



Textbook Evaluation and Quality of Business Studies Textbook in Secondary Schools in Kenya

**Sarah Getahun Bekele ^{a*}, Paul Odundo Amollo ^a, John Kamau Mwangi ^a
and Ganira Khavugwi Lilian ^a**

^a *Department of Educational Communication Technology and Pedagogical Studies,
University of Nairobi, P. O. Box 92, Kikuyu, Kenya.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2022/v30i130712

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/88147>

Original Research Article

Received 06 April 2022
Accepted 13 June 2022
Published 22 June 2022

ABSTRACT

Business studies textbook when appropriately revised encourages understanding of facts as required by the curriculum upholding independent learning among learners leading to increased academic achievement. Business studies textbook provides ways through which curriculum instruction can be realized fast-tracking actualization of learning objectives among learners across school system in Kenya. However, textbooks that are rarely reviewed may interrupt realization of specific objectives limiting acquisition of requisite skills degrading learner's mean score in business studies. The study adopted exploratory research design through qualitative approach to data collection and analysis. Content analysis was used for data analysis. Summary of content analysis showed that textbook revision was necessary in ensuring quality textbook. Further analysis showed that Process of appraisal, Scope of curriculum, Complexity of syllabus influence quality of instruction content in textbook encouraging learning and acquisition of skills. Therefore, it was recommended that content of business studies textbook to be relevant to learner's cognition to accelerate learning.

Keywords: *Textbook review; process of appraisal; scope of curriculum; complexity of syllabus; business studies and quality textbook.*

1. INTRODUCTION

Accurately revised business studies textbook represents hypothetically instigated curriculum which contains instructional content aligned to aims and goals of program of study. To ascertain its effectiveness, textbook has to be appraised against standard criteria laid down by institute of curriculum development. As propounded by Bekele, Odundo, Mwangi and Ganira [1] in a study on instructional content worth of an academic instruction is determined through investigating its content based on assessment standard for improved educational resource to meet required academic outcome. Textbook investigation provides the publishers with a challenge to competently work on manuscripts before presented for evaluation hence resulting in quality instruction content for increased learning outcome. Additional study by Bekele, Odundo, Mwangi and Ganira [2] on teaching methods showed that systematic assessment of instruction material yields authentic and age relevant learning resource resulting in knowledge development for improved instructive achievement. Core textbook assessment strategies may stimulate generation of opinions concerning the instructional content giving boost to a robust textbook revision upgrading specific learning objectives promoting knowledge construction through business studies textbook. According to Woodward, Lloyd, and Kimmons [3], improving on the instructional content in textbook facilitate quality material for teaching, translating into progressive study improving learner's academic performance in business studies. Well planned instructional facts encourage learners' enthusiasm in class leading to a learner centered environment as a result increasing rate at which requisite skills are acquired through business studies textbook.

Teacher's contribution is immense in development of quality instructional resource and so whenever content is revised suggestion forwarded by educators is critical for constructive final result. In line with this ministry of Education (2010) denotes that engaging subject teachers in planning and budgeting for textbooks in schools is paramount in achieving quality learning experience in business studies. With vast experience bestowed upon them, trainers are in a position to provide guidance concerning textbook that is quality in terms of syllabus coverage, textbook content, illustration, layout and exercises. Additionally, mark sheet for textbook evaluation for Kenya Institute of Curriculum Development-KICD [4] stated that

course book has to pass in syllabus coverage, textbook content, illustration, layout and exercises for effective instruction process. Revising core textbook 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 Odundo and Ganira [5] content that incorporates diverse media captivates learning promoting learners learning persistence in business through the core textbook.

