

Teaching Methods and Quality of Business Studies Textbook in Secondary Schools in Kenya

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Abstract

Well-structured business studies textbook provides enjoyable episodes of knowledge creation which promotes achievement learning outcome for sustained academic results. Business textbook represents potentially implemented curriculum as its vehicle through which intended curriculum is availed to learner encouraging achievement of learning objectives. However, adopting methodology that does not facilitate achievement of specific objectives may limit knowledge construction degrading learner's mean score. The study adopted is exploratory research design. Data collected were both quantitative and qualitative. Quantitative data were analyzed through counts, percentages, means, standard deviations and Chi square tests while Qualitative data were analyzed using content analysis. Cross tabulation results further indicated that teaching methods significantly influence quality of textbook implying that appropriate teaching methods supports achievement of learning. It was also found that presentation, visuals and differentiated instruction influence quality of instruction content encouraging learning. Therefore, it is recommended that teaching method selected should be learner centered to accelerate learning.

Introduction

Instructional methods adopted for teaching and learning of business studies through textbook, when properly constituted accelerates learning and knowledge retention among learners across school system in Kenya. Apprehension of concepts in business studies is likely to be empowered through differentiating teaching approaches propagating sustained edification for better examination results (Ganira et al., 2019). Varying methods of delivering instruction in business studies furnishes learner with exciting and lively episodes resulting in successful construction of knowledge even in absence of subject teacher. Nevertheless, where methods do not match individual preferences in class skill development is blocked degrading learner's academic outcome in business studies. As opinionated by Kipsaina & Nabwire (2016) textbook that advocates for methods such as small group discussion supports learner interest keeping the novice captivated through the learning process fast tracking mastery of content and acquisition of inner imaginative skills promoting creativity and innovativeness among secondary school learners. Incorporation of role play in teaching business studies concepts leads to enthusiasm and synergy in understanding of instructional content paving way for new discoveries promoting learners' aptitude in business studies class (Triaca 2017). Role playing in business studies class captivates the learner in cementing concepts learnt consequently resulting in achievement of specific objectives of the subject.

Instance where teaching methods are correctly structured and adequately differentiated learner is motivated and is internally driven to dig deeper into comprehension of facts reinforcing acquisition of requisite knowledge and skills (Vintere 2018). In contrast teacher centered approach when used in isolation in delivering content may lead learner into boredom and so obstructing depth of intellect retarding effectiveness bringing about confusion and clogging academic outcome in business studies. Valejo et al. (2020) assert that learner's recall facts if inquiry-based type of teaching are adopted in teaching business studies. Inquiry based learning enables the learner to own the new information being attained bringing about growth in academic outcome. According to Vermont & Donche (2017) teaching methods adopted influences level of learning to be realized. When instruction technique is well designed with the learner in mind facilitates achievement of specific learning objectives. Business studies aims at equipping learners with positive attitude and cooperation in working leading to increased learner performance.

In addition, Arikpo & Domike (2015) states that meticulously planned teaching technique augurs well with learners interest to learn triggering the need for searching deeper meaning of terms and phrases in business studies textbook. Teaching strategy favoring individual differences in class increases learner's participative skills in class promoting amplified results in learner's progress records for business studies. Shareefa et al. (2019) propagates that properly differentiated methods engage learners visual, auditory and kinesthetic senses in knowledge construction. Learner's memory retention ability is enhanced through hands on activities such as observation; small group discussion and interacting with real object for simulation exercise supporting achievement of learning outcome for increased learner mean score. Beak & Beasley (2020) opinionated that diverse learning approaches for business studies instruction facilitates character formation. Business studies core objectives are; develop positive attitude towards work, harmony and cooperation among learners and development of critical thinking skills. Working together: positive attitude, cooperation and critical thinking build individual's character developing sense of responsibility for improved study habits increasing learning outcome.

Teaching methods, individual preference and quality of textbook

Business studies textbook meets learner's preference if tasks and experiences resonate with learner interest and personality trait. Alkis & Temizel, (2015) affirm that appropriate methods determine learner motivation to learn in business studies. Motivated learner participates in class activities, is inquisitive and willing to take up tasks that would promote construction knowledge. According to Filgona et al. (2020) irrelevant methods of instruction discourage mastery of concepts in business studies limiting learner's capability and interrupting understanding of issues in business studies. In the views of Arikpo & Domike (2015) duly conceived BSCT provides learner with methods that augur well with their liking accelerating acquisition of inner imaginative skills yielding comprehension of abstract concepts for improved academic results.

