utilized well in a boarding school than day school that is limited with study time which may discourage learning through business studies textbook. It was also found that majority of business studies teachers' who participated in the study were men. 66.7% of respondents were male compared to 33.3% female. The results imply that business studies subject is attracting more male teacher training in college compared to female trainees.

Majority of teachers 58.3% were aged 30-39 years. Age affects efficiency and performance of an individual as it may indicate teaching experience of teachers. Age is a key factor in determining experience and competency of individuals. The more years of experience a teacher has in teaching of business education the more quality is realized with business studies textbook increasing learning of business concepts.

A large proportion of business studies teachers 66.7% who participated in the study had degree as highest level of academic achievement. Small percentage 25% had masters and 8.3% had diploma. There were no any business teachers with PhD or certificate. The results imply that the minimum academic qualification to be recruited as teaching staff for business studies in secondary school is degree. The level of

education may determine level of skills and competencies acquired during college education.

Majority of business teachers 41.7% had worked for 1-5 year. The results imply that many of business teachers' have been working for only five years and below. The years' experience of a teacher determines skills and competencies in teaching business subjects. It was also established that 41.5% of business studies teachers had experience in teaching business studies for 1-5 years. Majority of business studies teachers had worked for less than five years. The years of working may determine level of experiences in terms of skills, competences of teaching students for quality education delivery.

#### **4.4 Teaching methods and quality of textbook**

The teaching methods adopted by business studies textbook facilitates interaction between the learner and business studies textbook to achieve a specific goal in relation to curriculum content (Ganira 2019). Appropriate teaching method facilitates passing on of content to learner thereby contributing to construction of knowledge through business studies core textbook.

The first objective of the study was to explore influence of teaching methods on quality of business studies textbook. Business teachers were asked to respond on variety of teaching methods, appropriateness of methods, nurturing value and positive attitude and extent to which pertinent and contemporary issues have been integrated in core text. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in **Table 4.2.**

**Table 4.2: Teaching methods and quality of business studies textbook**

	<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>		<i>Mean</i>	<i>SD</i>
	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>		
<b>Teaching methods</b>												
There are variety of techniques outlined in the teacher's guide	8.3%	1	41.7%	5	25.0%	3	16.7%	2	8.3%	1	2.4	1.1
Methodology is appropriate to learner	8.3%	1	58.3%	7	0.0%	0	25.0%	3	8.3%	1	2.2	1.2
Approaches nurture values and positive attitude	8.3%	1	50.0%	6	25.0%	3	16.7%	2	0.0%	0	2.3	0.9
Integration of pertinent and contemporary issues	8.3%	1	33.3%	4	33.3%	4	16.7%	2	8.3%	1	2.4	1.1

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

Teachers of business studies were required to give their responses with regards to whether there are variety of teaching techniques, methodology is appropriate, teaching methods nurture values and positive attitude and whether methods integrates contemporary issues in core textbook.

It was found that 50.0% of business studies teachers' agreed that teaching methods are diversified in the teacher's guide while 25.0% disagreed to variability of teaching methods. Teachers that agreed indicated that group discussion, question and answer and industrial visits stimulate learner interest in knowledge construction. Further teachers that agreed to diversity of teaching methods noted that citing examples in

real life situation enables learners relate to concept being discussed and learning is accelerated through the core textbook. Additionally, Note taking and lecture methods offers learners with well elaborate learning content thereby promoting achievement of learning objectives. For those who disagreed, they cited that several methodologies may not be workable due to limited learning period especially industrial visits.

Observation checklist results from research invigilator revealed that presence of variety of techniques outlined in teacher's guide existed. Techniques elaborated are group discussion, note taking, Explanation, questioning and answering, industrial visits and lecture methods. The results imply that teacher's guide is an important document in guiding teachers on how to deliver quality learning to students. Teacher's guides when properly organized can develop motivation among teachers to teach and learners to learn. Teacher's guide that provides explicit ways for planning for lessons is likely to match teachers own teaching beliefs and practices hence accelerating achievement of learning objectives. The results concur withRanjha, Mahmoud and Butt (2019) who conducted a study on use and utility of teacher guides for primary school teachers in Punjab, that teacher's guide is pillar for better teaching and lesson planning.

Well-structured business studies textbook adopts methodology that matches learner interest. This analogy is agreed upon by 66.6% of teachers of business studies whereas 33.3% did not agree to suitability of teaching methods to yield positive results for desired academic achievement. Teachers that agreed to appropriateness of teaching methods stated that teaching methods such as small group discussion and question and answer builds learner confidence in content mastery and communication skills are acquired as presentation are done in class before their peers. However, some

respondents disagreed citing that the core business studies textbook does not adopt appropriate methodology and therefore the approaches don't boost learner morale in learning.

Teachers that disagreed noted that however much the methodology is appropriate to the learner; in most cases methodology like group discussion does not bear fruitful learning if not closely supervised by teacher of business studies discouraging constructive and independent learning resulting in decline in concepts mastered by learners in a specific topic. Principal invigilator using observation checklist agreed that methodology appropriate for learners encouraging interaction among learners for increased academic scores across school system. Effective teaching methods involve acquiring relevant knowledge about students and using it to inform course design and classroom teachings.

Appropriate strategies of teaching plays an important role in supporting understanding of concepts helping boost learner mean score. The results concur with Tripathi and Kumar (2018) who undertook study on importance and improvements in teaching-learning process through effective evaluation methodologies and found learning methods are one of the most important necessities in the modern educational systems are they assist learner to create their own knowledge through interaction with peers and general surrounding leading to development in the mental and behavioral characteristics of learners for better learning outcome through business studies textbook.

It was also found that most teachers 58.3% agreed that approaches nurture values and positive attitude while 16.7% disagreed to the fact that business studies textbook promotes development in desired attitude towards work, social and natural

environment. Respondents that agreed to approaches nurturing values among learners noted that the approaches employed in the teacher's guide impact attitude of learner in learning process. Methodology such as group discussion trains learners to be patient with one another, respect each other's opinion love and appreciate each other's role in discussion yielding peaceful coexistence for better learning through textbook even in absence of the teacher. For those who disagreed, the structure of business text books in terms of approach seem no to cultivate positive attitude toward learning.

The results imply that approach of teaching business studies in school can instill positive attitude and values among students. Well-structured educational system may nurture positive attitude, values and morals for students. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty. The results also agree with Yaminet *al.*, (2014) who noted that recognizing value learnt by students is essential and where negative attitudes are expressed, it is important to examine reasons for these. Respondent that disagreed noted that values are not clear to the individual learners unless they are interpreted for by teachers or more knowledgeable peer limiting learner's explorable field of marvel discouraging value acquisition among learners contributing to inadequate study habit leading to undesirable learning experiences.

Results indicated that 41.6% of teachers were in agreement that business studies textbook integrates pertinent and contemporary issues citing clear illustration of pertinent and contemporary issues in business textbook. Methodology like lecture methods promotes learners listening skill and heeding of instruction for better academic results. Through lecture method teacher is able to instill discipline and offer



guidance with regards to gender based violence, drug and substance abuse HIV and AIDS, environmental conservation and radicalization among learners. Adoption of lecture method coupled with explanation enables learner get necessary guidance promoting desirable academic culture among learner generating interest for learning and acquisition of requisite skills. 25.0% of respondents did not agree that business studies textbook integrated pertinent and contemporary issues. For those who disagreed, they indicated that contemporary issues were not adequately outlined in the business studies textbook.

The results imply that integration of pertinent and contemporary issues is critical in enhancing quality of business studies core textbook. The integration of pertinent and contemporary issues and service into learning framework will provide opportunity for learners to develop and apply their skills and knowledge, or in other words, their competencies. According to KICD (2017) mainstreaming pertinent and contemporary issues requires experiential learning founded on inquiry based approach and anchored on values to enhance character formation. The acquisition of values and psychosocial competencies will avert the behavioural and values crisis in the society Teachers will also help learners turn learning experiences into real life situations, and undertake guided age appropriate projects and action research.

Regarding teaching methods, observation checklist indicated that methodology in business core textbook is appropriate for learners, methods listed in the guide is learner-centered, relevant methods to learner characteristics and presence of variety of techniques outlined in the teacher's guide existed. This is indicated by the fact that the principal invigilator agreed on them and that there are learner centered as recommended by KICD.

Teaching methods in business studies textbook is critical for learning outcome as it is likely to influence rate of learning for increased skill development and positive attitude through business studies textbook. Teaching methods also serves as guide to both teachers and learners in their interaction through learning process aimed at promoting learner enthusiasm in creation of knowledge and mastery of concepts. However, an instance where business studies textbook adopts inadequate teaching methods its overall quality is challenged. As search, quality business studies textbook should contain variety of techniques that is appropriate to learners, proper approaches that nurture values and positive attitude and ought to integrate pertinent and contemporary issues for accelerated learning achievement through boosted morale of learners in academic matters hence contributing to success in business studies through the core textbook.

#### **4.4.1 Teaching methods, individual preference and quality textbook**

Business studies textbook meets individual preference if tasks and experiences resonate with learner interest and personality trait (Alkis and Temizel, 2015). Language level of business studies textbook determines learner motivation to learn. A proper match between the language and learner interest enhances interaction with business studies core textbook. All factors kept constant learning tasks presented in learner centered approach attracts frequent interaction with business studies textbook encouraging learning achievement boosting individuals mean grade.

Business teachers were asked to respond to extent to which content presents various materials for learning, methods incorporate community service learning, texts are elaborate and easy to follow and teaching methods incorporate graphic. The responses

were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.3

**Table 4.3: Teaching methods, individual preference and quality of textbook**

	<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>		<i>Mean</i>	<i>SD</i>
	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>		
<b>Learner preference</b>												
Content presents various materials for learning	8.3%	1	58.3%	7	8.3%	1	25.0%	3	0.0%	0	2.2	1.0
Teachers guide sets out community service learning	16.7%	2	41.7%	5	25.0%	3	8.3%	1	8.3%	1	2.4	1.2
The texts are elaborate and ease to follow	41.7%	5	33.3%	4	16.7%	2	0.0%	0	8.3%	1	2.0	1.2
Content incorporates graphics	25.0%	3	66.7%	8	0.0%	0	8.3%	1	0.0%	0	1.9	0.8

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

The ability of core textbook to vary teaching methods in terms of incorporating lecture notes, demonstration through pictures and graphs, or even use of resource persons contributes to quality textbook. According to Howard Gardener (1983, 1999) an individual may be endowed with either of 9 intelligences. A classroom is composed of different learning style depending on their cognitive characteristics. Teachers of business studies have to understand personality type in class to effectively select appropriate methodologies. Bodily kinesthetic learner will comprehend concepts if methods such as demonstration, role playing and visiting relevant business environments are incorporated in teacher's guide as well in the classroom teaching.

On the other hand individuals with intrapersonal intelligence will recall facts learnt if lecture method or reading technique is promoted in the guide and when delivering content for improved understanding of concepts. It was found out that 66.6% of business teachers agreed to methodology being relevant for various material content

contributing to effective content delivery and environment for development of reading culture among learners hence growing their analytical skills.

Limiting teaching methods drives learner into boredom as this may result in mismatch between the teaching methods and learning needs discouraging creation of knowledge through the core Textbook. Respondents that agreed stated that learning activities are clearly outlined and methodology such explanation, discussion, graphical representation, definition and differentiating between terms were adopted by business studies textbook through teacher's guide. This result agree with study by Myer Briggs (1962) which affirms that using variety of material content with reference to personality type in class facilitates learning across school system boosting class mean grade in summative evaluation. The principal investigator also noted that core textbook propagates learner centered approaches. Learner-centered approach is one that meets learner needs aiding in construction of knowledge and understanding of concepts leading to acquisition of desirable skills. This was disagreed by 25.0% of business studies teachers. They indicated that business studies core textbook does not present various materials through different methodology relevant for different personalities in class thereby blocking learning for some of the students in class through the core textbook.

The results imply that the nature of content in core textbook and how it is selected determine quality of the text material. A teacher is likely to identify learner need when developing new teaching and training materials for lively and interesting learning experience. Teachers can classify their materials according to the need and requirement of students. A lesson plan is material aiding effective preparation of learning material for achievement of learning outcome. Business studies core

textbook should teach learners to learn through provision of ideas and activities for instruction, giving teachers rationales for what they do to support competence based learning. The results agree with Kumar *et al.*, (2017) in the study on teaching materials and teaching aids stated that classifying materials according to the need and requirement of learners enhancing maximum learning outcome accelerating curriculum implementation through the core textbook.

Further 58.4% of business teachers agreed that teacher's guide sets out community service learning while 16.6% disagreed to teachers guide incorporating methods that upholds role of community in learning and mastery of concepts. Teachers that agreed indicated that business studies textbook guide provide approaches that takes into consideration the role of the society in learning and development of an individual. Teaching methods such as visit to business environment and invitation of resource person to class appreciate community service learning leading to cementing of concepts learnt in class yielding a positive deviation in learner mean score.

From observation checklist, it was also established that teaching methods encourage group discussion which as a result helps learner to appreciate each other in learning and acquisition of interpersonal skills. For those who disagreed, they indicated that community service learning are inadequate and may not be practical in real situation due to limit in time factor and financial constraint. This is supported by fact that principal investigator agreed with teaching methods adopted in the guide informs importance of community in mastery of concepts through business textbook.

The results imply that teacher's guide is an important document that directs what and how teachers deliver learning. Teacher guides ought to support teachers and student learning through the following essential components, explicitly communicating

conceptual goals with direct links to proposed activities, providing knowledge and support to help understand and implement teaching plans, reinforcing pedagogical content knowledge, offering practices and understandings of relevant pedagogical activities, presenting alternatives and freedom of choice and engaging teachers in ongoing reflection. Material developers can use to develop teachers' guides that will support effective instructional practices and help improve learning outcomes. According to Piper, *et al.*, (2018) results of the programs that use teachers' guides show significant impacts on learning outcomes, associated with approximately an additional half year of learning, showing that structured teachers' guides contribute to improved learning outcomes among secondary school learners.

