A CRITICAL STUDY OF TEXTBOOK PUBLISHING FOR PRIMARY EDUCATION IN GHANA

By

Essuman Michael Ato (BA Publishing Studies)

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DECLARATION

I hereby declare that this submission is my own work towards the PhD degree in Art Education and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

Essuman Michael Ato (20039930) ……….………. ..………….…………
(Student's Name and ID No.)   Signature   Date

Certified by:

Dr. S. K. Amenuke   .... ………....................
(Supervisor's Name)   Signature   Date

Certified by:

Dr. Joe Adu-Agyem   .... ………..…...................
(Head of Department's Name) Signature   Date

ABSTRACT

The study investigated the strengths and weaknesses in the primary school textbook development and distribution policy of the Ghana Education Service, its implementation procedures, textbook publishing process and evaluation of selected primary textbooks. Research into the quality and effectiveness of textbooks seems inadequate in Ghana. There is also a complete lack of research in textbook publishing for primary education in Ghana, vis-à-vis quality factors in textbook development. The study considered how vital the textbook policy is to primary textbook development in Ghana and how textbook publishers manage textbook development according to procedures laid down by the Ministry of Education. Strengths and weaknesses in the primary textbook policy and its implementation procedures and what constitutes a quality primary textbook were also discussed. The content analysis method was used to collect and analyze the data. Teachers and pupils responded to a 37 textbook evaluation scheme to express their perceptions concerning various aspects of the textbooks. The researcher's primary goal here was to establish a correlation between the variables "primary textbooks", on one hand and "children" on the other. To investigate the inadequacy of textbook theories, the researcher applied the Grounded theory approach. The accessible population for the study was 780; a sample size of 547 was derived according to the strata, 88 Primary School Teachers / Educationist, 11 Textbook Publishers, 14 Designers, 14 Illustrators and 420 Public Primary School Pupils. The data collection instruments used for the study were, interview, observation and questionnaire. Findings revealed that textbooks are an alternative to the teacher in the teaching and learning environment. Learning can take place with textbooks without the teacher. Primary school textbooks in Ghana have

traits of dissatisfaction such as effective illustrations, gender equity in text and illustrations, concept-oriented cover designs, good layouts, attractive colouring and consistent use of reader-friendly children types. Primary syllabuses and textbooks are not trial-tested for feedback in the subject areas from the schools before they are developed. The primary physical textbook cover is low in quality and cannot stand the test of time. There is lack of continuous and vibrant professional interaction between pedagogical researchers and developers of textbooks and teaching materials. There is also lack of developmental conceptions based on modern and coherent principle of learning theory from the selection and drafting of textbook contents to the creation of visual elements that promote learning. There is lack of a reliable evaluation system that would provide objective feedback on the quality and practical usability of future and recently published textbooks for primary schools in Ghana. Also, the core stakeholders (publishers, printers, booksellers, writers and designer/ illustrators) should be mandated by the textbook policy to be responsible for the quality of primary textbooks. There should be a continuous and vibrant professional interaction between pedagogical researchers and developers of textbooks and teaching materials for quality development of Ghanaian primary school textbook. Publishers should aim at developing textbooks that can teach the child without the teacher. Workshops and conferences for the entire primary textbook publishers, designers and illustrators, to enlighten them about the weaknesses within selected primary school textbooks for improvement are very important. It is posited that quality textbooks will enhance effective teaching and learning in primary institutions in Ghana.

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LIST OF ABBREVIATIONS

CRDD: Curriculum Research and Development Division
GES: Ghana Education Service
KNUST: Kwame Nkrumah University of Science and Technology

UK: United Kingdom
GBDC: Ghana Book Development Council
CD: Compact Disk
NGO's: Non-Governmental Organizations
MoE: Ministry of Education
NYSED: New York State Education Department
TP: Textbook Policy
TPP: Textbook Publishing Process
TIP: Textbook Implementation Procedures
ECC: Evaluation Coordinating Committee

CHAPTER ONE

INTRODUCTION

1.1   Overview

This chapter introduces the dissertation. It covers the background to the study, statement of the problem, objectives of the study, research questions, delimitation, limitation, definition of terms, abbreviations, hypothesis, importance of the study, and organization of the text.

1.2   Background to the Study

The primary school level constitutes the foundation of the educational process. It lays a foundation for inquiry, creativity and innovation (Ekwueme, 1983). It is the stage at which pupils or children are encouraged to develop knowledge, attitudes and skills, which derive from concrete experiences that later lead to the highest level in life. The stage makes or unmakes the future of the child or pupil (Anamuah-Mensah *et al.,* 2002). At this stage, children are encouraged to satisfy their curiosity, criticize, solve

problems, observe, be objective about all types of information and assimilate new knowledge. Quality basic education is vital in the educational process. According to Anamuah-Mensah et al., (2002), quality education involves provision of quality inputs, quality delivery process and quality output. It includes nourished learners who are ready to participate, learn on a continuous basis in a gender sensitive environment with adequate resources and facilities. Quality basic education cannot be isolated from quality textbooks published as a core input in education. Quality textbooks and learning materials teach concepts and skills that promote peace, human rights and sustainable development. Furthermore, access to locally developed high quality textbooks and learning materials is especially important for children in difficult circumstances and in societies recovering from conflict (UNESCO, 2010). This is an essential part of UNESCO's rights-based approach to education.

This dissertation is based on the philosophy of quality textbook development for primary education in Ghana. An educational system cannot be visualized in isolation of society and the aims of human life (Sharma, & Geol, 1987). A study of textbooks reflects both the nature of society, and the goals of the individuals. The aim of textbooks production that is an act of the arts is closely related to the aims and styles of education and vital for the development of any educational system (Douglas, 1990). All civilizations have a vital need for books. They are the memories of the world and therefore, considered the most effective instruments for learning (Estivals, 1991).

After the introduction of compulsory Education in Ghana, the free textbook scheme became a statutory educational policy in 1962. This is one of the logical developments needed to establish an African personality on the mental plane, through the dissemination of relevant literature for the school child. There is no substitute for the

teacher other than the textbook in the education of the child and society. It is in this light that the Curriculum Research and Development Division (CRDD) of the Ministry of Educations, was charged with textbook development in Ghana. The primary function of the textbook is to inspire, inform, entertain and educate. This contributes to social growth and political stability (Browny, 1992). Textbook production in the developing countries is a difficult task for publishers, who have to resolve the two contradictory needs of low price of textbooks and of being quality in design and presentation for effectiveness.

According to Lintowinsky (1992), for children's textbooks to be of high quality and effective, they should be the subject of multidisciplinary research where specialist writers and artists in association with psychologists and educators determine the forms of expression best suited for communicating with the child-learner. Because of that, textbook publishing for Primary education in Ghana must be given a critical look to incorporate all the expertise as the bedrock of the development of children. We are in the information age through Information Communication Technology which has brought to bear a lot of information upon textbook publishing across the world.

Textbooks seem to be the proverbial elephant in the lounge that nobody wants to notice. Despite this, the pronouncement by UNESCO (Braslavsky (Ed), 2006:36, and Visser, 2009) "Textbooks will remain an instrument of extraordinary power . . . the most effective of educational technologies yet invented, and there is no reason to imagine a modern educational system where textbooks do not play a central role." Remains relevant, Merriam-Webster (2010) indicates that a textbook is a book used in the study of a subject: as one containing a presentation of the principles of a subject and a literary work relevant to the study of a subject.

1.3   Statement of the Problem

Textbooks and educational media play a critical role in supporting learning and promoting high quality teaching (Horsley, & McCall, 2007). In addition to that, the essence of the textbook is to give detailed information about what is in a syllabus. In its most simplistic form a textbooks reflect curricula (Blumberg, 2007, p.6). Syllabuses alone cannot be used in isolation for effective teaching and learning. Therefore, quality and effective primary school textbook development in Ghana is imperative.

Gyekye (2005) asserts that the pursuit of science and technology is acknowledged as an indispensable factor of socio-economic development, can only be sustained and successfully done with the assistance of textbooks. Textbooks will therefore be relevant and needed. In this light, a textbook is any work that includes instructions and recommendations to help teachers and pupils (Choppin, 1992 and Moeglin, 2005). This Implies that textbook publishing is a vital area of specialization within the larger field of educational publishing. The textbook is an area where groups of experts meet to write and produce the textbooks according to the subject areas. Book: textbooks in particular reflect the goals and targets of education by following the curriculum development and examination systems, and by promoting new teaching and learning methodologies. Additionally, textbook publishing interlinks with education for better or for worse of a society (Gyekye, 2005).

Therefore, without textbooks, educational development of people through formal systems would be tedious and difficult. That is why (Brown, 1992) attests that there is no substitute for the teacher than the textbook in the education of the child and society. Therefore, can we say textbooks produced for public primary schools are such that without the teacher, the child can learn effectively? The primary school textbooks are prepared without ensuring quality in the following stages of development: the syllabuses development stage, textbook bidding process, evaluation and selection process. Studies from the literature show that no research was done on textbook publishing for primary education in Ghana; there is also inadequate research on textbook development, pedagogical consideration, production standards, textbook design and presentation. Primary school textbooks in Ghana are prepared without considering details such as effective illustrations and gender equity, concept-oriented cover designs, good layouts, attractive colouring and consistent use of reader-friendly children types.

At a negotiation skills workshop during the Ghana International Book Fair in 2008, it came to light that there is a growing state of dissatisfaction among stakeholders in the process of primary school textbook development, in spite of the fact that the Ghana textbook policy and its implementation procedures were in place. Issues addressed include quality content, illustrations, design and printing. It came up that a quality textbook is one of the gateways to quality education (World Bank, Workshop on Textbooks, March 2006, Accra). Primary education syllabuses and textbooks are not trial-tested for feedback in the subject areas from the schools before they are developed. Therefore, it becomes necessary to put in place measures in primary school textbook research in Ghana so as to identify the possible factors that affect the quality of textbooks development and how those factors affect quality teaching and learning in the

primary classroom. It is in the light of the above observations that this dissertation is justified. They prompted the researcher to critically study Ghana's textbook policy and its implementation procedures so as to evaluate some of the public primary school textbooks in Ghana.

1.4   Objectives

The study sought to:

1. examine the impact of textbook development policy, its implementation procedures and the textbook publishing process for primary schools in Ghana.

2. evaluate selected public primary school textbooks developed between 2005 and 2008 under product standard, design and presentation so as to measure their effectiveness.

1.5   Research questions

1. How vital is the textbook policy to primary school textbook development in Ghana?

2. How do the textbook publishers manage textbook development according to stages laid down by the Ministry of Education?

3. What are the strengths and weaknesses in the primary education textbook policy and its implementation procedures?

4. What constitutes a quality primary education textbook?

1.6   Delimitation

The research was limited to:

the textbook policy for primary schools in Ghana, its implementation procedures, the textbook publishing process and evaluation of selected primary school textbooks from 2005-2008 used in public primary schools in Ghana.

The research covers 20 public primary schools in both Kumasi and Accra.

Plate 1.1 Location of the Study Area in Ghana

1.7   Limitation

The researcher could not conduct a miscue analysis in the selected public primary schools since is very expensive to conduct.

1.8   Definition of Terms

Textbook: a book used as a standard work for the study of a subject.

Publishing: Publishing is the process of production and dissemination of literature or information - the activity of making information available for public view.

Publication: the end product of a publishing product.

Primary school: School usually covering the first six years of elementary school and sometimes kindergarten**.**

Primary: denoting education for children between the ages of about five to eleven.

Education: The process or art of imparting knowledge, skill and judgment; Facts, skills and ideas that have been learned, either formally or informally

Illustration: An illustration is visualization such as a drawing, painting, photograph or other work of art that stresses subject more than form. The aim of an illustration is to elucidate textual information (such as a story, book, poem or newspaper article) by providing a visual representation.

Design: a plan produced to show the look and function of something before it is made.

Layout: the arrangements of text and illustration on a page to be attractive and reader friendly.

Concept: an abstract idea that helps to publicize a commodity.

Policy: a course or principle of action adopted or proposed by an organization or individual.

Critique: An evaluation of a manuscript, touching on issues such as structure as well as character and plot development.

Critical: expressing or involving an analysis of the merits and faults of a work of literature, or art.

Population: the group of individuals that have one or more characteristics in common that is of interest to the researcher. A small portion or subset of the population is usually selected for observation and studying. This is the sample. Sampling usually reduces the size of the population into a manageable size.

Public School: a school set up and managed by the government. Presently, pupils do not pay school fees in public schools.

Dummy: having the appearance of being real but lacking capacity to function.

1.9   Abbreviations

CRDD: Curriculum Research and Development Division

GES: Ghana Education Service

KNUST: Kwame Nkrumah University of Science and Technology

GBDC: Ghana Book Development Council

CD: Compact Disk

MoE: Ministry of Education

NYSED: New York State Education Department

TP: Textbook Policy

TD: Textbook Development

TDT: Textbook Development Team

TDDPPE: Textbook Development and Distribution Policy for Pre-tertiary Education

TPP: Textbook Production Process

TIP: Textbook Implementation Procedures

ECC: Evaluation Coordinating Committee

GBPA: Ghana Book Publishers Association

UNESCO: United Nations Educational Scientific and Cultural Organization

1.10   Assumptions

It is assumed that:

1. textbook Policy for primary education exists in Ghana.

2. the procedures in primary school textbook publishing are according to a policy.

3. the public primary school textbooks are good or bad.

1.11 Importance of the Study

1. The study will bring to the notice of MoE the weaknesses within the textbook policy and its implementation procedures for redress.

2. Primary school textbooks published according to the dissertation guidelines will enhance efficient and effective teaching and learning at the primary level.

3. The dissertation will be beneficial to the GBDC, GBPA and Publishers in handling textbook issues for primary schools in Ghana.

4. The material will be useful to the Department of Art Education and Department of Publishing Studies for teaching purposes.

5. Textbooks are political documents whose content reflect a given vision of a people, their history, and position in the world, their values, aspirations and creativity. This knowledge is obtained from the dissertation.

1.12 Organization of the Text

Chapter one introduces the dissertation. Chapter two reviews the empirical and theoretical framework of the dissertation while Chapter three discusses features of methodology. Chapter four gives a detailed account of the analysis and interpretation of the data collected. Summary, Conclusions and Recommendations are in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1   Overview

This chapter covers literature related to the study under the following headings:

- Historical Overview of School Textbooks

- Concepts of a Textbook

- Theories of Textbooks

- Importance of Textbook to the Child

- Policy Issues Regarding Textbooks

- The Aims of the Textbook Policy

- Textbook Writing and Publishing

- Field Testing of Textbook Manuscript etc.

- The Uses of Textbooks

- The Use of Textbooks in Ghanaian Primary Education

2.2   Historical Overview of School Textbooks

According to Altbach (1983), Kelly (1988), Elliott & Woodward (1990), Arthur (1990) and Farrell (2001), historical records indicate that textbooks existed in the form of clay tablets, scrolls, vellum, bound sheets of papyrus, or parchment. There are records of textbooks used in schools in ancient Greece, Rome, China, India, and Egypt. Until the invention of printing in the mid-fifteenth century with moveable type, textbooks were hand-produced, very rare, and available only to a very small and generally privileged minority of people.

Mass-produced textbooks for mass schooling were first developed in Europe. The textbooks followed the models of European colonization and in non-colonized areas through cultural and technological borrowing and spread to the rest of the world. Subsequently, as formerly colonized areas achieved independence, they replaced textbooks originated from the colonizing nation with locally created textbooks reflecting their own national **beliefs**, **aspirations**, and **creativity.** Shortly after the United States achieved independence from England, locally written textbooks were produced to replace those originating from England. As Latin American nations achieved independence from Spain and Portugal a similar pattern of replacing European textbooks with locally produced versions occurred. In addition, when Canada gained independence from the United Kingdom in 1867, a similar challenge to localize textbooks was met. Canada changed its textbooks to reflect the Canadian view that the War of 1812 was won neither by the United Kingdom nor the United States, but by Canada, since she had

successfully resisted invasion and attempts at annexation by its neighbor to the south. During the wave of decolonization in Africa and Asia, the newly independent nations attempted to modify their textbooks to reflect their culture. Eventually, two key facts emerged from history: first, textbooks are as universal as formal mass schooling, where there are schools there are textbooks (except in some nations so poor that they cannot yet afford universal textbook provision); and second, textbooks are not only **pedagogical instruments** but also political documents that reflect the **vision** of a people, their **history, values, aspirations, position in the world**, and **creativity**.

History emphasized localization of textbooks. It is therefore important to realize that textbooks for primary education in Ghana are developed along these afore-mentioned points. In Ghana for instance at the dawn of independence, the foreign multinationals controlled textbook publishing except for Ghanaian languages. The Accelerated Educational Development Programme (AEDP) in 1961 launched by the Ghana government Dr. Kwame Nkrumah saw the need to indigenize the publishing industry. At that time, the only local publishing house was the Bureau of Ghana Languages established in 1951. The Bureau sees to the development of textbooks through the CRDD. According to the historical revelation textbooks on Citizenship Education, Creative Arts, English Language and Ghanaian Language and Culture have some elements of Ghanaian values, history, and position in the world as a developing country. However, there were no textbooks reflecting the vision, aspiration and creativity of the nation. There is the need therefore to have a national pedagogical discussion on textbooks that reflect the vision, aspirations and creativity for Ghanaian primary schools. Since the textbook defines the curriculum, it will educate children about where they come from, who they are and their contributions to the growth of

Ghana. It is evident that textbooks are universal documents, pedagogical instruments, and a political commodity.

2.3   Concepts of a Textbook

Apple (2010) opines that a textbook is subject to intense competition and the pressures of profit. Nevertheless, the textbook is not only an economic product; it is also a political as well as a regulated commodity. Besides, a textbook embodies the visions of legitimate accumulated knowledge of identifiable groups of people. In most cases, it becomes the real curriculum filtered through the lived culture of teachers and students as they go about their daily lives in the classrooms (Goldstein, 1978). Daniels (2009) in his studies, classified textbooks according to condition, function, subject matter, and even appearance. They are to teach not only facts but also to influence values and behaviours.

Inherently, a textbook is defined as a standard work on a particular subject designed for classroom use with appropriate vocabulary, illustrations and student exercises (Deighton, 1971:214 as cited in Crossley, and Murby, 1994). In this respect, a textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. Textbook is the centerpiece of a course syllabus for students and teachers.

However, Pinto, (2007:99) is of the view that "Widely used by teachers, textbooks interpret curriculum policies in a way that reflects the views of authors, publishers and reviewers". Their content implies knowledge and skills students ought to achieve. Davis (2006:1) describes textbook as "Systematically organize, materials designed to provide a specific level of instruction in a subject matter category." Further, it may be in hardbound, softbound or electronic format and published by specialist printers, a big business that requires mass volume sales to make the publications

profitable. According to Baldry, Anthony and Thibault (2005 as cited in Maagero 2005) modern textbooks are multimodal. Thus, every textbook page consists of several semiotic systems realizing meaning in a complex way: verbal text and visual images such as pictures, tables, diagrams, and figures; design, typography, titles and boxes. In support of this, Lintowinsky (1992) argues that a textbook is not an outcome of freelance writing since a textbook writer is not to deviate from the syllabuses that continue to be his basic reference. This means that it depends largely on what must be the topics and units as contained in the syllabuses. Woodward (1998) expresses from his findings across grade levels in US school subjects that textbooks are the primary instructional materials at all levels of education but primarily happens to be the most pressing and needed. In all cases, panels of groups of experts are to write textbooks for a nation's schools.

Stein, *et al.,* (2001:6) argues that "textbooks serve as the basis for 75% to 90% of classroom instructions" (Farr, Tulley & Powell, 1987; Miller, 1986; Tyson & Woodward, 1989). Altbach, *et al.,* (2001) portray the concept of a textbook as mainly related to useful and efficient devices offering organized, convenient sequences of ideas and information for structured teaching and learning that constitute the *de facto* curriculum in many disciplines.

A number of studies (Arthur, 1990 and Farrell, 2001) claim that a textbook is that printed and bound artefact one has to be provided with or had to buy for a course of study. It contains all of the core contents exercises and study questions at the end of sections or chapters. Arthur, (1990) and Farrell, (2001) further explain that textbooks are commissioned and written by authors or firms who are engaged to write to specifications set by authorities to develop the standard curriculum for a system of schools. It is a

material used in educating the child and sustaining the literary potential of the educated (Rao, 1974). Meade and Ellis, (1971:74) describe the term textbook as "a bundle of curriculum artefacts, designed for use by teachers to deliver a course". In effect, "a Textbook strongly influences the classroom", (Meade, & Ellis, 1971:74). Giroux (1983) confirms this idea.

From the above concepts, textbooks are pedagogical instruments, artefact of the curriculum, and interpreters of curriculum policies used in education. The study of textbook is vital to the political, pedagogical and educational development of children. Although most textbooks are in printed format, some are in the electronic format as e-textbooks.

2.4   The Use of Textbooks

According to Čeretková, Šedivý, Molnár, and Petr, (2008) a textbook has three orientations: didactic, practical, and computer. The first one refers to the intention to teach, with an ulterior motive. The second one concerns the material in use. The last one points out the ideas of using computers in the study of a subject. Dove (1998:24) considers textbooks as "the primary means of communicating information and instruction to students." Studies, mostly done in the United States of America, suggest that somewhere 60-95% of classroom instructions and activities are textbook driven (Dove, 1998; Schug, et. al., 1997; Zahorik, 1991; Apple, 1991; Moulton, 1994; as cited in Pinto, 2007). Rozycki (2001) suggests that efficiency is the primary appeal of textbooks. They provide content that would be too vast in scope for a teacher to gather. Schug, *et al.,* (1997) found in a United States of America teachers' survey report that the primary motivations for using textbooks are: their usefulness in planning courses and

lessons and value of ancillary materials like handouts, and display materials provided with textbooks.

