



## Instructional Content and Quality of Business Studies Textbook in Secondary School in Kenya

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### Abstract

*Adequately planned business studies textbook promotes effective independent learning among learners yielding achievement of learning outcome for sustained academic results. Business textbook represents potentially implemented curriculum as its vehicle through which intended content of curriculum is availed to learner encouraging actualization of learning objectives. However, instructional information that does not facilitate realization of specific objectives may limit knowledge construction degrading learner's mean score in business studies. The study adopted exploratory research design through quantitative and qualitative approach to data collection and analysis. Counts, percentages, means, standard deviations, Chi square tests and content analysis were used for data analysis. Cross tabulation results indicated that instructional content significantly influence quality of textbook implying that appropriate instructional information supports achievement of learning for prolonged learning experience. Further analysis showed that presentation style, learner cognition and visual representation influence quality of instruction content encouraging learning. Therefore, it is recommended that educational material incorporated in business textbook be relevant to learner cognition to accelerate learning.*

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## 1. Background

Instructional material when properly constituted in textbook acquisition of knowledge is accelerated resulting in lively learning experience among learners promoting increase in learner's academic achievement in business studies across school systems in Kenya.

In the views of [Kebritchi, Lipschuetz, 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 information encourages learning resulting in increase in learning achievement promoting mastery of content. A study by [Tety \(2016\)](#) revealed that effective and successful learning is realized if business studies textbook structures its content chronologically. Chronological arrangement of content enables learner to move from 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 discourages reading culture among learners. Liu and Khine (2016) denotes that diagrams keep rich details of information facilitating understanding of difficult concepts thereby leading to acquisition of requisite knowledge and skills. However, diagrams in textbook that are not clearly designed leads learner into disillusionment blocking learner centered learning. As put forward by Demir and Erdogan (2018) success in academics is inspired by properly structured instructional content in business studies textbook. Proper form of speech is a requisite element for articulation of sounds, empowering communication skills ushering in self-driven learning for higher grades. In the view of Alqurashi (2019) well planned material sequencing meets cognitive characteristics of learner hence facilitating learning achievement through textbook. Individual differences in class are 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 Bekele, Amollo, Mwangi, and Lilian (2021) content presentation will reflects learner interest in instances where business studies textbook facilitates learner move from known to unknown ideologies. When new concepts are linked to learnt experience search of knowledge is enhanced supporting increase in learner mean score in business studies. However, in instances where presentation does not provide a link to what learner already knows learning is discouraged.

Information visualization in business studies textbook facilitates mastery of concepts contributing to an enthusiastic learning experience in class. As noted by Weerasinghe and Fernando (2017) mastery of concepts in business studies textbook is enhanced by visual representation of information and ability to read, interpret and understand the respective visuals. Graphical images can help reinforce numerical data which usually shows relationship between two variables contributing to effective interpretation of relationship among variable yielding achievement of knowledge. 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. Serena (2017) asserts that through incorporation of images of real objects in core textbook learner's enthusiasm and synergy is propagated paving way for new discoveries promoting learners aptitude. New discoveries in business studies boost learner's morale in knowledge construction accelerating achievement of learning outcome.

### *1.1. Instructional Content, Presentation Style and Quality Textbook*

Business studies textbook whose presentation style enhances stepwise development creates interesting reading sessions encouraging learner centered knowledge creation promoting success in academic outcome. In the views of Kebritchi et al. (2017) business studies textbook that present information logically may be source of inspiration for learners' construction of knowledge in schools. On the contrary improper technique of presenting content in business studies textbook discourages learning through business studies textbook. Correctly conceived script adopts progressive submission of details contributing to success at school evidenced by academic attainment by learner. Stepwise discourse paves way for academic success giving rise to excellence in knowledge creation yielding positive educational results coupled with requisite skill acquisition. Ease of learning process increases rate of knowledge construction. Study by Bekele et al. (2021) revealed that effective and successful learning is realized if business studies textbook structures its content in order of simple to difficult enabling learner move from known to unknown. Well-designed content enables learner to move from learnt experiences to new knowledge being introduced. However, business studies textbook that disregards logical presentation blocks learning limiting learner capability and academic achievement. A study by Tety (2016) revealed that effective and successful learning is realized if business studies textbook structures its content chronologically. Chronological arrangement of content enables learner to move from learnt experiences to new knowledge being introduced. If new concepts are properly linked to learner's prior experiences concepts can easily be mastered leading to achievement of learning objectives. However, business studies textbook that disregards logical presentation blocks learning discouraging reading culture among learners. If new concepts are properly linked to learner's prior experiences concepts can easily be mastered accelerating learning and skill acquisition through textbook.