The study found out that 75.0% percent of respondents agreed that texts are elaborate and ease to follow while 8.3% did not agree. Those that agreed indicated that business textbook adopts methods that encourage reading culture as texts are elaborate and easy to follow. Reading of core text may be promoted through use of clear examples encouraging individualized learning among learners. The ease at which concepts are understood also boosts buzz group discussion resulting in lively learning episodes yielding learner enthusiasm in class. The principal investigator also agreed that the texts are elaborate and ease to follow as they are presented bit by bit moving from known to unknown linking the new concepts to what the learner can relate to in real life situation. However, it was found by disagreeing respondents that business studies core textbook are not elaborate and therefore becomes difficult. This is due to some cases where textbook incorporates words and phrases that are not grammatically correct and some content incorporated is out of syllabus content. The results imply that business textbook should be comprehensive but easy to make a follow of its

content. Business textbook should mediate between learners and teachers thus supporting learning process leading to achievement of learning and realization of specific subject goals.

As indicated by 91.7% of business studiesteachers' core textbook incorporates graphical representation as one of teaching methods. Only 8.3 % did not agree with the assertion. Business teachers that agreed indicated that textbook content is presented in simpler language and complex concepts are made simpler by use of graphs to attract learners' attention. For those who disagreed, they cited reasons such as graphical content incorporated are inadequate. In addition from the observation checklist, the principal invigilator found that the content in core textbook incorporates graphs. The results imply that use of graphs where necessary is critical in development of quality business studies textbook. It is argued that use of graphics have effective role in instructional content as they aid in boosting learner memory thereby leading to acquisition of knowledge.

Pictures are able to motivate students to study the attached text; they can increase attention or encourage more detailed processing of textual data included in illustrations, also they can explain and make clear content that is not easy to understand, or they can aid to create nonverbal codes in addition verbal ones and thus increase recovery potential for the picture-text content. Through the use of pictures students can make active previous knowledge probably something like imagine what will happen in the future or occur in a remote location, recall past events. The results concur with Kasmaienezhadfad, *et al.*, (2015) that use of graphics in textbooks can increase students' creativity encouraging knowledge construction resulting in achievement of learning objectives through business textbook.



#### 4.4.2 Teaching methods, differentiated instruction and quality textbook.

Learning in business studies is accelerated whenever business studies textbook adopts diversified approach to teaching to meet different learning styles in classroom. Differentiated Instruction is likely to facilitate provision of conducive learning environment for specific learners in class encouraging attainment of learning outcome. Additionally, well-designed BSCT amplifies interesting instructional method which is appropriate for varied learning capabilities assisting learning satisfaction (Ganira, Odundo, Ciumuari & Muasya, 2019).

Business teachers were asked to respond to whether teaching methods adopted supported illustrations, clarity in content, development of psychomotor skills and extent to which methods trigger learner interest resulting in quality business studies textbook. The teachers responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.4.

**Table 4.4: Teaching methods, differentiated instruction and quality textbook**

	SA		A		N		D		SD			
	%	F	%	f	%	F	%	f	%	F	Mean	SD
<b>Differentiated Instruction</b>												
Illustration, tables, pictures, drawings are incorporated	25.0%	3	50.0%	6	16.7%	2	8.3%	1	0.0%	0	2.1	0.9
Content is clear and easy to comprehend	25.0%	3	41.7%	5	25.0%	3	8.3%	1	0.0%	0	2.2	0.9
Activities involves psychomotor development	16.7%	2	50.0%	6	25.0%	3	8.3%	1	0.0%	0	2.3	0.9
Methods trigger learner interest	16.7%	2	50.0%	6	25.0%	3	8.3%	1	0.0%	0	2.3	0.9

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

It was found out that 75.0% of business studies teachers that participated in the study agreed to variety of illustration; tables, pictures, drawings incorporated in the core textbook while 8.3% did not agree. Those that agreed cited that business studies core textbook incorporate pictures and drawings in the content enhancing learning through core textbook. However, from observation checklist, business core textbook has inadequate illustrations, tables, pictures and drawings this limits learning among learners. The results imply that use of illustration, tables, pictures, drawings is essential in development of knowledge through textbook.

Appropriate textbook is that which adopts relevant illustrations to support instructional interaction between the teacher and learner to achieve the lesson objectives for improved learner meanscore. Well-designed illustrations in core textbook promote understanding and assist in assessment of content covered leading to acquisition of requisite knowledge and skills through core textbook. Result agrees with Ndinda, Barasa and Omulando (2017) textbook illustrations enable learners; comprehend what is being taught faster as compare to text only presentation style thereby boosting learner morale in mastery of concept in given area of specialization.

As indicated by 66.7% of business teachers who participated in the study, content is clear and easy to comprehend while 8.3% disagreed, stating that some phrases are difficult to comprehend in absence of the teacher hindering understanding of key concepts. Those who agreed indicated that words and content are easy to comprehend in the text which as a result contributed to self-driven learning interest among learners. Teachers further indicated that complex content in core textbook has been made simpler for easy comprehension using visual images such as pictures that learners can resonate with.

The principal invigilator using observation checklist also acknowledged that the business core textbook content is clear and easy to comprehend increasing learning and achievement of leaning outcome hence leading to proper implementation of intended curriculum. However, for those respondents who disagreed, they indicated that explanations given are sketchy leaves out key information therefore mastery of concept is made difficult among learning and so discourages reading habit inhibiting achievement of learning objectives. The results imply that content in core textbook ought to be clear and easy for learners to comprehend as this contributes to desired study habits among learners. Clear textbook content is that which is easy to be understood by learners for enhanced construction of knowledge and skill acquisition yielding academic success in school.

Hiebert and Mesmer (2013) postulated that children are more likely to learn when texts can be read with high level of accuracy and comprehension. Brief and simple sentences enhance learning achievement which promotes academic achievement across school systems. Jones *et al.*,(2015) asserts that textbook content will be relevant to learner's cognitive demand if it enhances concept comprehension and acquisition of requisite skills.

Additionally, 66.7% agreed that activities in textbook encourages psychomotor skills development an indication that hands on activities ought to be included in textbook for improved learning outcome through engagement of multiple sense promoting learner memory. On the other hand 8.3% denied the fact those business core textbook contained psychomotor development skills. Teachers that agreed cited that psychomotor development is critical as teaching method for business textbook as it enhances learning experience and cognitive capability of learners which leads to

positive deviation in learner assessment scores. Using observation checklist, the research investigator also agreed that textbook content contained aspects of psychomotor skills. Psychomotor domain requires students to compose spoken and written texts coupled with interpersonal involvement through techniques such as classroom presentation. The results concur with Nursyahrifa (2019) stating that psychomotor skill provide opportunity for students to improve their abstract and concrete skills since the materials, tasks, and activities in some units of core textbook suit the expectation of psychomotor domain stated in the basic competencies of curriculum revised version.

Further, 66.7% of business teachers agreed that methods trigger learner interest while 8.3% did not agree. Teachers that agreed stated that inclusion of clear methods in business textbook stimulates learners' interest. They indicated that textbook that is well structured creates enthusiasm among students hence highly recommended for upward mobility of learning achievement. In addition, textbook content is presented in a logical manner that learners understand even without engaging the subject teacher for guided instruction. There is also use of photos in some pages that attracts learners' attention. Likewise, results from the observation checklist revealed that adequately designed textbook content trigger learning interest contributing to desired motivation for increased success among learners across school system. However, for those who disagreed, they indicated that core textbook limits learners explorability field of discovery as the methods that trigger learner interest is difficult to adopt in real life situation due to inadequate teacher preparation caused by increased workload and limited time.

The results imply that the development of quality text as teaching method stimulate learners' interest. Teaching method entails delivery of subject content to learner using means that corresponds to characteristics of learner. According to Munawaroh (2017), teaching methods and learning environment influences learning process and student's learning achievement. Therefore, an appropriate method has to be selected with learner preference and learning style in mind. Additionally, learner safety and motivation is paramount to create environment that would encourage knowledge construction.

#### **4.4.3 Teaching methods, specific objectives and quality textbook**

Teaching methods adopted in business studies core textbook facilitate achievement of specific goal for improved learning (Arnous and Kotob, 2019). Achievement of specific goals results in acquisition of skills and concept mastery in business studies. Varied teaching methods make learner to be hand on through the learning process hence encouraging acquisition of knowledge contributing to learning achievement through core textbook. Series of activities that learners engage in facilitate character formation which in return leads to increased learning. Whenever business studies textbook limits or narrows down on single teaching method learning is likely to be discouraged limiting achievement specific objectives.

Business teachers were asked to respond to influence of teaching methods on incorporation of instructional objectives at the beginning of every chapter, nature of content and achievement of objectives, learner enthusiasm in meeting specific objectives and inquiry based learning. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in **Table 4.5**.

**Table 4.5: Teaching methods, specific objectives and quality textbook**

	<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>		<i>Mean</i>	<i>SD</i>
	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>		
<b>Specific objectives</b>												
Instructional objectives are clearly stated at the beginning of every chapter	16.7%	2	36.7%	2	13.3%	4	8.3%	1	25.0%	3	2.1	1.4
Content is relevant to specific learning outcomes	16.7%	2	58.3%	7	16.7%	2	8.3%	1	0.0%	0	2.2	0.8
Methods promotes learner enthusiasm in knowledge construction	25.0%	3	41.7%	5	33.3%	4	0.0%	0	0.0%	0	2.1	0.8
Approach facilitates inquiry based learning	25.0%	3	33.3%	4	33.3%	4	8.3%	1	0.0%	0	2.3	1.0

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

Teachers of business that agreed to instructional objectives being clearly stated at the beginning of every chapter were indicated by 53.4% while 33.3% represents respondents that disagreed with the statement. Respondents that agreed stated that clear instructional objectives were well labeled in teacher's guide of core business textbook providing teachers with desired guidelines in achievement of learning objectives enhancing improvement in learner mean score through learning with core textbook.

On the other hand respondents that disagreed indicated that instructional objectives are not clearly stated in learners textbook and this may not be practical in real life

situation. Absence of learning objectives for learners at the beginning hinders independent learning thereby challenging learners esteem in articulation of concepts learnt through the core textbook leading to decrease in learning achievement through core textbook. From observation checklist, the invigilator disagreed that instructional objectives are clearly stated at the beginning of every chapter. This is an implication that clearly stating instructional objectives in a textbook keeps reader a glimpse of what is contain herein creating more interest to read instilling a reading culture among the learners leading to growth in academic achievement.

Instructional objectives are written by the instructor to guide the design process, with consideration of delivery strategies and principles of learning. Often teaching methods will be negotiated with learner so that it will meet their needs addressing there limitation and boosting their interest in construction of knowledge for achievement of learning objectives. The results concur with Arnous and Kotob (2019) that instructional objectives are written by instructor to guide the content design process, with consideration of delivery strategies and principles of enhancing student learning through the business studies core textbook.

It was further agreed by 75.0% of business teachers that content is relevant to specific learning outcomes whereas 8.3% disagreed to the fact that content in core textbook promotes achievement of learning outcome. From observation checklist, the research invigilator agreed that content is adequate for achievement of learning outcome through business studies textbook. Teachers that agreed cited that the core textbook contained relevant content for quality learning hence promoting concept mastery and skill development among school going children. Respondents that disagreed noted that business studies core textbook had inadequate content and this impacts quality

of business studies textbook inhibiting desirable learning experience through core textbook. The results imply that in development of business studies curriculum, issue of content is among many requirements to be looked into for appropriate learning among learner across school system.

Learning outcomes are statements of what students are expected to know and do at an indicated grade; they comprise prescribed curriculum for business studies. However, learning outcome should not be yardstick to systematically and comprehensively express the purposes, content, nature and level of their qualifications but also acquisition of skills is appropriate to be put into consideration for wholesome development of individual resulting in achievement of recommended curriculum. According to Richard (2016) specific outcomes relate content to learner ability by formulating as precisely as possible the knowledge, skills or abilities that a learner must acquire or improve during or by the end of a learning situation through business studies core textbook. Precision in learning content encourages creativity and imagination among learners contributing to lively learning sessions leading to increased learning achievement.

Teachers of business studies (66.7%) indicated that methods promote learner enthusiasm in knowledge construction through business studies textbook. There were no respondents disagreeing with this statement. Respondents that agreed, indicated that content creates enthusiasm in students learning through business studies core textbook hence highly recommended for knowledge construction among secondary school students. It was established in the observation checklist that methods promote learner enthusiasm in that it promotes hand on learning activities in learning through business textbook. Teaching methods such as role playing allows the learner act out a



role let's say accountant dealing with record keeping in the process skill is acquired as well as knowledge is constructed contributing to increased learning outcome through business textbook.

The results imply that methods adopted in teacher's guide ought to promote learner interest and preference in learning situation for improved academic achievement. Constructivism based textbook is a very powerful model for explaining how knowledge is produced in the world as well as how students learn. Moreover, constructivist teaching practices are becoming more prevalent in teacher education programs, while demonstrating significant success in promoting student learning through business textbook. However, Shah, (2019) argues that constructivist teaching has often been misinterpreted and misused, resulting in learning practices that neither challenge students nor address their needs there by discouraging self-directed learning through business studies textbook.

Descriptive results also established that 58.3% of teachers of business studies agreed approach in teacher's guide as facilitating inquiry based learning whereas 8.3% disagreed with statement that approaches adopted promote inquiry based learning. From the observation checklist, the lead researcher also agreed that methods used are appropriate for stated topics existing in business studies textbook. For those who agreed, they indicated that quality business textbook arouses inquiry based learning. Inquiry based learning is a learner centered type of learning. It involves investigating into a problem individually by a learner or in small group discussion. The groups are later allowed to share their findings based on the evidences obtained from studying business textbook or brainstorming among their peers for improved learning and developing of problem solving skills. However, those who disagreed indicated that

business studies textbook did not encourage inquiry based learning as it incorporated inadequate revision exercises discouraging acquisition of analytical skills for higher academic achievement in business studies through the core textbook.