According to Pogelschek (2007) considerable research studies focus on the use of textbooks in the class as a secret curriculum and guide both contents and pedagogical approach of teaching (Kalmus, 2006; Krammer, 1985; Sitte, 2007). Lucas (2005) confirms that a textbook shows methods and technical guidance to teachers and learners. In addition to that, textbooks are carefully introduced with examples and text progression coupled with illustrations (Mayer, 1997; Sadoski and Paivio, 2001). All this implies that textbooks facilitate effective teaching in the classroom, hence, the need for textbook publishing for primary school education in Ghana. The education content in textbooks is also referred to as schoolbooks. Schoolbooks (textbooks) present a fundamental didactic tool used in the pedagogical-educational process. Therefore, Čeretková *et al.,* (2008) suggest the followings function of textbooks:

- Motivational function; a well-written textbook stimulates a learning person's interest, he or she is happy to reach out to such a textbook.
- Communications function; develops the extent of vocabulary including technical terms.
- Regulatory function; the curriculum is divided into parts respecting the logical sequence.
- Application function; it comprises ideas of using the subject matter in practice; it states the examples from real life.
- Integration function; a textbook goes beyond its subject; it accepts interdisciplinary relations, which lead to complex cognition processes.
- Innovative function; it presents newer knowledge of science, economy or technique.
- Control and correction function; a learning person uses the text, exercises and problems to check him-/herself, he/she discovers what he/she did or did not understand, and revises the subject matter.

There is room for the learner to use the text, do exercises and solve problems to discover the level of understanding and revise the subject matter. The difficult aspect of textbook

writing is that it needs to respect the age specificities of a pupil (e.g. the central developmental line of human abilities by Piaget), the aims and roles of a given subject (with respect to a given country) as well as the generally accepted aims of education (Čeretková, Šedivý, Molnár, & Petr, 2008). To teachers textbooks serve as core resources, sources of supplement and inspiration for classroom activities and as a curriculum itself (Garinger, 2002).

The histories of a nation are in textbooks. Inherently, such textbooks offer a core of cultural knowledge for future generations. They are crucial organs in the process of constructing ideologies and beliefs and are a reflection of the **values** of the people (Apple, 1991). According to English (1980), textbooks are conceived, authored and designed by real people with real interests and are published within the political and economic constraint of markets, resources and power. School textbooks are based on the cultural, ideological and political power of dominant groups. They tend to enforce cultural homogeneities through the promotion of shared attitudes and the construction of shared historic memories. Although, individuals, and groups author textbooks, they present broader cultural messages and in terms of their social functions bear similarities to government policy documents (De Castell et al, 1991). In support of the various views, textbooks introduce young people to historical, cultural and social-economic/movements are to be read, used and discussed. In addition to textbooks there are teacher's guides and pupil's exercises. These publications engender important analysis that exercised the mind of textbook researchers for many years, both locally and internationally.

Apple (1991) expresses his view that the teacher-pupil response to textbooks has the potential of being different from that intended by authors. This perspective

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acknowledges that written texts are subject to a variety of readings and meanings and the manner in which a text is received varies significantly, (Barth, 1976; Apple, 1991).

They are among the most important educational inputs. Altbach, (1989) opines that school textbooks are the product of a nation used in its educational system. Textbooks, despite their criticism, are virtual icons of education with important and rapidly expanding international dimensions. They are part of an international knowledge system that affects virtually all international endeavors. However, the primary purpose of textbooks to transmit knowledge, values, attitudes, skills and behaviours is a constant (UNESCO, 2005).

2.5   The Use of Textbooks in Ghanaian Primary Education

Textbooks act as a vehicle for teachers and learners. To teachers, textbooks provide psychological support (Kirkgoz, 2009).

In Ghana, the Ministry of Education (MoE) coordinates the development of textbooks for primary schools. With the help of the CRDD and the procurement division five different textbooks are evaluated, adopted and selected for the primary schools. In 2007, following the revision in the primary school curriculum MoE revised all textbook at the primary level in line with curriculum objectives for procurement. The various textbooks used in the primary school cover, Language and Literacy, Mathematics, Natural Science, ICT and Creative Art. For the upper primary (P4-P6) pupil's books include Mathematics, English Language, Ghanaian Language and Culture, Integrated Science, Creative Art, ICT and Citizenship Education. Among the new curriculum objectives were the introduction of new subjects such as ICT and Creative Art. The

change in the syllabus brought about change in the contents of the primary school textbooks.

As remarked by Richards (2001) cited in Kırkgöz (2009) a quality textbook is a result of a transformed content of a syllabus. The provision of the required textbooks in the Ghanaian primary schools ensures effective teacher performance and teacher-learner relationship. On account of that this study aims at;

a. investigating strengths and weaknesses in Ghana's textbook policy, syllabus development as well as bidding, evaluation and the textbook publishing processes.

b. To seek the concerns of teachers, designers, illustrators and publishers about the evaluation of textbooks.

2.6   Importance of a Textbook to the Child

Research in advanced economics nations indicates that even with all of the other learning materials now available, the vast majority of teachers continue to rely heavily on the textbook as their core teaching resource. Research findings by Heyneman (1989) and Stephen (1989) in developing nations indicate that the single most important investment poor nations can make to improve the learning of their children is to increase textbook availability and quality. Stein, *et al.,* (2001:3) opine, "better designed instructional materials would most likely have their greatest impact on low-performing students or those students with disabilities who are receiving most, of their instruction in the general education classroom".

A textbook helps the pupil in the early developmental growth of the knowledge base. This means that learning continues after school with the existence of a textbook which exposes the child to activities and exercises to develop the cognitive, affective

and the psychomotor domains. Pupils appreciate the use of colour in textbooks than any other books (Crossley and Murby, 1994). Concisely, textbooks expose children to an environment away from their environment. Children are exposed to realistic drawings which throw more light on a text that makes their development through quality education complete. The increased provision of high-quality textbooks and other learning materials is vital. The importance of the textbook as a core material in the teaching and learning process is to transmit knowledge, skills, attitudes, and values.

2.7 Theories of Textbooks

Textbook, being central in the scheme of formal education the world over, reveals that after the teacher the textbook is the most important single aid in the learning process. In spite of other teaching aids such as film, video and television, the textbook remains as a principal instrument of instruction and transfer of knowledge. In view of that, Lintowinsky (1992:98) claims, "the best teacher of the child in the learning situation is the textbook". This was supported by Kennedy (2007) that primary teachers depend on the textbook to teach the child. Therefore, a textbook is the foundation for acquiring formal knowledge and skills for human and national development.

Browny (1992:1) is also of the view that "There is no substitute for the teacher than the textbook in the education of the child and society because the evolution of the textbook is closely related to the evolution of education". It is in this light that the Curriculum Research and Development Division of the Ministry of Education entered into textbook development. "The textbook dominates the curriculum and teaching practices of many classrooms", Goldstein (1978:1) as cited in Apple (2008). In this regards Stein, *et al* (2001) estimate that textbooks cover about 75 to 90 percent of

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classroom instruction. Though the textbook dominates so much of what goes on in classrooms and structures that come to be official knowledge, a textbook is one of the things we know least about.

Westbury (1990:3) as cited in Murby and Crossley (2008) proves that "the textbook defines the curriculum". In other words a textbook determines the nature of school curriculum in practice. Westbury nevertheless attests that "teaching which has the textbook at its necessary heart is the sine qua non of all modem forms of teaching" (Westbury 1990:3). The pivotal role played by textbooks in the quality of education is perhaps most clearly visible in the developing world where often "textbooks are the major-if not the only-definition of the curriculum" (Lockheed & Verspoor, 1991:46).

Moreover, work by researchers such as Altbach (1987), Fuller (1987), Altbach & Kelly (1988a) and Farrell & Heyneman (1989) have underlined the potential of textbook projects as key vehicles for the cost-effective improvement of the quality of education. To cite Altbach & Kelly (1988b):"Textbooks stand at the heart of the educational enterprise". The essence of this research on the textbook is based on the hypothesis that primary school textbooks stand at the heart of Ghana's educational enterprise. Teachers rely on them to set the parameters of instruction and to impart basic educational content. Students' schoolwork often begins and ends with the textbook. To most teachers, without the textbook, teaching cannot be effective.

A study of textbooks reflects both the nature of society and the goals of the individuals. The advent of textbooks in formal education in England it was asserted that the aims of books, especially textbooks, which is an art of the arts is closely related to the aims and styles of education and they are also vital for the development of any education system (Sharma, & Geol, 1987 as cited in Douglas, 1990).

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2.8   Policy Issues Regarding Textbooks

We shall, at this stage discuss policy issues in the development of textbook in the US and some developing countries. Farrell (2001) indicates that there are two basic policy issues regarding textbooks that all nations face. These are the private versus public publishing and local versus international control publishing. The entire so-called textbook system is state-controlled or state funded (Pogelschek, 2007). In all nations, governments tend to interfere in the textbook development and provision process for better or for worse. Ganu (2004) posits that in Ghana the government through the Ministry of Educations controls the most lucrative segment of the market. Djurovic (2007) reveals that in Serbia, the root of interdisciplinary access concerning textbook production is in the educational policy established in the early 19th century. Sikorova, (2007) is of the view that in the United State and most of Europe, government agencies whether central, state, province, or local level, attempt to control and regulate textbook content, approval and provision.

However, nations differ in the degree of state interventions, and ownership of the various agencies such as design, production and distribution of textbooks. In the United States for example, private publishers handle the design, production and distribution exclusively. In other cases the state presence at all three stages is over-whelming. It is common for both private and public sectors to co-exist at one or more of these stages. Farrell & Heyneman (1989) found in a study of twenty-one developing nations that ten different combinations of public and private sector participation across the three stages exist. In the Ghanaian situation, the government controls the approval and distribution and allows the private sector to handle content, design and production. The state through

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curriculum expectations, initiates the content then the private sectors complete it (MoE, 2007). This shows the universality of policy issues in textbook development, textbook writing, design, production and distribution. Before then, the introduction of textbook development policy in Ghana up to the 1990 textbook development was completely state controlled under the Curriculum Research and Development Division (CRDD) of the Ministry of Education.

In the event of local versus international control of textbook publishing, a number of studies (MoE-TDDPPE, 2007) reveal that all nations insist on state influence in school curricula, and hence in textbook content. It is expected that textbook design, production (including printing) and distribution must all be done locally, whether by private firms or government agencies. But that goal has never been achieved completely; it appears to be getting looser. Farrell reports, "In the early twenty-first century, a wealthy nation like the United State had almost all their textbook printed and bound offshore" (Farrell, 2001:3). This is not different from Ghana where after content development and design, the textbook is printed and bound offshore. These occurrences do not really help to build the capacity of local printers as one of the aims of Ghana's textbook policy.

2.8.1 **The Aims of the Textbook Development Distribution Policy for Pre-tertiary Education in Ghana**

There are five pointed policy aims, yet for the purpose of this study, the researcher considers only a few that strongly emphasize the discussions. According to MoE-TDDPPE, (2007:5) the policy aims at:

- The timely development and production of textbooks.

- The sustainable achievement of target 1:1 textbook: pupil ratios.
- The upgrading of local capacity in book development, publishing, distribution and printing and in the book industry in general.
- Active private sector involvement in the implementation of a sustainable book developments production and distribution system.

A critical study of textbook publishing for primary education in Ghana cannot be undertaken without considering the policy issues regarding textbook and the aims of the textbook policy. This emphasizes the schedule designated for the development and production of primary school textbooks in Ghana. The achievement of target 1:1 textbook-pupil ratio is one of the features that promote quality primary education that is part of the philosophy of this study. Moreover, since textbook publishing is considered "bread and butter" of the publishing business, (Vandyke, 2008) the upgrading of local capacity in book development, publishing, distribution and printing and in the book industry in general is very vital for the sustainability of the industry. Active private sector involvement in the implementation of a sustainable book development production and distribution system will ensure competitive textbook development.

The study sought to consider the primary aspects of the textbook development policy scope. Interestingly enough, provision is made in the policy for the development of primary school textbooks to cover 6 (six) grade levels for **P1 to P3** and **P4 to P6** together with the relevant instructional materials with the exception of Physical Education.

2.9   Textbook Writing and Publishing

This aspect discusses textbook writing and publishing that fall within the available textbook research studies all over the world. Fitzgerald (1979), De Castell

(1989), Luke & Luke, A. (1989), and Apple (1993) agreed that evidence from national education systems across the globe strongly suggests that the design of textbook content is the result of competition between powerful groups, that see it as being central in the creation of collective national memory designed to meet specific cultural, economic, ideological and social imperatives. The decision to make a textbook is often commercially and operationally oriented. Making of textbook requires native speakers for authoring and editing, and native illustrators (Pogelschek, 2007). The writing begins with the development of the concept and of the manuscript. It takes a lot of effort and hard work by all the people involved. Authoring is done in a group; that is authors first develop the draft concept, they suggest the basic text and then finally they work out a draft. The authors' final versions of the units are thoroughly edited, and submitted for approval.

Sewall (2005) holds that in the US, for instance, field representatives, sales forces, market researchers, product managers, and editorial directors help determine the content of a textbook. It shows how important the textbook is to the publishers and the nation as a whole. In a landmark essay on school textbooks (Squire & Morgan, 1990) who stated that the U.S. textbook industry "provides our teachers with a greater choice in quality textbooks than any nation in the world." Nevertheless, what is happening now is that new textbook editions across the curriculum reflect lowered sights for general education. Textbook makers are adjusting to short attention spans and nonreaders. Too many children cannot-or do not want to-read. Nor are they eager to digest concrete facts or memorize events, principles, and concepts. Textbooks across the curriculum were into picture and activity books instead of clear, portable, simply designed, text-centered primers. Bright photographs, broken formats, and seductive colours overwhelm the text

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and confuse the page. Type is larger and looser, which results in many fewer words and much more white space per page (Sewall, 2005). This bad practice phased out after a sign of failure.

Comparatively, in Ghana, suitably qualified, private sector publishers are responsible for the identification of authors, designers and illustrators for all textbooks at the pre-tertiary level required in Ghana by the MoE. Qualified private sector publishers publish all textbooks selected or recommended and procured by the MoE for use in pre-tertiary institutions. MoE-TDDPPE (2007) states that for the purposes of capacity building in book development, at least 70% of all textbook writing teams comprise Ghanaian nationals. It is always desirable that all writing teams should have more Ghanaian nationals than foreign ones. Studies never revealed a percentage allocation in a country's textbook policy for native and foreign author's involvement in primary school textbook writing. There are purely native authors who write the textbooks in team (Pogelschek, 2007). In the writing process, selected teachers appointed by the potential publishers do the writing. A maximum of five authors are assigned to each test. The writing of textbooks is according to authors strengths from the syllabuses. The publisher supervises the editing, illustration and designing of draft version of the primary school textbook manuscript. The Ministry of Education receives the final version of the manuscript from potential publishers for bidding and evaluation. Authors for textbooks do not work in a team to share ideas in the writing of textbook contents to ensure proper sequential order of the contents. It is at the mercy of the editors who are not educationist or well trained in handling educational materials. There is no intervention or researcher's expert briefing before content development.

2.10   Field Testing of Textbook Manuscript

Testing involves course materials that are evaluated and selected as potentially suitable for use in schools (MoE-TDDPPE, 2007). This process, called field-testing in Australia, involves (in Ghana) assessing textbook manuscripts evaluated by the ECC-Evaluation Panel in the classroom. The CRDD organizes the testing, funded by the publishers via the payment of a standard testing fee by the publisher (MoE-TDDPPE, *document*, 2007). The CRDD appoints a Trial Testing Supervisor for each subject lot. Each trial testing lasts two months in a maximum of five schools from urban and rural geographical and ethnic locations. A maximum of 200 students are tested for each title and a maximum of five units for each textbook selected by the Trial-Testing Supervisor. Post evaluation testing is exposing the teachers and pupils to the actual textbook manuscript before production by the publishers. It is a practicable and cost effective approach to textbook manuscript testing. As cited in MoE-TDDPPE, (2007) all course materials selected by the MoE require mandatory post-evaluation testing prior to introduction into the classroom.

Field testing is definitely a very important part in the development of textbooks. It may serve different purposes (Pogelschek, 2007). Crismore (1989) suggests that teachers should engage in field-testing of textbooks. This situation would give them an opportunity not only to determine the quality of the books but also to have their needs, ideas and experience included (Crismore, 1989:150). Mahmood, Zafar, Iqbal & Saeed, (2009) support the fact that fielding-testing of textbooks yield results leading to quality textbooks. Therefore, field-testing of a textbook in the schools before final production,

selection and distribution to public primary schools is vital. It is very important in primary school textbook publishing in Ghana.

2.11   Textbook Policy Implementation Procedures

For the purpose of this dissertation, the textbook implementation procedure means the developmental stages and the ministerial role that influences the production of textbooks. It also involves policy issues to the proposed evaluated textbook. The various implementation procedures are; the syllabus development process handled by the CRDD, the bidding process, and the textbook adoption-evaluation process by the procurement division of the Ministry of Education (MoE, *Information Centre*, 2009).

How relevant is the textbook policy implementation procedures to the study of textbook publishing for primary school in Ghana? The procedures in one way or the other have impact on the final textbook published. Syllabuses determine the contents of textbooks. The bidding process sieves the best textbooks out of the lot from potential textbook publishers while, the evaluation process places the textbook in an environment for examination to ensure a good material for the primary schools. This is to ensure quality education for pupils in the classrooms. Evaluation is a sure way of making a good textbook (McCall, 2005). A textbook is not like any other book, but a book that determines the state and development of the mind of the educated. Therefore, without evaluation textbook development is incomplete and unacceptable. The reason is that no nation in this world develops their textbooks without an evaluation.

2.12 Framework of the Syllabus Development Process
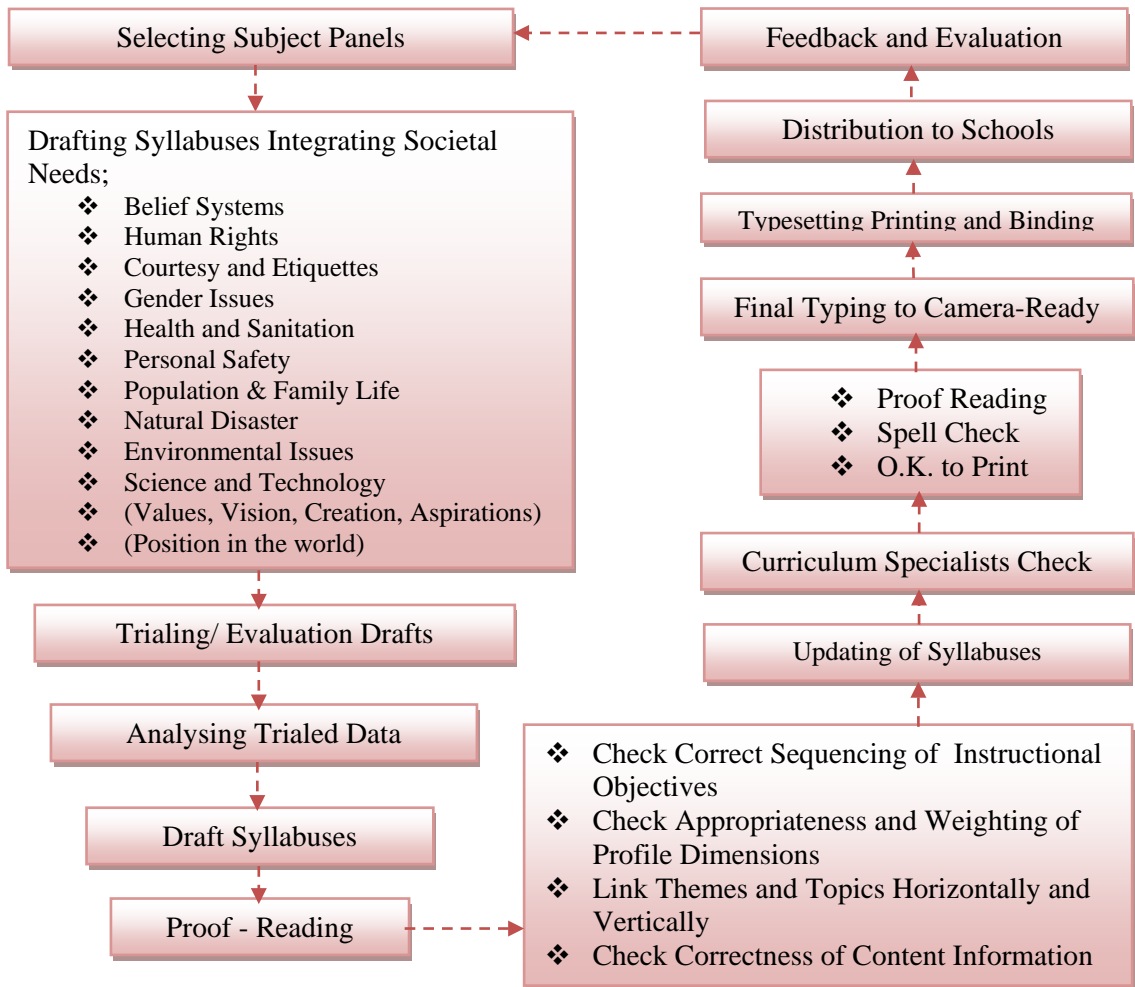
Figure 2.1 Schematic Diagram of the Primary Syllabus Development Process in Ghana

Source**:** MoE-CRDD file, 2006

This framework is an ideal syllabus development process. Our task is to find out how this works out in Ghana. The expected subject panels needed to develop the syllabuses according to the framework do not represent in their numbers to follow the framework. The syllabus panel comprises subject teachers, university professors, curriculum expert, CRDD expert, textbook researchers and secondary school teachers. In

addition, the syllabus-drafting panel is to incorporate the vision, aspiration, culture, economic and social imperatives of Ghanaians. After the development of the syllabuses, it is suppose to be trail tested for a year in the primary schools. This aspect of syllabus development is relegated to the background. This is because the procurement division of the Ministry of Education is in control of the textbook development procedures. Meanwhile, studies reveal that the Curriculum Research Development Division should have had the full compliment to execute their functions after syllabus development for expert monitoring and evaluation of textbooks.