Teaching methods, differentiated instruction and quality of textbook

Learning in business studies is accelerated whenever business studies textbook adopts diversified approach to teaching in order to meet different learning styles in class. In view of Ndinda et al. (2017) differentiating instruction through textbook enables comprehension of facts boosting mastery of concept in given area of specialization. In addition, well-designed BSCT amplifies interesting instructional method appropriate for varied learning capabilities assisting learning satisfaction for improved academic achievement. According to Vintere (2018) textbook that does not provide adequate methods obstruct learner's depth of intellect

retarding effective learning which may bring about confusion in learning process clogging academic outcome. Every category of learners in class is able to read and interpret business studies textbook based on personal interest and ability to learn. This is ascertained by Shareefa et al. (2019) differentiation in methods of teaching through business studies textbook engages learners' visual, auditory and kinesthetic senses in knowledge construction. Learner's recall and retention ability are enhanced through the hands-on activities upholding prolonged learning episode.

Teaching methods, specific objectives and quality of textbook

Appropriate teaching methods adopted for business studies core textbook facilitate achievement of specific goal for improved learning incidence. As propounded by Arnous & Kotob, (2019) variety of teaching methods makes learner fascinated through educational exercise hence encouraging acquisition of knowledge contributing to improvement of end results. On the other hand, Beasley and Beck (2020) resonated that inadequate teaching methods bar retention of knowledge discouraging requisite attitude to achieve academic excellence. Series of activities that learners engage in boosts character formation which in turn leads to increasing attainment of learning aims. Whenever business studies textbook narrows down on single teaching method learning is likely to be discouraged limiting endpoint results. Findings of research by Robert, O' Keefe, Juan, Lopez, Jun Xu and Rodgers (2015) revealed that objectives have been source of inspiration for learning promoting high grades in business studies. Increase in learner means score boosts learner morale setting reasonable aspirational goals for improved learning.

Statement of the problem

Business studies core textbook amplifies interesting instructional method which is appropriate for varied capabilities assisting learning satisfaction. In instances where appropriate methods are adopted mastery of concepts are 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. Mismatch between learner preference and adopted methodology leads learner into boredom blocking learning.

Purpose and objective

This study established relevance of teaching methods, instructional content, learning assignment, textbook evaluation and instructional policy in achievement of quality business studies textbook across school system in Kenya. The study aimed to explore influence of teaching methods on quality of Business Textbook.

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.

Lev Vygotsky (1978) is the proponent of this theory. Zone of proximal development refers to distance between what the learner can do without help and what he can do with help in order to achieve the desired learning objectives. The ZPD comprises of series of activities too

challenging for the child to achieve on his own, however learning is likely to be achieved through the assistance of business studies core textbook even in absence of the teacher. The zone of proximal development has 3 levels: 1. very simple level; in this case the learner can effectively manipulate the learning experiences on their own without the support of the business studies core textbook, 2. zone of proximal development.

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

Margolis (2020) used Zone of Proximal Development in his Study entitled Zone of proximal development in teaching practice and found out that the greater the level of abstraction available to the child the less spontaneous initial concepts remained in them. In other words activities enhance building of learner's zone of proximal development. The theory is relevant to this study as it focuses on textbook as support tool for learning experience.

Conceptual framework

Appropriate teaching methods results producing quality textbook facilitating achievement of learning objectives leading to increase learner mean score in business studies