Well-structured textbook facilitates smooth teaching and learning process through boosting planning, implementation, evaluation and feedback of academic outcome. Munyao, Odundo and Ganira [6] assert that in order to achieve learning objectives which consequently leads to mastery of concepts there has to be coherence in course book content and business studies syllabus. Appropriate match between 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. Ganira, Odundo, Ciumwari and Muasya [7] denote 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. Filgona *et al.*, [8] opionate 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 promoting educational success across school systems. Whenever sentences are precise learner inculcates reading culture and so mastery of concepts and solving of problems is promoted resulting in increase in knowledge construction. Textbook content will be relevant to learner's cognitive demand if it enhances concept comprehension and acquisition of requisite skills. As postulated by Odundo, Ganira and Ngaruiya [9] readers prefer 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. In instances where business studies textbook incorporates content that discourages learning revision is done to correct the awkwardness in business studies textbook. Well planned revision of textbook encourages

inclusion of varied learning assignment encouraging learner participation in class. A propounded by Constantinou, Tsivitanidou and Rybska [10] properly structured revision exercise encourages learner participation and keenness in class through provision of content that is appropriate to learner's cognition thereby leading to achievement of learning objectives in class. Whenever learning assignment is meticulously provided for a learner, learning is encouraged boosting understanding of concepts among learners in secondary schools in Kenya bringing about a rise in learning outcome.

1.1 Textbook Review, Process of Appraisal and Quality of Business Studies 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 Oyier and Odundo [11] quality of an academic instruction is determined through competitive planning, designing and investigation of content in line with existing instructional policy outlined by the ministry of education. Business textbook is appraised to enhance quality of content to bring about intended learning outcome to achieve accelerated mastery of concepts. 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 appraisal process promotes effectiveness in implementation of business studies curriculum. In support of this, Munyao, Odundo and Ganira avert that systematic investigation of textbook content done with reference to curriculum yields efficacy in learning outcome across schools in Kenya. Results of evaluation process provide reason for existence of instruction material and its authenticity in supporting learning leading to increase in academic outcome in business studies. As stated in Bekele *et al.* [12] in a study on instructional policy ministry of Education requires schools to engage subject teachers in planning and budgeting for textbooks to achieve maximum output in terms of learner mean score. With vast experience bestowed upon teachers, they are in a position to provide guidance concerning textbooks that a quality in terms syllabus coverage, textbook content, illustration, layout and exercises. Additionally Kenya institute

of curriculum development (KICD) mark sheet for textbook evaluation states that course book that incorporate diverse media captivates learning and promotes learning persistence in business studies leading to attainment of goals set. Competence in appraisal process enhances properly structured teaching method leading to achievement of learning objectives in class over given period of time.

1.2 Textbook Review, Scope of Curriculum and Quality of Business Studies Textbook

Business studies textbook that provides facts within constraint of course supports learning and attainment of skill in business studies. Content relevant to course guidelines encourages fulfillment of the outlined goals of business studies. Teaching and learning process involves planning, implementation, evaluation and feedback about business studies. As pinned by Ganira and Odundo [13] instructional information in textbook providing content required by the curriculum provided opportunity for learner centered knowledge creation [14]. In order to achieve learning objectives which consequently leads to mastery of concepts there has to be relevant teaching method and age appropriate data in textbook. Nexus between the core textbook content and the intended curriculum facilitates achievement of learning objectives and gaining of essential skill in business. However, content that is out of scope of curriculum hinders learning resulting in decline in learner mean score. Vinnert and Pont [15] denote 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 instigated curriculum instruction. A propounded by Heinze [16] properly structured teaching method encourages learner participation and keenness in class thereby leading to achievement of learning objectives in class. In event where core textbook is meticulously designed for a learner learning is encouraged boosting educational success among learners in secondary schools in Kenya.

1.3 Textbook Review, Complexity of Syllabus and Quality of Business Studies Textbook

Learners read and understand concepts when texts can be read with high level of accuracy and

comprehension. This means that instructional data in textbook provide insightful session if it is relevant to level of the learner. Brief and simple sentences enhance learning achievement which promotes academic achievement across school systems. A study by Bekele et al on instructional content assert that textbook content will be relevant to learner's cognitive demand if it enhances concept comprehension and acquisition of requisite skills. Learners will only master what their minds can comprehend and activities that they can maneuver to manipulate and solve. As postulated by Ricarda et. al. [17] readers have tendency to associate with learning activities that they can relate with in real life environment hence promoting learning and skill acquisition. Whenever textbook content favours learner preference knowledge is fast tracked promoting achievement of learning objectives through textbooks. Textbook that adopts vocabulary that that learners can comprehend, use images not familiar to learners limit learner's creativity and knowledge construction through textbook. A propounded by Oluoch, Odundo and Mwangi [18] properly structured teaching method encourages learner participation and keenness in class thereby leading to achievement of learning objectives in class. Whenever learning assignment is meticulously provided for a learner learning is encouraged boosting educational success among learners in secondary schools in Kenya.