2.13   Textbook Evaluation and Adoption Practices

Studies reveal that there are two forms of evaluation criteria. One is the evaluation criteria standardized at the ministerial level to evaluate the textbook before production. The other is the one developed by the researcher with reference to other evaluation checklists that are adjustable to the study (Reints, & McCall, personal interview, 2010). Mahmood, Zafar Iqbal & Saeed, (2009) propose that evaluation and revision of textbooks based on field-testing and research yield results leading to quality textbooks.

Stein *et al.,* (2001) make a point that the discussion of textbook adoption and evaluation processes pertains to reading the books and other content areas as well. In the US, a survey of 1000 members of the International Reading Association, Baumann & Heubach (1996) found that only 12 percent of the 563 responding members held a philosophical orientation that precluded the use of published basal reading materials. In support of this, Canney and Neuenfeldt (1993), found that despite the movement toward more literature-based classroom instruction in reading, 66 percent of the predominantly

elementary teachers surveyed preferred to teach reading using a combination of basal materials and trade books. Baker, Kame'enui, Simmons, & Stahl, (1994) as cited in stein et al., (2001). The above evidence suggests that commercially developed materials remain predominant in most classrooms today in the US. In Ghana, commercially developed textbooks are not allowed in the public primary schools. The dominant textbooks are the government evaluated, approved (adopted) and procured ones. Today the predominant textbooks in the public school classrooms are those adopted by the government. (MoE, TDDPPE, 2007). Studies reveal that most research about the adoption process was written between 10 and 15 years ago.

However, local textbook adoption committees suggest that findings from that research literature are consistent with current practice. Meisalo (2005) emphasizes that the importance of repeated evaluation during the development of learning, especially new media, and the need of continuous feedback on finished material is keen. This would provide the developers with the needed information for improvement towards high quality learning material, (textbooks) matching the needs in different learning situations. Mikk recommends "experimental evaluation" as the possible best research method to inquire, "The efficiency of using textbooks at schools" (Mikk, 2002:137). Apparently, a textbook fulfils many purposes for teachers, pupils, publishers and governments of a particular nation. The broad categories for evaluation are; Quality of content, Pedagogical approach, Design and Presentation and Production standards (Reints, & McCall, 2010).

2.13.1 **Textbook adoption process**

The policies of individual states and local districts partially dictate the adoption of instructional material. Studies reveals that in the USA 22 states conduct textbook adoptions at the state level, involving a centralized evaluation and selection process, while 28 states are considered "free". Individual school districts are free to select textbooks they deem to best meet the needs of their local communities. State adoptions involve two levels of review and selection. Firstly, members of a state level panel who review the submitted materials, select a limited number for inclusion on an approved list. An adoption committee at the district or school level conducts the second level of review and selection. Teaching and learning are more consistent across school districts when districts are limited in the number of options they have. Researchers agree that the evaluation process itself is critical to the selection of high quality and relevant textbooks and related materials (Chall & Squire, 1991; Farr, Tulley, & Rayford, 1987; Miller, 1986).

Comparatively, the situation is slightly different in Ghanaian textbook evaluation, selection and recommendation. To submit textbook proposals, interested and qualified publishers are invited through the newspapers. The proposals are prototypes of the final textbook for evaluation. The ECC supervised by the procurement committee guided by the appropriate criteria evaluates the textbook proposal. The Evaluation Coordinating Committee (ECC) receives the approved textbook proposal, and then works within a competitive choice of textbooks for every subject and at every grade level. They work within the limits of policy document. All textbooks selected by the MoE-ECC must meet the evaluation standard established in the textbook policy (MoE, 2007). These include:

- Conformity with syllabus requirements of at least 80%

- An average evaluation mark of no less than 60% for the specified criteria.
- Conformity with the minimum physical production specifications.
- Conformity with the requirement of publisher qualification.
- Responsiveness to the requirement for the submission of proposals for evaluation and selection.
- Conformity with the 70% requirement of Ghanaian authorship.
- Conformity with the 60% requirement of Ghanaian participation in printing of course materials by publishers.

Any submission that fails to obtain 80% conformity will not qualify for further evaluation (MoE-TDDPPE, 2007).

Besides the ECC, there is an evaluation panel set for the various grade levels and slot.

MoE for each subject, grade and language instruction for the basic schools selects a maximum of five textbooks. The policy document says in part,

> *Selected textbooks must have the inscription GHANA GOVERNMENT PROPERTY, SRTICTLY NOT FOR SALE printed at the bottom of the front cover. A the top left corner of the front cover should appear the flag of Ghana in the appropriate colours of RED, GOLD, GREEN with the Black Star correctly placed. A similar inscription with the flag on top should appear at the bottom of the back cover. It must be noted that the flag is horizontally positioned. Every page of the books should also have the inscription in lower case as a running footer. (p.17 para.2).*

Studies could not reveal the above features on the textbook cover for other countries. Notwithstanding that, the placement of these inscriptions as stated in the policy should be flexible for the designer to ensure better arrangement and attractive cover designs. In addition, reference is made in the textbook policy that the TDT will appoint a compliance officer who will be trained to make random checks in schools on the physical and presentational qualities of the selected textbooks. Yet the textbook face the challenges of complete quality layout and illustration.

The leading question is, is textbook evaluation and adoption having any influence on the final textbook? Studies confirm that a complete quality primary school textbook apart from content, pedagogical approach, good design and presentation, is determined by

quality application of evaluation, selection and adoption criteria with the right members to base on both research and standards (McCall, 2010). This section shows how vital the evaluation process is to textbook development for primary school education in Ghana.

2.14   Evaluating the Textbook

Amri Al (*n.d*) asserts that evaluation is on the basis that new sets of textbooks need to be examining to find out whether they are effective as expected. He goes on to declares that as far as evaluation is concerned, two types of evaluation are to be used, *on page* as well as *material in use* evaluation. He shared that both or either of them could be applied, depending on the situations. Invariably, comparing the data from both types of evaluation would give a clearer picture of the real situation and give possible answers to vital questions. One can have the impression that textbooks can work well through *on page* evaluation and predict to achieve a desire effect. In general, *on page evaluation* is evaluating textbooks as they are on the printed page, which has no reference to their actual use in the classroom. It concerns what the textbooks look like on paper. It is referred as the 'theoretical worth of the materials' (Rea-Dickins and Germaine, 1992:29).

As opposed to *on page evaluation*, *material in use evaluations* refers to evaluating the textbooks as they work in real classroom situations and problem occurrences. Amri Al continues to explain that carrying out an evaluation; two words come into mind, the "insider" and "outsider". Evaluation is strongly connected with the outsider in a sense that action for evaluation is issued "from above" and the insiders have to do the "donkey work, as uttered by Alderson & Scot (1992:30) as cited in Amri Al, (*n.d*). Two groups were pointed out in the evaluation: teachers and students. Alderson (1992:284) argues that 'triangulation' is particularly important in evaluation.

He supports his argument by raising the issue that there is *'No One Best Method'* for evaluation. Therefore, it is best to "triangulate" by gathering data from a variety of sources using a variety of evaluation methods to be able to confirm findings across methods'. McCall (2005:1) argues that,

> *a feature of textbook projects is that they must contain a comprehensive methodology for evaluating textbooks, whether that evaluation is carried out by a committee or by individual teachers in schools. Ideally, detailed mark sheets should be designed for this purpose.*

The mark sheets are designed to aid evaluators decide what positive characteristics they can identify in the textbooks under scrutiny, and to mark the textbook according to the number of positive features they can identify. Inherently, adapting an evaluation checklist can help in examining and evaluating of textbooks (Wong, 2009). An evaluation checklist ensures that textbooks are examined from several angles. The evaluation presented by Wong takes into account these four perspectives-Linguistics, and other content, Learners needs, Teachers support, and Practical considerations.

Wong's (2009) checklists for evaluating textbooks are as follows:

Table 2.1 **Wong's Checklists for Evaluating Textbooks**

Linguistic contents	Rating (Poor---------Excellent)				
Are grammar items appropriate for the target level?					
Is the range of vocabulary wide and useful enough?					
Are the four skills adequately covered?					
Are the reading passages sufficient?					
Are the listening materials of good quality?					
Are the listening materials as authentic as possible?					
Are the listening tasks realistic?					
Are the speaking activities realistic?					
Are the writing tasks realistic?					
Can communicative abilities be developed?					
Does the textbook address differences between L1 and L2?					

		1	2	3	4
Is the length of the text appropriate for learners' language level?					
Are different styles and registers of English provided?					
Are examples and texts generally well written?					
Are there activities designed for integrating language skills?					
Is there a glossary?					
Are there appendices or references sections for grammar information?					
Total	----------------------				

Other content	**Rating (Poor-------Excellent)**			
	1	2	3	4
Does the textbook support the aims and objectives of the program?				
Does the textbook match any external syllabus requirement?				
Does the textbook provide review of previously learned topics?				
Is the organization of topics clear?				
Does the textbook provide learner with opportunities for individual practice?				
Does the textbook provide learners with opportunities to communicate with each other?				
Are new points learning presented in an interesting way?				
Will the topics interest students?				
Is there sufficient variety in topics?				
Do the topics expand learners' awareness and enrich their experience?				
Are topics adequately supported or explained?				
Are women and men portrayed equally?				
Can the supplementary materials be tailored to the needs of particular classes or students?				
Does the content relate to the learners' culture, background, and environment?				
Is there a good mixture of text and graphic information on most pages?				
Are there sections for revision or review?				
Total	--------------------------			

Learner concerns	**Rating (Poor-------Excellent)**			
	1	2	3	4
Does the textbook fit target learners' needs?				

Will learners perceive the textbook as interesting, useful, and relevant?					
Does the textbook accommodate different learning styles?					
Will the activities give learners a sense o achievement and success?					
Does the textbook provide learners with advice on study skills and learning strategies?					
Are there references, website, and additional resources for students to try on their own?					
Does the textbook promote learner autonomy?					
Total	--------------------------				

Teachers concerns	Rating (Poor-------Excellent)			
	1	2	3	4
Does the suggested teaching and learning approach suit the learning/teaching situation?				
Is the textbook flexible enough to accommodate teachers with different teaching styles?				
Is the teacher's manual comprehensive?				
Does the teacher's manual include teaching suggestions?				
Does the textbook provide and support basic principles underlying the materials?				
Is an answer key provided?				
Is the teaching sequence appropriate?				
Total	--------------------------			

Practical concerns	Rating (Poor-------Excellent)			
	1	2	3	4
Is the textbook affordable?				
Is the textbook easy for students to carry?				
Is the textbook attractive?				
Is the textbook durable?				
Is the textbook easy on the eyes?				
Total	-------------------------			

Čeretková, Šedivý, Molnár, & Petr (2008) indicate that the textbook evaluating

checklist or criteria stated below are usually accepted. Their use is shown on the

example of textbooks from the publishing house **PRODOS** (Molnár et al., 1998, 1999, 2000, 2001).

Assessment of the Economic Factors: comparing of price of copies of textbook used in a given class (year).

Textbook jacket/cover: includes the quality of the material used, coloring, ability to draw a learner's attention, originality, title dominance.

Textbook Binding: has to do with durability when using it, the number of pages, and weight of the textbook.

Lines and Paragraphs: structuring the text in textbooks, using paragraphs and an adequate spacing, text flow.

Orientation Apparatus of Textbooks: checking the components of the orientation part of the textbook; contents, headers, structuring into chapters and subchapters, graphic symbols, pronunciation rules.

Schemes and graphs, illustrations, tables: in mathematics, among illustrations we can classify graphs, diagrams and sketches. Total number of pictures and the average number of illustrations per page in textbooks.

Verbal Assessment of Esthetic Side of Textbook: assessing at the first sight the state of the textbooks.

Information Part of the Textbook: the analysis of the text part based on the method by Wahla (1983).

Text Comprehension: Authors must adjust the length of the sentence to the age and skills of the pupils for better learning and comprehensible didactic text by pupils. According to Průcha (1989), the average length of sentences in elementary school textbooks should not exceed 13 words.

Problems/Tasks Analysis: frequency analysis of learning problems, how many problems and exercises (exercises with the sample solutions presented in the text) can be found in textbooks. Analysis of problems meant for practicing and revising the subject matter. Another question is how many problems should be included in one lesson.

Analysis of the Text Extent in Textbooks: find out the extent of textbooks as to the number of pages that should be gone over in one lesson. On average, in one lesson the class should go over one page. In mathematics that is not little to do. We should take into consideration the difference between mathematical text and the one in other non-mathematical textbooks.

Analysis of the Text Difficulty in Textbooks: in order to evaluate the difficulty level of a given text, it is possible to use for instance the C. H. Björnsson method (Pluskal, 1996). The difficulty level measured using this method is given as the value of an index, where Lm is the average length of a sentence (in words) measured in the sample of 200 sentences (so-called "the syntactic factor"), and $L0$ is the average length of words that have more than 6 letters in the sample of 2,000 words (so-called "the lexical factor"). Slavickva (2003).

The quality evaluation, selection factors as identified by McCall (2005) are; writing, editorial quality, design, and presentation, illustrations, methodology and topical issues. Besides**,** each of the factors spells out questions leading to a good quality textbook.

Writing and editorial quality:
- Whether or not they cover the curriculum in a satisfactory manner.
- Is the writing style suit the needs of the reader?
- Is the level of writing acceptable for the average child in the grade for which the book is intended?
- Is the level of writing consistent throughout; is there the same level of difficulty at the end of the book as there is at the beginning?
- Is there a glossary?
- Are sentences of a suitable length?
- Are there too many words on the average line?
- Is the vocabulary acceptable for the intended audience?
- Is the text factually accurate, clear and unambiguous?
- Has the author included all the latest statistics or current information available?

Design and presentation:
- Is there a reasonable and appropriate relationship between text and 'white space'?
- Is it easy to use and easy to handle.
- Is the choice of type appropriate and easy to read?
- Is the layout and type better suited for younger readers?
- Is the presentation clear and ensures consistency in design?
- Is the section of text treated in a certain typographic style and uniform?
- Is the printing clear and even with the same consistency of ink on all pages?
- Are the pages 'showing-through' in the textbook?

Illustrations:
- Are the illustrations clearly cross-referenced to the text, directly relevant to the content?
- Is there a reasonable and appropriate balance between text and illustration?
- Are there wrongly drawn illustrations

Methodology:

- Is the methodology underlies the textbook content and presentation?
- Is the methodology apparent in both the text and the illustrations, and in the activities and exercises as well as the main body of the text?
- Do the authors achieve their teaching objectives?
- Do the authors employ a variety of devices to ensure their objectives are met successfully?
- Is the content of the activity section within the level of children everyday life?
- Does it encourage active learning avoiding learning by rote?
- Are the textbooks designed to steer teachers and pupils to encourage techniques of personal investigation and discovery and group activities?
- Is it development of problem solving oriented?
- Is it reflecting the conditions of the country for which it was written and the specific details of the curriculum?

Topical issues:
- Are the content coping with other emerging issues in particular, those concerned with health, male and female roles in society (gender issues), civic education, teaching and learning methodology that maximizes pupil involvement?
- Are there factors relating to the environment and the influence of environmental issues on the pupils' lives?
- How well does the textbook cover the problem of HIV/AIDS, and how clear are the explanations and commentary?
- Are there activities and examples that illustrate the dangers of pollution, both at a global level and in areas that directly concern the child?
- Does the textbook manage to avoid stereotyping, i.e. does it show boys carrying out tasks that may previously have been associated only with girls' work?
- Is the reader made aware of the importance of participating in decisions that affect him or her in daily life?
- Is there an emphasis on taking part in local government?
- Does it promote positive social/cultural values, diversity as well as positive attitudes towards environmental diversity?

The checklist for evaluating Ghanaian textbooks according to the MoE (2007) is as follows:

"Conformity to the syllabus, content, methodology, cultural relevance and gender sensitivity, language and editorial quality, workbook, teachers guide, design and presentation & ease of use of textbook."

Every criterion is sub divided into nine components with allocated marks for detailed scoring. The above levels of checklist are adjustable. The application cannot completely identify all the needed issues. A blend of both would be effective enough to evaluate the selected textbooks. They cover Mathematics, English and Science for primary schools.

2.15   The Nature of Textbooks, their Production and Procurement

Before undertaking a textbooks development project, a publisher must understand the special nature of textbooks, assess the overall potential through marketing research in accordance with available resources, and prepare a strategy for the project. In other words, textbook publishing goes with having the technical knowledge of the process, identifying the various potentials, financial base and the strategy to make it available and acceptable (Montagnes, 1998). They differ in many ways from the books of fiction or general non-fiction written by a single author and published for sale through retail bookshops. Textbooks are consciously prepared to meet a clearly defined and established need. The potential demands for them in the public schools are from estimated, projected enrolments or book-purchase budgets obtained from the Ministry. Textbooks require long term planning. Several books in an integrated series cover a particular subject at different grade levels.

Textbooks require lengthy editorial development. The publisher rather than the author usually initiates projects and throughout the creative process the publisher's editor plays a leading role. Writing is usually by teams of authors co-ordinates and guided by the publisher's editor or manager. The editor must have had an experience in

the school system. Contents are tried-tested in classrooms before the books are printed. Illustrations are of great importance, and accuracy is critical. At the primary level, colour illustrations are essential. Quantities printed are usually large. The demands by the public schools are great. Sales are seasonal. Bulk purchases are common characteristics. The textbook is either sold in bulk to private schools or Ministry of Education for distribution to the public schools. Textbooks may have a life of three to five years of large or medium sized printing. Especially, at the primary level in Ghana the book life for P1 to P6 is between three to five years. (MoE, TDDPPE, October 2007). At the same time, textbooks are vulnerable to changes in curriculum that may require substantial revision or even render an established textbook obsolete.

Governments that buy textbooks from private-sector publishers usually insist that the books first undergo a process of evaluation and approval or adoption, to ensure that they meet the needs of the curriculum and other pedagogical and social standards. Publishers may be required to submit completed manuscripts and illustrations after evaluation; repeatedly governments require actual printed copies of a textbook before deciding whether to approve it for class use. After that, publishers must embark on the very large investment in editorial development, illustration, pre-testing, and production, before knowing whether a textbook is approved for use in the public schools. Government purchases of textbooks are dependent on the Ministry's budget, which is rarely adequate to meet total educational needs.

2.16   Features of a Quality Textbook

Ekwueme, (1983) the former Vice-President of Nigeria in his opening speech at the first Nigerian National Congress on Books held in Lagos from 21st to the 25th of

March (1983) observed that: Education is the backbone of national development, and the book is the principal element in the educational process. Textbooks are vital for both teaching and learning at the primary level of education. They are used by teachers at this level as a tool for passing knowledge to their pupils. The primary level constitutes the foundation of the educational process. What then should be the qualities or characteristics of textbooks to be used at this level of education? Good school textbooks according to Areo (2001) as cited in Oyebola (2003) should posses the following:

- Cover the prescribed syllabus adequately.
- Text materials should be arranged in a logical sequence.
- Must be clearly laid out and not be clumsy.
- Text must be lucid.
- Text must contain adequate and appropriate, well labeled functional illustrations.
- Provide for adequate practice and revision exercises.
- The production/finishing should be of durable quality.
- Must be current in factual and informative materials e.g. maps etc.
- They should not contain gender-role stereotypes. (Areo, 2001).

According to Lewis (1942), a good textbook should be well made, well printed, and generally attractive and should be scholarly in the largest and most exact sense of the word, and the author must be an expert in the field of which he writes. It should also connect to its intended purpose: as an aid to teaching. McCall (2005) observes that what makes a good textbook must be the concern of authors, teachers and publishers-and for anyone working on evaluating textbooks worldwide. He further contends, "In a school textbook, accuracy and correctness are not just desirable but essential" (McCall, 2005:394). The researcher critically compared and studied the quality feature of a textbook from the following authors: Lewis (1942; Areo (2001; Oyebola (2003; and McCall (2005) to develop proposed features of a quality primary school textbook. The quality features are into four main areas. First, the content writing and editorial quality;

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second, pedagogical consideration; third, design and presentation; and four, product standard.