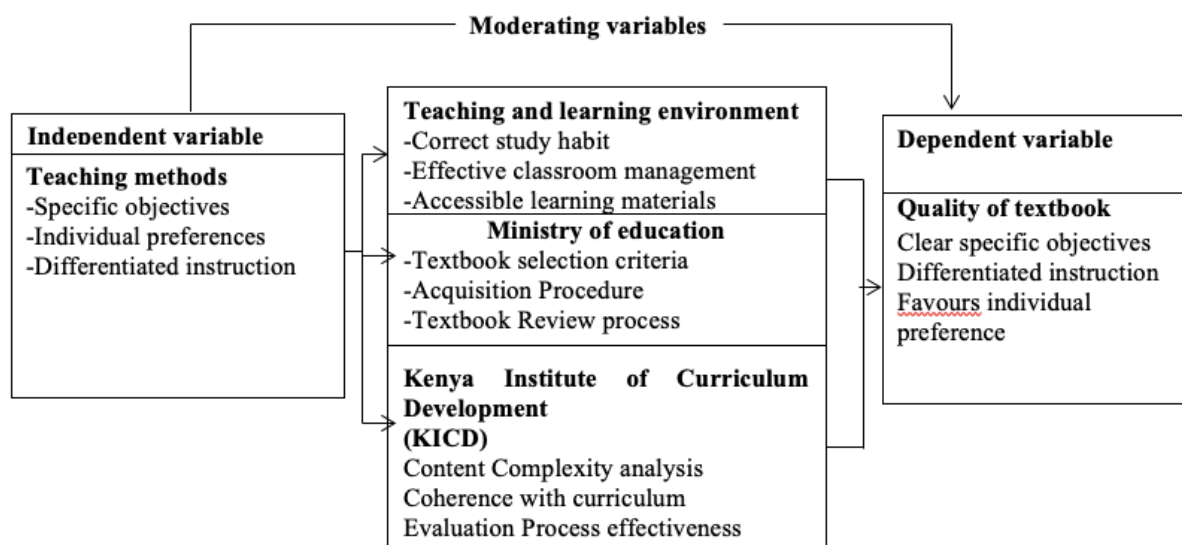


Figure 1. Hypothetical relationship

Methods

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 et. al., 2016). Of the four sampled schools 12 business studies teachers were purposively selected to respond to personally administered questionnaires. Validity of research tools were verified by

the expert statisticians and 3 supervisors. Reliability of the questionnaire was also established by administering the pilot sample twice at an interval of two weeks to same respondents.

Results and Discussion

Teaching Methods, individual preference and quality of business textbook

Appropriate teaching methods addresses individual learning styles in class, contributing to learner self confidence in knowledge construction and participation rate in class. As denoted by Alkis & Temizel (2015) Business studies textbook meets individual preference if tasks and experiences resonate with learner interest and personality trait. Business teachers were asked to respond to extent to which content presents various materials for learning, methods incorporate community service learning, texts are elaborate and easy to follow and teaching methods incorporate graphic. The results are presented in Table 1

Table 1. Individual preference and quality of textbook

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

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

From table 1 above, 66.6% of business teachers agreed to relevance of methodology to content being delivered. Those that agreed stated that learning activities are clearly outlined and methodology such as discussion, question and answer and role play are adopted. The principal investigator also noted that core textbook propagates learner centered approaches. This was disagreed by 25.0 % of business studies teachers. Further 58.4% of business teachers agreed that teacher's guide sets out community service learning while 16.6% disagreed to teachers guide incorporating methods that upholds role of community in learning and mastery of concepts. Teachers that agreed indicated that teacher's guide provide approaches that takes into consideration role of society in learning and development of an individual. From observation checklist, it was also established that teaching methods encourage group discussion which as a result helps learner to appreciate each other in learning. They indicated that community service learning is inadequate and concepts may not be practical in real situation due to limit in time factor and financial constraint. The study found out that 75.0% percent of respondents agreed that texts are elaborate and ease to follow while 8.3% did not agree. Teachers indicated that business textbook adopts methods that encourage reading culture as texts are elaborate and easy to follow. However, it was found by disagreeing respondents that business studies core textbook is not elaborate. As indicated by 91.7% of business studies teachers' core textbook incorporates graphical representation as one of teaching methods. Only 8.3 % did not agree with the assertion.