1.4 Rationale of the Study

Inadequate textbook evaluation process discourages effective and independent learning hindering academic excellence in business studies. Business studies core textbook amplifies interesting instructional content promoting varied capabilities which assist learning satisfaction. In instances where content is properly evaluated mastery of language techniques is expedited boosting discussions among learners with different cognitive capabilities 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 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 business textbook that does not

match curriculum content is inappropriate and may block learning through textbook.

1.5 Purpose and Objectives

The study established relevance of textbook evaluation, process of appraisal, complexity of syllabus and scope of curriculum in achievement of quality business studies textbook in secondary schools in Kenya. The objective of this study was to assess relevance of textbook evaluation in enhancing quality of Business Studies textbook.

1.6 Theoretical Perspective

The study adopted Zone of proximal development (ZPD) theory by Lev Vygotsky [19]. 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. Zone of proximal development is where learner receives support to learn from their immediate environment. For this study textbook provides support to learners to achieve learning objectives even in absence of business teacher. The theory supports the fact that learning can be achieved by learner through immediate support offered by core textbook.

Margolis [20] 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. This Theory was relevant as it focused on textbook as support tool for learning experience.

1.7 Conceptual Framework

Appropriate instructional content results producing quality textbook facilitating achievement of learning objectives leading to increase learner mean score in business studies. Business studies textbook that presents information logically, adequate visual presentation and adheres to learner cognitive level through appropriate teaching and learning environment results in achievement of learning objectives propagating mastery of concepts yielding sustained learning outcome in secondary schools.

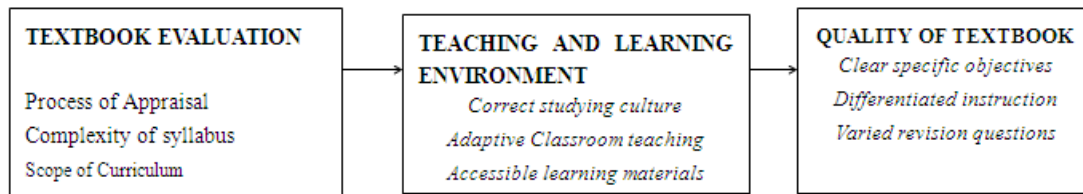


Fig. 1. Hypothetical relationship between textbook evaluation and quality of business studies textbook

2. METHODOLOGY

This Study adopted exploratory Research Design involving qualitative approach to data collection and analysis. The design was necessitated by the fact that the researcher sought to get more insight and understanding on textbook evaluation in Kenya. In this study qualitative data was collected through interviewing of Kenya Institute of Curriculum Development (KICD) officials and Directorate of Quality Assurance and Standards Officer (DQASO) at the Ministry of Education. The Interview schedule was personally developed addressing textbook evaluation; Process of evaluation, complexity of the syllabus and scope of the curriculum. Four public secondary schools were sampled using Systematic random sampling. As suggested by Orodho *et. al.* [21] probability sampling was used because it gives every member of population equal chance of being selected. Twelve business studies teachers were purposively selected from the four sampled secondary schools to respond to personally administered questionnaires. Validity of research tools were verified by experts, statisticians and supervisors. Reliability of the questionnaire was also established by administering the pilot sample twice at an interval of two weeks to same respondents. The participants of the pilot study were excluded in the final data collected.

2.1 Procedure for Data Collection

The investigator sought authorisation for Data collection from national commission for science, technology and innovation (NACOSTI) as well as from the University of Nairobi. The introductory letters facilitated investigators introduction during the study. The process began by paying a courtesy call to the Ministry of Education, Business studies curriculum developer based at KICD Headquarters and Principals to seek necessary approval and support for data collection activity. Questionnaire was

administered to the teachers of business studies. Later the interview for DQASO and curriculum developers for business studies at KICD was conducted.