The results imply that approaches advised in teacher's guide are vital in promoting inquiry based learning. The vision for education advocates that students develop competencies through process of inquiry and discovery. Students would collaborate to create new knowledge while also learning how to think critically and creatively, and how to make discoveries through inquiry, reflection, exploration, experimentation, and trial and error in solving specific problem resulting in growth and development in learner's imaginative skills in construction of knowledge in business studies through the core textbook.

Inquiry has implications for designing learning environments, for planning teaching and for assessing students' learning achievements in business studies. The results concur with Constantinou, *et al.*, (2018) that effective inquiry-based teaching requires well-prepared and skilled teachers, who are aware of the essential characteristics and principles of inquiry learning and teaching, who can act as facilitators in their students' learning and who are ready to adapt and also develop inquiry-based teaching sequences in their everyday teaching for better business studies results.

Quality Business studies textbook should clearly state instructional objectives at the beginning of every chapter both in the teacher's guide and learners textbook. However, inadequately structured business studies core textbook lack this noble virtue. As indicated from the results, business studies core textbook require more restructuring to enhance objectivity. Also content is relevant to specific learning

outcomes which however, was noted by some respondents as being inadequate. Moreover, some respondents noted the core textbook failed to incorporate content that promote inquiry based learning.

#### 4.4.4 Cross tabulation between teaching methods and quality textbook.

A cross tabulation table of teaching methods categorized as adequate and inadequate was tabulated against quality of business studies textbook categorized as satisfactory and unsatisfactory. Table 4.6 shows the cross tabulation table of teaching method and quality of Business studies textbook.

**Table 4.6: Cross tabulation between teaching methods and quality of business studies textbook**

		Quality of business studies textbook		
		Unsatisfactory	Satisfactory	Total
Teaching method	Inadequate	4	0	4
	Adequate	1	7	8
Total		5	7	12
Chi-square	( $\chi$ )	8.400		
	P-value	.010		

Cross tabulation results in Table 4.6 shows that inclusion of adequate teaching methods resulted to satisfactory quality business textbook. However, inadequacy of teaching methods in the business textbook results to unsatisfactory quality business textbook. The influence of teaching methods on quality of business textbook was statistically significant as supported by a chi square of 8.400 and a calculated p value of  $.010 < 0.05$ . This implies that teaching methods significantly influences quality of business studies textbook.

The hypothesis was tested using p value calculated. The acceptance/rejection criterion is that, if the p value  $>0.05$ , we fail to reject the  $H_0$   $<0.05$ , the  $H_0$  is rejected. The null hypothesis ( $H_0$ ) was that there is no significant relationship between teaching method quality of textbook. Cross tabulation results revealed a Chi-square of 8.400 and p-value of  $.010 < 0.05$ . The null hypothesis ( $H_0$ ) was thus rejected and conclusion made that teaching method is relevant to quality of textbook. The results imply that adoption of appropriate teaching methods in Business textbook is critically important for achievement of learning objectives.

The teaching methods adopted by business studies textbook facilitates interaction between the learner and the business studies textbook to achieve a specific goal in relation to the curriculum content (Ganira 2019). Appropriate teaching method facilitates passing on of content to the learner thereby contributing to construction of knowledge with the business studies textbook. Assessment questions are likely one of the methods in the business studies textbook that enhances achievement of learning. Teaching method is likely to be cognizant to the learner's interest and needs, as they influence learning achievement (Ganira, Odundo, Ciamuari and Muasya, 2019).

Learning objectives is likely to be achieved by business studies textbook if teaching methods adopted matches individual learner's interest. A well planned and thought out TM may yield more positive result in achievement of business studies curriculum goals. A well-planned teaching method is likely to adhere to the nature of content, level of learner and the objectives of the curriculum. An appropriate teaching method enhances achievement of learning objectives.

#### **4.5 Instructional content and quality textbook**

The way content is structured in business studies textbook determines whether learning will take place. According Abubakar (2020) effectiveness of Educational Content in business studies textbook is judged by extent to which it has yielded successful learning. Appropriate IC encourages rational thinking hence encouraging achievement of learning objectives. However, learning is hindered in instances where the business studies textbook does not adopt proper instructional content for achievement of learning. The second objective was to assess relevance of instructional content in enhancing quality Textbook. The objective was answered via use of descriptive statistics and cross tabulation table. Business teachers were asked to respond to adequacy of content, clarity, structure and correctness of information in core textbook. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.7.

**Table 4.7: Instructional content and quality of business studies textbook**

	SA		A		N		D		SD		Mean	SD
	%	F	%	f	%	F	%	f	%	F		
<b>Instructional content</b>												
The core textbook has adequate content for achievement of curriculum objectives	33.3%	4	33.3%	4	16.7%	2	16.7%	2	0.0%	0	2.2	1.1
Information is clear and can easily be understood	25.0%	3	50.0%	6	25.0%	3	0.0%	0	0.0%	0	2.0	0.7
Incorporates well-structured sentences	33.3%	4	41.7%	5	16.7%	2	8.3%	1	0.0%	0	2.0	1.0
Contains error free phrases	8.3%	1	50.0%	6	25.0%	3	8.3%	1	8.3%	1	2.4	1.1

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree*

*and SD=strongly disagree*

66.6% of business studies teachers agreed that core textbook has adequate content for achievement of curriculum objectives while 16.7% disagreed. Some respondents agreed, because items mentioned have been expressed in logical manner aiding construction of knowledge through core textbooks for improved learning outcome. However, some respondents disagreed citing shallow content in some topics is shallow. The results imply that adequate content in business textbook is essential in developing quality of textbook that meets learners' needs. Instructional content is useful in implementation of curriculum through providing clear and precise statements leading acquisition of knowledge and skills. Findings agree with Richard (2016) specific outcomes relate content to ability by formulating as precisely as possible the knowledge, skills or abilities that a learner must acquire or improve during or by the end of a learning situation.

As indicated by 75.0%, majority of business studies teachers who participated in the study agreed that information is clear and can easily be understood. For those who agreed, the content in business textbook should be up to date. However, some respondents did not agree citing use of old content that has been passed with time. The results imply that text content used to write textbook has to be clear so that it can be understood by teachers and learners. The results concur with Bojanić and Topalov, (2016) who indicated that curriculum developers should be able to make an informed decision and choose a textbook that is most suitable for the requirements of their specific classroom context.

Majority 75.0% of business studies teachers' agreed that a good textbook should incorporate well-structured sentences while 8.3% disagreed. For those who agreed, they cited incorporation of well structure sentences added to the quality boosting

reading culture among learners. Findings concur with Demir and Erdogan (2017) that success in academics is inspired by grammatical utterances in the core textbook. Proper form of speech is a requisite element for correct articulation of sounds, empowering correct communication skills ushering in self-driven learning for higher grades.

However, those respondents that disagreed indicated that business core textbook had poorly structured sentences that undermined quality of textbook. The results imply that process of developing texts, sentence construction need to be simple and easily understood. Well-designed core textbook have potential to make learning more fun, lasting, and meaningful and may actively engage learners' cognition through visual representation, critical thinking and posing questions. In development of quality textbook, sentence structure promotes easy reading and understanding of concepts.

In addition, 58.3% of teachers selected for the study agreed that core textbook phrases are free of error while 16.6% disagreed. Those who agreed cited that core textbook has no errors as this jeopardizes the quality. For observation checklist, new concepts are clearly introduced, material is well organized and structured, content is appropriately sequenced and content is relevant to level of the learner. This implies that core textbook is adequate in terms of instructional content. According to the respondents, there is need to incorporate case scenario to stimulate learners reasoning ability. The results imply that textbooks development has to be grammatically correct free from errors and omissions. Textbooks that contain errors have been shown to have a large, negative impact student learning. Finding agrees with Demir and Erdogan (2017) success in academics is inspired by grammatical utterances in core textbook.

#### 4.5.1 Instructional content, presentation style and quality textbook

The business studies textbook whose presentation style enhances stepwise development of knowledge learning achievement is encouraged. On the contrary improper presentation style in business studies textbook discourages learning with the business studies textbook. In the views of Kebritchi, Lipschuetze and Santiague (2017) business studies textbook that Present Information Logically may be a source of inspiration for learners' construction of knowledge.

Business teachers were asked to respond to whether content in core textbook is presented in logical order, concept adopt stepwise arrangement, progresses from specific to general and use of diagrams to illustrate concepts for increased learner mean score. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.8.

**Table 4.8: Instructional content, presentation style and quality of textbook**

	SA		A		N		D		SD			
	%	F	%	f	%	f	%	f	%	F	Mean	SD
<b>Presentation style</b>												
The content is presented in logical order	41.7%	5	58.3%	7	0.0%	0	0.0%	0	0.0%	0	1.6	0.5
Concepts are developed in a stepwise presentation	33.3%	4	50.0%	6	16.7%	2	0.0%	0	0.0%	0	1.8	0.7
Content progresses from specific to general or vice versa	25.0%	3	75.0%	9	0.0%	0	0.0%	0	0.0%	0	1.8	0.5
Diagrams are used to illustrate concepts	33.3%	4	33.3%	4	25.0%	3	8.3%	1	0.0%	0	2.1	1.0

*f=frequency, %=percentage, SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*



Business studies teachers' who participated in study agreed that textbook content is presented in logical order. For those respondents who agreed, they indicated that content is presented in logical order captivating learner interest to learn. The presentation of content makes it simpler for learners to capture key points. Responses agree with findings by Wilhelm and Baber (2020) that content presentation will reflect instances where business studies textbook facilitates learner move from known to unknown. When new concepts are linked to already achieved knowledge learning is enhanced, however in instances where the presentation does not provide a link to what the learner already knows learning is discouraged. However, for those who disagreed, they indicated that content is brief and over summarized leaving out some key issues. The results imply that arrangement and presentation of textbook contentment has to be in order to avoid confusing teachers and learners. Further Kebritchi, Lipschuetze and Santiago (2017) assert that content and its structure are important for promotion of a specific objective in learning through textbook boosting morale in knowledge creation.

Majority 83.3% of business studies teachers' sampled for the study agreed that concepts are developed in a stepwise presentation. Business studies teachers, who agreed, cited reasons such as stepwise presentation style has been adopted encouraging mastery of concepts by learner. This is an implication that concepts in core textbook have to be created and presented in logical manner in order to support success in academics across school system. Business studies textbook has to be written particularly with audience in mind to achieve learning objectives by providing teachers and students with a step-by-step approach to sourcing content.

The results agree with Ganira and Odundo (2020) that business studies textbook that present Information Logically may be a source of inspiration for learners' in construction of knowledge enhancing learning achievement. Basing on results from observation checklist, the principal invigilator indicated that business textbook provides summary to important information, concepts are clearly developed, encourages learner to work independently. This implies that business textbook is adequate in terms of presentation style. It was also found that 100% of business studies teachers' selected for the study agreed to content progressing from specific to general. Content development in texts has to flow coherently. Textbooks are of great significance for teaching and learning as they facilitate acquisition of knowledge and requisite skills.

A 66.3% of business studies teachers further agreed that diagrams are used to illustrate concepts. Those who agreed noted that core textbook was well structured in content and illustration. Results imply that use of diagrams and illustrations in business studies textbook enhances learner interest boosting learning. Use of instructional media resources, especially the use of diagrams, charts, pictures and photographs in core textbook enhances learning experience among learners in Kenya. Illustrations such as diagrams contained in textbook are crucial modes of visual representations that facilitate learners' conceptual learning. This result concurs with Liu and Khine (2016) diagrams keep rich details of the information been contained, learners therefore have less difficulty in understanding the scientific entities and phenomena been demonstrated. Understanding schematic diagrams relies on effective diagrammatic reading skills increasing creativity in imagination of ideas.

#### 4.5.2 Instructional content, learner cognition and quality of textbook

Theories and principles in business studies Textbook is likely to match cognitive ability if the complexity of the material presentation is relevant to the level of learner's mental processes. The learner is likely to master concept whose presentation matches their ability to learn. On the other hand, business studies textbook whose complexity of content presentation is beyond the learner's mental characteristics, acquisition of skills is discouraged. Appropriate material sequencing meets cognitive characteristics of learner hence facilitating learning achievement (Alqurashi, 2018).

Business teachers were asked to respond to activities stimulating learning, promotion of learners thinking process, matching learner understanding and whether content provide room for creativity. Teachers responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in **Table 4.9**

**Table 4.9: Instructional content, learner cognition and quality of textbook**

	SA		A		N		D		SD		F	Mean	SD
	%	f	%	f	%	f	%	f	%	f			
<b>Learner Cognition</b>													
Activities in textbook stimulates hands on learning	16.7%	2	58.3%	7	16.7%	2	8.3%	1	0.0%	0	2.2	0.8	
Core textbook promotes growth of learners thinking processes	8.3%	1	58.3%	7	33.3%	4	0.0%	0	0.0%	0	2.3	0.6	
Content matches learner ability to understand	33.3%	4	41.7%	5	16.7%	2	8.3%	1	0.0%	0	2.0	1.0	
Provides room for creativity and innovation	16.7%	2	41.7%	5	25.0%	3	16.7%	2	0.0%	0	2.4	1.0	

Majority 75.0% of business studies teachers' selected for the study agreed that activities in textbook stimulate hands on learning while 33.3% did not agree with

practicability of learning activities. For those who agreed, they indicated that quality textbooks stimulate hands on learning leading to learner centered knowledge creation. For those who did not agree, it was established that some textbooks lacked sort of content that promoted hands on learning. The results imply that integrating activity work in textbooks stimulate understanding of key concepts after every lesson. The incorporation of hands on activity in learning is viewed to increase concept understanding and comprehension among students. Textbooks can assist pupils to make perception about their experiences. Textbook which provides suitable questions can indicate students' reflection; give explanation motivating development of knowledge.

