

TEXTBOOK EVALUATION AND QUALITY OF BUSINESS STUDIES

TEXTBOOK IN SECONDARY SCHOOLS IN KENYA

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 is necessary in ensuring quality textbook is developed for purpose of creating lively and desirable experience among learners of business studies. 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 is recommended that content of business textbook be relevant to learner cognition to accelerate learning.

Keywords: Textbook Review, Process of appraisal, Scope of curriculum, Complexity of syllabus, Business Studies and Quality Textbook

1.0 Background to the study

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 (2022) 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 (2021) 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 (2017), 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 KICD (2019) states 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 (2020) 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 (2022) 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 (2019) 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.*, (2020) 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 (2018) 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 Constantinous, Tsivitanidou and Rybska (2018) 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 (2017) 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 (2022) 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.* (2022) in 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 (2019) 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 (2017), instructional information in textbook providing content required by the curriculum provided opportunity for learner centered knowledge creation. 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. Vinnet and Pont (2017) 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 (2018) 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 (2022) 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. (2019) 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 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 (2020) 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.

2.0 Statement of the problem

Inadequate textbook evaluation process discourages effective independent learning hindering academic excellence in business studies. Business studies core textbook amplifies interesting instructional content which is appropriate for varied capabilities assisting learning satisfaction. In instances where content is properly evaluated 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 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.

3.0 Purpose and Objectives

This article 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 article is to assess relevance of textbook evaluation in enhancing quality of Business Studies textbook.

4.0 Theoretical perspective

The study adopted Zone of proximal development theory by Lev Vygotsky (1978). 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.

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 three levels: very simple level, zone of proximal development and most difficult level. In zone of proximal development learning is promoted through immediate resource as business studies core textbook without which achievement of learning is hindered. This ZPD involves 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.

5.0 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.

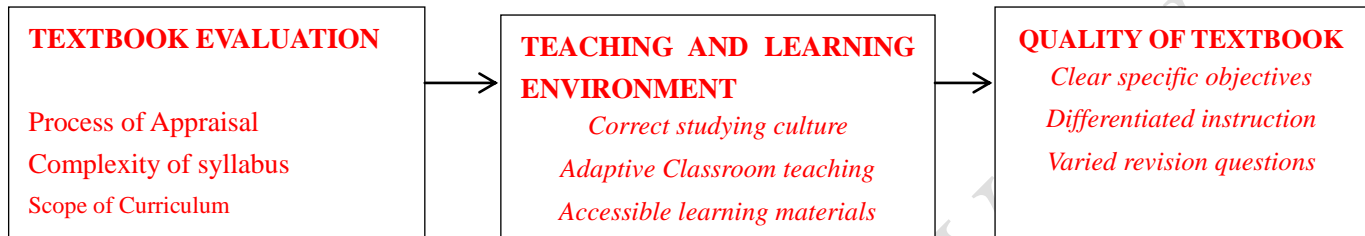


Fig. 1 Hypothetical relationship between textbook evaluation and quality of business studies textbook

6.0 Methodology

The study adopted exploratory research design involving qualitative approach to data collection. In this study qualitative data was collected through interviewing of KICD official and DQASO for Ministry of education. Four public secondary schools were sampled using Systematic random sampling. As suggested by Orodho *et. al.* (2016) 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.

7.0 Findings and discussions

7.1 Textbook Review, process of appraisal 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.

7.2 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. Thus, the type of textbooks plays important role the in implementation of new CBC curriculum. Quality of textbook facilitates implementation of the curriculum as in itself it is potentially implemented curriculum. Study on learning assignment by Bekele *et al* (2022) states that teaching and learning process involves planning, implementation and provision of feedback through outcome of a given assessment question. 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 which will result in construction on knowledge by the novice. Textbook is periodical 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 is done to correct inconsistencies that may arise as a result of misinterpretation of the curriculum design. 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.

7.3 Textbook Review, complexity of syllabus and quality of Business 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 on 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.

8.0 Conclusion

Effectiveness of textbook review in enhancing quality of business 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.

9.0 Recommendation

9.1 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.

9.2 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.

9.3 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.

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