Content writing and editorial quality

1. Must be current in factual and information material

2. Must cover the prescribed syllabus adequately

3. The levels of writing should be acceptable for the average child

4. Must contain suitable length of sentence

5. Should aim at acceptable of vocabulary and clarity of text for intended audience

6. Content must satisfy the vision, creation, aspiration, position in the world and values of the country.

Design and presentation

1. Page must contain appropriate margin in relation to text.

2. Text materials should be arranged in a logical sequence.

3. Must be clearly laid out with type suited for young readers

4. Should have clear presentation and consistent in design

5. There should be uniformity in typographic style

6. Needs clarity of printing and consistency of ink on all pages with no show through pages

7. Text must contain adequate and appropriate well labeled functional illustrations

8. They should not contain gender-role stereotypes in both text and illustration

9. There should be appropriate balance between text and illustration

10. Should avoid wrongly drawn illustrations

Pedagogical consideration

1. Provide for adequate practice and revision exercise

2. Must meet teaching objectives

3. Activities must be relevant to pupils everyday life and fall within the level of pupils

4. Should encourage active learning

5. Must interpret the curriculum

6. Must encourage personal investigation, discovery and group activities (problem solving oriented).

7. Must reflect the conditions of a country.

Product standard

1. The production finishing should be of durable quality

2. It should be well printed and attractive

3. It should be easy to handle

4. Must withstand the test of time

5. It must be of a useable size

2.17   Textbook Publishing

Textbook publishing interlinks with education for better or for worse of a society as government invests in education. Heinemann (1992) confirms that textbook publishing is the only area of specialization within the larger field of educational publishing. It has now come to be called educational materials, an area where groups of experts are needed to write and produce books according to subject areas. The researcher

realizes that no nation can survive in her academic sphere without the use of textbooks at all levels of education. Montagnes Ian (1998) opines that textbook publishing is a specialized branch of book publishing. It requires considerable intellectual and financial resources. Investments are heavy, but returns can be substantial.

The publishing of textbooks is a complex and little understood process. The advent of computer-assisted design, high-speed printing equipment, and enhanced graphic capacity has affected textbook publishing. Because of the large print runs, paper becomes a major part of the cost of production for a textbook series and an important concern for publishers. It is considered an international commodity in this context (Murby, 1994).

2.18 Growth of Local Book/Textbook Publishing in Ghana

At independence, book publishing (except for Ghanaian languages) were totally controlled by foreign multinationals. The accelerated Educational Development Programme (AEDP) of 1961 revealed the need to indigenize the publishing industry. At that time, the only local publishing house was the Bureau of Ghana Languages established 1951. Then Ghana Universities Press was set up in June 1962. In spite of initial opposition from Nkrumah who intended to set up a state publishing corporation in 1964, the African Christian Press was established, followed in 1965 by the Ghana Publishing Corporation (GPC) and Asempa Publishers of the Christian Council of Ghana came up in 1970.

It is reasonable to assert that even though the AEDP has brought phenomenal growth by way of access to formal education; it did not provide any impetus for the local publishing industry because the government of Ghana took over development and

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publishing of educational books. In the course of time, the fortunes of even the foreign-owned companies dwindled as more and more textbook supply contracts were directed to GPC. In 1975, the NRC move to capture the commanding heights of the economy in Ghana, made the foreign-owned firms quickly wound up their operations and sold out their interests to local investors. Sedco Publishing Limited, set up in 1975, is a case in point. Today, the company has metamorphosed into Sedco-Longman Ltd. The local book publishing industry has not grown proportionately because the government, through the Ministry of Education, controls the most lucrative segment of the market: school textbooks.

As at 31 December 2003, membership of the Ghana Book Publishers Association (GBPA) was 55. Other twenty-five houses, including some self-publishers, operate outside the GBPA. Hence, Ghana as a whole can only boast of about 80 book publishers. Few of them, including Sedco-Longman, Afram Publications, Ghana Universities Press, Unimax-Macmillan, African Christian Press, Sam-Woode Limited and Smartline Limited have done more than ten titles per annum on the average over the last five years. Nevertheless, all have made significant impact on book publishing in Ghana and Africa. Ghana has won the Noma Award for publishing in Africa three times while *Sosu's Call* by Meshack Asare, published by Sub-Saharan Publishers, was named among the first twelve of Africa's 100 Best Books of the 20th Century. These are notable achievements (Ganu, 2007).

Technical Challenges: The key technical constraints are inadequate expertise in editorial processes, pre-press production processes and book printing. Unlike Europe and North America where there is a crop of seasoned freelance editors, proofreaders,

illustrators, typesetters and designers to fall on, in Ghana these are very few. Most publishing houses have to train their own editors and typesetters and hold onto them jealously. The lack of these freelance professionals is the major cause of delays in publishing houses especially those who want to stick to their house style in everything they publish. Book printing in Ghana is still infantile due to low capacity and lack of expertise. This remains a major setback to Ghanaian publishers when they want to participate in international competitive bidding for the supply of school textbooks (Ganu, 2007).

Financial Constraints: Publishing is a high-risk high-gain business; hence, most Ghanaian publishers are reluctant in taking unnecessary risks. Owing to limited capital base and limited access to credit, most publishers concentrate their energies and resources on the school textbook market to the detriment of other areas of publishing such as scholarly publishing and popular fiction. This excessively narrow base does little to promote the publishing industry; it reinforces dependency on foreign publications in the under-published areas - a recipe for stagnation of growth. In addition, the money markets (banks) have been generally unsupportive of book publishing in Ghana. Even the well-known financially strong firms find it difficult to access credit from the banks for book projects due to perceived uncertainties in the market for books. From the foregoing therefore, Ghanaian publishers have become very selective in the type of works they publish. Writers are far ahead of publishers whose offices are continuously inundated with manuscripts some of which never see the light of day (Ganu, 2007).

Marketing Problems: Book marketing in Ghana is another challenge to the publishing industry as a whole. The issue boils down to the reading public in the country.

Publishers need to make their books more attractive and competitive to meet the diverse interests of the reading public. Another challenge of book marketing in Ghana, and indeed in Africa, is the language in which books are published. Obviously, the European languages introduced through colonialism remain the language of national culture, government, business and intellectual production. In Ghana, mother tongue literacy is steadily declining with the growth of literacy in English and this makes book publishing in Ghanaian languages less attractive. There is historical evidence that there is no single country in the world that has developed a language foreign to the vast majority of the citizens. The Ghana government, publishers, educators and writers need to take the question of language more seriously than they have done so far. For publishers, this is a sure way of increasing the size of the market for books (Ganu, 2007).

Political Challenges: According to Zeleza, in Ganu (2007) book development has remained low on the "Policy Totem Pole" of the government of Ghana since independence. So far, the government's effort towards book development has been in the area of school textbook publishing that has been controlled since 1964. Legislation regarding book development has been inadequate, inappropriate or outdated. Further, unimaginable tariff and taxation polices on printing inputs either unnecessarily raise the local cost of book production or make it difficult for local publishers to compete with foreign multinationals. Again, the Ministry of Education continues to wield enormous power in the textbook market. The ministry dictates the shape of the playing field and can literally make or break the fortunes of publishers, especially the smaller ones that are to follow the stages in the implementation of the new textbook development and distribution policy. It takes a strong political will to change all these and to create the

right political atmosphere and attitudes to push the publishing industry forward (Ganu, 2007).

The Way Forward: The literary industry has a great potential for growth in Ghana. What is needed now is technical and managerial capacity building for publishing professionals and proprietors. Effective training in editorial processes especially, in copyediting, typesetting and machine minding is critical. Capital investment in printing technology is also crucial for book production in Ghana. There is the need for continuous stakeholder analysis of the literary industry by publishers in order to respond quickly and adequately to the interests and aspirations of authors, readers, librarians, booksellers and printers. Finally, publishing in Ghanaian languages is a task that must be done and the sure way to achieving this is for the state to institute policies to achieve mother tongue literacy throughout Ghana. The culture of reading is central to our contemporary world and to the information communication technology age. The case for developing the book industry and for promoting a reading culture is therefore imperative if we are to avoid greater intellectual and economic marginalization of the continent (Ganu, 2007).

2.19 Gender Equity in Primary and Secondary Textbooks

Overholt (1985) refers to gender as the roles that each society assigns to men and women. Everts (1998) asserts that the term 'gender' also acknowledges the specific contents and meaning of male and female differentiation that are culturally determined. A widely accepted definition of gender is that of UNESCO, which defines gender as socially determined characteristics of men and women (UNESCO, 1998). As observed by the researcher, gender is a dynamic concept. Its roles for men and women differ from

one culture to another. The characteristics are not based on social determinants but on culture. As culture is dynamic, socio-economic conditions change, so gender patterns change with them. It is essential that textbooks for the primary school level, which is the foundation of the educational process, should be void of gender stereotypes. Oyebola (2003:6) holds that "It is important that textbooks meant for pupils at the upper primary level, which is the foundation of the educational process should not contain gender stereotypes". Negative gender stereotypes can affect the child's aspirations and ability. Children are the leaders of tomorrow, and they should be protected from negative gender stereotypes to guarantee them a better tomorrow. That is why the evaluation of the various primary school textbooks published is essential to determine gender sensitivity.

According to UNESCO Education for All (EFA) Dakar Goals (2000) the fifth goal calls for "Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015. The focus is ensuring girls' full and equal access to good quality achievement in basic education." Moreover, the Millennium Development Goal (MDG) section 3 is to "Promote gender equality and empower women," and its Target 4 is to "Eliminate gender disparity in primary and secondary education by 2005 and in all levels of education not later than 2015" (UNESCO 2003:27). The way to the above goals began at the Education for All conference in Jomtien Thailand in 1990. The world's attention was drawn towards achieving Universal Primary Education and closing the gender gap in education. Female education was found to be a powerful contraceptive to national income growth (Hess, 1988). The gender biases began to be exposed around 1970-71, when activists and educators, mainly in the U.S., started to systematically document them. They used content analyses of textbooks and other qualitative methodologies. Soon the effort to

expose and ameliorate gender biases in textbooks and, sometimes, in curricula spread around the world (Blumberg, 2007).

Studies revealed that almost everyone who has done comparative research on gender bias in textbooks has reached the same conclusion. For example, Ikuko Anjo Jassey in Japan writes,

> *"Virtually all of the studies concluded that textbooks have not adequately reflected the range of women's roles and occupations in the real world. In general, it seems gender biased images remain strongly present in school textbooks throughout the world (Jassey, 1998:88).*

The study also revealed that among the content analysis conducted on the existing literature on gender bias in textbooks, using "meta-analysis", the story was essentially the same with minor variations, regardless of the country/region in which they had been carried out, its income/level of development, and the level of instruction covered (from primary through secondary to teacher training); the subject matter (children's general readers to specialized books on Mathematics, Science, Social Studies, etc.), or the publication date, although a generally slow reduction in gender bias is apparent in a "second generation" study conducted at least a decade after the "first generation" research (Blumberg, 2007).

Blumberg (2007:6) point out that "textbooks cannot be ignored**"** similarly, "Students spend as much as 80 to 95 percent of classroom time using textbooks and that teachers make majority of their instructional decisions based on the textbook." (Sadker and Zittleman 2007:144). In addition, a Canadian study found that the average teacher uses textbooks for 70 to 90 percent of classroom time (Baldwin and Baldwin, 1992). As expressed by Blumberg (2007:6) "textbooks also reflect curricula" and as both textbooks and curricula tend to be expensive venture most poor countries don't undertake a "clean

sweep" major revision in the absence of significant regime change (Benavot, 2007). Both curricula and textbooks reflect the larger gender stereotype and stratification system (Stromquist *et al.,* 1998). World Bank support, at a much higher level of funding, introduced explicit components-aimed at reducing gender bias in textbooks, curricula and often, teacher treatment of girls vis-a-vis. boys-into large-scale education projects (Blumberg, 2007). Blumberg cites an Indian survey by Friends of Education which noted that the average primary school textbook has 115-130 pages and carries 80-100 illustrations. Their study found that "over half of the illustrations depict solely men and boys…and only six percent show solely women and girls." In the analysis Blumberg, (2007) adapted the following coding systems to analyse the content of the various textbook to determined the gender bias and equity. *Quantitative* findings were based on prevalence, division of labor and images while *Qualitative* findings were based on language, traditional sex roles, derogation of women, victimization and acquiescence, illustrations, content, subject matter and authorship. Nevertheless, Apeji (2001) observed long before the Beijing assertion that textbooks of various descriptions have been known to contain gender bias that negatively affects the attitude, knowledge and skills of female learners. The researcher intends to react to Apeji's findings therefore by suggesting that as part of textbook publishing for primary school education in Ghana gender disparity should be strongly considered in the evaluation criteria.

2.20   Textbook Design and Presentation

For the purpose of this study, textbook design and presentation constitutes textbook cover, layout (typography, colour), production standards, illustrations and headings (McCall, 2005). Garinger (2002) explains that both students and teachers want

visually stimulating material that is well organized and easy to follow. He also expresses his views by considering the learners' cultural backgrounds, ages, interests, and knowledge in layout, design and organization of textbooks. Good presentation and design can have a positive effect on readability. In fact, "Good design is an aid to readability" (McCall, 2005:394).

From the foregoing, it is clear that the assessment of presentation and design is a very important part of the textbook evaluation process. Good design has to do with the use of space, the relationship between text and illustrations, and even the relationship between text and 'white space'. Good design is design that is above all sensitive to the reader's needs and not just attractive design for its own sake. A well-designed textbook is easy to use and easy to handle. It does not put obstacles in the way of the reader. It portrays the appropriate type that is not difficult to read. It has no sign of wrongly drawn illustrations better layout and type that are better suited to much younger readers. It has clarity of presentation and ensures consistency in design. If one section of text is treated in a certain typographic style, all other examples of that kind of text are treated in the same style. The quality of printing is an important element in the presentation of the textbook. It is clear and even, with the same consistency of ink on all pages. Where the book is in two colours (black plus any other), the second colour is sensibly used to aid comprehension. Finally, on the page 'show-through' in the textbook is minimized (McCall, 2005).

2.20.1 **Textbook Cover Design**

According to Carter (1989), a textbook is not a magazine whose front cover is like a store's front display window, a building's entrance or an automobile exterior style

that should encourage attention and create the desire to go in. Gombrich (1990) also expresses the view that textbook covers need to be well planned, illustrated, coloured attractive, encourage the student and to create the desire to use it. However, cover design should be flexible and simple as an aid to recognition (Hugh, 1966). Giblin (1991), Gombrich (1990) and Hugh (1966) identified two categories of covers in textbook production; the typographical and artistic covers. A typographical cover (use of only type without illustrations) may be attractive by mere simplicity and yet complex (Atkins, 1988). An artistic covers on the other hand, is the use of pictures reproduced from a drawing or painting, purposely for a book cover (Arnold, 1990).

Benick (1973) sides with Pearl and Evelyn (1990) that a principle that applies to all kinds of textbook covers is that care must be taken in choosing an illustration from the textbook to be used on the cover. The picture or illustration should be capable of representing the book as a whole. An illustration comprehensible only in relation to some isolated actions in narration is not suitable and may be misleading. Furthermore, McMurrey, (2004) contends that book design is the arrangement of content, style, format, design and sequence of the various typical components of a book. A component refers to actual sections or pages of a book such as the editing notice, the preface, the index, or the front or back cover. The researcher agrees that textbook cover design has to do with planning how to manipulate text, choice of types, use of illustrations, and choice of colour to satisfy all specifications as well as both physiological and psychological needs of the user or reader.

2.20.2 **Layout**

The concept of a page layout is a block of type surrounded by frame of margins. Based on the recommended and standardized parts of a textbook, Skillin and Gay (2000) divide a book into the cover, the prelims, the text and the end matter. They caution that each part should be given treatments in layout planning in order to achieve a distinct feature. Mairis (2004) explains design as the skill or craft of implementing design ideas. It is the process of selecting colour and type, format and presentation. It is the process of page layout and fashioning the actual book. Collingwood (1992) in his study observed that proportion infers a harmonious relationship among the elements and pleasing dimensions of layout and the individual parts. The needed result is the pleasing and effective appearance of the whole page.

Subsequently, to sustain reading, all the elements on the page must be placed to achieve a comfortable look of stability. Therefore, in textbook layout for children, the issue of size of illustration, length of text and margins has to be considered. The length of text on a page determines the size of the illustration. This makes Průcha (1989) point out that the average length of sentences in elementary school textbooks should not exceed 13 words.

Margins contribute a great deal to page layout. The creation of margins is guided by desired purpose of the book and format. The ideal margin ratio according to Evans (1988) is 1/2:2:3:4 or 2:3:4:5 (reads clockwise). Such ratio reveals, upon a critical study, that the sum of the inside or back margin is equal to the fore edge or front margin, which secures the text area firmly on the width of the open book. It varies depending on the house style. Most book designers observed that the formula ensures adequate space in the foot margins for the reader's thumbs as he holds the book open.

Evans, (1988) however, points out from observation that there is an increased desire that there should be more margins at the bottom to avoid the appearance of type falling off the page. The inner margins must be narrower than the outer ones. No matter the revolution taking place in design, the use of more margins at the bottom will continue to play a major role as confirmed by Haley (1990). According to Châtry-Komarek (1996), there are three basic principles in setting margins. First is the art of holding the back without concealing the text so the outside margin on each page must be wide enough. Second, it increases slightly from interior of the page towards the top and from outside of the page towards the bottom. Lastly, throughout the pages margins must be respected. As expressed by Bear (2007) while there is no single perfect way to compose a page, there are some generally accepted rules or guidelines that can help put together an attractive publication. Everything on the page should align to something else. A grid is an effective tool in insuring that text and images align. It is advisable to avoid placing initial caps in the lower one-third of the page.

In conclusion, the researcher noticed that alignment enhances the aesthetics of children's textbook layouts. An equal margin around a page is not effective. In facing pages document for example, the inside margin is smaller than the outside margins, While the bottom margin is usually larger than any other margin. For best appearance, margins are sized progressively from smallest to largest, inside, top, outside and bottom respectively (McCall, 2005). The printed page must provide a reliable frame of reference from which the child can move away and return to without confusion (Hartley & Burnhill, 1975). This made Hughes & Wilkins (2000) claim that the font, the type size, interlinear spacing, the spacing between words, letters, and the contrast of the print and paper influence legibility. These make the layout in primary school textbooks important.

2.20.3 **Typography**

Typography is the study of type and typefaces, the evolution of printed letters. It is the study of hands writing that provides the basis of creating type designs. It involves the use of characters such as a, b, c, d, from an attractive perspective to attract readers of printed matter (Walker, 2005). Bear (2007) further emphasizes classifying types and their anatomy. He opines that understanding type classification and anatomy can aid in the process of choosing the most appropriate typefaces based on purpose and audience.

The historical and practical classification system for typefaces helps the designer to select accurately typefaces that complement the design. Learning the anatomy of type helps a designer classify specific unfamiliar fonts. As Misbourne media (2008) reports, typography is the art and technique of selecting and arranging type styles/fonts (such as serif and non-serif) for print-based media texts. The two primary functions of typography are the presentation of text in a manner that is not only easy to read but visually engaging. The latter function of typography may be expressed through colour and the atmosphere or feel of the printed material. Biľak (2007) from his studies shows 'typography is concerned with the determination of the appearance of the printed page, the design and use of typefaces as a means of visual communication (Bear, 2008). Buckwood (1990) argues that typeface for educational books, (textbook) for all level must be *attractive.* Also, the kinds of sizes of typefaces on a chapter page, headings, text, subtitles and quotations must harmonize. Skin & Skin (1979) recommend *Book*

face, *Times Romans, Perpetua*, *Gill Sans*, *Garamond*, *Caslon*, *Plantin*, *Helvetica* and *Century Schoolbook*, as the most legible typefaces for textbook production. In the typeface consideration, MoE-TDDPPE, (2007) declares that up to P6 all typefaces must be *San Serif*: publishers could include *New House Infant*, (for P1), *Gill San Educational*, *Century Gothic*, *Helvetica Infant*, *Comic* and *Sassoon Primary*. Type is the primary element in typography. It is a medium for shaping words, which in turn convey thought: while technology may change, what constitutes good typography does not. Using type creatively has more to do with aesthetics, commonsense, and how we read (Craig, 1990). Most importantly, choosing typeface to achieve effective communication is based on aesthetics, appropriateness, legibility and readability of the typeface. Based on aesthetics the typeface must appeal to the reader for intrinsic satisfaction (Craig, 1990).

The researcher upon studies realized that typography has a significant effect on children's reading. It motivates them to read. Walker (2005) confirms by questioning and answering: Does typography have a significant effect on children's reading? Does it affect their motivation to read? Are serifs or sans serif types easier or more difficult for children to read? Do children find infant characters (e.g. variant of **a** and **g)** easier or more difficult to read? Does more or less space between letters, words and lines help or hinder children's reading? *Century*, *Century Educational*, *Gill Sans*, *Gill Schoolbook*, and *Garamond*, were recommended type for children books by Walker (2005). Seybold *et al.,* (1987:60 cited in Johnson, 1994)) reveals that san serif typefaces must be avoided in continuous reading matter.

Studies revealed the following *type size* as applicable for use in primary school textbooks: pre-primary school (4-6years) 18 -24points, primary school (6-12 years) 12-14points and secondary schools (12-17 years) 10-12 points. However this researcher

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observed that the larger the type sizes the better for children readability. Type size-declaration by the MoE (2007) is that for P1 to P2 the minimum type size is 18 pt, 16 pt for P3 to P4, and 14 pt for P5 to P6. Johnson (1994) argues out that from 7-8years up to 10 years there is no need to use font larger than 12 points although according to Seybold 14points was often used. Johnson (1994) also proposed type size for primary school textbooks as follows: P1-24 points, P2-18 points, P3-14 points, P4-12 points, P5-12 points and P6-11 points.