It was also found that 66.6% of business studies teachers' selected for the study were agreeing that core textbook promotes growth of learners thinking processes while 25.0% did not agree to it. Business teachers, who agreed, cited that that core textbook that matches ones cognition enhances learning. However, for those who disagreed, business textbook lacked aspect of learners' cognition stimuli. Principal invigilator using observation checklist noted that topics in business studies text books are appropriate to student's needs, contains level of difficulty appropriate for intend learners and explanations provided by the textbooks can be understood by the learners. It is evidently clear that business studies textbook in selected schools are adequate in terms of learners' cognition. The results imply that core textbook is essential in enhancing learning for academic achievement.

Critical thinking is fundamentally important in determining quality of questions in core textbook. Appropriate learning assignment offers moments for learner to learn and acquire requisite skills. Setyowati, *et al.*, (2018) noted that critical thinking

encourages mastery of concepts and development of decision making skills leading to improvement of learning outcome.

A 75.0% of business studies teachers' selected for the study agreed that content in core textbook match learner ability to understand. According to those respondents who agreed, content has been simplified to match learner ability to understand content. However, 25.0% did not agree to this statement citing some of the business text books did not have content that match learners' ability to understand. The results imply that textbook content needs to be analyzed with reference to its specified aims and objectives, like to what extent teaching areas like grammar, vocabulary, reading and writing and culture is present in a student's book, teachers' manual and activity book.

Further 58.4% of respondents agreed that core textbook development provide room for creativity and innovation. For those who agreed, they indicated that business core textbook were structured in manner that it could invoke creativity and innovation among learners. However, 16.7% who disagreed indicated that some of the business studies textbook used in schools could not promote creativity and innovation among learners. The results imply that good textbook development should invoke creativity among learners. Well-structured text book is essential in fostering creativity in learners. The results concur with Sinay, *et al.*, (2017) that successful schools and school systems around the world promote personalized, student centered, and skills-based instructional practices to improve students' innovation and creativity skills.

#### **4.5.3 Instructional content, visual representation and quality textbook**

Information visualization in business studies textbook facilitates mastery of concepts through enhancing ability to read, interpret and understand content in textbook for

improved learning outcome. As stated in Weerasinghe and Fernando (2017) visuals such as Graphical images can help reinforce numerical data which usually shows relationship between two variables. Jazzazi and Sultan (2017) opinionated that incorporation of variety of artwork in BSCT stimulates learner’s creativity and imagination making possible understanding and mastery of concepts facilitating achievement of learning objectives.

Business teachers were asked to respond to integration of real world images in the textbook, relevance of the photos in textbook, adequacy of diagrams and extent to which information is visualized. The responses were rated on five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in **Table 4.10**.

**Table 4.10: Instructional content, visual representation and quality of textbook**

	SA		A		N		D		SD			
	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	<i>Mean</i>	<i>SD</i>
<b>Visual Representation</b>												
Content integrates real world images	16.7%	2	50.0%	6	25.0%	3	8.3%	1	0.0%	0	2.3	0.9
Photos are current and relevant	33.3%	4	25.0%	3	33.3%	4	0.0%	0	8.3%	1	2.3	1.2
Diagrams and tables are adequate where applicable	33.3%	4	41.7%	5	25.0%	3	0.0%	0	0.0%	0	1.9	0.8
Content is highly visualized	25.0%	3	33.3%	4	33.3%	4	8.3%	1	0.0%	0	2.3	1.0

Majority 66.7% of the respondents agreed that content integrates real world images while 8.3% did not agree. For those respondents who agreed, content is relevant to learner as it is highly visualized and provides room for innovation by integrated real world images supporting construction of knowledge and acquisition of

requisite skills. For those business studies teachers who disagreed, they indicated that integration of real world images and examples is not adequate to fully equip learners with skills and knowledge in business studies. The results imply that business textbook content ought to integrate real world images for in-depth understanding of learning concepts among learners. However, results from observation checklist indicated that business studies text books did not integrate adequate real world images.

Further, 58.3% of business studies teachers' selected for the study agreed that photos in core textbook should be current and relevant. For those who agreed, the use of photos simplified hard concepts for students to comprehend. In addition, the textbook incorporate real life images. However, 8.3% did not agree that photos in business textbook should be current and relevant. For those who disagreed, core textbook used very few real world images and photos that enhance content comprehension and reading culture among learners. In addition, Results from observation checklist indicated that business studies textbook did not integrate real world images, photos were not current and relevant and diagrams and tables were not adequate. This is supported by the fact that principal invigilator actually disagreed. Nonetheless it was established that content for business studies textbook is visualized and contain pictures, diagrams, tables and illustrating concepts.

Additionally, 75.0% of the respondents agreed that diagrams and tables are adequate where applicable. For those who agreed, the graphs used gave clear explanations and helped enhance concept understanding in students. However, observation checklist results indicated that tables were not adequate. Images are able to motivate students to study the attached text; they can increase attention or encourage more detailed processing of textual data which included in illustrations, also they can explain and

make clear content that is not easy to understand, or they can aid to create nonverbal codes in addition verbal ones and thus increase recovery potential for the picture text content. There is need for online platform like website where latest trends of content can be accessed by the teacher. Results match study by Kasmaienezhadford, *et al.*, (2015) that pictures in textbook can increase students' creativity. However, the use of images for educational intention and learning is a vital, but designer of textbook should be aware of utility of an image.



It was also found that 58.3% of business studies teachers' selected for the study were agreeing that content in textbook is highly visualized while 8.3% did not. Those who agreed, indicated that core textbook has adequate visual diagrams. However, for those who did not agree, they had found that business textbook used in secondary schools lack clear content visualization. Further, it was established from observation checklist that content for business studies textbook is visualized and contain pictures, diagrams, tables and illustrating concepts. Visualization is commonly used to help the reader in getting initial idea about concepts being taught or discussed in core textbook.

Business studies teachers, who agreed that instructional content impacts quality of core textbook, the reasons were that; contents are well captured from simple to complex thus learners knowledge construction and teachers ease of teaching is achieved, students are able to visualize and relate content with the surrounding business world, the content has been simplified to match the learners ability to understand presentation of the content numbered makes it simpler for learner to capture key points, the textbook incorporates real life images and the content is presented in a logical order. Result concur with findings of Jazzazi and Sultan (2017) who opinionated that incorporation of variety of artwork in BSCT stimulates learner's creativity and imagination making possible understanding and mastery of concepts facilitating achievement of learning objectives. Business teachers were asked to respond to whether core textbook integrates real world images in the textbook, relevance of the photos in textbook, adequacy of diagrams and extent to which information is visualized

In addition, the content is highly visualized and provides room for innovation because it integrates real world images and the book is well balanced in content and illustration, a bit general in some areas. Those who disagreed, indicated that most of the documents are no longer in use thus the students can't relate with them, the content is brief and summarized leaving out some of the key issues, use of very few real world images and photos are used. To counter this, some respondents suggested that there is need for online platform such as website where latest trends and content can be accessed by the teacher and need to incorporate case scenario to stimulate learners reasoning ability. Result concluded that instructional content that incorporate appropriate presentation adequate images and relevant to the curriculum makes a quality textbook.

#### **4.5.4 Cross tabulation between instructional content and quality of business textbook**

A cross tabulation table of instructional content categorized as adequate and inadequate was tabulated against quality of business text books categorized as satisfactory and unsatisfactory. **Table 4.11** shows the cross tabulation table of instructional content and quality of Business textbook.

**Table 4.11: Cross tabulation between instructional content and quality of business textbooks**

		Quality of Business Textbook		
		Unsatisfactory	Satisfactory	Total
Instructional content	Inadequate	5	0	5
	Adequate	0	7	7
Total		5	7	12
Chi-square	( $\chi$ )	12.000		
	P-value	.001		

Cross tabulation results in **Table 4.11** shows that adequate instructional content result to satisfactory quality business textbook. However, inadequate instructional content in business textbook result to unsatisfactory quality business core textbook. The influence of instructional content on quality of business textbook is statistically significant as supported by a chi square of 12.000 and a reported p value of  $.001 < 0.05$ . This implies that instructional content significantly influences quality of business textbook.

The hypothesis was tested using p value calculated where if the p value  $> 0.05$ , we fail to reject the  $H_0$   $< 0.05$ , the  $H_0$  is rejected. The null hypothesis ( $H_0$ ) was there is no relationship between instructional content and quality of business studies textbook. Cross tabulation results revealed a Chi-square 12.000 and p-value of  $.001 < 0.05$ . The null hypothesis ( $H_0$ ) was thus rejected and conclusion made that there is significant relationship between instructional content and quality of business studies textbook. The results imply that instructional content play significant role in determination of quality of business textbook.

Results agree findings of Tety (2016) which asserts that instructional content in business studies textbook influence how fast a concept is mastered. The lesser the time taken to understand a concept the more concepts can be mastered by learner. A stepwise presentation enhances quick understanding of concepts; on the contrary learning is very difficult with textbooks whose structure is complicated.

#### **4.6 Learning assignment and quality of textbook.**

Learning assignment in business studies textbook is a way of engaging learners in learning process. Whenever learner is engaged in learning process through learning activities learning objectives are achieved. Inadequate exercise in business studies textbook is likely to discourage learning as learner lacks activities that may generate learning. Kizilaslan, Zorluoglu and Sozbilir (2020) indicate that hands-on classroom activities improve learning therefore these activities are required to be well captured in core textbook. These activities makes learning a lively episode where interest guides amount of knowledge that is gained by learner. Likewise, Anwer (2019) in a study on activity-based learning, student motivation and academic achievement indicates that students' scores are higher in learning that incorporate hands on activities compared to one that does not.

Palavan (2020) asserts that coupled with doing things in class learning assignment in business studies textbook facilitates successful learning for improved skill acquisition.

Business teachers were asked to respond to topical revision, assignment in textbook, boosting learner interest and ease of the questions. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.12.

**Table 4.12: Learning assignment and quality of business studies textbook**

	<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>			
	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>Mean</i>	<i>SD</i>
<b>Learning assignments</b>												
Trendy business studies textbook offers topical revision question	50.0%	6	33.3%	4	0.0%	2	0.0%	0	16.7%	0	1.7	0.8
Assignment in the core textbook facilitates learning	33.3%	4	41.7%	5	25.0%	3	0.0%	0	0.0%	0	1.9	0.8
Assignment boosts learner interest to learner	33.3%	4	50.0%	6	16.7%	2	0.0%	0	0.0%	0	1.8	0.7

Questions are easy to understand	41.7%	5	58.3%	7	0.0%	0	0.0%	0	0.0%	0	1.6	0.5
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*SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

Results indicated that 83.3% of business studies teachers' selected for the study agreed that trendy business studies textbook offers topical revision question while 16.7% did not agree. Those who agreed, use of topical questions aided to assess mastery of key concepts among students. For those who disagreed, they indicated that some examples are archaic and no longer available for current leaning. The results imply that reputable business textbook should contain exercise questions for learners. Learning assignment are revision questions in business studies textbook involving learners in construction of their own knowledge. Results resonate with Jitpranee and Songsirisak, (2019) that learning assignment in business studies textbook facilitates learner centered learning engaging leaner in the learning process increasing achievement of learning objectives. Inadequate questions in business studies textbook discourages learning as learner lacks activities that may generate learning limiting learner thinking capabilities.

It was also found that 75.0% of the respondents also agreed that assignment in core textbook facilitates learning. For those who agreed, it was indicated that core business text books should promote quality learning among learners. Core textbooks are crucial to learning in the traditional classroom-based setting. Core textbook plays a significant role in the conventional classroom-centred learning environment. Result agrees with Lau, *et al.*, (2018) that sophistication and complexity in learning activities support high-order learning that involves a great deal of interaction and collaboration among learners. However, a prescribed textbook can limit teacher's creativity and in designing course content yielding monotony of classroom learning.

It was also found that 84.3% of respondents agreed that assignment boosts learner interest to learner. For those who agreed, they cited that assignments are important in gaging concept understanding among learners. The results imply that quality business textbooks need to incorporate assignments to boost learners' interest in learning. Assignments are questions constitute the textbook component that enable learners comprehend, remember and apply the subject matter of a particular textbook section. Assignments are included in each unit of core textbook aiding learning process. The incorporation of assignments in core textbook provide learner with items for practice in cementing the content learnt. The goal of assignments is to measure learners' level of knowledge, skill, attitude, interest, value and other outcomes of learning. The results concur with Aagaard and Conner (2014) who indicated that assignments in quality textbook boost learner interest in self-driven knowledge construction.

Additionally, 100% of business studies teachers' selected for the study agreed that questions are easy to understand. For those who agreed, they indicated that the textbook present most of the mentioned learning assignment items. Results imply that quality business textbook contains questions after completion of a topic to gauge learner's comprehension of concepts taught. Questions should be in line with content learnt and be in language understandable to learners. Questions need to focus on appropriate intellectual activity ranging from simple recall of facts to problem solving, critical thinking, and reasoning. The test questions will permit students to demonstrate the knowledge acquired to the classmate supporting learner's communication skills.

From observation checklist, business studies textbook could enhance individualized learning and difficulty of questions contained herein are relevant and learner

cognizant. However, it was found that business studies textbook contained questions not adequate for practice, lacked adequately worked out examples for accounting topics and did not provide answers to exercises at the back of textbook, but provided in the teachers' guide. The fusion of assignments into business textbook is meant to help learners test about what has been learned.

#### **4.6.1 Learning assignment, skill development and quality of business studies textbook**

A well generated question in business studies textbook enhances critical thinking (Ekinici and Ekinici, 2017). Learning assignment-topical question provided in business studies textbook promotes skill development enabling learner to reflect on content learnt. The reflection gives learner opportunity to cement knowledge acquired thereby increasing memory retention. Inadequate opportunities for reflection discourage knowledge retention hence interrupting enhancement of critical thinking. According to Nguyen (2017) questions in business studies encourage critical thinking through facilitation of articulation of knowledge learnt. In the process of learning with questions the learners acquire a critical thinking skill which enables them to systematically verbalize the content learnt.