Teaching methods, Differentiated instruction and quality textbook

Varying teaching and learning methods facilitates achievement of learning objectives for accelerated skill acquisition resulting in improvement in learner mean score. As opinionated by Ganira et al. 2019) Well-designed BSCT amplifies interesting instructional method which is appropriate for varied learning capabilities assisting learning satisfaction boosting academic success in schools. Teachers were asked to respond to whether teaching methods supported illustrations, clarity in content, development of psychomotor skills and extent to which methods trigger learner interest resulting in quality business studies textbook. The results are presented in Table 2

Table 2. Differentiated instruction and quality textbook

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

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

It was found out that 75.0 % of business studies teachers that participated in the study agreed to variety of methods; role, discussion and inquiry based learning while 8.3% did not agree. Those that agreed cited that business studies core textbook incorporate learner centered approaches. The results imply that use variety of teaching methods is essential in development of knowledge through textbook. Result agrees with Ndinda et al. (2017) observation that textbook illustrations enable learners; comprehend what is being taught faster as compare to text only presentation style thereby boosting learner morale in mastery of concept in given area of specialization.

As indicated by 66.7% of business teachers who participated in the study, content is clear and easy to comprehend while 8.3 % disagreed, stating that some phrases are difficult to comprehend in absence of the teacher hindering understanding of key concepts. Those who agreed indicated that words and content are easy to comprehend in the text which as a result contributed to self-driven learning interest among learners. Teachers further indicated that complex content in core textbook has been made simpler for easy comprehension using visual images such as pictures that learners can resonate with. However, for those respondents who disagreed, they indicated that explanations given are sketchy leaves out key information therefore mastery of concept is made difficult among learning and so discourages reading habit inhibiting achievement of learning objectives. Additionally, 66.7% agreed that activities in textbook encourages psychomotor skills development an indication that hands on activities ought to be included in textbook for improved learning outcome through engagement of

multiple sense promoting learner memory. On the other hand 8.3% denied the fact those business core textbook contained psychomotor development skills. Teachers that agreed cited that psychomotor development is critical as teaching method for business textbook as it enhances learning experience and cognitive capability of learners which leads to positive deviation in learner assessment scores. Further, 66.7% of business teachers agreed that methods trigger learner interest while 8.3% did not agree. Teachers that agreed stated that inclusion of clear methods in business textbook stimulates learners' interest. However, for those who disagreed, they indicated that core textbook limits learners explorable field of discovery as the methods that trigger learner interest is difficult to adopt in real life situation due to inadequate teacher preparation caused by increased workload and limited time.

Teaching methods, specific objectives and quality textbook

Teaching methods adopted in business studies core textbook facilitate achievement of specific goal for improved learning. According to Arnous & Kotob (2019) achievement of specific goals results in acquisition of skills and concept mastery in business studies yielding positive deviation in learner examination scores. Business teachers were asked to respond to influence of teaching methods on incorporation of instructional objectives at the beginning of every chapter, nature of content and achievement of objectives, learner enthusiasm in meeting specific objectives and inquiry based learning. Table 3

Table 3. Teaching methods, specific objectives and quality textbook

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

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

Teachers of business that agreed to instructional objectives being clearly stated at the beginning of every chapter were indicated by 53.4% while 33.3% represents respondents that disagreed with the statement. Respondents that agreed stated that clear instructional objectives were well labeled in teacher's guide of core business textbook providing teachers with desired guidelines in achievement of learning objectives enhancing improvement in learner mean score through learning with core textbook. On the other hand respondents that disagreed indicated that instructional objectives are not clearly stated in learners textbook and this may not be practical in real life situation. Absence of learning objectives for learners at the beginning hinders

independent learning thereby challenging learners esteem in articulation of concepts learnt through the core textbook leading to decrease in learning achievement through core textbook. It was further agreed by 75.0% of business teachers that content is relevant to specific learning outcomes whereas 8.3% disagreed to the fact that content in core textbook promotes achievement of learning outcome. Respondents that disagreed noted that business studies core textbook had inadequate content and this impacts quality of business studies textbook inhibiting desirable learning experience through core textbook.

Teachers of business studies (66.7%) indicated that methods promote learner enthusiasm in knowledge construction through business studies textbook. There were no respondents disagreeing with this statement. Respondents that agreed, indicated that content creates enthusiasm in students learning through business studies core textbook hence highly recommended for knowledge construction among secondary school students. Teaching methods such as role playing allows the learner act out a role let's say accountant dealing with record keeping in the process skill is acquired as well as knowledge is constructed contributing to increased learning outcome through business textbook.