2.20.4 **Colour**

Sugiyama (2006) sees colour as a perception, stimulus, and difference of wavelengths or three parameters that are hard to comprehend (hue, luminosity and chroma). He further explains colour as indivisibly tied to eyes and light. It is a sensation that occurs under light. Colour is a child of light. According to Whitbread (2001), colour is stated irrespective of likes or dislikes, the brighter the colour, the greater its attraction. The brightness stimulates the eye largely, which partly explains children's preference for bright colours. Brighter colours, by definition have a high reflection value. They look closer and larger and are easier to recognize. The researcher agrees with Whitbread that colour is for attraction. Thus, it is inappropriate to colour the communicating text. Using it liberally in images, displays text background and borders. Colour plays a very important role in primary school textbook design and presentation. Children's interest are developed and drawn toward the textbook through colour. It is good to use the full colour scheme for primary school textbooks. Effective application of colour determines the beauty and quality of the layout and the cover of the textbook.

2.19.5 **Illustration**

Krishmoorth (1986) sees illustration as an essential means for clarity of the text. Technical illustration is essentially a means for conveying information required in some form along with or without accompanying text. A good illustration then is supposed to tell the story clearly without repetition making a dull subject palatable. According to Djoleto (1985), as cited in Johnson (1994) the aims of illustrations in textbooks are two-fold. Firstly, it should portray the truth; that is what exactly is there now. Secondly, an illustration should be used as a tool for positive development in children. For educational purposes, illustrations can juxtapose the traditional and the modern to enable teachers and children distill the best out of both for balanced development. Realistic illustrations therefore help in explaining places, people and products as found in geography lessons. In history lessons, illustrations help in explaining the remains of different cultures and in sciences we use plants, animals, instruments and processes.

However, superfluous illustrations should be avoided and drawings and photography must be suitable for publication. Bovee and Arens (1989) in Johnson (1994) believe that an illustration must bring out the right kind of perception for learning to take place. A good illustration must be simple, accurate and appropriate (Loomis, 1986). Parson (2000) expresses the notion that for concept formation, children need realistic drawings; that is, reality in form, shape and colour is essential. The whole discussion shows that any illustration inappropriately rendered to ensure effectiveness is

not advisable in children's textbooks. It must fall within the context of realism, simplicity and accuracy; and must be a tool for conceptual development for the child to observe real things and learn well. (Rao, 1974) Inappropriate rendering is when the anatomy of the illustrations is not well drawn, it does not really portray the brief given, it was not well coloured, and the edge does not appear neat; there is lack of expert touch. It also does not match with the text.

In order to clarify content in the textbook, a picture must be clear. A picture should not be a puzzle. When a picture is unreadable, it defeats the purpose of illustration (Zemach, 1976). In a good picture, the details are well integrated so they do not interfere with the unity of the whole. The judicious use of white space not only makes the picture readable, but also adds drama. In general, the picture should not be ambiguous. The subject matter should be drawn with clarity and skill, with contrast that enables the reader to distinguish between the different elements in the picture. Images from books help considerably in shaping and molding young minds. Illustrations must complement the text and make a real contribution to learning outcomes. McCall (2005) proves that there are two basic types of illustration. First, line drawings - which can be either in colour or simply in black only. Secondly, photographs can be in black and white or in full colour. Publishers will sometimes use two colours rather than full colour if that is sufficient - and it helps to make the book cheaper. Every illustration, whether it is a drawing or a photograph, must be clear and distinct. The commonest fault to be found with illustrations is that they are too small, making comprehension impossible. Illustrations can also serve to support the educational principles upon which the textbook is based. Illustrations ought to reflect gender equality, awareness of cultural norms and other factors. Illustrations to be used must address equal proportion of boys and girls.

The illustrations depict both the urban and the rural environment. Children who live in remote rural areas may not be familiar with life in the city and should feel that the textbook also caters for their particular locality. Illustrations should have both a local and an international dimension. For example, when it is about mode of transportation, it should cover both types of buses which are familiar to children in their own country, in addition to illustrations of transport systems from other countries which can help widen the child's experience. There are other types of illustrations, apart from line drawings and photographs, which can be used effectively in textbooks. Statistical charts like bar charts can be included in the text.

2.19.6 Understanding Illustrations in Text

Textbook developers have two media available for communicating information: words and pictures or illustrations (Eisenberg, 1978). In spite of our society's bias in favor of verbal over pictorial forms of instruction (Gardner, 1983), a growing research base suggests that text illustrations can have powerful positive effects on students' learning (e.g. Levin, Anglin, & Carney, 1987; Mayer, 1989a). It follows that an effective way to improve the effectiveness of textbooks is to improve the effectiveness of illustrations. In this regard, the researcher discusses the substance of which effective text illustrations are made. By effective illustrations, we mean those that foster positive cognitive outcomes, as reflected by comprehension, memory, and transfer performance. Although it is possible to evaluate illustrations in terms of various non-cognitive consequences (for example, aesthetic, attitudinal, or social (Levie, 1987)) we restrict our attention here to the cognitive consequences of illustrations. Illustrations and other artwork (photographs, cartoons, etc.) involve what is planned, commissioned or sourced

at an early stage of production. Some books rely heavily on illustrations or photographs to enhance the text for example, Children educational textbooks. Specialist artists, cartoonists and photographers all contribute through their expertise to the successful look and effect of a wide type of illustrated titles.

Asthetically, the textbook should positively motivate pupils and should look attractive for them. A reasonable number of pictures should help a pupil orientate easily in the text. Finally, pupils should find a mathematics textbook attractive due to the overall appearance, paper used, font type used for the texts, binding and the front cover. They should regard a mathematics textbook as their companion when learning Mathematics (Čeretková, Šedivý, Molnár, & Petr, 2008).

2.21   Production Standards

Product standard envisage the suitable format for a product. In the case of textbook development, the format should be suitable for the environment in which the book will be used. As mentioned by McCall, (2008) the textbook should be well bound, void of evidence of loose sheets and evenly and clearly printed. In textbook production format is very essential and sensitive to the users. It determines the final look of the textbook. The format is affected by ease of handling, durability and adaptability of content and print size. The format of a textbook is determined by many factors including:

1. Size of class tables
2. Sitting arrangements
3. Readership of the book
4. Text and illustrative contents
5. The textile length

6. Mode of printing and binding

According to Butcher *et al.,* (1975:122 as cited in Johnson 1994) there are four main standardized formats in textbook production.

1. A4 (210mm x 297mm) Landscape and Portrait

2. B5 (176mm x 250mm) Landscape and Portrait

3. C5 (162mm x 229mm) Landscape and Portrait

4. A5 (148mm x 210mm) Landscape and Portrait

Finally, textbook, textbook publishing, textbook production, and textbook development are vital within the scope of textbook development studies. Studies reveal that quality textbook production is the aim of every developed and developing nation. Textbook is a political document, a pedagogical instrument which reflects the syllabus and an artifact of the curriculum.

METHODOLOGY

3.1   Overview

This chapter provides details of the research design that was used (qualitative research method), the various libraries visited and population for the study (target and accessible). It also discusses sampling design, the sample size, primary and secondary data, validation of instruments, data collection instruments and data collection procedures as well as the data analysis plan.

3.2   Research Design

Kothari (2005) opines that research design is the arrangement and conditions for collecting and analyzing of data in a manner that aims to combine relevance to the research purpose. In effect, it is the conceptual structure within a conducted research. It constitutes the blue print for the collection, measurement and analysis of data. Research design refers to the transformation of research idea into a research plan carried out in practice by a researcher or research team. According to Given, *et al.,* (2008) the other type of research design is where the researcher collects and analyzes data with the aim of

deriving theory from the study undertaken. Thus, the generation of theory constitutes an endpoint to the research. According to Leedy, and Ormrod (2005) research design is a general strategy for solving a research problem. It provides the overall structure and the procedures the researcher will follow, the data the researcher collects, and the data analyses the researcher conducts. Nothing helps a researcher's effort to be successful as much as planning the overall design carefully.

The researcher used the qualitative research method. According to Dawson (2002), qualitative research explores attitudes, behaviour and experiences through such methods as interviews of focus groups. Hence, few people are involved. Qualitative research is a systematic process of describing, analyzing and interpreting insights discovered in everyday life. (Leedy and Ormrod, 2005:23-26). From Trochim (2006), Lincoln and Denzin (2005) the researcher concluded that qualitative research is a field of inquiry that cuts across disciplines. It investigates the why and how of decision making. It is basically for smaller and focused samples and subject matter. The researcher dealt with data in the form of words though occasionally numeric data were collected as in the number of respondents for the questionnaire and the interviews. Moreover, data collection and data analysis took place simultaneously, especially as regards the copies of questionnaire that were retrieved.

Qualitative research serves the purpose of description and evaluation. By description, they can reveal the nature of certain situations, settings, processes, relationships, systems, or people. In the case of evaluation, they provide a means through which a researcher can judge the effectiveness of policies, practices or innovations (Leedy, and Ormrod, 2005). The specific research methods under qualitative research methods are content analysis, grounded theory study and descriptive research.

The field method embodies a thorough study of the textbook policy which initiates textbook development, production and publishing in Ghana. Secondly, the researcher set out to scrutinize the implementation procedures and manage primary school textbook syllabus development, bidding process, the evaluation and adoption process and the primary school textbook publishing process. This was to identify the various strengths and weaknesses and their corresponding impact on the final textbook published. In addition, primary school textbooks published between 2005 and 2008 on English, Mathematics, and Science were evaluated. The decision regarding "what", "where", "when", "how much", "by what means" concerning an inquiry or research study constitutes the research design. Naseem (2007) is of the view that textbook research had broadly been conducted from four main methodological orientations. These are qualitative, quantitative, hermeneutics and discourse analysis. The view serves as a foundation for the researcher to adopt the qualitative research method.

3.2.1 **Content Analysis**

To guard against subjectivity in the qualitative approach, content analysis method was used. Content analysis is a detailed and systematic examination of the content of a particular body of material for identifying patterns, themes, or biases. Typically, content analysis is performed on forms of human communication, including newspapers, books, television, films, art, music, videotapes of human interactions, and transcripts of conversations (Leedy and Ormrod, 2005).

Content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes. Qualitative content analysis is sometimes

referred to as latent content analysis. This analytic method is a way of reducing data and making sense of them (deriving meaning. It is a commonly used method of analyzing a wide range of textual data, including interview transcripts, recorded observations, narratives, responses to open-ended questionnaire items, speeches and media such as drawings, photographs, and video. Qualitative researchers using a content analytic approach recognize that a text is open to subjective interpretation, reflects multiple meanings, and is context dependent (e.g., part of a larger discourse) (Heidi, 2008 as cited in Given, 2008). One crucial step in content analysis is to tabulate the frequency of the characteristics found in the material studied. Thus, content analysis is quantitative as well as qualitative. Studies show that in some occurrences, appropriate statistical analysis is performed on the frequencies or percentages obtained to determine whether significant differences exist relevant to the research question.

Usage: The researcher identified the specific body of materials to study; the primary goal here was to establish correlation between the variables "primary school textbooks", on one hand and "children" or "primary education" on the other. The following is the lists of the materials:

a. **Textbook Policy**

1. MoE: Textbook Development and Distribution Policy for Pre-tertiary Education in Ghana.

b. **Primary School Textbooks**

2. **Gateway**: Gateway to English for Primary Schools, Pupils Book 2- 2005
3. **Unimax Macmillan;** Primary Mathematics, Pupils Book 2-2005
4. **Gateway**: Gateway to English for Primary Schools, Pupils Book 2-2008
5. **Pearson Longman**: Natural Science for Primary Schools, Pupils Book 2-2008

6. **Unimax Macmillan**: Primary Mathematics, Pupils Book 5-2005

7. **Discovery series**: A New Primary Integrated Science, Pupils Book 5-2008

8. **Gateway**: New Gateway to English for Primary Schools, Pupils Book 5-2008

The Textbook development and distribution policy for pre-tertiary education in Ghana was appraised with the help of the former textbook policy expert Mrs. Vandyke. To analyze the contents of the selected primary school textbooks successfully, several experts' checklists were considered to develop a suitable checklist or coding system for the evaluation of the textbooks. The authors considered were Blumberg (2007) Amri Al, (n.d); Wong (2009) McCall (2005), Čeretková, Šedivý, Molnár, & Petr (2008).

The following is the Part 'A' of the Textbook Evaluation Checklist

Name of textbook:
Publishers:
Authorship:
Level of readership:
Structure of the book:

Table 3.1 **Textbook Evaluation Checklist**

Content	Rating (Poor-------Excellent)				
	0	2	4	6	8
Does the textbook support the aims and objectives of the program?					
Does the textbook match any external syllabus requirement?					
Does the textbook provide review of previous learned topics					
Is the organization of topics clear?					
Does the textbook provide learner with opportunities for individual practice?					
Does the textbook provide learners with opportunities to communicate with each other?					
Will the topics interest students?					
Is there sufficient variety in topics?					
Do the topics expand learners' awareness and enrich their experience?					
Are topics adequately supported or explained?					
Are women and men portrayed equally?					

Does the content relate to the learners' culture, background, and environment?					
Is there a good mixture of text and graphic information on most pages?					
Are there sections for revision or review?					
Total	------------------				

Teachers Concerns (Pedagogical Consideration)	**Rating (Poor-------Excellent)**				
	0	2	4	6	8
Do the suggested teaching and learning approaches suit the learning/teaching situation?					
Is the textbook flexible enough to accommodate teachers with different teaching styles?					
Is the teachers manual comprehensive?					
Does the textbook match with the syllabus and well defined?					
Does the textbook provide and support basic principles underlying the materials?					
Is an answer key provided?					
Is the teaching sequence appropriate?					
Total	-----------------------				

Practical Concerns (Design and Presentation)	**Rating (Poor-------Excellent)**				
	0	2	4	6	8
Is the textbook affordable?					
Is the textbook easy for students to carry?					
Is the textbook attractive?					
Is the textbook durable?					
Are the illustrations effective?					
Is there a reasonable and appropriate balance between text and illustration?					
Are the illustrations clearly relevant to the text, directly relevant to the content and not decorative?					
Is the textbook easy on the eyes?					
Total	------------------				

Part 'B' of the Textbook Evaluation Checklist

1. **Textbook Jacket/Cover:** the quality of the material used, colouring, and ability to draw a learner's attention, originality, title dominance, whether typographic or artistic.

2. **Layout**: consider layout modules as Zero Q, IC, 2C, 1:2, 2:1, margins setting and choice of colours.

3. **Orientation Apparatus of Textbooks:** components of the orientation part of the textbook are as follows; foreword, contents, headers, structuring into chapters and subchapters.

4. **Illustrations in Textbooks**: Types of illustration, orientation of illustration; informative, suggestive and representative, quality of illustration (poorly drawn, good and very good) types of illustration and context (local or foreign) schemes and graphs, illustrations, tables: in Mathematics we can classify graphs, diagrams and sketches.

5. **Verbal Assessment of the Esthetics of Textbook**: assessing whether or not textbooks belong to the same series at first sight.

6. **Information Part of the Textbook:** the analysis of the text and illustrations based on gender.

7. **Typographic Consideration:** it will cover typeface, type style, type size, line length, spacing body type, legibility, and readability of type.

8. **Text Comprehension**: authors must adjust the length of the sentence to the age and skills of the pupils for better learning and comprehensible didactic text for pupils.

9. **Problems/Tasks Analysis (if any)**: frequency analysis of learning problems, that is number of problems and exercises with sample solutions found in textbooks.

10. **Analysis of the Text extent in Textbooks:** find out the extent of textbooks as to the number of pages that should be gone over in one lesson.

11. **Gender Sensitivity**: check the number of male (boys) and female (girls) in the text and illustrations used in the textbook.

12. **Product Standard in Textbook Development**: this has to do with the format of the textbook: the shape (landscape or portrait) and size. Check for appropriateness or inappropriateness of text paper, low, average and high quality of binding, durability, the number of pages, weight of the textbook and quality in terms of low, average and high.

3.2.2 Grounded Theory Study

Grounded theory study according to Leedy and Ormrod (2005), uses a prescribed set of procedures for analyzing data and constructing a theoretical model from them. The purpose of the approach is to begin with the data and use them to develop a theory. They are especially helpful when current theories about a phenomenon are either inadequate or non-existent (Creswell, 2002). It focuses on a process related to a particular topic, with the ultimate goal of developing a theory about that process. Grounded theory refers simultaneously to a method of qualitative inquiry and the products of that inquiry. Therefore, the grounded theory method consists of a set of systematic, but flexible, guidelines for conducting inductive qualitative inquiry aimed toward theory construction (Charmaz, and Bryant, 2008). This method focuses squarely on the analytic phases of research although both data collection and analysis inform and shape each other.

Usage: for the researcher to investigate the inadequate or non-existence of textbook theories, the grounded theory approach was applied. Studies show that the widely used approach is that proposed by Strauss and Corbin (1990, 1998).

Open Coding: the data collected was divided into segments covering the syllabus development, evaluation & adoption process, the production process, and the evaluation of the primary school textbook itself. During the data analysis section, data was reduced into smaller sets of themes that describe the textbooks production standard, design and presentation, textbook evaluation and textbook publishing under investigation.

Axial Coding: The researcher focused on determining more about each category in terms of conditions that give rise to it, the contents in which it has embedded the strategies that people use to manage it and the consequences of these strategies.

Selective Coding: The categories and their interrelations were combined to form a story line that describes what happens in the textbook being studied.

Development of a Theory: A theory in the form of verbal statement and visual models were offered to explain the primary school textbook in question. The theory is based entirely on data analysis and interpretation of data. During the process, theoretical sampling which selects cases according to their ability to advance research goals such as theory development was employed (Given, 2008).

Since the study was qualitative in nature, data collected were best described and analyzed by descriptive research method. In every case, descriptive research examines a situation as it is. In other words, descriptive research focuses on telling what is or what exists. This allows detailed description of issues in the Government primary school textbooks published. It also identifies the strengths and weaknesses in the syllabus development process, bidding process, and textbook evaluation process. It was also,

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used to describe the various stages in the textbook publishing process and data from the primary sources.

3.3 Library Research

Varied information from the library had been invaluable to this dissertation. Libraries visited during the research include the following; Kwame Nkrumah University of Science and Technology library to access books on Art, design, illustrations, journals, newspapers, serial, periodicals, newsletters and E-resources for journal publications; the Art Education library for related dissertations; the University of Cape Coast library for books on education, primary education, syllabus and research methods in education, and the Ministry of Education Information Centre to gather information on government textbook policy documents, procurement, and the functional divisions in charge of textbooks.

The researcher also visited the Faculty of Social Science library, Kwame Nkrumah university of Science and Technology in Kumasi and online libraries for further information on current developments in the book industry.

3.4 Population for the Study

Given (2008) postulates that population as a concept in research methods refers to every individual who fits the criteria (broad or narrow) that the researcher has considered as research participants. The study was conducted in Kumasi, and Accra. The target population was grouped into categories: all Public Primary School Teachers and pupils in Ghana, Textbook designers, Textbook illustrators, Textbook publishers, and Textbook development policy implementers - Curriculum Research and Development

Division and Procurement Division. According to EMIS (2006), the population of Ghana in 2008 was about 20,000,000. During the 2007/2008 academic year, the number of teachers employed in Ghana was 48,890 in about 14,227 public primary schools. Primary school children stood at about 4,647,616. There was a massive rise in the enrolment figures (mainly in the primary level of the public basic schools) from 69,327 in 2005/2006 academic year to 92,015 in the 2007/2008 academic year. This could be due to the capitation grant introduced in September 2005 (Kumasi Metro Education Directorate, 2008; Ghana Statistical Service, 2002).

3.5   Sampling

According to Leedy and Ormrod (2005) sampling designs are the different approaches to sampling which fall into two major categories; probability and non probability sampling. Sampling is the process of choosing actual data sources from a larger set of possibilities. This overall process actually consists of two related elements: defining the full set of possible data sources-which is generally termed the population, and selecting a specific sample of data sources from that population (Given, 2008). In order to get unbiased representation of the population, the researcher employed the stratified sampling that divides the overall sample into specified subsets for comparative purposes (Given, 2008:779). The method employed constitutes a population with definite strata; each stratum is typically different making the strata heterogeneous in nature.

Consequently, each category in the population is treated as a stratum. The derivation of the sample is by means of simple randomization process for each stratum. In addition to that purposive sampling was employed to select those individuals or

objects that will yield the most information about the topic under investigation. Qualitative researchers are intentionally non-random in their selection of data sources. Instead, their sampling is *purposeful* (Leedy, & Ormrod, 2005). It was used to select the textbook designers/ illustrators, textbook publishers, teachers and pupils from the various public primary schools. By using Purposive sampling, an accessible population of twenty (20) schools from Kumasi and Accra Metropolis were chosen, in addition to educationists at the MoE. The selection of the schools was based on specific criteria. That is schools with greater number of population having access to Government approved textbooks, and where the researcher can have access to information under rural and urban. In each of the school selected, teachers and pupils from primary 1-6 were used.