Business teachers were asked to respond on whether learning assignment boosts skill development, acquisition of business skills, evaluation technique and creativity. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.13.

**Table 4.13: Learning assignment, skill development and quality of business studies textbook**

	SA		A		N		D		SD		Mean	SD
	%	f	%	F	%	F	%	F	%	f		
<b>Skill development</b>												
Learning assignment boosts skill development in business	33.3%	4	33.3%	4	16.7%	2	16.7%	2	0.0%	0	2.2	1.1
Questions enhance acquisition of business management skills	16.7%	2	66.7%	8	8.3%	1	8.3%	1	0.0%	0	2.1	0.8
Testing in the textbook reflects blooms technique of evaluation	16.7%	2	66.7%	8	16.7%	2	0.0%	0	0.0%	0	2.0	0.6
Set of activities promote creativity and independent response.	16.7%	2	58.3%	7	16.7%	2	8.3%	1	0.0%	0	2.2	0.8

*SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

Business studies teachers were asked to respond to questions regarding skill development in text books. Regarding the statement learning assignment boosts skill development in business, 66.6% were agreeing with it. For those respondents who agreed with the statements regarding learning assignment and quality of textbook, the reasons were; well-structured book, well elaborated and are geared towards the self-objectives, presence of learning activities at the end of each topic that makes the learners to relate what is covered in topic to real life situation, presence of topical questions enable learner reflect key concepts covered and definition of terms at glossary section makes learners memory key terms used.

In addition, there is the learning assignment is relevant to the curriculum and aids in achievement of learning, there are questions at the end of the topic to test general understanding of the topic and its objectives, questions are well structured and they aid in achievement of subject goals and presence of topical revision helps in mastery of concepts.



Also 83.4% respondents were in agreement that inclusion of questions in business studies core textbook enhances acquisition of business management skills. The respondents indicated that questions in core textbook serve the role in cultivation of management skills. Referring to observation checklist results, business studies textbook provides tests that supported learners to develop critical thinking skills, tests that promotes psychomotor skills, supports comprehension skills, equip learners with accounting skills and contain tests that provide learners business management skills. The results imply that business studies textbook were adequate in terms of subject goals and skill development.

It was also established that testing in core textbook reflects blooms technique of evaluation as indicated by 83.4% of respondents. The core textbook adopts both low order thinking question and high order thing question enhancing learner's ability to interpret and answer the questions. Involving metacognition skills of learner enables development of learner's ability to comprehend most abstract concept in core textbook leading to increase in learner meanscore. Questions are essential tool in promoting quality instruction in business studies textbook.

Moreover, 75.0% of the business studies teachers agreed that set of activities promote creativity and independent response while 8.3% did not agree. For those who agreed, they indicated that learning activities at the end of the topic enables learners to relate what is covered in the topic in real life situation. Presence of topical questions enable learner reflects key concepts covered and definition of terms at glossary section makes learners memory key terms used. For those that disagreed, the reasons were that the students are not able to relate and the content barely outlines where they are applicable in real life business environment.

In order to enhance learning assignment, business studies teachers suggested that there is need to stick to the modern tools, machines and documents giving examples of the old things that are not in existence is irrelevant to them, analyzing and applying technology to enhance more understanding of the business world. Moreover, there is need to have answer sections to the topical questions and revision questions, as this will enable the learner to attempt the questions and evaluate themselves even in the absence of the instructor/teacher.

#### **4.6.2 Learning assignment, concept mastery and quality textbook**

Well-structured business studies textbook maintains balance between theory and practice. Mastery of concept enables learner to acquire skills through practice of concept learnt in class in their immediate surroundings. Application of knowledge acquired provide learner with opportunity to cement concept learnt as a result boosting learner memory. Kent, Laslo, and Rafaeli (2016) states that balance between theory and practice create self-awareness, knowledge acquisition and skill building by the learners. In order to promote concept mastery business studies textbook adopts industrial visits as one of the teaching methods. Teaching and learning with well-planned core text aims at maximum knowledge retention inaugurating development of learner's memory, resulting in increased learning outcome.

Business teachers were asked to respond on whether questions aid concept mastery, adequacy of examples, nature of questions and presence of worked out examples. Responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in Table 4.14.

**Table 4.14: Learning assignment, concept mastery and quality of business studies textbook**

	SA		A		N		D		SD		Mean	SD
	%	f	%	f	%	F	%	F	%	f		
<b>Concept Mastery</b>												
Questions are an aid in mastery of concepts in business studies	41.7%	5	41.7%	5	16.7%	2	0.0%	0	0.0%	0	1.8	0.8
Examples support understanding of topics	33.3%	4	33.3%	4	25.0%	3	8.3%	1	0.0%	0	2.1	1.0
There are worked out illustration to promote mastery of concepts	16.7%	2	66.7%	8	16.7%	2	0.0%	0	0.0%	0	2.0	0.6
Questions are elaborate and adequate	16.7%	2	50.0%	6	25.0%	3	8.3%	1	0.0%	0	2.3	0.9

*SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

Regarding concept mastery, majority of respondents agreed that inclusion of questions in core textbook is an aid in mastery of concepts in business studies. This was supported by 83.4% of agreed on the statement. Those who agreed indicated that use of questions allows learners to think more and read more widely and in the process facilitate further understanding of concept in business studies curriculum. Questioning is an important activity in teaching. Questioning is one of the most effective ways to get students involved in the delivery of the lesson.

Questioning enables one test understanding of previously learnt content, to establish learner's mastery of concepts. In question-and-answer session, teachers can practice variety of questioning techniques and reinforce to motivate students and encourage their thinking in classroom context. By asking questions, teachers can engage students to think about the content of a lesson and simultaneously get feedback from students to demonstrate the effect of teaching.

It was also established that presenting examples in textbook support understanding of critical concepts as agreed by 66.6% of respondents. The respondents indicated that use of examples in business textbook further enhance understanding of key concepts. Use of examples in core textbook is generally considered to be reliable tools providing creditable information that supports and enhances students' understanding of critical concepts. Examples act as illustration of what is required of learners and thus very helpful in comprehension of rather complex concepts among learners. Setyowati, *et al.*, (2018) noted that sophisticated concept can be mastered through discussion of questions, brainstorming and critiquing each other's opinion through core textbook leading to cementing knowledge learnt.

The results concur with Sinay, *et al.*, (2017) that successful learning and effective implementation of curriculum is realized through adoption of learner centered method of teaching such as discussion, role play, brainstorming, questioning and answering and project based learning. Moreover, 83.4% of business studies teachers agreed that worked out illustration in core textbook promote mastery of concepts. They indicated that use of worked illustrations enables learners to make a follow up on correct methods used to solve mathematical or accounting based questions. Worked illustrations act as guide to learners in absence of teacher to understand critical concepts taught in class. Ndinda, Barasa and Omulando (2017) noted that textbook illustrations are useful guides to learners when solving questions. Teachers should therefore strive to explain to learners some of illustrations in their texts especially during reading lessons in order to make them relevant to learners and enhance understanding of the written material. Illustrations in business studies textbook promote educative value contributing to acceleration learning outcomes.

Finally, 66.7% of respondents agreed that questions in core textbook are elaborate and adequate. For those business teachers who agreed, they indicated that inclusion of topical revisions aid mastery of concepts. The results imply that structuring of questions in business textbook should be comprehensive and adequate to capture key concepts of content being presented. Asking questions is an integral tool enhancing meaningful learning yielding mastery of concepts. Development of a good question contributes to growth of creativity and innovation among business studies students.

Referring to observation checklist results, business studies core textbook contained questions that promote positive interdependence hence boosting cooperative learning strategy for learners with interpersonal intelligence, provides learners with opportunity to test and evaluate themselves, provide learners with practice of new concepts and offer learners with challenging experience to learn. However, the business studies textbook in selected schools did not provide adequate questions that provided meaningful practice opportunities for learners. The observation checklist results imply that the business studies text books in selected schools were relatively adequate in terms of concept mastery.

#### **4.6.3 Learning assignment, subject goals and quality of textbook**

Properly designed business studies textbook represent set of topics outlined in the syllabus devised by the ministry of Education science and Technology (MoEST). Business studies curriculum coverage is core of teaching and learning of business principles drawn in the core text (Asterhan and Hever, 2015). Subject goals reflect needs of society and therefore influence what is to be taught how and when it is to be taught to learners. Variety of activities and experiences aids in construction of knowledge and acquisition of skills in business. In the views of Paul and Elder (2016)

business studies prospectus envisions learners to become a useful member of a society. As a constructive member of the public the learner is likely to be of positive attitude and of high self-esteem, these qualities facilitate the learning process hence promoting achievement of learning objectives.

Business teachers were asked to respond to whether textbook questions are based on goals of subject, promotion of learning and understanding of concepts. The responses were rated on a five Likert scale as (5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree). The results are presented in **Table 4.15**.

**Table 4.15: Learning assignment, subject goals and quality of business studies textbook**

	<i>SA</i>		<i>A</i>		<i>N</i>		<i>D</i>		<i>SD</i>		<i>Mean</i>	<i>SD</i>
	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>F</i>	%	<i>f</i>		
<b>Subject goals</b>												
Revision exercises aids in achievement of subject goals	41.7%	5	41.7%	5	16.7%	2	0.0%	0	0.0%	0	1.8	0.8
Questions promote achievement of learning	33.3%	4	50.0%	6	16.7%	2	0.0%	0	0.0%	0	1.8	0.7
Exercises promote understanding of topics	41.7%	5	41.7%	5	16.7%	2	0.0%	0	0.0%	0	1.8	0.8
Questions aid in acquisition of requisite skills	16.7%	2	75.0%	9	8.3%	1	0.0%	0	0.0%	0	1.9	0.5

*SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree*

It was established that 83.4% of business studies teachers agreed that revision exercises aids in achievement of subject goals. For those business teachers who agreed, they indicated that the inclusion of topical revisions aid mastery of concepts. The results imply that provision of revision exercises in textbooks aids in the achievement of subject goals. Revision exercises promote critical thinking of the regarding what has been learned. Some of textbook exercises are more like test; brief

checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of the subject. Revision exercises provide much of stimulation which motivates them to become more independent in their learning. This can be done by encouraging learners to think for themselves around these exercises and discuss it with others. The results concur with Zacharis (2015) who stated that questions in textbook are structured in such a way that it resonates with the cognitive level of learner enhancing achievement of subject goals.

In addition, 83.3% business studies teachers noted that questions promote achievement of learning. Business teachers agreeing with this indicated that the book tries to create a balance of structured and analytical questions. They also indicated that the questions are well structured and they aid in the achievement of subject goals. In addition, the learning assignment is relevant to the curriculum and aids in the achievement of learning. The results imply that questions incorporated in text books facilitate in-depth understanding of learned concepts.

When teachers cover topics about which they are well-prepared, they encourage student questions and discussions, spend less time on unrelated topics, permit discussions to move in new directions based on student interest, and generally present topics in a more coherent way. According to Nguyen (2017) questions in business studies encourage critical thinking through facilitation of articulation of the knowledge learnt. In the process of learning with questions the learners acquire a critical thinking skill which enables them to systematically verbalize the content learnt. The positive attitude acquired in business studies are a product of effective questions asked which have been well answered by the learner through a vigorous

thinking process. Nosich (2016) asserts that Critical thinking skills is likely to be developed whenever learners are engaged in discussing and comparing of opposite views or answers to the revision questions.

Presence of exercises in business studies textbook promotes understanding of key topics as agreed by 83.4%. Those who agreed indicated that questions at the end of topics test general understanding of content in topics encouraging attainment of subject goals. Exercises are the component of the textbook most heavily used by the teachers and pupils to gauge understanding of what was learned. The results imply that incorporating exercises textbooks enhances learners' content understanding of key topics. Teachers may or may not use the textbook during lessons; they may simply use it as a source of exercises or they may utilize full potential of materials presented in textbook. Exercises presented in the textbook also serve as the main source for learners' homework. The results concur with Lepik, Grevholm and Viholainen (2015) that the incorporation of text exercises in core textbook enhances learners' understanding of key concepts thought out in the subject thereby assisting achievement of intended goals.

Moreover, inclusion of questions in textbook aid in acquisition of requisite skills as indicated by 91.7%. Those who agreed indicated that use of questions aid in comprehending concepts and also develop more skills and knowledge as learners' attempts to answer questions by reporting more textbook. Questioning is one of the most regularly used teaching strategies by teachers and textbook developers. Good quality and cognitively appropriate questions will certainly lead to deeper understanding. Questions enable proper organization of knowledge in orderly manner. However, while texts in textbooks have become tailored to needs of learners and more



interactive tasks are included in the reading sections, cognitive difficulty of the questions that follow them are not adjusted to the learners' proficiency levels. Teachers primarily questioned students to ascertain whether or not they were learning and to see if they were paying attention in class. The results concur with Lepik, Grevholm and Viholainen (2015) that use of questions is central to learning and essential boosting learner's attentiveness in class.

Questions are critical in promoting mastery of concepts through learning process. Because of this, core textbook need to plan questions carefully as per topics in order to enhance skill acquisition. Basing on results from observation checklist, results revealed that business studies textbook provided appropriate assessment tests, provided exercises sequenced systematically, provided precise exercises easily understood equipped learners with essential skills and helped learners apply concept.

#### 4.6.4 Cross tabulation between learning assignment and quality textbook

A cross tabulation table of learning assignment categorized as adequate and inadequate was tabulated against quality of business textbook categorized as satisfactory and unsatisfactory. **Table 4.16** shows the cross tabulation table of learning assignment and quality of Business textbook.