3. FINDINGS AND DISCUSSIONS

3.1 Textbook Review, Process of Appraisal and Quality of Textbook

The process effectiveness of evaluating textbook 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 were challenges involved in evaluation of content. For course book to be approved; it has to be relevant to 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 were; Directorate of quality assurance officer, curriculum developers nominated by the KICD, Teacher trainer specialist, Specialist teacher nominate by the KICD and KNEC specialist. The personnel were taken through criteria for scoring as basis for assessment for each course book. The results resonates with Filgona, Sakiyo and Gwany, states that teaching and learning process is facilitated by effective planning, implementation, evaluation and feedback.

3.2 Textbook Review, Scope of Curriculum and Quality of Textbook

Office of DQASO is vested with the responsibility of verifying schools compliance to the latest curriculum. Quality of textbook facilities implementation of the curriculum as in itself it is potentially implemented curriculum. Study on learning assignment by Bekele *et al* (2022) stated that teaching and learning process

involved planning, implementation and provision of feedback through outcome of a given assessment question. In order to achieve learning objectives which consequently lead to mastery of concepts there has to be coherence in course book content and the syllabus which will result in construction on knowledge by the novice. Textbook was periodically revised to promote its effectiveness in implementation of intended curriculum. According to Caruthers as cited in Ganira *et al* (2019) Systematic investigation of value of textbook was done to correct inconsistencies that may arise as a result of misinterpretation of the curriculum design. Results of evaluation provided reason for existence of material and its authenticity. The ministry of Education (2010) requires the schools to engage the subject teachers in planning and budgeting for textbooks. Additionally KICD (2019) mark sheet for textbook evaluation stated that a course book has to pass in all the outlined areas. This involved 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 Competency based curriculum (CBC) 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.

3.3 Textbook Review, Complexity of Syllabus and Quality of Business Textbook

Textbooks approved by the KICD may have instances of errors because during evaluation process. Marks are awarded to textbook presented by the publishers, in which some score highly while others score low depending on the correctness of the content. Textbooks that

possess errors among them is likely to score least and may be approved with suggested corrections. Textbooks that quote the lowest tend to be picked by the government for instructional purpose for learners in public secondary schools.

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 for accelerated learning outcome across school system. This finding agrees with Heinze (2018) in that appropriate training in evaluation enhances properly structured content for learning achievement among learners in secondary schools.

4. CONCLUSION

Kenya institute of Curriculum Development (KICD) manages process of Business Studies textbook approval and evaluation of the course work through provision of relevant curriculum to Publishers of respective textbooks. KICD also provides variety of approved Educational course books in the Orange Book published by Ministry of Education Science and Technology. Evaluation of content in Business Studies textbook is deemed necessary in ensuring that quality textbooks 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 conditions 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. RECOMMENDATION

For practice

Directorate of quality assurance and standards should put measures in place to regulate quality of dummies presented by publishers to Institute of Curriculum Development for evaluation and approval.

For Policy

Textbook should be frequently reviewed with reference to guidelines, strategies and methods of evaluating content in textbook. This ensures inclusion of pertinent and contemporary issues.