### *1.2. Instructional Content, Learner Cognition and Quality Textbook*

Theories and principles in business studies textbook are likely to match cognitive ability if complexity of material presented is relevant to mental processes of the learner. Education content is likely to be understood if presentation adopted matches ability of learners to synthesize concepts. On the other hand, business studies textbook whose complexity of content presentation is beyond learner's mental characteristics, acquisition of skills is discouraged. As put forward by Demir and Erdogan (2018) 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. Individual differences in class are likely to be catered for by business studies textbook that

adopts material presentation that is simple and precise. According to Alqurashi (2019) 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. When unfamiliar concepts are linked to objects in learner's immediate environment knowledge construction is enhanced resulting in interesting learning episodes. However, in instances where presentation does not provide a link to what the learner already knows learning is discouraged. In the views of Kizilaslan, Zorluoglu, and Sozbilir (2021) learner cognitive ability is enhanced through hands-on classroom activities fast tracking learning and mastery of concepts. As learner interacts with objects that represents specific learning outcome, learning interest is developed hence boosting knowledge construction leading to cementing of concepts learnt through business studies textbook.

### *1.3. Instructional Content, Visual Representation and Quality Textbook*

Information visualization in business studies textbook facilitates mastery of concepts among learner in secondary schools in Kenya. Mastery of concepts in business studies textbook is enhanced through variety of images and ability to read, interpret and understand specific adopted diagram. As stated in Al-Jazzazi and Sultan (2017) visuals such as graphical images can help reinforce numerical data which usually shows relationship between two variables. On the other hand, complicated graphical representation beyond learner's ability will block learning through textbook. Adopting simple graphics uplifts learner's morale for improved participation in classroom creating conducive environment for academic excellence. 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. Through incorporation of images of real objects in core textbook learners enthusiasm and synergy is propagated paving way for new discoveries promoting learners aptitude. Images in business studies textbooks captivates learner in knowledge construction, consequently supporting application of knowledge learnt to real life situation leading to mastery of concepts. As postulated by Kasmaienezhadford, Pourrajab, and Rabbani (2015) pictures in textbook can increase students' creativity in comprehension of instructional content raising learner's imaginative skills in solving problems for increased learner's educational results. However, much use of images for educational intention and learning is vital designer of textbook should be aware of factors that promote utility of an image considering learner's cognitive level.

## **2. Statement of the Problem**

Inadequate content in textbook 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 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 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. 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.

## **3. Purpose and Objectives**

This article established relevance of instructional content; presentation style, learner cognition and visual representation in achievement of quality business studies textbook. The objective of this article is to assess relevance of instructional content in enhancing quality Textbook.

## **4. Theoretical Perspective**

The study adopted Zone of proximal development theory by 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. 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. Figure 1 represents hypothetical relationship between instructional content and quality of business studies textbook.