**Table 4.16: Cross tabulation between learning assignment and quality textbook**

		Quality of Business Textbook		
		Unsatisfactory	Satisfactory	Total
Learning assignment	Inadequate	4	1	5
	Adequate	1	6	7
<b>Total</b>		<b>5</b>	<b>7</b>	<b>12</b>
Chi-square	( $\chi$ )	5.182		
	P-value	.042		

Cross tabulation results in **Table 4.16** shows that adequate learning assignment result to satisfactory quality business textbook while inadequate inclusion of learning assignment in business studies textbook result to unsatisfactory quality of business textbook. The influence of learning assignment on quality of business textbook is statistically significant as supported by a chi square of 5.182 and a reported p value of  $.001 < 0.05$ . This implies that learning assignment significantly influences quality of business textbook.

The hypothesis was tested using p value calculated where if  $p \text{ value} > 0.05$  we fail to reject the  $H_0$ , if  $p \text{ value} < 0.05$ , the  $H_0$  is rejected. The null hypothesis ( $H_0$ ) was that there is no significant relationship between learning assignment and quality of textbook. Cross tabulation results indicated a Chi-square of 5.182 and p-value of  $.042 < 0.05$ . The null hypothesis ( $H_0$ ) was thus rejected and conclusion made that learning assignment do promote quality of textbook. The results imply that inclusion of learning assignment in business textbook is essentially important. Learning assignment are revision questions in business studies textbook involving learners in construction of their own knowledge.

Well-structured Learning Assignment in business studies textbooks facilitates learner centered learning (Jitpranee and Songsirisak, 2019). Learning Assignment (LA) in business studies textbook is likely to be way of engaging the learner in the learning process. Engaging the learner in the learning process through LA increases achievement of learning objectives. Business studies textbook discourage learning whenever learners lack activities that may generate learning. In the views of Tin-Chun Lin (2016) LA are very critical in promoting thinking skills in the process of learning. Rational thinking by the learner facilitates informed judgment and constructive

decision making. However, construction of knowledge is discouraged where the business studies textbook does not provide opportunity for development of critical thinking through the Palavan (2020) asserts that coupled with doing things in class LA in business studies textbook facilitates successful learning. Asking questions enables the learner to seek clarity on the areas of difficulty. This facilitates strengthening learners' areas of weakness hence improving learning achievement. Inadequate LA in business studies textbook make the learner dormant in the learning process thereby disrupting the learning experience.

#### **4.7 Instructional policy and quality of core textbook**

The fourth objective was to examine influence of instructional policy on Quality of Core Textbook. The objective was answered via use of content analysis technique. DQASO member indicated that there is policy with regard to textbooks at secondary schools. The policy guides textbook at secondary level, in form of guidelines and circulars issued by the Ministry of Education whenever new activity comes up. However the stated policies are not clearly defined. To ensure adequacy of textbook across school system random sampling of subject is conducted. During assessment, random sampling of subject is done whereby the number of textbooks are analyzed against the number of students this can also be done by ensuring textbooks offered by the government are effectively utilized by both teachers and learners. Schools may lack adequate textbook, revision book and resource books to extend children's knowledge. Inadequate core textbook may hamper successful accomplishments of targeted educational goals and objectives. Teachers can vary teaching techniques if there are adequate textbooks.

According to Fernandez (2014) the availability of textbook appears to be most consistent factor in predicting teacher effectiveness towards teaching in primary schools and if a school lacks adequate instructional materials such as textbooks and revision books learning through textbook is hindered. Mupa and Chinooneka (2019) also noted that adequacy of textbooks impacts teaching method. Varying methods of teaching is facilitated by adequate varied instructional content. This means that inadequate instructional content promotes varying of teaching methods promoting learner interest in creation of knowledge and skills. The results also concur with Bosibori *et al.*, (2015) that inadequate teaching and learning resources affects the implementation of intended curriculum and achievement of learning objectives.

Most public schools are not issuing textbooks to learners inhibiting effectiveness of business studies textbook, this necessitated close monitoring by DQASO to facilitate issuance of textbooks to learners and also most public schools don't have appropriate maintenance of textbooks and so recovery of lost textbook is difficult. Moreover, textbook selection and quality of business textbook form important clause in instructional policy. When a course book is effectively evaluated it informs the selection process thereby by contributing to appropriate criteria for textbook selection for effective learning. Textbook policies should provide a framework to support good pedagogy.

Adopting learning resources effectively can be realized through establishing clear guideline and procedures concerning acquisition and utilization of business textbook for improved learning outcome textbook. Most state policies call for the review of instructional materials in the core content areas of school subjects. Instructional

programs adopt policies and procedures to ensure that schools and students have access to the best available teaching and learning resources.

#### **4.7.1 Instructionally policy, textbook selection and quality of business textbook**

Textbook selection is done by the Ministry of Education-National Office. Selection is influenced by the price of course book. The government picks a textbook that has quoted the lowest price. Moreover, the selection is also influenced by the quality of content to some extent. There are several activities involved in the selection of textbooks. The initial stage begins by several books that are vetted and approved. Those textbook go through second vetting to determine the best to be purchased with references to the costing- the textbook with the least price is selected. There are also the textbook procurement guidelines that add to the instructional policies. Procurement process facilitates acquisition of quality of textbook required in the teaching and learning process leading to improved teaching and learning for attainment of desired learning outcome. In the views of Rotich (2015) KICD develops the school curriculum and evaluates course books that are submitted by the publishers, and approve the textbooks that relay the curriculum content for effective learning among school going children.

#### **4.7.2 Instructionally policy, textbook acquisition and quality of business textbook**

To guide the requisition and acquisition of textbook at secondary school level, DQASO Publishes the Orange Book this provides the list of approved course book from which the school administration can acquire reference books for teachers and learners. The directorate of quality assurance officer then facilitates the acquisition of quality of textbook by participating in the vetting of the textbook spearheaded by the

KICD. Quality of textbooks in secondary schools is vital in ensuring that quality education is discharged. Figurska and Sokół (2016) noted that acquisition process of textbook will impact the quality of textbook selected since if the process is not adequate, chances that textbook of poor quality will be procured. In an interview with DQASO was quoted saying:

“..DQASO ensures quality is achieved in the textbook through closely monitoring them and getting feedback from the subject teachers”.  
[DQASO, June 2021]

Quality of textbooks spans a range of items including error free textbooks. Reviews of textbooks have to be conducted to identify and correct the errors. Presence of errors in textbooks poses great damage to the reading and learning among teachers and learners. According to DQASO, there have been reports on grammatical errors and inadequacy of content in government provided textbooks during the DQASO assessment checks. Quality Assurance and Standards is important to school success in terms of its mission, goal and objectives. DQASO is tasked in establishing, maintaining and improving educational standards and thus quality of textbooks for teaching and learning are essential. Oduor, (2018) noted that the errors spotted in several approved textbooks were so many but the authorities could not contemplate a reprint because of the cost implications. In an interview with DQASO was quoted saying:

“..There are channels to report on issues in textbook that discourages learning”. [DQASO, June 2021]

#### **4.7.3 Instructionally policy, textbook review and quality textbook**

Textbook review in Kenya is done annually and amendment is made to encourage learning and accelerate skill acquisition among learners. In case of any reports

received from Directorate of quality assurance and standards on errors that may be reported then corrections are done after review process. When a textbook meets expectation of curriculum then it is likely to be quality textbook. Quality textbook accelerates achievement of intended curriculum. Quality assurance that is focused on textbook quality supports schools to adapt to changing needs of learners. The focus is not only on improvement but also innovation that is, development or experimental testing of approaches in different contexts to support quality of textbook. Approaches to quality assurance may need to be adapted over time to efficiently meet needs of learner for feedback and decision-making on matters related to educational provisions resulting to academic success.

Ricardo (2020) asserts that learners recall facts obtained through business studies textbook, if quality colored photos visualizing concepts relating to issues that are abstract are presented in-text assisting the knowledge creation process bringing about growth in academic outcome. In case of substantial issues in textbook, subject teachers can write to Directorate of quality assurance and standards office who in return writes to KICD after consulting with relevant subject specialist. Kenta institute of curriculum development then informs respective publishers who will in turn contact authors of core business studies textbook concerning reported error. In some instances, there is acute underutilization of textbooks provided by government as schools opt for other source of textbook. In such cases, there is divergence in terms of content from certified curriculum guidelines which impacts quality of textbook developed. DQASO during the interview said;

“..Directorate of quality assurance reports cases of underutilization to the immediate sub-county curriculum support officers for follow up”.  
[DQASO, June 2021]

Textbook are Educational investment and underutilization is an expense to the government. Textbook wastage implies inefficient utilization of education resources to achieve the educational goals. There is need for policies to minimize underutilization of business textbook. According to DQASO, policies need to be stated and be communicated clearly to stakeholdersto promote quality and effective textbook use.

#### **4.8Textbookevaluation and quality of core textbook**

Evaluating a textbook periodically encourages achievement of quality content in line with prevailing curriculum. According to Botanic, et al. (2016) textbook content examined in terms of individuals learning styles and match between suggested teaching methods and style of content presentation in the textbook.

The fifth objective of the study was to evaluate relationship between content evaluation and quality of textbook. The objective was answered via use of content analysis technique. Curriculum developer at KICD participated in the interview. The Curriculum developer at KICD was a post graduate qualifier experienced for over 12 years and aged over 41 years.This implies that the participant is knowledgeable enough about content evaluation of text books.KICD plays critical role in the evaluation textbook content.KICD manage the process of approval and evaluation of the course book through providing the relevant curriculum to the Publishers. KICD also provides variety of course books in the list of approved Educational course book (Orange Book).

KICD approves up to six textbooks per class and the crucial role they play in textbook evaluation is important in teaching delivery.KICD has to conduct intensive book



evaluation before approving the textbooks. KICD core function is to initiate and conduct research to inform curriculum policies, reviews and development. The Institute is charged with the development, evaluation and approval of curricular and curriculum support materials for all levels of education except for university level. The Institute also undertakes organization and conducting professional development programmes for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training on curriculum programmes and materials.

The evaluation of textbook content is deemed necessary in ensuring that quality of textbook are developed. When publishers make their submissions, evaluation office will verify whether the materials meet eligibility criteria, proposal submission requirement and completeness of the submission. Technical specifications are verified on the basis of criteria stipulated in the branding document. Content Quality is evaluated for course that possesses the first and the second stage. Evaluation panel will award marks individually and then discuss their findings to agree to the scores and books that conform to the curriculum proceeds to the next stage.

Committee at KICD scrutinizes evaluation report and makes their recommendations. Once satisfied with the process of evaluation and vetting, KICD awards approved status to the course book. The KICD also has the function to ensure development of quality resource. KICD ensures development of quality resource through providing the requisite curriculum to the publisher and providing relevant training to the evaluation panel who are scrutinized and approved by the KICD as being competent and qualified for evaluation task. The course book will maintain the approved status as long as the curriculum is not changed.

#### **4.8.1 Textbookevaluation, process effectives and quality of textbook**

The process effectiveness of evaluating text books is important for quality attainment. Evaluation panel undertake training on course material, evaluation mark list is developed for the evaluators to award marks for evaluation parameters of the course book and teachers guide. However, there are challenges involved in evaluation of content. Dummies submitted by the publishers don't pass editorial test. Officers highlight the errors and feedback given to the publisher, disparity in content approved and what is taught by the teachers to learners (teachers don't make references to approved content) and five books that meets the threshold is selected, the government pick on one that will quote the lowest price without necessarily considering the score obtained. The text book has to go through rigorous process to be approved by KICD by selected evaluation panel.

For course book to be approved; it has to confirm the current curriculum, have adequate illustrations and varied mythologies in teacher's guide, have adequate learning activities and correct content in teacher's guide. The personnel involved in evaluation panel are; Directorate of quality assurance officer, curriculum developers nominated by the KICD, Teacher trainer specialist, Specialist teacher nominate by the KICD and KNEC specialist (personnel are taken through criteria scoring as basis for assessment for each course book). This is possible via syllabus coherence.

#### **4.8.2 Content evaluation, syllabus coherence and quality textbook**

Office of DQASO is vested with the responsibility of verifying schools compliance to the latest curriculum. Thus, the type of textbooks plays important role the in implementation of new CBC curriculum. Quality of textbook facilities implementation

of the curriculum as in itself it is potentially implemented curriculum. Filgona, Sakiyo and Gwany, (2020), states that teaching and learning process involves planning, implementation, evaluation and feedback. In order to achieve learning objectives which consequently leads to mastery of concepts there has to be coherence in course book content and the syllabus. Heinze (2018) propagates that appropriately structured textbook content offers a guide to students concerning the curriculum that is in place.

Textbook is revised to promote its effectiveness in implementation of curriculum. According to Caruthers as cited in Yarbrough (2017), Systematic investigation of value is done along a defined dimension. Results of evaluation provide reason for existence of material and its authenticity. The ministry of Education (2010) requires the schools to engage the subject teachers in planning, budgeting for textbooks. With vast experience bestowed upon the teachers are in a position to provide guidance concerning textbooks that a quality in terms syllabus coverage, textbook content, illustration, layout and exercises. Additionally KICD (2019) mark sheet for textbook evaluation a course book has to pass in all the outlined areas. This involves starting from certain predefined objectives designing and implementing educational process in such a way that it leads to attainment of goals set. Ganira and Odundo (2020) content that incorporates diverse media captivate learning and promote learners learning persistence.

Course books facilitates implementation of CBC curriculum in that it avails to the learner the relevant curriculum and methodologies that are anchored on CBC is well outlined in the teachers' guide. As a consequence, textbooks in schools have to be matched with the sought of curriculum. Competency of the course book is guaranteed through random checks by the DQASO to ensure the textbook supplied to schools

comply with the stated quality standards approved by KICD. In addition, the content in teacher's guide provides adequate content for teachers. Content in the teachers guides are scrutinized alongside the student book for quality check against evaluation mark sheet. Quality of textbooks is paramount and has to be guaranteed before approval.