Descriptive results also established that 58.3% of teachers of business studies agreed approach in teacher's guide as facilitating inquiry based learning whereas 8.3 % disagreed with statement that approaches adopted promote inquiry based learning. From the observation checklist, the lead researcher also agreed that methods used are appropriate for stated topics existing in business studies textbook. For those who agreed, they indicated that quality business textbook arouses inquiry based learning. Inquiry based learning is a learner centered type of learning. It involves investigating into a problem individually by a learner or in small group discussion. The groups are later allowed to share their findings based on the evidences obtained from studying business textbook or brainstorming among their peers for improved learning and developing of problem solving skills. However, those who disagreed indicated that business studies textbook did not encourage inquiry based learning as it incorporated inadequate revision exercises discouraging acquisition of analytical skills for higher academic achievement in business studies through the core textbook.

Quality Business studies textbook should clearly state instructional objectives at the beginning of every chapter both in the teacher's guide and learners textbook. However, inadequately structured business studies core textbook lack this noble virtue. As indicated from the results, business studies core textbook require more restructuring to enhance objectivity. Also content is relevant to specific learning outcomes which however, was noted by some respondents as being inadequate. Moreover, some respondents noted the core textbook failed to incorporate content that promote inquiry based learning.

Cross tabulation between teaching methods and quality textbook

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

Table 4. Cross tabulation between teaching methods and quality of business studies textbook

		Quality of business studies textbook		Total
		Unsatisfactory	Satisfactory	
Teaching method	Inadequate	4	0	4
	Adequate	1	7	8

Total		5	7	12
Chi-square	(χ)	8.400		
	P-value	.010		

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

The hypothesis was tested using p value calculated. The acceptance/rejection criterion is that, if the p value > 0.05 , we fail to reject the H_0 < 0.05 , the H_0 is rejected. The null hypothesis (H_0) was that there is no significant relationship between teaching method quality of textbook. Cross tabulation results revealed a Chi-square of 8.400 and p-value of $.010 < 0.05$. The null hypothesis (H_0) was thus rejected and conclusion made that teaching method is relevant to quality of textbook. The results imply that adoption of appropriate teaching methods in Business textbook is critically important for achievement of learning objectives. The teaching methods adopted by business studies textbook facilitates interaction between the learner and the business studies textbook to achieve a specific goal in relation to the curriculum content (Ganira et al. 2019). Appropriate teaching method facilitates passing on of content to the learner thereby contributing to construction of knowledge with the business studies textbook. Assessment questions are likely one of the methods in the business studies textbook that enhances achievement of learning. Teaching method is likely to be cognizant to the learner's interest and needs, as they influence learning achievement (Ganira et al., 2019). Learning objectives is likely to be achieved by business studies textbook if teaching methods adopted matches individual learner's interest. A well planned and thought out TM may yield more positive result in achievement of business studies curriculum goals. A well-planned teaching method is likely to adhere to the nature of content, level of learner and the objectives of the curriculum. An appropriate teaching method enhances achievement of learning objectives.

Conclusion

The first objective of the study sought to explore influence of teaching methods on quality of Business studies Textbook. The particular elements evaluated in this section included teaching methods, specific objectives, learner preference and differentiated instruction. In terms of teaching methods, respondents were in agreement that variety of techniques outlined in teacher's guide for Trendy business studies textbook is appropriate to learner; approaches nurture values and positive attitude and that teaching methods integrates pertinent and contemporary issues in education contributing to quality of business textbook supporting individualized learning for increased learner morale. Cross tabulation results further indicated that teaching methods significantly influences quality of business studies textbook. The results imply that inclusion of appropriate teaching methods in Business textbook is critically important in achievement of learning objectives. Effective teaching methods involve acquiring relevant knowledge about students and using it to inform course design and classroom teachings. Teaching, learning and evaluation method plays an important role and continuous changes and modification as per requirement enhance the education system.

Recommendation

Ministry of education through DQASO should emphasize to teachers the need to make reference to teachers' guide for suggestions on most appropriate teaching methods for specific

topic during lesson preparation for effective learning experience through business studies textbook. There is need for teachers to adopt learner centered approaches of teaching such as inquiry-based learning, discussion, brainstorming, role play and industrial visits. Recommendation for further study is on “Influence of availability of business studies textbook on learning achievement in secondary schools in Kenya.”

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