3.5.1 Schematic Overview of the Stratified Design

Table: 3.2 Population Level of Accessible Population (Stratum=ST)

Strata	Description	Accessible Population
ST 1- Primary Teachers/ Educationist	Primary School Teachers from Kumasi, Accra, and Policy Implementers	125
ST 2- Textbook Publishers	Textbook Publishers in Ghana	15
ST 3- Designers	Textbook Designer	20
ST 4- Illustrators	Textbook Illustrators	20
ST 5- Students	Public Primary Pupils	600
Total		**780**

The purpose of selecting 20 schools making 120 teachers out of 14,227 teachers (www.emis.org.gh) was because the population was too large. As a result of that 600 primary pupils were selected out of the 20 selected schools. Therefore, a convenient size was ideal for a detailed study. In addition, the need to collect detailed data, typically

leads to small *sample sizes* where there would be no point of doing statistical analysis (Given, 2008). The 15 textbook publishers chosen were the ones who won the government textbook competitive bidding from the records of Ministry of Education Procurement Division. The 20 Textbook designers and illustrators were those who work in the selected publishing houses and some selected freelancers. Therefore, the accessible population was 780 people.

		780		

Equalization Level
Sample Population

Stratification level	St-1	St-2	St-3	St-4	St-5
	125	15	20	20	600

Randomization
70% of Accessible

88	**11**	**14**	**14**	**420**

Population (Random Sample)

Total Randomized Stratified Sample | **547** |
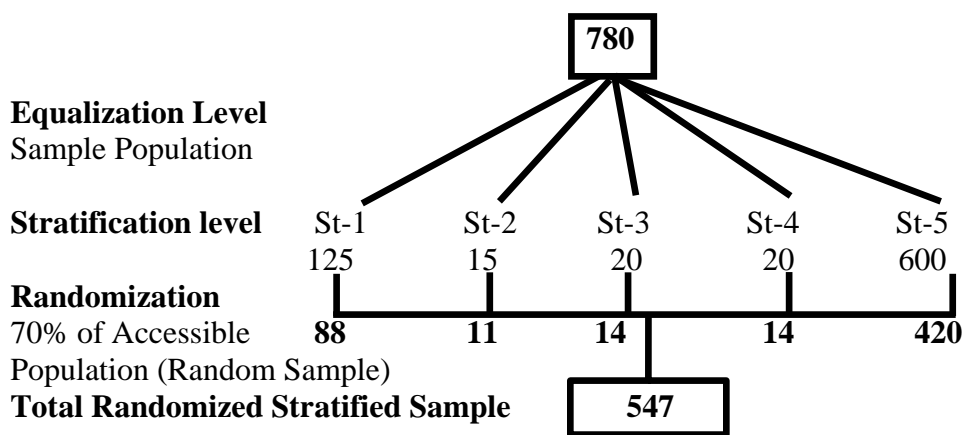
Figure 3.1 Equalization Level

Besides, the researcher generally examined all (36) textbooks from primary one (P1) to primary six (P6) covering English, Mathematics and Science published in 2005 and 2008. He further grouped the primary level into zones of lower primary and upper primary. The researcher observed that the primary two textbooks have the features of primary one and primary three and primary five have the features of P4 and P6. Therefore, the P2 and P5 English, Mathematics and Sciences textbooks were analyzed in relation to the other classes for standardization and in-depth content analyses.

3.6   Primary and Secondary Data

In the research dissertation, two forms of data were used primary and secondary data. The primary data consists of information collected from interviews, observation and questionnaire. This constitutes information from Ghana Book Development Council, Curriculum Research and Development Division, Procurement Division, Education Information Management Systems, Textbook Designers, Illustrators, Textbook Publishers, Public Primary Teachers, Public Primary Pupils, Educationist and Ghana Publishers Association.

The secondary data constitutes information that is related to the topic, and relevant to the solution of the problem sourced from e-books, journals, articles, reports, policy documents, letters, periodicals, newspapers, internet, dissertations and lecture notes.

3.7 Data Collection Instruments

3.7.1 Interview

With the aim of carrying out a useful data collection exercise, two types of interview were identified: structured and unstructured interview methods. The rationale behind these choices was that the researcher had reviewed much literature on textbook development. Therefore, there were direct face-to-face questioning and answer sessions with respondents. Since our environment might be somewhat different in terms of textbook development, policies and its implementation procedures, certain issues might not be relevant, hence, the need to ask questions when they arise. The most effective, important and widely used of these methods is based on the art of asking questions.

In order for the researcher to achieve his purpose of the use of the instrument an interview guide/schedule for the structured interview was developed as a questionnaire

and read to respondents to put forward their views. Unlike everyday conversation, the research interview is most often carried out to serve the researcher's needs which are external to the conversation itself (Given, 2008).

The interview method was used to solicit information from the stakeholders in the Ministry of Education the CRDD Director and Deputy Director, Procurement Division in-charge of textbook bidding, evaluation and adoption, and consultant to the Textbook development and distribution policy for pre-tertiary education in Accra. Most of the ideas gathered from the interviews were used as source for the strengths and weaknesses in the textbook policy, and its implementation procedures. Also, the selected public primary school pupils were interviewed to seek their concerns about the content, design and presentation of their English Language, Mathematics and Science textbooks.

In addition to the sets of questionnaire administered, cross-sections of textbook designers within the sampled population were interviewed. The unstructured interview method was employed to solicit from the respondents their experience and accumulated knowledge on textbook publishing in Ghana. The views derived from the interviews were used as a source for determining the strengths and weaknesses in primary school textbook publishing in Ghana. In all cases, the interview was face-to-face and personal. Finally, the adopted primary two and five classes at Ayeduase and Amankwatia primary school were interviewed about the material in use under design and presentation.

3.7.2 Observation

The researcher adopted the active participant observation techniques to observe Approachers Ghana Limited, and EPP Book Services. Their current textbook publishing practices were observed as a basis to compare data obtained. The selected pupils were

observed in the classroom as to how they perceive textbook covers, design and presentation and usage. For the purpose of an effective observation, the research developed an observation checklist as a guide. The checklist aided the researcher to identify information about the weaknesses in the primary school textbook publishing process. Observation is a prevailing method of inquiry, aided by methodical categorization and measurement, and it has led to the development of theories and laws of nature's forces (Best, 1981). It continues to characterize all research; such as experimental, descriptive and historical. In order to acquire first-hand knowledge of a particular phenomenon one has to observe the phenomenon. Aided recorders were used to facilitate the process.

3.7.3 Questionnaire

There were three sets of questionnaire designed for the purpose of this research dissertation. The first set of the questionnaire (Appendix A) was specifically designed to seek the views of the potential publishers on primary school textbook publishing, the syllabus development process, fairness in assessment, design and presentation. The three categories of primary school textbooks-Mathematics, English Language and Science-happen to be in focus. In all 19 questions were derived. The three sets of questionnaire covered a wide range of questions, some closed-ended and others open-ended which were used to gather comprehensive information from the respondents.

The second set of questionnaire (Appendix B) designed for textbook designers /illustrators was made up of 14 questions, while, the third set of questionnaire (Appendix C) designed for primary teachers/educationists was made up of 16 questions. The questions seek the views of teachers/educationists about quality levels of primary school

textbooks published for Ghanaian schools. It was prepared in hardcopy and distributed to respondents to sample their views. The copies of questionnaire were drawn and administered to the various respondents in Accra at the various publishing houses and the teachers in Accra and Kumasi. The researcher employed the services of research assistants in the distribution and retrieval of the copies questionnaire.

3.8 Validation of Data Collecting Instruments

In order to achieve the objectives of the study, questionnaire, interview and observation schedules were used by the researcher guided by the statement of the problem. Copies were made available to colleagues and lecturers in the related area for corrections and inputs. Changes and necessary corrections were made ensuring that the guide was adequate and reliable. The researcher proceeded to administer a selected few to ascertain their reliability and adequacy for the given purpose. Further changes were made as some of the questions were difficult to understand. Some lecturer's views were sought. They were finally, vetted and certified by the dissertation supervisor.

3.9 Administration of Data Collection Instruments

Table 3.3 Copies of Questionnaire Administered, Favourable Responses received the Return Rate and the Favourable Response Percentage of the Total Accessible Population

Population Type	Accessible Population	Copies of Questionnaire Administered	Favourable Responses	Return Rate	Favourable Response Percentage of Total accessible population
Primary Teachers/ Educationist	125	88	85	67%	47%
Textbook Publishers	15	11	9	7.1%	4%

Textbook Designers	20	14	9	7.1%	4%
Textbook Illustrators	20	14	9	7.1%	4%
Total	**180**	**127**	**112**	**88.3%**	**59%**

Return rate = Favourable Response x 100%
            Copies of Questionnaire Administered

Table 3.4 Numbers of Public Primary Pupils Interviewed

Population Type	Accessible Population	Number of Students Interviewed	Favourable Responses	Return Rate
Public Primary Pupils	600	420	420	100%

Return rate = Favourable Response x 100%
            Number of Students Interviewed

420 public primary school students were interviewed out of the accessible population of

600 from the 20 selected public primary schools. The return rate was 100%.

3.10   Data Collection Procedures

In an attempt to achieve the objectives of the study, interview, observation and

questionnaire were used to acquire the relevant information for the research. The

researcher took introductory letters to 25 (twenty-five) of the selected public schools and

the other sampled population. With the help of a research assistant, copies of the

questionnaire were distributed to the various purposive selected schools in Kumasi and

Accra. The following were the chosen schools: **Northern Sector-Kumasi:** Amankwatia

R/C Primary School-Stadium, Tanoso Basic School-Tanoso. Sokoban Methodist Pry

Sch-Sokoban, Obiri Yeboah M/A Pry School-Amakom, Kotei M/A Primary School

Kotei, Ayeduase M/A Primary School, Ahodwo M/A Pry. Sch-Ahodwo. Asem Boys Primary School Asawase, Army Force Basic School, Bantama, Garrison Basic School, Bantama. **Sothern Sector-Accra:** Complex Basic School, Burma Camp., Adenta M/A Primary School-Adenta, Labone M/A Primary School-Labone, Osu Methodist M/A Pry Sch.-Osu, Service Basic School, Burma Camp, Kotoka Basic School, Garrison Basic School, Army Force Basic School, Community 1M/A Primary, Tema, Kaneshe M/A Primary, Kaneshe.

An interaction ensued between the researcher and the heads of each of the schools to explain the purpose of the research. The teachers of the various classes from primary one (P1) to primary six (P6) were briefed. When copies of the questionnaire were distributed to the teachers, some of them were able to fill and return them and others demanded a week's extension. Reluctant teachers were interviewed from the questionnaire to retrieve the information needed. Copies of questionnaire were distributed to potential textbook publishers, textbook designers/illustrators, and educationists. The researcher using structured and unstructured interview schedules had face-to-face interview with the various respondents.

The following is the list of textbook publishing houses contacted; Unimax Macmillan, Accra-Circle – Accra; EPP Books Services, Behind Trade Fair Site – Accra; Afram Publications, Achimota – Accra; Mayan/Oxford – Accra; Sedco-Longman, Ridge – Accra; Staples Systems Ltd – Accra; Allgoodbooks Limited, Circle – Accra; Approachers Ghana Limited, Kwamo – Kumasi; Sam-Woode Limited – Accra; Masterman Publications – Accra; Adwinsa Publications – Accra; Smartline Limited – Accra; Nyansapow Publication & Print – Accra; Pearson Education Limited – Accra; Akiola Publications – Accra.

In the case of observation, the researcher took a closer look at the publishing culture at the various textbook publishing houses he visited. The EPP Book Services and Approachers Ghana Limited. Detailed notes on how they produce their textbooks were taken. Inherently, primary school pupils were given opportunity to share their views on the textbook supplied to them.

The researcher booked appointment with the interviewees. While copies of the interview schedule were sent to prospective interviewees a week ahead of time. On the day of interview, the researcher went with copies of the interview schedule to replace lost ones. Permission was sought from every interviewee to use a recording device during the interview session. The interview took place with the help of the interview schedules and the recording device.

3.11   Data Analysis Plan

Data was converted into tables, and charts. Analysis and interpretation were done, conclusions drawn and recommendations made. These can be found in the next chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Overview

This chapter presents findings from the field of study based on copies of questionnaire administered, interviews and observations. Data required to solve the problems were assembled, analyzed, discussed and interpreted. The information covers the textbook development policy for primary schools in Ghana, the textbook policy implementation procedures, the textbook publishing process and evaluation of selected primary school textbooks published in 2005 and 2008. The data retrieved from the questionnaire were assembled in tables to facilitate interpretation. Besides, data obtained from interviews and observations were explained with examples.

The study sought to examine the impact of textbook development policy, its implementation procedures and textbook publishing process for primary schools in Ghana and to identify the strengths and weaknesses and how these affect the final textbooks being produced. In addition, it sought to evaluate selected public primary school textbooks published in 2005 and 2008 under product standard, design and

presentation, to measure their effectiveness. The presentation and discussion of findings were according to the objectives.

4.2   The Textbook Policy for Primary Schools in Ghana

MoE, (2007) postulates that the textbook policy document for Ghana, aims to ensure timely development and production of high quality textbooks and other instructional materials. Secondly, it is to provide cost effective and sustainable procurement. Thirdly, the textbook policy is needed to put in place efficient timely distribution of books to schools and pupils. Fourthly, de-centralization of decision making on textbook selection to enable teachers, parents and pupils contribute fully, alongside other educational agencies, to the process of choice is another rationale behind textbook policy for Ghana.

Furthermore, it aims at sustainable achievement of target textbook: pupil ratios by 2005 for all public primary school children. To avoid ineffective and inefficient management of the textbook system, one other reason is to upgrade local capacity in book development, publishing, distribution, and printing and the book industry in general. Finally, the textbook policy for Ghana provides for active private sector involvement in the implementation of a sustainable book development, production and distribution system.

The development of school and classroom libraries at all levels of education is an essential tool for the development of reading fluency, student research capacity and active student learning. The MoE textbook policy places a high priority on investment in the growth and development of school libraries. The textbook policy is doing well, jet

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more is needed to be done to have it well structured and result oriented. It is upon this that the researcher came out with the suggestive that a satisfactory textbook policy to involve all stakeholders in the textbook publishing industry to ensure a high quality textbook production for all primary schools is necessary for Ghana. It is hoped that if all the stakeholders in the textbook publishing industry are involved in the planning and development of the textbook policy, it will be an all-inclusive policy for easy implementation for quality textbook production and supply.

4.3   The Rationale for the Textbook Policy

In 1960, the Government of Ghana was procuring textbooks from the multinationals that had no representatives in Ghana when there were only few Ghanaian publishers. There were Ghana book suppliers who were actually booksellers. The multinationals produced the books to be sold to the Government. This was at the time the free textbook scheme was introduced. Because of that, it became necessary for the government to procure books for basic schools (primary schools); it then gradually affected the book trade in the country. Just at that time, Afram publications and some Ghanaian publishers had started publishing textbooks. It also came to light that few textbooks in supply were monopolistic. The monopoly was gradually killing the local book industry. This affected the publishers, printers, writers, and booksellers.

The government established the book distribution policy but it got to a point where the publishers, printers and booksellers started complaining. This brought the need for a textbook policy to address problem, since textbook publishing was "bread and butter" of the publishing business. In 1998, the first African Policy Conference was held in Ghana to draft guidelines for the industry. Later, the Ghana textbook policy was

drafted with the help of the former Director of Ghana Book Development Council, a British consultant on policy issues (Mr. McCall) with his samples of policy document and selected stakeholders in the publishing industry. These include publishers, printers, booksellers, lecturers, teachers and curriculum experts. The textbook policy went through different stages before it was finalized. The final draft was ready by February 2002 and was sent to Cabinet for approval.

In April 2002, it was approved and formally implemented as a national textbook policy in November 2003. The Ministry of Education then advertised for a tender to invite publishers to participate and compete for the best textbook manuscript proposal. Before the finalization of the textbook policy, there was a big conference of stakeholders to add their input. At the conference, no reference was made to any country's textbook policy. After the draft policy, the consultant guided government to prepare the implementation document called the Operational Annexes. It was a comprehensive part of the textbook policy. The first textbook policy covered only the basic schools but the November 2009 edition covered up to pre-tertiary education, because at first the idea was to come out with a textbook policy that would cut across the three levels of education. (Former Textbook Policy Consultant and Director - GBDC personal file 2008).

The researcher upon a thorough interview with the former textbook development policy consultant-Mrs. Vandyke, the CRDD consultant at the Art Education Division-Mr. Adepa, the head of procurement division - Mr. Fianko and five (5) textbook publishers, the following strengths and weaknesses were indentified in the policy documents.

4.3.1 Strengths in the Textbook Policy

1. Empowerment of publishers. The textbook policy for pre-tertiary schools in Ghana empowers the publishers to ensure quality production of primary school textbooks.

2. Elimination of monopoly of textbook production. The textbook policy gives room for competitive bidding among the private publishers to eliminate monopoly of primary textbook production.

3. Fairness in awarding contract. It ensures fairness in awarding contract to textbook publishers.

4. It ensures value for money.

5. An assessment criterion for evaluating textbooks is available to publishers before writing.

6. Sustainable procurement. It ensures cost effective and sustainable procurement of primary textbooks and other instructional materials.

7. There is active private sector involvement in the implementation of a sustainable textbook development policy.

4.3.2 Weaknesses in the Textbook Policy

1. Lack of test of textbook manuscripts. there is lack of testing of textbook manuscripts by publishers with the assistance from Curriculum Research Development Division and post-evaluation testing is not done before primary textbook production.

2. The textbook policy gives room for local publishers to neglect the other stakeholders in the textbook industry and improve upon their own capacity.

Concisely, the aim of building the local capacity of the stakeholder in the publishing industry has come to a halt. It rather builds the capacity of the local publisher and foreign printers that make the policy a failure.

3. Schedule for textbook production. The time schedule for textbook publishers to produce primary textbooks is short. This peculiar situation causes a lot of problem in the production process. Because of that, textbooks are written, illustrated and designed in a rush without considering quality. This does not ensure quality production of textbooks.

4. Lack of criteria for selecting textbook authors. There is lack of criteria for selecting primary textbook authors. The authorship procedure does not fit into any foreign textbook authorship policy for writing national textbooks. Should there be a chance for our own national textbooks that is supposed to be based on Ghanaian philosophy and culture given 30% writing percentage to foreign nationals? Historically, all the nations who worked at gaining independence worked hard to localize their national textbooks to suit their beliefs, culture, philosophy and values (Arthur, 1990, Woodward, 1990). Therefore, after gaining independence from the Britain, 100% textbook writing rights should be given to Ghanaian nationals and not 70%. With reference to the countries studied, no room is given to foreign writers to enter their national textbook manuscript development.

5. The sustainable achievement of target 1:1 textbook- pupils' ratios by 2005 has still not been achieved.

6. The publishers are responsible for quality of textbook production. It is not appropriate for a publisher alone to be responsible for ensuring quality; other stakeholders in the textbook industry should be involved.

7. The policy is flexible on where textbooks should be published.

8. The policy implementation procedures are not well followed. School based selection was not implemented as stated in the policy, which gives room for the schools and pupils to choose from the lot their preferred textbooks.

9. The minimum physical production specification in the Operational Annexes are not detailed enough and do not cover all the areas of the physical specification such as margins, minimum illustration size and quality of rendered illustrations.

4.4   Discussions on the Textbook Implementation Procedures in Ghana

According to this research, the textbook implementation procedures embrace the syllabus development process, bidding process, evaluation process and textbook publishing process. The textbook development issues cannot be discussed well without considering the afore-mentioned implementation procedures. This part highlights the summary of the conceptual framework for the textbook implementation procedures at the MoE to the publishers. The researcher highlighted the various weaknesses within the process after thorough review with the MoE implementers for necessary consideration. A document has a greater influence on the production of textbooks in Ghana. Its influence may be very positive or negative depending on its implementation. It revealed that the policy document is good with few solvable weaknesses. What is needed is their implementation for a better policy document.

The following is the existing textbook implementation procedures in Ghana.
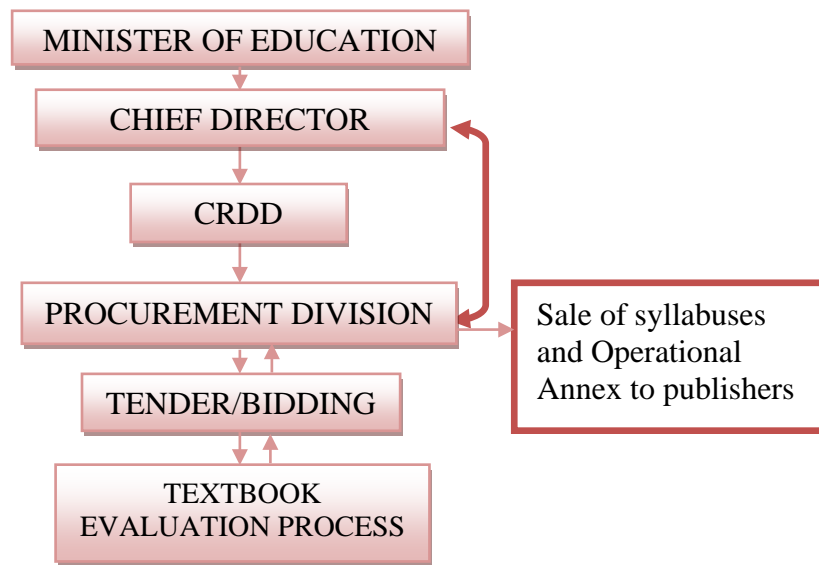
Fig. 4.1 Schematic Overview of Textbook Implementation Process in Ghana

A critical review of the system revealed that this is the conceptual framework of textbook implementation process. To begin with, the Ghana government, in consultation with the Ministry of Education, initiates a textbook project. This is influenced by a new Education Reform, which calls for the development of new syllabuses and textbook for the schools. It could also happen based on a review by the National Education System by the Government Select Committee.