#### **4.8.3 Content evaluation, content complexity and quality textbook**

Quality of course book is guaranteed in that during evaluation process. Unnecessary length and inclusion of inappropriate activities may be penalized severely. Every year, review is done for amendments. In addition, quality of textbooks developed has to be relevant to learner learning style. Content developed is made relevant to the learners learning style by ensuring the teaching approaches focuses on the development of competency skills and genuine understanding, problem solving and ICT integration offers diversified learning activities. Textbooks that do not meet the set quality standards are disqualified. However, it has been established that some textbooks with errors have been in the past approved by KICD.

Textbooks approved by the KICD may have instances of errors because during evaluation process, marks are awarded to textbook presented by the publisher, some score high while others score low depending on the correctness of the content. Books that possess errors among them grammatical errors score least and also quote the least price therefore the government picks one that gives lowest price for acquisition.

KICD organization and conducting professional development programs for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training on curriculum programs and materials, requisite curriculum

to the publisher and providing relevant training to the evaluation panel who are scrutinized and approved by the KICD as being competent and qualified for evaluation task contributing to provision of quality textbook across school system.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter addresses the summary of findings in teaching methods, instructional content learning assignments, instructional policy and textbook evaluation and conclusions and recommendations for practice, policy, and suggestions for further study.

#### 5.2 Summary of the study

The main objective of this study was to find out influence of textbook evaluation criteria on quality of business studies textbook across school system in Kenya. Specific objectives of the study were to explore influence of teaching methods on quality of business studies textbook, assess relevance of instructional content in enhancing quality of core textbook, determine suitability of learning assignments in promoting quality of business studies textbook, examine relevance of instructional policy in achievement of quality business studies textbook and evaluate effectiveness of textbook evaluation in enhancing quality of textbook in secondary schools in Kenya.

The design adopted for this study is exploratory research design. The study population was 12 public secondary schools with unit of observation being 36 business studies' teachers. The sample size was 30% of the target population as suggested by Orodho *et al.*, (2016) Snow balling technique was used to sample 12 business studies' teachers. In addition, Directorate of Quality assurance and Standards and business studies

curriculum developers at KICD and Trendy business Studiestextbook for form 3 participated in the study.

Primary data were collected through the use of semi-structured questionnaires and interview guides. The semi-structured questionnaires were issued to business studies' teachers. In-depth interview sessions were conducted with DQASO and Textbook authors at KICD. The use of semi-structured questionnaires and interview guides elicited both quantitative and qualitative data. Quantitative data were analyzed by use of counts, percentages, means, standard deviations and Chi square tests. Qualitative data via open ended questions in the questionnaire and interview templates were analyzed using content analysis.

### **5.3 Discussion of findings**

#### **5.3.1 Influence of teaching methods on quality of textbook**

The first objective of the study sought to explore influence of teaching methods on quality of Business studies Textbook. The particular elements evaluated in this section included teaching methods, specific objectives, learner preference and differentiated instruction. In terms of teaching methods, respondents were in agreement that variety of techniques outlined in teacher's guide for Trendy business studies textbook is appropriate to learner; approaches nurture values and positive attitude and that teaching methods integrates pertinent and contemporary issues in education contributing to quality of business textbook supporting individualized learning for increased learner morale. Cross tabulation results further indicated that teaching methods significantly influences quality of business studies textbook. The results imply that inclusion of appropriate teaching methods in Business textbook is critically

important in achievement of learning objectives. Effective teaching methods involve acquiring relevant knowledge about students and using it to inform course design and classroom teachings. Teaching, learning and evaluation method plays an important role and continuous changes and modification as per requirement enhance the education system.

### **5.3.2 Relevance of instructional content in enhancing quality textbook**

The second objective was to assess relevance of instructional content in enhancing quality Textbook. The key elements explored were presentation style, learner cognition and visual representation and how it influences quality of business textbook. Majority of business studies teachers agreed that instructional content, presentation style, learner cognition and visual representation influences quality of business studies textbook. Cross tabulation results also revealed that instructional content has a significant influence on quality of business textbook. The results imply that quality of instructional content has significant role in realization of quality learning through business studies textbook. Content of business textbook is useful in that it brings clarity, precision and transparency in teaching and assessment among secondary school learners. The textbook content has to be clear so that it can be understood both by teachers and learners of business studies.

### **5.3.3 Suitability of learning assignment in promoting quality textbook**

Objective three of the study sought to determine relationship between learning assignments and quality of textbook. Elements of learning assignments explored in the study included the subject goals, concept mastery and skill development. Majority of the business studies teachers were in agreement that subject goals, concept mastery



and skill development are important elements of learning assignments that influence quality of business studies textbook. Cross tabulation results showed that adequate learning assignment result in satisfactory quality business studies textbook. However, inadequate learning assignment in business studies textbook results in unsatisfactory quality business textbook. The influence of learning assignment on quality of business textbook was statistically significant implying that learning assignment significantly influences quality of business studies textbook. The results imply that inclusion of adequate learning assignment in business textbook is essentially important in enabling the learner acquire requisite knowledge and skills.

#### **5.3.4 Relevance of instructional policy in achievement of quality textbook**

Objective four of the study sought to examine relevance of instructional policy in supporting quality of business textbook. DQASO member indicated that there is policy with regard to textbooks at secondary schools. Policy by ministry of Education in form of guidelines and circulars guides utilization of textbooks at secondary school level whenever new activity comes up enhancing harmony and maximization of achievement of learning outcome through business textbook. However stated policies are not clearly defined attracting challenges related to instructional policy implementation in teaching and learning of business studies among learners. Business studies core textbook in most public secondary schools are not issued to learners inhibiting effectiveness of learning through business studies textbook, therefore close monitoring by DQASO is recommended to facilitate issuance of business textbook to learners and also to enhance appropriate maintenance of business textbooks and recovery of lost textbook.

In terms of textbook selection, the task is undertaken by the Ministry of Education-National Office. Selection is influenced by the price of business studies core textbook. The government picks a textbook that has quoted the lowest price. Moreover, the selection is also influenced by the quality of content to some extent. To guide the requisition and acquisition of textbook at secondary school level, DQASO Publishes the Orange Book which provides list of approved course book from which school's administration can acquire reference books for teachers and learners promoting effectiveness in learning process. Moreover, instructional policy is also geared towards ensuring development of quality textbook which is free of errors and content irrelevant to curriculum. Quality of textbooks spans a range of items including error free textbooks. Review of business textbook has to be conducted to identify and correct errors. DQASO has the task to ensure quality is achieved in the textbook through closely monitoring them and getting feedback from the subject teachers improved learning experiences through business studies textbook.

### **5.3.5 Effectiveness of textbook evaluation in enhancing quality textbook**

Objective five of the study evaluated content evaluation and quality of textbook. KICD manages process of business textbook approval and evaluation of the course work through providing the relevant curriculum to Publishers of respective textbooks. KICD also provides variety of approved Educational course book in the Orange Book published by Ministry of Education Science and Technology. Evaluation of business textbook content is deemed necessary in ensuring that quality of textbook are developed for purpose of creating lively desirable experience among learners of business studies. When publishers make their submissions, evaluation office will verify whether the materials meet eligibility criteria, proposal submission requirement

and completeness of the submission. Technical specifications are verified on basis of criteria stipulated in the branding document. Content quality is then evaluated against course material evaluation document which possesses the first and second stage improving quality of textbook for effective curriculum implementation. KICD also has function to ensure development of quality resource. This is made possible by evaluation committee at KICD which scrutinizes the evaluation report and makes their recommendations. Once satisfied with the process of evaluation and vetting, KICD awards approved status to the course book. KICD ensures development of quality resource through providing the requisite curriculum to the publisher and providing relevant training to the evaluation panel who are scrutinized and approved by the KICD as being competent and qualified for evaluation task. The course book will maintain the approved status as long as the curriculum is not changed.

#### **5.4 Conclusion**

The study identified specific objectives, learner preference and differentiated instruction as crucial elements to be adhered to when determining teaching methods in business core textbook in for effective learning and acquisition of skills to be realized among school going children. It was also found that teaching methods significantly influences quality of business studies textbook contributing to success in academics across secondary schools in Kenya. The study concludes that, teaching methods has important role in promoting learning therefore continuous changes and modification to fit learner preference enhances quality of textbook yielding achievement of learning outcome through business studies textbook.

Clear statement of instructional objective in business textbook provides the reader with glimpse of what is contain therein creating more interest to read hence boosting learners reading culture increasing learning achievement. Instructional objectives are written by the instructor to guide the design process, with consideration of delivery strategies and principles of adult learning. Teacher's guides need to provide explicit ways for planning instruction and how various values that are included in the curriculum best match with the teachers own teaching beliefs and practices and also as per learners needs. Moreover, the methods used in designing business textbooks ought to promote learner enthusiasm in learning process in order to accelerate knowledge construction through business studies textbook.

The study concludes that instructional content influences quality of businessstudies textbook in terms of presentation style, learner cognition and visual representation of information for betterment of academic success in secondary education. The content in textbook should match learner ability to understand concepts and memorize facts for successful learning outcome. Appropriate match between learner cognition and content presentation provides room for creativity and innovation promoting growth of learners thinking processes. The arrangement and presentation of core textbook content has to be in order to avoid confusing teachers and learners in task of seeking knowledge. Moreover, textbook concepts have to be created and presented in logical manner through integration of learning activity in business textbook which stimulates understanding of key concepts taught during the lesson and enabling mastery of concept for effective problem solving and decision making among learners. Incorporation of hands on activity in business studies textbook is viewed as an

instrument of increasing concept understanding and comprehension of curriculum content among students.

It is further concluded that subject goals, concept mastery and skill development are critical aspects to be included in business textbook for acceleration of learning and development of skills in business studies. In terms of subject goals, quality textbook has to contain revision exercises to promote achievement of learning through enhancing understanding of topics and acquisition of requisite skills. Concept mastery is facilitated through question that includes examples to support understanding of topics and worked out illustration to promote mastery of concepts. In terms of skill development, the textbooks should contain questions to enhance acquisition of business management skills and set of activities to promote creativity and independent response.

A conclusion is further made that instructional policy influences quality of business textbook in achievement of learning goals in business studies. It was established that there is policy with regard to textbooks at secondary schools. The policy guides textbooks at secondary level, in form of guidelines and circulars issued by the Ministry of Education whenever new activity comes up. However the stated policies are not clearly defined and thus not properly implemented to ensure quality of business studies textbook.

The study also concludes that content evaluation influences quality of business studies textbook in that it contributes delivery of curriculum agenda to both learner and teachers in educational circles. Additionally it can also be concluded that KICD plays critical role in evaluation of textbook content, managing the process of approval and evaluation of business studies core textbook encouraging knowledge construction

coupled with acquisition of desirable attitude in learners. The evaluation of business studies textbook content is deemed necessary in ensuring that quality business studies textbook is developed leading to growth development learner's mental processes boosting reading culture among secondary school students.

## **5.5 Recommendations**

### **5.5.1 Recommendation for Practice**

1. There is need for Core textbook to Include varied and adequate revision questions whose answers can be obtained at the back for affirmation to increase individualized learning.
2. It is recommended that ministry of Education should sensitize management on need of adhering to policies guiding textbook utilization for achievement of learning objectives.
3. Ministry of education through DQASO should emphasize to teachers the need to make reference to teachers' guide for suggestions on most appropriate teaching methods for specific topic during lesson preparation for effective learning experience through business studies textbook.
4. There is need for teachers to adopt learner centered approaches of teaching such as inquiry based learning, discussion, brainstorming, role play and industrial visits.

### **5.5.2 Recommendation for Policy**

1. Ministry of Education to closely monitor implementation of policies governing textbook selection and utilization across school system.
2. The DQASO to put measures in place to regulate quality of dummies presented by publishers to KICD for approval.
3. The KICD need to periodically review guidelines, strategies and methods of evaluating content in textbook to ensure inclusion of pertinent and contemporary issues.

### **5.5.3 Recommendation for further studies**

1. To determine influence of content evaluation on quality of education across public secondary schools in Kenya.
2. Influence of quality textbooks on learners' academic achievement in Kenya
3. Impact of quality of textbook in implementation and achievement of competence based curriculum (CBC) rolled out in 2017.
4. Impact of editorial activities on quality of business studies textbook across school system in Kenya.
5. Influence of availability of business studies textbook on learning achievement in secondary schools in Kenya.

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## APPENDICES

### Appendix A: Questionnaire for Business Studies Teachers

Dear respondents

I am a Master of Education student at University of Nairobi. I am required to submit as part of my course work assessment, a research project report on **“Influence of Evaluation Criteria on Quality of Business Studies Textbook in Secondary Schools in Kenya”**. This questionnaire seeks to collect data on Teaching Methods in teacher’s guide for Trendy form 3 student’s book, Instructional Content and Learning Assignment in the core textbook. Data obtained shall be used to determine extent to which the three variables outlined earlier influence quality of the core Textbook.

To ensure confidentiality please do not indicate your name in this questionnaire. The data will be confidential and solely be used for Academic Purpose.

Your co-operation and completion of this questionnaire will highly be appreciated.

Thank you in Advance.