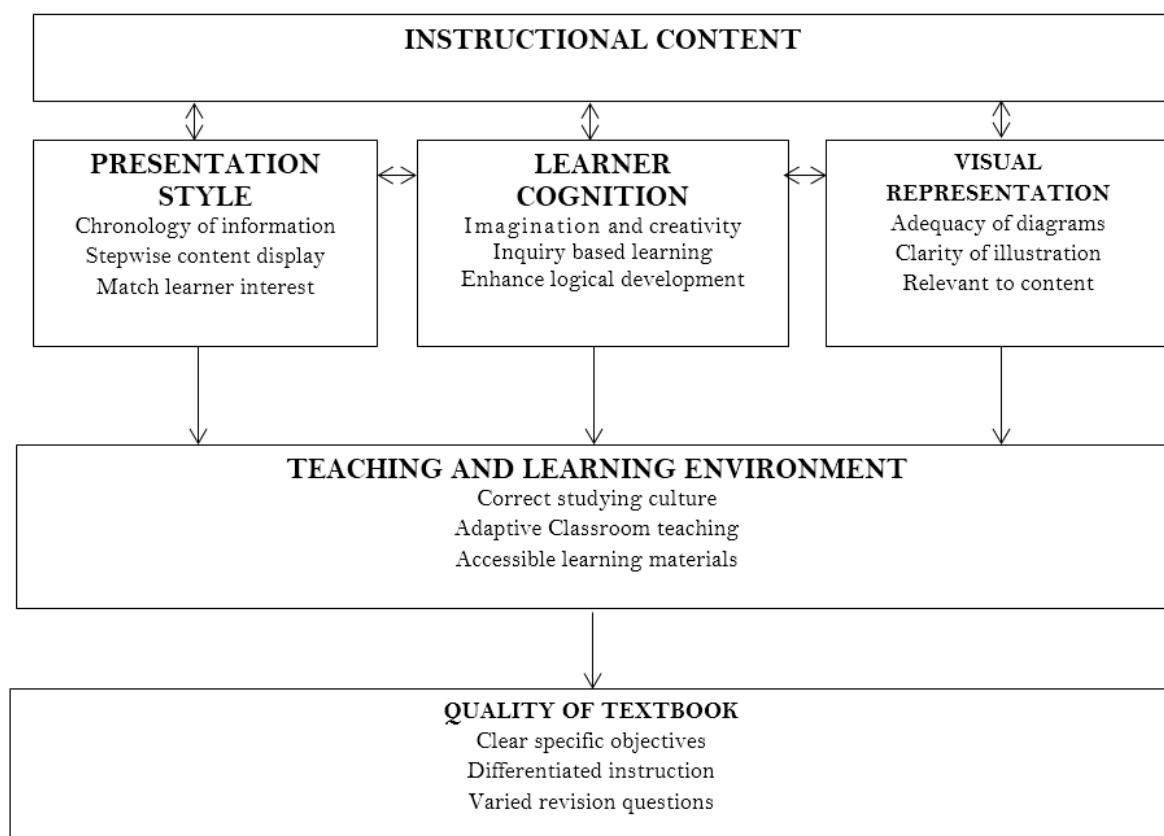


Figure 1. Hypothetical relationship.

### 6. Methodology

The study adopted exploratory research design involving both qualitative and quantitative approaches to data collection. In this study qualitative data was collected through interviewing of KICD official and DQASO for Ministry of education while the quantitative data was obtained from business studies teachers through semi-structured questionnaires. Four public secondary schools were sampled using Systematic random sampling. Probability Sampling was used since it gives every member of population equal chance of being selected (Orodho, Nzabwirwa, Odundo, Ndirangu, & Ndayambaji, 2016). Twelve (12) 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. Findings and Discussions

### 7.1. Instructional Content, Presentation Style and Quality Textbook

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 et al. \(2017\)](#) business studies textbook that Present Information Logically may be a source of inspiration for learners' construction of knowledge.

**Table 1.** Instructional content, presentation style and quality of textbook.

Presentation Style	SA		A		N		D		SD		Mean	SD
	%	F	%	f	%	F	%	f	%	F		
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

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

From [Table 1](#), business studies teachers' who participated in study agreed that textbook content is presented in logical order. 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 [Kebritchi et al. \(2017\)](#) that content presentation will reflect instances where business studies textbook facilitates learner move from known to unknown. When new concepts are linked to already achieve 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.

From [Table 1](#) 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 Results match study by [Kasmaienezhadfar et al. \(2015\)](#) that pictures in textbook can increase students' creativity. However, use of images for educational intention and learning is a vital, but designer of textbook should be aware of utility of an image.

This implies that business textbook is adequate in terms of presentation style. Further analysis of [Table 1](#) indicates 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.

More still on [Table 1](#); 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 concur 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.