FURTHER STUDIES

1. Influence of textbooks on learners' academic achievement in Kenya
2. Impact of textbook in implementation and achievement of competence based curriculum (CBC) in Kenya.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Bekele SG, Odundo PA, Mwangi JK, Ganira KL. Instructional content and quality of business studies textbook in secondary school in Kenya, *International journal of educational technology and learning*. 2022;12(1):1-9.
2. Bekele SG, Odundo PA, Mwangi JK, Ganira KL. Instructional Policy and quality of Business Studies textbook in secondary schools in Kenya, *European Journal of Educational studies*. 2022; 9(3):1-14.
3. Woodward S, Llyod A, Kimmons R. Student Voice in Evaluation, comparing open and restricted textbook, *International review of research journal in open and distance learning*. 2017;18(6).
4. KICD. Mark sheet for Course Book Evaluation; 2019.
5. Odundo PA, Ganira KL, Ngaruiya B. Preparation and management of teaching practice process at University of Nairobi, Kenya. *Appropriateness of methods and resource, International Journal of learning, teaching and Education Research*. 2018;17(8):7-128.
6. Munyao E, Odundo PA, Ganira KL. Policies Guiding Pedagogy and Teacher of Business Studies Competency in Kajiado County, Kenya: Instructional Skills' Policy Discourse. *Global Journal of Educational Studies*. 2022;8(1):1-15. DOI: 10.5296/gjes.v8i1.
7. Ganira KL, Odundo PA. Influence of Teacher's Knowledge of Content on Effective use of Inquiry-Based Approach in Teaching Preschool Science in Migori County, Kenya. *Donnish Journal of Educational Research and Reviews*. 2020;4(1):001-007.
8. Ganira KL, Odundo AP, Gatumu JC, Muasya NJ. Social studies Curriculum and Cooperation among the Preschool Learners in Nairobi County Kenya: Assessing Effectiveness of Instructional Methods, *American journal of social sciences and humanities*. 2019;4(1):86- 97.
9. Ganira KL, Odundo, PA. Influence of Pedagogical content knowledge on teacher trainee professional competency at University of Nairobi, Kenya. *America Journal of Education and Learning*. 2020;5(1):1-12.
10. Filgona J, Sakiyo J, Gwany M, Ukoronka A. Motivation in learning, *Asian Journal of Education and social studies*. 2020;10(4):16-37.
11. Constantinou CP, Tsivitanidou OE, Rybska E. What is inquiry-based science teaching and learning? In *Professional development for inquiry-based science teaching and learning*. Springer, Cham. 2018;1-23.
12. Bekele SG, Odundo PA, Mwangi JK, Ganira KL. Learning assignment and quality of Business Studies textbook in secondary schools in Kenya, *International Journal of Research and Innovation in Social Science*. 2022;(6)3:279-285.

13. Bekele SG, Odundo PA, Mwangi JK, Ganira KL. Teaching methods and quality of business studies Textbook in secondary school in Kenya, *Journal of EDUSCI*. 2021;2(5):019 -029.
14. Oyer CR, Odundo PA. Participation of Science Teachers in Budgeting for Instructional Resources in Kenyan Secondary Schools. *International Journal of Research– Granthaalayah*. 2017;5 (8):236-251.
15. Viennet R, Pont B. Education policy implementation: A literature review and Proposed Framework”, *OECD Education Working Papers*, No. 162, OECD Publishing, Paris; 2017. Available:<http://dx.doi.org/10.1787/fc467a64-en>
16. Heinze A, Ann- Katrin. Longitudinal effect of textbook choice on primary school students achievement in Maths, *studies in educational evaluation*. 2018;59(2018): 133-140.
17. Ricarda S, Weidinger A, Malte S, Birgit S. Importance of student motivation for their academic achievement, *Frontiers in Psychology*; 2019. Available:<https://doi.org/10.3389/fpsyg.2019.01730>
18. Oluoch PM, Odundo PA, Mwangi JK. Context of Vignettes and Ethical Sensitivity in Decision-Making Among Undergraduate Business Studies Learners at University of Nairobi, Kenya, *Journal of Education and Learning*. 2020;9(4).
19. Vygotsky LS. *Mind in Society: The Development of Higher Psychological Processes* Cambridge, MA: Harvard University Press; 1978.
20. Margolis Arkady A. Zone of proximal development, scaffolding and teaching practice, *Cultural-historical Psychology* 2020;16(3):15-26. DOI:<https://doi.org/10.17759/chp.2020160303>.
21. Orodho JA, Nzabwirwa W, Odundo, PA, Ndirangu PW, Ndayambaji I. *Qualitative and Quantitative Research Methods in Education and social sciences: A step by Step guide in Education Excellence*. First edition; Kaneza Publishers and enterprises; Nairobi, Kenya; 2016.

© 2022 Bekele et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/88147>