The Minister of Education, through the Chief Director of Education assigns the Curriculum Research and Development Division (CRDD) to develop new syllabuses or

review the existing ones for the primary schools. The completed syllabuses are submitted to the procurement division for onward submission to the Chief Director for consideration and approval. At the procurement division, the syllabuses are made available to publishers in soft or hard copies with the evaluation criteria through tender invitation. The textbook tender is advertised in the national newspapers for potential local publishers to apply. After the textbook proposal consideration, publishers are given time to write and produce a dummy of the textbook manuscript for bidding and evaluation.

The dummy textbook goes through the bidding process at the procurement division. The selected textbook is sent for evaluation. During the evaluation, a panel of assessors comprising a lecturer, teachers of the subject area, industrial representative and a curriculum expert, assesses each and every primary school textbook based on a criteria set in the Operational Annexes of the policy document. The textbook must satisfy the criteria for evaluation before it is considered. In the consideration, two terms are used; approved and considered and approved but not considered.

After the evaluation, the result is sent to the Procurement Division. Copies of the results are made available to the CRDD to check whether the evaluation met the demands of the syllabuses. The evaluated textbook is supposed to go through post evaluation testing sponsored by the publishers and coordinated by the CRDD. This testing is very necessary in the sense that:

- the CRDD observes the pupils' response and reaction towards the textbooks.

- pupils' approach to the textbooks could also be observed.

- gaps within the syllabuses and the textbook could be taken into consideration.

- briefly, the result will serve as an input to the final textbook before mass-production for primary schools.

The potential textbook publishers are given the go ahead to mass produce the primary textbooks for schools.

The proposed textbook implementation procedures for Ghana by the researcher
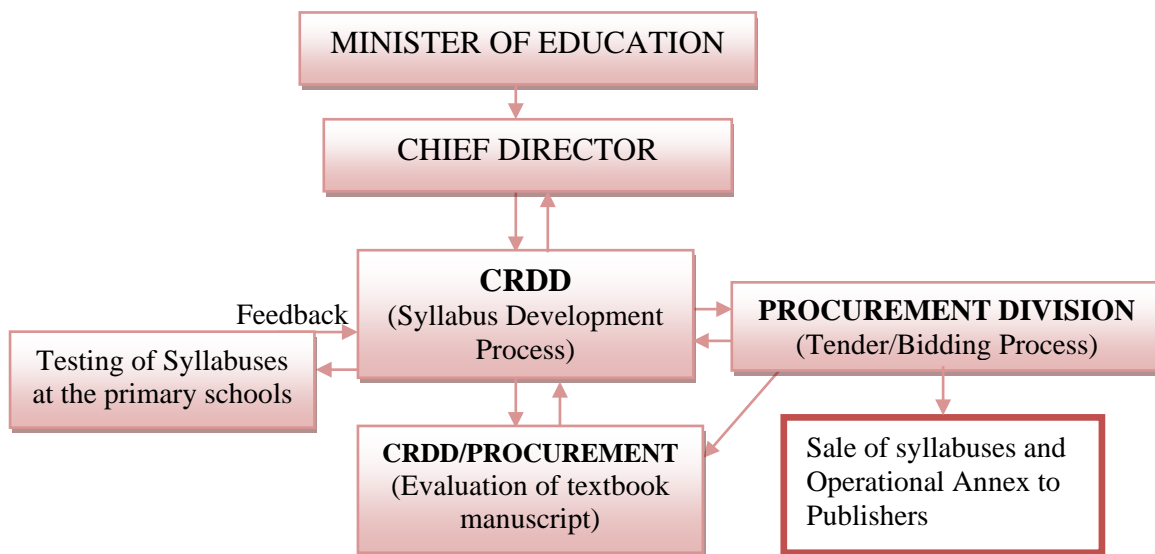
Fig. 4.2 Schematic Overview of Proposed Textbook Implementation Procedures for Ghana

The researcher critically studied the system and suggested a proposed textbook implementation process from the ministry to the publisher. The weaknesses reveal that the CRDD should play the central role instead of the procurement division. In a sense that according to Westbury (1990) the textbook defines the curriculum, "textbooks are the major-if not the only-definition of the curriculum". The syllabuses form the curriculum and syllabuses are sources of reference for the textbook author. The CRDD coordinate the development of the syllabuses. Because of that, they understand the structure of the syllabus. Therefore, any lack of understanding of the syllabus and miss-

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interpretation on the part of writers and publishers can be identified and corrected during the bidding and evaluation process. In addition, both the CRDD and the Procurement division should coordinate the evaluation of the textbook. This will ensure an effective and quality evaluation procedure with less manipulation of the system by publishers. Finally, testing of manuscript at the primary level is very important to be considered. According to Mahmood, Zafar Iqbal & Saeed, (2009) field-testing yield results leading to quality textbooks. In addition to that, Crismore (1989) said field-testing gives teachers' opportunity to explore the quality of the textbooks and have their needs, ideas and experience included.

4.4.1 Primary Syllabus Development Process by the CRDD

A syllabus is an outline and summary of topics to be covered in a course. An examination board, a written outline of a particular course including the requirements for the course, often sets it out. It includes course objectives and goals, list of assignments, and description of assignments (Center for online learning glossary, 2008). From interview and consultation, the syllabuses are prepared by CRDD with its selected panels. The Curriculum Research and Development Division (CRDD) of the Ministry of Education control the development of primary school syllabuses. The Minister of Education in conjunction with the President and Chief Director meet and decide on the start of Production of the textbook. The Chief Director then instructs the CRDD to develop syllabuses for the schools. The CRDD also works under the instruction of the Chief Director. CRDD forms the subject panels of a maximum of 6 (six) depending on the subject areas. The panel includes classroom teacher, curriculum expert, University

Lecturer-UCC and KNUST, Subject expert, Industrial representative, Personnel, depending on the levels.

The CRDD then meets the panel at a workshop to prepare guidelines for the writing of the syllabuses. The panels are briefed on the strategic approach to the curriculum development. A first draft is prepared after thorough discussions. The draft version is discussed for possible omissions, before the second version. It is then analyzed and edited. The draft syllabus is sent for trail testing at the primary schools for feedback. Experts review to discuss the syllabus with the panel to finalize work on the document. After proofreading, it is sent to the press for printing and finishing. Final copies are made available to the Director General (GES) through the Procurement Division. In the end CRDD-MoE, organize training for trainers on the syllabuses. The following is the schematic overview of the Syllabus Development Process

4.4.2 **Framework of the Syllabus Development Process**

Selecting Subject Panels
(Classroom teacher, Curriculum expertise,
University Lecturer-UCC and KNUST, Subject
expert, Industrial representative, Personnel)

Feedback and Evaluation

Distribution to Schools for trial testing

Drafting Syllabuses Integrating Societal Needs:
- ❖ Belief Systems
- ❖ Human Rights
- ❖ Courtesy and Etiquettes
- ❖ Gender sensitivity
- ❖ Health and Sanitation
- ❖ Personal Safety
- ❖ Population & Family Life
- ❖ Natural Disaster
- ❖ Environmental Issues
- ❖ Science and Technology
- ❖ Values, Vision, Creation, Aspirations
- ❖ Position in the world

Typesetting, Printing and Binding

Final Typing to Print

- ❖ Proof Reading
- ❖ Spell Check
- ❖ O.K. to Print

Curriculum Specialists Check

Evaluation Drafts

Updating of Syllabuses

Analyzing Trialed Data

- ❖ Check Correct Sequencing of Instructional Objectives
- ❖ Check Appropriateness and Weighting of Profile Dimensions
- ❖ Link Themes and Topics Horizontally and Vertically
- ❖ Check Correctness of Content Information

```
┌─────────────────────┐
│  Draft Syllabuses   │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│  Proof - Reading    │ - - - - ▶
└─────────────────────┘
```

Figure 4.3 Schematic Diagram of the Primary school Syllabus Development Process in Ghana. **Source:** MoE-CRDD file, 2006

Figure 4.3 shows the framework of the syllabus development process by CRDD. It starts with the selection of subject panels and moves on to the drafting of the syllabus where societal needs are integrated: the belief system, human right, gender sensitivity, population and family life. The first draft of the syllabus is evaluated and trial data analyzed. The syllabus is drafted afterwards. The drafted syllabus is proof read to check correct sequencing of instructional objectives and updating of syllabus. Curriculum specialists vet the updated syllabus before final typesetting for printing. It is distributed to primary schools (after printing and binding) for trial testing. Feedback is taken from the schools for evaluation. The process involves a lot and the following are some strengths and weaknesses in the syllabus development process:

4.4.3   **Strengths in the Syllabus Development Process**

1. Syllabus preparation: The syllabuses are based on the culture of Ghana.

2. The syllabuses are prepared to cover the various subjects and academic levels.

3. The selected panels for preparation of the syllabuses are usually experts in the various subjects.

4. The panel formation and workshops contribute to produce syllabuses.

4.4.4   **Weaknesses in the Syllabus Development Process**

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1. Absenteeism of panel members. Full complement of subject panel membership is never realized resulting in low quality output during working sessions. In addition, the allowances for panels are not attractive to motivate members to be present during the syllabus development process.

2. The evaluation of on-the-ground problems in the schools for syllabus preparation is inadequate.

3. Lack of trial testing of syllabuses. Test of syllabuses for a year at the public primary schools to fill all gaps before the final syllabus development is not done. Errors are carried to the classrooms to pose many problems to teachers and pupils.

4. Syllabus preparation schedule is short. Time for the preparation of syllabuses by CRDD and the panels is short for quality work. Because the duration for preparing the syllabuses is short, there is lack of research information to upgrade the structure and content of the syllabuses.

5. The conditions put in place for panels during primary school syllabus development are not attractive to motivate all the needed panels to be on board for quality syllabus development.

6. Criteria for selecting panel members. The right procedures for selecting panel members are not applied. Only friends of CRDD staff are selected. Expert search should be done through adverts in the media about the programme alongside set criteria for membership.

7. There is complete lack of vision, creativity and aspiration of the nation in syllabuses development.

4.4.5   **The Textbook Bidding Process**

The Procurement Division of the Ministry of Education handles this role. According to the division, bidding or tender is a stage where publishers, both local and foreign, are given equal opportunity to competitively display their manuscripts for evaluation and adoption. Whenever there is an Education Reform or a change in the syllabus by an existing government or change of government, publishers are invited for a tender. The national competitive bidding is open to every publisher in Ghana. A foreign publisher however, has to collaborate with a local publishing house in order to take part.

The first stage in the bidding process is advertising of tender in the National dailies by the Procurement Division. The invitation spells out details of the demand for procurement towards the textbook contract. The advert is published in the major newspapers especially Daily Graphic and Ghanaian Times. Interested publishers are given the mandate to purchase the Operational Annexes and the distribution policy document to prepare their textbooks. The Operational Annexes and distribution policy come with a syllabus. These days publishers are made to download the syllabuses from the internet through the Ministry of Education website. After that, publishers are to submit their manuscripts within six months with an extension of two weeks. Then an addendum is given. After the advert, publishers are invited to put in their application. In the application, a bidding fee is paid with a bid security quoted in US dollars. In return,

copies of the Evaluation and Selection documents with the syllabus are given to them as a guide in their manuscript development process.

Timing/Addendum: After this stage, publishers are given the period within which to present the manuscript or camera-ready copy for evaluation and procurement. Publishers are given an addendum, a working period of about six months with an application extension for primary school textbooks.

Types of Books for Assessment Stage. This is the stage to show the types of books prepared by the publishers. When the addendum is due, publishers are invited again. At this time, they are made to submit their manuscript in the form of dummies or the real textbooks. These are plain sheets cut according to the paper grammage and according to the sizes of the finished books, depending on the specification in the operational annexes. Eight pages of the finished textbooks are added. Finished manuscripts can be replaced with the dummies. Six copies of the textbooks and teachers guide for each level, from Primary 1-6 are also added.

Inspection of Manuscripts of Camera-ready Copies. This stage is very crucial to the publisher. The Procurement Division, according to participating publishers, inspects the various demands of the textbooks for tender. This is to help procurement to check whether the textbooks meet the requirements of a tender. In addition, prices of the textbooks are called out for consideration and approval.

Preliminary Evaluation: The preliminary evaluation stage, is to crosscheck the document presented by the bidding team. Any mistake with the publisher's document

will cause disqualification. After the preliminary evaluation, the selected ones go through coding and the correct ones are selected.

The procurement division checks out for the following:

- Bid security from a reputable bank
- Tax clearance
- Company registration certificates
- Submission fees: an amount of money collected to facilitate the process.

Lack any of these listed documents disqualifies the publisher from the bidding. The publisher's manuscript on the various subject areas qualifies for assessment by the Procurement Division. Those who go through this stage move to the next stage called "content evaluation". The Evaluation Coordinating Committee (ECC) handles this stage. ECC in collaboration with the evaluation team formed by the GBDC or the Procurement Division evaluates the textbooks according to subject areas. Finally, the Ministry of Education, requests proposals for textbooks, evaluation and selection for primary schools. The following strengths and weaknesses were obtained from Publishers, Procurement Division and the CRDD in the itinerary of the study.

4.4.6 Strengths in the Textbook Bidding Process

1. Ensure competitive tender. The textbook bidding process ensures competitive tender among the textbook publishers. Participating publishers are given equal opportunity to take part in the bidding process for evaluation and adoption

2. Textbook pricing is determined by the publishers and the Procurement Division during the bidding process. An agreed and approved price of primary school textbooks is arrived at during the bidding process.

3. Local textbook publishers have the greater chance of participating in the bid than the foreign publishers. A participating foreign publisher has to work with a local publisher in oder to bid.

4.4.7 **Weaknesses in the Textbook Bidding Process**

1. The addendum for preparing textbook manuscripts for tender is short. The addendum in this dissertation is the time frame for the bid process. The time set for primary textbook publishers to prepare the their manuscript before tender is too short. As a result of that, publishers rush through the writing, design and presentation of the textbooks for bidding. Therefore, the expected quality of the material is not realized.

2. High rate of bid security. The textbook bid security which permits a publisher to participate is high to the extent that it deters some publishers from participating. (done in US dollars)

3. There could be corruption and manipulation of the system by influential textbook publishers during the bidding process (Adevoh, 2008).

4. Sometimes the agreed price of the textbook does not encourage a potential publisher to produce the expected quality of primary textbooks. As a result of that publishers employ the services of cheaper personnell to work with instead of qualified experts in the industry for quality textbooks development. Publishers should aim at satisfying the interest of the pupil's more than excessive profits.

4.4.8 **Textbook Evaluation Process**

According to Amri Al, (*n.d*) evaluation is on the basis that new set of textbooks needs to be examined to find out whether they are effective as expected. Studies from

literature divulge the two types of evaluation *on page evaluation* and *material in use evaluation*. At this stage, the Ghana Book Development Council (GBDC) is mandated to form the panel of evaluators when there is conflict of interest at the CRDD. The panel consists of lecturers, subject teachers and curriculum experts. The next stage is the content evaluation of the manuscript by the evaluation team. In the content evaluation, the first thing to be considered is coding of manuscript. Coding is done to take away the identity of the textbook for the evaluators to do fair assessment of the textbooks. Coding could be numerical or alphabetical. After the coding, evaluation takes off. It is done either in-house or outside the premises of the Ministry of Education. A maximum of six and a minimum of three evaluators are selected. A maximum of three evaluators are selected for Ghanaian language since they are hard to come by. However, the evaluators are also coded according to the manuscripts, the reason being that their reports are made known to the publishers to see their strengths and weaknesses. Therefore, their identity is disguised to some extent from the publishers to avoid confrontation and buying-off. Within the evaluation process are specially made forms: **Items not treated forms** and **Errors and Corrections forms**. In this case, any item not treated is referenced in the Item-not treated form.

In the items not treated form, the textbook is checked in conformity to the syllabus, topics, concepts and skills. If the submission of the textbook covers all the 100 % of the topics required by the syllabus, that person would not have anything like items not treated. If the textbook covers, 90 % that means 10 % was not covered and that must be stated in the items not treated form. This applies to all those who could not cover the 100 % requirement. The detailed description of the concept, in the syllabuses for better understanding is the skills. The same applies to the errors and corrections

form. The evaluation is done with a guide of a scheme in the Operational Annexes documents. Conformity to the syllabus is very critical. The textbooks are evaluated according to the evaluation criteria set in the policy documents. It is expected that every textbook in the system should be self-tuitional. (Procurement Division, MoE, 2007). Textbook evaluation is a key to quality textbook development. Therefore, the right personnel are required to ensure dreams of the exercise. In view of that Mahmood, Zafar Iqbal & Saeed, (2009) propose that evaluation and revision of textbooks based on field-testing and research yield results leading to quality textbooks. Meisalo (2005) emphasizes that the importance of repeated evaluation during the development of learning, especially new media (eg. textbook), and the need of continuous feedback on finished material is keen. In that case, researchers including the researcher agree that the evaluation process itself is critical to the selection of high quality and relevant textbooks and related materials (Chall & Squire, 1991; Farr, Tulley, & Rayford, 1987; Miller, 1986).

The following strengths and weaknesses were identified during the study and interviews with Steve Adevoh (2008) at the Procurement Division-Ministry of Education.

4.4.9 **Strengths in the Textbook Evaluation Process**

1. The primary textbook manuscript could be sieved through.

2. An attempt is made to select the best textbook manuscript for mass production.

3. The platform is open for competition for the primary textbook publishers.

4. The primary textbook manuscript is evaluated based on evaluation requirement

4.4.10 **Weaknesses in the Textbook Evaluation Process**

1. The textbook evaluation timeline is not enough for effective work.

2. There are no standard criteria for evaluation committee membership; selection is based on familiarity and personal preference by the ECC and GBDC.

3. In most cases, the influential textbook publishers manipulate the works of the evaluators.

4. Perhaps the most significant weakness identified is the lack of training of educators serving on adoption committees.

5. There is no fairness, legitimacy and transparency in the primary textbook evaluation process (Adevoh, 2008).

6. Unfortunately, some of the evaluators are not expert in the subject areas that give room for errors in the evaluation process.

7. Subject area teachers are generally not offered any training in the evaluation of instructional materials, either in their teacher preparation programs or as members of evaluation committee.

8. Evaluation committee members, therefore, tend to evaluate public developed materials with only limited attention to systematic criteria and procedures without research.

9. Finally, a serious weakness in the evaluation process seems to be the lack of research-based criteria available for evaluating and selecting instructional materials (textbook) (Stein, *et al.,* 2001).

4.4.11 **Textbook Publishing Process**

The first thing to be considered in the textbook publishing process is the idea development.

Conceptual Stage: The process begins when a textbook's author, who is often a teacher, tutor, lecturer, or a professor, comes up with an idea for a textbook he would like to write. The idea is usually based on a subject of expertise. He begins to develop his idea by including subjects to cover in the book, illustrations and practice exercises (Richards-Gustafson, 2010).

Richards-Gustafson (2010) expresses that after the author has his ideas organized, he writes a manuscript. This is a rough draft of the textbook that has been reviewed and revised by the author before it is sent to an editor. Findings revealed that unlike acquisition of manuscript for textbook that do not fall within the category of textbooks, textbook manuscript acquisition is commissioning of authors. Authors are assigned to write manuscripts using the syllabus developed by the Curriculum Division Team in every country. In Ghana, the curriculum research and development division (CRDD) is in charge of syllabus development. During the study, it shows that the approach used by publishers to commission textbook authors needs to be reviewed. Members of the writing group should be competitively selected from responses to public advertisements. The issue of selecting friends and relations with knowledge in the subject matter is not

the ideal situation. An effective measure must be followed to produce children's textbooks to avoid unnecessary mistakes.

In conclusion, the approach to acquiring manuscript for primary school textbook is not effective. That is the children are not involved in the development of the manuscript. Publishers sending the manuscript to them for a test of manuscript can involve the children.

An Editorial Review of the Textbook Manuscript: According to Richards-Gustafson (2010) an editor works with authors to develop a title for the textbook manuscript, sets deadlines provides guidance and feedback, and helps get the textbook bookmaking process under way. The editor reads the manuscript and provides the author with suggestions as to how to improve upon the work. In textbook publishing for primary schools, the editing procedure is slightly different.

In the current state, the authors who write the manuscripts, in-house editors with the help of the publishing manager, handle the editing of the primary textbook manuscripts. Another approach can be added to make the editing better and of a quality. It is recommended that greater attention should be paid to the editing stage. Suggestively, the editing process can take this form; after the manuscript has been typed, copies should be made to authors who developed it and selected subject area teachers who are current in the subject area. It could be an in-house editor/Freelance editor. After corrections effected and given to the designer for layout, printed versions of the pages designed should be made available to the same set of editors to read before the printed version is trial tested.

4.4.12 Strengths in the Textbook Publishing Process

1. There is a laid down procedure for textbook publishing.

4.4.13 Weaknesses in the Textbook Publishing process

1. The publisher's criteria for selecting authors for the primary textbooks are inappropriate.

2. Structural and Language editing of primary textbook manuscript is not thoroughly done to check logical presentation of content and appropriateness of language level to the target audience in the final primary textbook.