Sarah Bekele Amame (Mrs)

E60/5822/2017

Sub-County:.....Zone.....School Category: Boarding [  ],  
Day [  ]

**SECTION A: Demographic information of respondent. Please provide the answers by ticking against the most appropriate answer.**

No.	Questions	Tick Appropriately
1	Indicator you Gender	Male [ <input type="checkbox"/> ]      Female [ <input type="checkbox"/> ]
2	Age	20-29 years [ <input type="checkbox"/> ], 30 -39yrs[ <input type="checkbox"/> ], 40-49yrs[ <input type="checkbox"/> ], Above 50yrs[ <input type="checkbox"/> ]
4	Highest qualification	Certificate [ <input type="checkbox"/> ]Diploma [ <input type="checkbox"/> ]Degree [ <input type="checkbox"/> ]Masters[ <input type="checkbox"/> ] Ph.D. [ <input type="checkbox"/> ]
5	Years of experience in this school	1-5yrs[ <input type="checkbox"/> ], 6-10 yrs.[ <input type="checkbox"/> ], 10-15 yrs.[ <input type="checkbox"/> ], 16-20yrs[ <input type="checkbox"/> ], Over 20yrs[ <input type="checkbox"/> ]
	Experience in teaching business studies	1-5yrs[ <input type="checkbox"/> ], 6-10yrs.[ <input type="checkbox"/> ], 10-15yrs.[ <input type="checkbox"/> ], 16-20yrs[ <input type="checkbox"/> ], Over 20yrs[ <input type="checkbox"/> ]
6	How many lessons do you teach in a week	Less than 12[ <input type="checkbox"/> ], 15-18[ <input type="checkbox"/> ], 19-25[ <input type="checkbox"/> ], 25 and above[ <input type="checkbox"/> ]
7	Which are your teaching subjects	Major _____ Minor _____
8	For how long have you worked with TSC	Less than 5yrs [ <input type="checkbox"/> ], 5-10yrs [ <input type="checkbox"/> ], More than 10yrs [ <input type="checkbox"/> ]

**SECTION B: Teachers Guide methodology and its influence on quality of Textbook.**

Strategy adopted in teaching or relaying information in the textbook is based on methods recommended in teacher's guide. Variability of the teaching methods is key in promoting learning achievement among learners consequently leading to increase in learner mean score in summative evaluation. Teaching methods therefore influences quality of core textbook. Kindly provide answers to the following question to boost this study on how teaching methods influence quality teaching and learning through textbook.

KEY 5: Strongly Disagree =5 Disagree =4 neither agree nor disagree =3 Agree =2 strongly agree =1

<b>Influence on Quality of Business studies core textbook ( Trendy form 3 Students Book)</b>					
<b>Teaching methods</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are variety of techniques outlined in the teacher's guide					
Methodology is appropriate to learner					
Approaches nurture values and positive attitude					
Integration of pertinent and contemporary issues					
<b>Specific objectives</b>					
Instructional objectives are clearly stated at the beginning of every chapter					
Content is relevant to specific learning outcomes					
Methods promotes learner enthusiasm in knowledge construction					
Approach facilitates inquiry based learning					
<b>Learner preference</b>					
Content presents various materials for learning					
Teachers guide sets out community service learning					
The texts are elaborate and ease to follow					
Content incorporates graphics					
<b>Differentiated Instruction</b>					
Illustration, tables, pictures, drawings are incorporated					
Content is clear and easy to comprehend					
Activities involves psychomotor development					
Methods trigger learner interest					

Reasons for agreeing:

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Reasons for disagreeing:

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Indicate any additional content that can be included or are that may require improvement

---

According to you, is teachers guide methodology adequate to influence quality of Textbook?

Adequate [ ] Inadequate [ ]

**SECTION C: Instructional content and its influence on quality of textbook**

Appropriate content with proper presentation style and cognizant of learner’s level of cognition contributes to construction of knowledge and acquisition of requisite skill in business studies. Please tick where appropriate.

KEY 5: Strongly Disagree=5 Disagree=4 Neither agree nor disagree=3 Agree=2 Strongly agree=1

<b>Influence on quality of business studies core textbook</b>					
<b>Instructional content</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The core textbook has adequate content for achievement of curriculum objectives					
Information is clear and can easily be understood					
Incorporates well-structured sentences					
Contains error free Phrases					
<b>Presentation style</b>					
The content is presented in logical order					
Concepts are developed in a stepwise presentation					
Content progresses from specific to general or vice versa					
Diagrams are used to illustrate concepts					
<b>Learner Cognition</b>					
Activities in textbook stimulates hands on learning					
Core textbook promotes growth of learners thinking processes					
Content matches learner ability to understand					
Provides room for creativity and innovation					

<b>Visual Representation</b>					

Content integrates real world images					
Photos are current and relevant					
Diagrams and tables are adequate where applicable					
Content is highly visualized					

Reasons for agreeing: \_\_\_\_\_

Reasons for disagreeing: \_\_\_\_\_

Indicate any additional content that can be included or are that may require improvement \_\_\_\_\_

Indicate whether the instructional content is adequate to influence quality of Textbook.

Adequate [ ] Inadequate [ ]

**SECTION D: Learning Assignment and its influence on quality of business studies textbook.**

Series of assignment offered to learners in form of questions or exercises in the textbook promote learning achievement hence contributing to effective textbook for instruction. Please tick where appropriate in the following table against most befitting answer.

KEY 5: Strongly Disagree=5: Disagree=4: Neither agree nor disagree 3: Agree 2: Strongly agree=1

<b>Influence on quality of business studies textbook</b>					
<b>Learning assignments</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Trendy business studies textbook offers topical revision question					
Assignment in the core textbook facilitates learning					
Assignment boosts learner interest to learner					
Questions are easy to understand					

<b>Subject goals</b>					
Revision exercises aids in achievement of subject goals					
Questions promote achievement of learning					
Exercises promote understanding of topics					
Questions aid in acquisition of requisite skills					
<b>Concept Mastery</b>					
Questions are an aid in mastery of concepts in business studies					
Examples support understanding of topics					

There are worked out illustration to promote mastery of concepts					
Questions are elaborate and adequate					
<b>Skill development</b>					
Learning assignment boosts skill development in business					
Questions enhance acquisition of business management skills					
Testing in the textbook reflects blooms technique of evaluation					
Set of activities promote creativity and independent response.					

Reasons for agreeing:

---

Reasons for disagreeing:

---

Indicate any additional content that can be included or are that may require improvement

---

Indicate whether the learning Assignment is adequate to influence quality of Textbook.

Adequate [ ] Inadequate [ ]

**SECTION E: Quality of business studies textbook.**

According to you how satisfactorily/ unsatisfactory is the quality of textbooks?

Satisfactory [ ] unsatisfactory [ ]

What are some of critical aspects for quality of textbooks?

---

### Appendix B: Evaluation form for Investigator.

This instrument is meant for collecting on Teaching Methods, Instructional Content and Learning Assignment in determination of quality of Business studies. Please tick against the most appropriate answer. Thank you in advance.

KEY 5: Strongly Disagree =5: Disagree =4: Neither agree nor disagree =3:  
Agree =2: Strongly agree=1

#### SECTION B: Teachers Guide methodology and its influence on quality of Textbook.

Strategy adopted in teaching or relaying information in the textbook is based on methods recommended in teacher's guide. Variability of the teaching methods is key in promoting learning achievement among learners consequently leading to increase in learner mean score in summative evaluation. Teaching methods therefore influences quality of core textbook. Kindly provide answers to the following question to boost this study on how teaching methods influence quality teaching and learning through textbook.

KEY 5: Strongly Disagree =5 Disagree =4 neither agree nor disagree =3 Agree =2  
strongly agree =1

<b>Influence on Quality of Business studies core textbook (Trendy form 3 Students Book)</b>					
<b>Teaching methods</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are variety of techniques outlined in the teacher's guide		√			
Methodology is appropriate to learner		√			
Approaches nurture values and positive attitude		√			
Integration of pertinent and contemporary issues		√			
<b>Specific objectives</b>					
Instructional objectives are clearly stated at the beginning of every chapter					√
Content is relevant to specific learning outcomes				√	
Methods promotes learner enthusiasm in knowledge construction		√			
Approach facilitates inquiry based learning		√			
<b>Learner preference</b>					
Methodology is learner centered		√			
Methods encourages group discussion		√			
The texts are elaborate and ease to follow		√			
Content incorporates graphics				√	

<b>Differentiated Instruction</b>					
Illustration, tables, pictures, drawings are incorporated		√			
Content is clear and easy to comprehend				√	
Activities involves psychomotor development		√			
Methods trigger learner interest		√			

Reasons for agreeing:

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Reasons for disagreeing:

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Indicate any additional content that can be included or are that may require improvement

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### **SECTION C: Instructional content and its influence on quality of textbook**

Appropriate content with proper presentation style and cognizant of learner's level of cognition contributes to construction of knowledge and acquisition of requisite skill in business studies. Please tick where appropriate.

KEY 5: Strongly Disagree=5 Disagree=4 Neither agree nor disagree=3 Agree=2 Strongly agree=1

<b>Influence on quality of business studies core textbook</b>					
<b>Instructional content</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
New concepts are clearly introduced		√			
Material is well organized and structured		√			
Content is appropriately sequenced		√			
Content is relevant to level of the learner		√			
<b>Presentation style</b>					
Provides summary to important information		√			
Concepts are clearly developed		√			
Encourages the learner work independently		√			
Adopts stepwise presentation		√			
<b>Learner Cognition</b>					
Topics are appropriate to students needs		√			
Level of difficulty appropriate for intended learner		√			
Explanations can be understood by the learner		√			

Topics are appropriate to students needs		√			
<b>Visual Representation</b>					
Content integrates real world images				√	
Photos are current and relevant				√	
Diagrams and tables are adequate where applicable				√	
Content is visualized		√			

Reasons for agreeing: \_\_\_\_\_

Reasons for disagreeing: \_\_\_\_\_

Indicate any additional content that can be included or are that may require improvement \_\_\_\_\_

**SECTION D: Learning Assignment and its influence on quality of business studies textbook.**

Series of assignment offered to learners in form of questions or exercises in the textbook promote learning achievement hence contributing to effective textbook for instruction. Please tick where appropriate in the following table against most befitting answer.

KEY 5: Strongly Disagree=5: Disagree=4: Neither agree nor disagree 3: Agree 2: Strongly agree=1

<b>Influence on quality of business studies textbook</b>					
<b>Learning assignments</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Enhances individualized learning					
Questions are adequate for practice in the textbook			√		
Difficulty of questions are relevant to learner cognition		√			
Adequate worked out examples for accounting topics			√		
<b>Subject goals</b>					
Appropriate assessment tests are provided		√			
Exercises provided are sequenced systematically		√			
Exercises are precise and easily understood		√			
Equip learners with essential skills		√			
<b>Concept Mastery</b>					
<b>Concept mastery</b>					
Adequate questions that provided meaningful practice opportunities				√	



Questions promote positive interdependence hence boosting cooperative learning strategy for learners with interpersonal intelligence		√			
Gives learner opportunity to test and evaluate themselves		√			
Provide learners with practice of new concepts		√			
Offer learners with challenging experience to learn		√			
<b>Skill development</b>					
The test support learner to develop critical thinking skills		√			
The tests promotes psychomotor skills		√			
Comprehension skills is promoted		√			
Equip learners with accounting skills		√			

Reasons for agreeing:

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---

Reasons for disagreeing:

---



---

Indicate any additional content that can be included or are that may require improvement

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## Appendix C: Interview Schedule DQASO

### Opening Session

How are you Sir. I am a postgraduate student of University of Nairobi. As outlined earlier in my request for appointment, my interview will be based on the role of Ministry of Education Science and Technology (MoEST) on the general management of schools and formulation of textbook policy. This interview session will last for 20minutes. Data obtained in this case will be confidential and solely be used for academic purpose. Your assistance will highly be appreciated.

Thank you in advance.

### SECTION A: Demographic Information

Gender	Male		Female	
Qualification	Certificate	Diploma	Graduate	Postgraduate
Responsibility				
Experience(Years)	<5	5-11	12-20	>20
Age	Below 30	31-40	41-50	51-60

### SECTION B: Instructional Policy

How do you ensure adequacy of textbook across school system.

Are there policies guiding use of Textbook

What are challenges experienced in implementation of the policies

### Resource Budgeting

Who does budgeting for textbook for secondary School?

How is textbook selected for purchasing?

What activities are involved in budgeting Process?

### Textbook acquisition

How do you relate textbook quality and acquisition process?

How do you ensure quality of textbook is acquired?

What is the role QDASO in promoting quality of textbook?

### Textbook Review

Have there been any report on errors in Textbook.

What channels are put in place for reporting in mistakes in Textbook?

What are follow-up measures for under-utilization of Textbook by secondary Schools?

## **Appendix D: Interview Schedule for Curriculum Developer at KICD.**

### **Introduction**

How are you sir, thank you so much for the chance to talk to you? I am a postgraduate student of University of Nairobi. As outlined earlier in my request for appointment, my interview will be based role of KICD in curriculum implementation through business studies core textbook. This interview session will last about 20minutes.

Data obtained in this case will be confidential and solely used for academic purpose.

### **SECTION A: Demographic Information.**

<b>Gender</b>	<b>Male</b>		<b>Female</b>	
Qualification	Certificate	Diploma	Graduate	Postgraduate
Responsibility				
Experience(Years)	<5	5-11	12-20	>20
Age	Below 30	31-40	41-50	51-60

### **SECTION B: Content evaluationand impact on quality Business Studies Textbook**

What role does KICD play in Content evaluation?

#### **Content for textbook**

How do you ensure development of relevant and quality resource?

How long does it take to review, approve and adopt textbook for instruction.

What criteria is put in place to ensure quality content development

What measures are put in place for ensuring quality of textbook across secondary school?

#### **Process effectiveness of quality of textbook development**

How is the process of content development made effective?

Are there challenges involved in achievement of content?

What are some of the mitigating measures of inadequate textbook?

What does it take for textbook to be approved by KICD for use across school system?

How do you ensure competency of personnel in content development

#### **Syllabus Cohesion of textbook and effect on achievement of quality of textbook**

In what ways do you ensure that the intended curriculum is availed to the learners?

What is the role of textbook in implementation of new CBC curriculum?

How do ensure textbooks in schools match the intended curriculum?

Are the guides efficient in providing adequate guidelines for Teachers?

What measures are put in place to promote effective use of the teacher's guide

### **Content Complexity**

How can efficiency of textbooks guaranteed.

What happens to textbooks which don't meet the set quality standards?

How would you ensure effective teaching of adopted textbook?

How do ensure that content developed if relevant to learner learning style

How content sequencing done in textbook

## Appendix E: Research Permit

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 289436

Date of Issue: 27/July/2021

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