### 7.2. Instructional Content, Learner Cognition and Quality of Textbook

Theories and principles in Business studies textbook is likely to match cognitive ability if complexity of material presentation is relevant to level of learner's mental processes. The learner is likely to master concept whose presentation matches their ability to learn. Nevertheless, business studies textbook whose complexity of content presentation is beyond learner's mental characteristics, acquisition of skills is discouraged. According to [Alqurashi \(2019\)](#) appropriate material sequencing meets cognitive characteristics of learner hence facilitating learning achievement.

Table 2. Instructional content, learner cognition and quality of textbook.

Learner Cognition	SA		A		N		D		SD		Mean	SD
	%	f	%	F	%	f	%	f	%	F		
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

Note: (%) in the Table 2 denotes percentage of the sampled population.

From Table 2; Majority 75.0% of Business studies teachers’ 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.

Additionally Table 2 shows that 66.6% of Business studies teachers’ selected for 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. More analysis of Table 2; 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 leaner 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.

Additional analysis from Table 2 denotes 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 leaners. On the contrary further analysis from Table 2 states that 16.7% of those that disagreed indicated that some Business studies textbook used in schools could not promote creativity and innovation among learners. Results imply that good textbook development should invoke creativity among learners. Well-structured textbook is essential in fostering creativity in learners. The results concur with Serena (2017) that appropriately designed business studies content incorporates skills-based instructional practices to improve students’ innovation and creativity skills.

### 7.3. 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.

From Table 3; 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.

Further Table 3 indicates, 58.3% of Business studies teachers' selected for study agreed photos in textbook are current and relevant. For those who agreed use of photos simplified hard concepts for students to comprehend. In addition, textbook incorporates real life images. However it can be seen from Table 3; 8.3% did not agree photos in business textbook as being 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.

Table 3. Instructional content, visual representation and quality of textbook.

Visual Representation	SA		A		N		D		SD		Mean	SD
	%	F	%	F	%	f	%	F	%	F		
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

Note: (%) in Table 3 denotes percentage of the sampled respondents.

Additionally, Table 3 shows that 75.0% of respondents agreed that diagrams and tables are adequate where applicable. Business studies teachers that agreed stated that graphs gave clear explanations and helped enhance concept understanding in students. Images are able to motivate students to study attached text, increase attention or encourage more detailed processing of textual data. Results match study by Kasmaienezhadford et al. (2015) that pictures in textbook can increase students' creativity. However, use of images for educational intention and learning is a vital, but designer of textbook should be aware of utility of an image.

More still from Table 3 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, teachers that did not agree, assert that Business textbook used in secondary schools has inadequate clear content visualization. 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. 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 incorporates appropriate presentation adequate images and relevant to the curriculum makes a quality textbook. Result concur with findings of Al-Jazzazi and Sultan (2017) who opionated 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.

#### 7.4. 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 shows the cross tabulation table of instructional content and quality of Business textbook.

Cross tabulation results in Table 4 shows that adequate instructional content result in satisfactorily 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.

Table 4. Cross tabulation between instructional content and quality of business textbooks.

		Quality of business textbook		Total
		Unsatisfactory	Satisfactory	
Instructional content	Inadequate	5	0	5
	Adequate	0	7	7
Total		5	7	12
Chi-square	(χ)	12.000		
	P-value	0.001		

The hypothesis was tested using p value calculated where if the p value > 0.05, we fail to reject the  $H_{02}$  < 0.05, the  $H_{02}$  is rejected. The null hypothesis ( $H_{02}$ ) 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 0.001 < 0.05.

The null hypothesis ( $H_{02}$ ) 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.

Result agrees with findings of [Kebritchi et al. \(2017\)](#) 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.

## 8. Conclusion

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.

## 9. Recommendation

### 9.1. For Practice

The Directorate of quality assurance and standards to put measures in place to regulate quality of dummies presented by publishers to Kenya Institute of Curriculum development for approval.

### 9.2. For Policy

It is recommended to periodically review guidelines, strategies and methods of evaluating content in textbook by KICD to ensure inclusion of pertinent and contemporary issues.

### 9.3. Further Studies

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

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