3. The timeline for the development of the textbook is too short.

4. There is increase rate of textbook piracy.

### 4.5 Outcome of Primary Teacher's Questionnaire and Interview
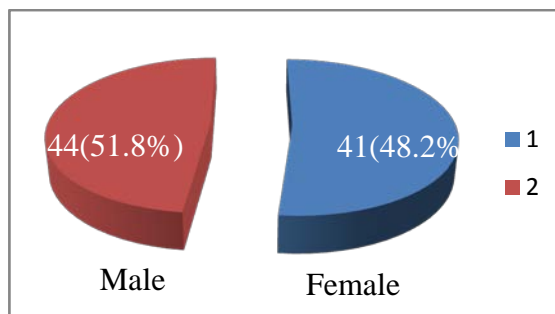
Fig 4.4 **Gender of Respondent**

Out of the number of primary teacher in the population 44 (51.8%) of the respondents were males, whiles 41(48.2%) were females.

4.5.1 Superiority of the New Syllabus to the Old one.

- The new syllabus is more practical.
- The new syllabus has a good cover and printing, with much detailed illustrations.
- There has been an integration of moral values into various subjects' areas.
- ICT is a course while RME is fused into the Ghanaian Language.
- There has been the integration of human values in the new syllabuses.

According to the response of 85 teachers, the new syllabuses are superior to the old because, the syllabus is simplified and modified to suite the new reform with profile dimensions indicated.

Table 4.1 Comments about the Cover Design of Textbooks Published for Primary Schools in Ghana

No. of Primary Teachers Respondents	Percentages (%)	Comments on the Primary Textbook Cover
69	81.2	Good (Low in quality)
10	11.8	Very good (Average)
6	7.1	Excellent (High)

Cover design plays very important role in textbook publishing especially the primary textbooks. It is the first point of contact for the child and the teacher. Table 4.1 shows that 69 (81.2%) of the respondents judged the cover design of the primary textbook as good, 10 (11.8%) judged it as very good while, 6 (7.1%) considered it as excellent. These show emphatically how the primary teachers see the primary textbook covers as good and not very good or excellent. It is a clear indication that majority of the primary textbook cover designs are of low quality. Most teachers commented that the covers are not attractive enough to the pupils. As stated by Amoah (2008) a teacher at Amankwatia primary school, the concept developments for some specific subject areas are deviated. It was concluded that the primary science textbook cover is very good in

terms of concept and presentation with exception of the black background colour. The darker background colour does not make the cover children centered and friendly in their learning environment. Finally, results from the field indicate that there are problems with some of the covers of the primary textbooks especially, Mathematics, Language and Literacy book two and English Language book five. The covers are soft, fragile, and hence not durable, and the binding is not strong enough. This came from 52.9% of the teacher respondents.

Table 4.2   Comments about the Design of Textbooks Published for Primary Schools in Ghana

No. of Primary Teacher Respondents	Percentages (%)	Comments
39	45.9	Good (Low in quality)
40	47.1	Very good (Average)
6	7.1	Excellent (High)

From Table 4.2 among the 85 respondents, the result showed that 39 respondents making (45.9 %) judged the design of textbooks published for public primary schools in Ghana as good, 40 (47.1%) judged it as very good and 6 (7.1%) said is excellent. Majority of primary teachers are of the view that the design of primary textbooks published is very good for that matter average in quality. Concisely, 40 teachers out of 85 considered the design of textbooks published for primary schools as very good (average in quality). It was not measured the excellent textbook design. Therefore, though the textbooks design was measured very good yet some elements such as use of types, presentation of text and illustrations affected the quality of design.

Table 4.3 Comments about the Illustrations in the Textbooks Published for Primary Schools in Ghana

No. of Primary Teacher Respondents	Percentages (%)	Comments
47	55.3	Good (Low in quality)
30	35.3	Very good (Average)
8	9.4	Excellent (High)

Table 4.3 shows that 47 respondents constituting 55.3% were with the opinion from experience that illustrations in the textbooks for primary schools in Ghana are good. 30 (35.3%) said very good and 8 (9.4%) said they are excellent. Therefore, the standard of the primary textbook illustrations is low in quality. High quality textbook illustrations must have a well or excellent features to complement the Government's and the policy aim of quality textbook production for all primary schools in Ghana. As stated by Oyebola (2003) Text must contain adequate and appropriate, well labeled functional illustrations.

Specific comments were stressed on the primary mathematics, integrated science and some of the English language textbook illustrations. In the mathematics textbooks, some of the illustrations were inappropriate. An example is the use of beans throughout the primary two textbooks. Because it might pose a problem between the child and the parent if so happens that, the child want to practice in the house. The essence of transfer of learning by the child in the real home environment would not be complete. There would be a complete state of confusion in the child's mine and believing the things in their textbooks for home practice. Other textbooks like the integrated science and English textbooks contain some illustrations that were not well drawn to attract the children.

Table 4.4   Comments about the Colours on Textbooks Published for Primary Schools in Ghana

No. of Primary Teacher Respondents	Percentages (%)	Comments
42	49.4	Good (Low in quality)
26	30.6	Very good (Average)
11	12.9	Excellent (High)

Table 4.4 shows a representation of how respondents judge the colour on textbooks published for primary schools in Ghana. Out of 85 respondents, 42 making (49.4%) said the existing colours for 2005 and 2008 textbooks are good. 26 respondents constituting 30.6% said is very good and 11 respondents constituting 12.9% are of the view that they are excellent. 6 respondents constituting 7.1% of the respondents gave no response. The result shows clearly that majority of the respondent's claim the colours on the textbooks are of low attraction. For a better result in appropriate colouring of primary textbook for primary schools, designers must play within the main primary colours. Investigation of the other colours that attract children apart from the main primary colours is also vital to be considered by designers.

Table 4.5 Problems with the Primary School Syllabus for Ghana

No. of Primary Teacher Respondents	Percentages (%)	Comments
51	60	Yes
33	38.8	No

Table 4.5 shows that 51 respondents constituting 60.0% said YES, they have problems with some of the primary syllabuses for Ghana. While, 33 (38%) of the respondents said NO they do not have any problem with any primary school syllabuses. The result reveals that there are problems with the primary syllabuses. Some of the syllabuses do not match with the textbooks. The syllabuses do not cover most of the topics for a subject in the textbooks. An example is the English language textbook at the upper primary and language and literacy at lower primary. The following are direct responses for those who said YES; the syllabuses are not released to publishers and schools on time and inadequate content quality. The Ghanaian Language syllabuses are prepared in English language and are difficult to translate. Some topics in the syllabuses do not match with the topics in the textbooks. There is no grammar in the Ghanaian Language syllabuses. Finally, there are repetitions of topics and the topics are not sequential. These are comments from 85 teachers who responded to the copies of questionnaire. This means that the textbooks must be marked up against the syllabuses before final printing. Publishing managers and editors lack critical marking up of textbook conformity with the syllabuses and various topics and the exercises to make sure they are enough for the children.

Table 4.6 Textbook is an Alternative in the Classroom Learning Process apart from the Teacher

No. of Primary Teacher Respondents	Percentages (%)	Comments
48	56.5	Yes
34	40.0	No

It is clear from Table 4.6 that 48(56%) of the teacher respondents are of the view that textbook is an alternative in the classroom learning process apart from the teacher. This is an indication that the textbook is a very essential document in the teaching and learning process. Thus, apart from the teacher in the teaching and learning environment, the textbook is an alternative. This confirms the statement by Lintowinsky (1992:98) that the best teacher of the child in the learning situation is the textbook. However, in our primary classroom the role of the textbook as an alternative is not well felt. Children do not really enjoy the fullness of the learning material.

Table 4.7 Are the children motivated enough by the textbooks available to pick and learn on their own?

No. of Primary Teacher Respondents	Percentages (%)	Comments
38	44.7	Yes
47	55. 3	No

The responses from Table 4.7 show that 47 (55.3%) of the teachers who responded to the question answered No. Which means that pupils are not motivated enough by the textbook available to pick and learn on their own. This does not confirm the statement that the textbook must be attractive and motivate the pupils to pick and study. Thus, without the teacher the textbook should be the alternative available material. Meanwhile, 38 (44.7%) forming the minority of the respondents said the children are motivated enough by the textbooks. This comes to the point that the designing, layout, illustration, typeface, colour and cover should fall within a standard to attract children to study their own textbooks. The study also shows that "without a teacher the textbook is the next alternative", as expressed by Browny (1992), works better at the upper primary level but

not effective at the lower primary level. In any case, children at the lower primary where the researcher visited responded well to textbooks that are attractive with colours, functional illustrations, good layout and attractive cover design.

Table 4.8 Comments about the Textbook Policy Providing Clear Enough Guide in Producing Textbooks in Ghana.

No. of Primary Teacher Respondents	Percentages (%)	Comments
31	36.5	Yes
25	29.4	No

From Table 4.8 out of the 85 respondents, 31 (36.5%) said 'Yes' while, 25 (29.4%) of the respondents said 'No'. This shows that majority of the publishers are satisfied with the existing policy document and how it helps them. Others are with the view that the textbook policy did not provide enough guidelines for textbook production in Ghana. Meanwhile, 29 (34.1%) gave no response to the issue at stake for consideration.

A closer review of the policy document by the researcher reveals that it provides evaluation criteria to guide the publishers for makeup but as to the achievement of that standard is another thing. The solution is to involve expert evaluators to evaluate the textbook according to content, pedagogical consideration, product standard, design and presentation (McCall, 2010).

Table 4.9 Acceptability of the current Primary School Syllabuses in all the Subject Areas.

No. of Primary Teacher Respondents	Percentages (%)	Comments
42	49.4	Yes

43	50.6	No

The motive of the researcher was to find out the acceptability of the primary textbook syllabus by the teachers. According to Table 4.9, 42 respondents constituting 49.4% said 'Yes' to the syllabi as acceptable while, 43 (50.6%) responded 'No' to the fact that the primary textbooks syllabi for the subject areas are not fully considered acceptable. This shows that there are some short falls within the syllabuses. Specifically, the English, Mathematics and Science syllabuses left out sequential order of the content and some details to make the content useful. It also lacks the vision of the nation, aspiration and creativity needed to change the society. This brings to mind that the achievement a quality development of syllabuses requires the full complement of the team during writing and revision.

Table 4.10 Comments about the Supply of Textbooks to the Pupils at the Primary Schools.

No. of Primary Teacher Respondents	Percentages (%)	Comments
12	12.8	Yes
73	87.2	No

Table 4.10 provides clear information on whether textbooks supplied to the pupil at the primary schools are enough. According to the response, 12 (12.8%) said 'Yes' the primary textbook supplied are enough for the pupils. In the same vein, 73 respondents making (87.2%) were of the view that the textbook supplied to the primary schools in Ghana are not enough. An interview with some heads of primary schools revealed that the books are deposited at the district depot, but for it to be supplied to the schools in the right quantity becomes the problem.

That is why, in the best interest of the schools and pupils, the publishers in collaboration with local booksellers must take part in the distribution process. This will help make the aim of the policy on effective textbook distributions to all primary schools in Ghana a reality. The essence of free production of primary textbook is to make textbook accessible to all public schools for effective and efficient teaching and learning.

From the No side of the response, the ideas expressed were that majority of the teachers complained about inadequate supply of primary textbooks to our schools. This can be curtail by periodic statistical review of school enrolments to find out which schools lack the textbooks within the year, to help solve the issue of inadequate supply of textbooks to the primary schools. There was a concern that the textbooks should be given free of charge to all private and public schools. It can only work when private school owners are involved in the negotiation process. Since private businesspersons own those schools, parent handles the cost of textbook.

There is the need for the pupils at the private schools to have a share in the national cake since quality education is for all. The main problem is that because the private schools are not supplied with textbooks, they are made to purchase the textbooks at a higher price. Therefore, they are moved to purchase self-published textbooks at an affordable price that to them and the schools are equally good. Finally, the primary textbook distribution process needs revision.

4.5.2 Primary Teachers General Concerns about the Textbooks for Primary Schools in Ghana.

The following are the concerns raised by respondents about primary school textbooks in Ghana. 17 % of the total respondents said most textbooks lack good quality

printing. Others were with the view that the print quality is good. The teachers' greater concern was that in the area of mathematics, the primary textbook lack effective methodology and there were no textbooks for primary schools in Ghanaian language courses. The design and illustrations should be clearer. 70 % said textbook covers should be hard with an improved paper quality. In addition, the exercises are too many for a unit especially the English language. The content of textbooks for primary six (P6) seems to be above the pupil's level and the supply of textbooks has always been inadequate.

The results from the findings show clearly that out of the 100 % respondents, 95.3 % said the binding should be strong enough. The textbook binding easily deteriorates and looses value after a year. In addition, 70.6 % respondents said adequate pictures and glossary be provided in the primary textbooks. This will help the reader to make a quick reference to unfamiliar vocabularies in the textbook. The content should reflect the local settings of the pupils; this is a comment from 4.7 % of the respondents. In addition, 3.5 % of the respondents are of the view that the textbooks should be more practical. In this case, if the comments are considered in the development of primary school textbooks it will arouse the interest of the pupils.

The result from the field highlighted the various comments expressed by most of the teachers:

- Some of the units in the primary textbooks are advance for the pupils, especially, primary 2, 3 and 6.

- The covers and the binding should be strong and durable to stand the test of time.

- The primary textbooks are not enough in supply.

- The quality of content development, layout and illustrations needs improvement. The illustrations are not enough to enhance the understanding of subject matter. Most times the illustrations do not explain the concepts. Because of that topics look so abstract in the classroom when teaching.

- The vocabulary level in the primary language, literacy, and english language textbooks are high. An example is the, primary four (P4) and five (P5) textbooks.

- The mathematics textbook from primary one to primary six is not activity oriented. The explanations are not enough and the methods are not self-tutored.

- The natural science for lower primary and integrated science for upper primary does not have detailed explanation to the topics/lesson to be learnt. The illustrations are not detailed enough to explain the idea in the text.

- The primary english textbooks should follow a particular sequential order. This helps the teacher to teach the topics accordingly.

- The textbooks should be cheaper and affordable.

- The primary textbooks should contain both rural and urban events as well as the dos and don'ts in the society.

- The arrangements of the topic in the syllabuses are not sequential.

- Authors of mathematic textbooks do not use the appropriate method that will arouse children understanding of the subject matter.

- Is only the intelligent student who fined fewer problems with the textbooks when studying on their own? They happen to be 10 out of 30 in the urban areas, 5 out of 30 in the pre urban and five in the rural areas.

4.6 **Outcome of Questionnaire and Interview from Potential Publishers**

The list of potential publishers contacted during the data collection process are as follows; Allgoodbooks Limited, Nyansapow PWB & Print, Staples Systems Ltd., Adaex Educational Publishers, Unimax Macmillan Ltd., Legon University Press, Adwinsa Publication Ltd., Approachers Gh. Ltd. and MAYAN Publication. These publishers won the Government textbook bidding for the primary schools. They were selected because they won the Government primary textbook bidding to produce and supply to schools.

4.6.1 **The Policy and its Support to Publishers in the Textbook Publishing Process**

The findings show fervently that five (5) publishers are of the intention that the policy is clear enough to support publishers in the primary textbook publishing. While four publishers said NO. The policy is not clear enough to support publishers in the textbook publishing. Besides, there is a close margin between the two. The nine publishers expressed their views based on their experience, yet no wonder the literature reveals that the policy favours publishers more than the other stakeholders. It helps the capacity of the publishers in the primary textbook business (MoE 2007). The NO respondents confirm the discussion on the policy that the aim of the policy is 40% achieved and 60% unachieved. In addition, to the policy, there are some significant weaknesses in the primary textbook policy implementation. It is assumed that publishers are competent enough to read the technical side to ensure quality primary textbook production.

According to the publishers, there is no ambiguity for now, just that many things are yet to be implemented such as decentralization system, school based selection of

textbooks, and trial testing. Meanwhile, these are the most important aspects if the quality of textbook content and design are the top most goals.

In conclusion, the textbook policy for primary schools does not cover all the aspects in textbook publishing procedures. Publishers are in favour of the textbook policy because it favours them more than the other stakeholders in the industry.

4.6.2 Comments about Guiding Document that Guides in the Textbook Publishing Process in the Areas of Page Layout

It is clear from the findings that a number of publishers do not have any documents that guide the textbook publishing process in the area of layout design. Six (6) of the respondents said they have no documents as a guide whiles three (3) also said they have documents. Closer investigation about their guided document was the policy criteria for assessment but not really a laid down document. This shows the need for the publishers to have guiding documents that spell out primary textbook quality layout indicators to ensure an excellent layout design. A detailed guide to help publishers in the primary textbook publishing process is vital. It will guide them through design and illustrations. Apart from the technical knowhow of the designer or illustrator, nothing serves as a guide.

4.6.3 Comments about Guiding Document in the Textbook Publishing Process in the Areas of Writing

Findings show that a number of publishers agreed that their firms do not have a guide that helps in the textbook publishing process in the area of writing. With exception of Macmillan who provide it author with a guide the rest do not. This could result to unsatisfactory content development for public primary schools. The result from the intervention of the local and foreign publishers indicates guidelines for authors by the

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publishers in addition to the syllabuses. Therefore, textbook authors should be given guidelines for quality content development and ensure creativity.

4.6.4   Comments about a Guiding Document on Textbook Publishing Process in the Area of Illustrations.

Information gathered from publishers indicates that there is no guiding document for primary textbook publishing process in the area of illustration. Thus, six (6) respondents said there is no guiding document for illustrating children textbooks. Whiles three (3) respondents refer to the policy document as a guide. The reason is that publishers do not see the need to provide guidelines for illustrators because they already have the skills. Research reveals that in addition to the design assessment criteria in the operational Annexes, illustrators still need guidelines to ensure effective illustration for children textbooks. Because acquiring the illustration skill is one and having a technical knowledge is another. The two come together to ensure effective illustration. In view of that (Areo, 2001 as cited in Oyebola, 2003) says text must contain adequate and appropriate, well labeled functional illustrations and contain gender-role stereotypes. Besides, there should be appropriate balance between text and illustration. In addition, Bovee and Arens (1989) in Johnson (1994) believe that an illustration must bring out the right kind of perception for learning to take place. In order for the illustration to be successful, it must be simple, accurate and appropriate (Loomis, 1986). In conclusion, an illustration guideline for children's textbook is necessary for textbook illustrators in Ghana.

4.6.5 Comments about a Guiding Document for Editing Primary Textbooks.

Editing is the central part of the textbook publishing process. Without editing, the manuscript is not considered publishable. It shapes the rough edged manuscript into a well-defined and excellent material for the reader's consumption. Findings show six (6) respondents with the view that there is no guiding document for editing of textbooks for primary schools in Ghana. This calls for a big question; what is happening? Editing is vital in children's textbook publishing. This show how textbook publishers do not attach importance to editing of children's textbooks. It is recommended that editor should be given some level of training in editing of educational materials. In addition to that, authors, in-house editors, and at least three experienced teachers in the subject areas should finally edit the manuscript before finalizing design, for production.

4.6.6 Factors to Consider when Designing and Illustrating Textbooks for Primary School in Ghana

Results from the field proved that there are factors to consider when designing and illustrating for primary textbooks. It shows that the entire respondents have common knowledge about the factors. The following are factors to consider when designing and illustrating textbooks for primary schools in Ghana: The Age of pupils, the environment of the pupil/children, children's level of understanding, subject areas, targeted user, gender equity, and the use of identifiable images within the environment, level of education, physical features and text readability.

4.6.7 Comments about ways to make the Cover Design for Primary Textbooks attractive

The result from the field indicate six (6) respondents are of the view that to make the cover design attractive to the pupils, the textbook should be colourful, the cover should be simple and communicate well. The use of items from our local environment should be the greatest consideration. It should bear attractive and entertaining illustrations to match with the title of the book and the age group. It must reflect the basic concept of the subject matter and the cover should be hard enough to stand the test of time.

4.6.8 Comments about ways to Design Attractive Layout for Primary Textbook

Ways to design the layout of primary textbooks in an attractive way. First 55.5 % of the respondents said enough margins should be left around the text area to make the page attractive to children. The layout should be simple and allow enough leading for easy reading. Application of one colour scheme or less than three is most useful for children's book layout. 33.3 % of the respondents said, the choice of font should be bold and clear enough. Page numbers should appear at the bottom of the page. The placement of illustrations on a page should aligned with the text and bold enough to be identified by the pupils.

4.6.9 Comments about Making Illustration of our Primary Textbooks Attractive

Illustrations play a very important role in children's textbook preparation and production. It adds more understanding to the text of study. Physically, pupils are exposed to things that are far away from their environments in the textbooks. Therefore, the illustration must be very attractive to the pupils in the textbooks to ensure clarity and understanding. Among the number of respondents, 66.6 % are of the view that primary

textbook illustration must be realistic since the children are at the foundation stage and must learn what is real before moving into abstract and representational. The use of realistic drawing will help the pupils to develop the concept of learning and observing the right and to know what is good from bad. Digital and watercolor rendering is recommended for children textbook illustration.

It makes an illustration attractive and bears many colour schemes. The use of digital colouring applied in well-defined children's illustrations is good for children textbooks. Thus, 33.3 % of the respondents also, said the illustrations must be simple and should not be over coloured. In this case, black and white illustrations in pupil's textbook preparation and production are not appropriate. They do not communicate well to the pupils.

The following are findings to rank the quality of the illustrations in textbooks published for primary schools. The responds show clearly that some of the illustrations used in our primary textbooks are not properly drawn and rendered. The results show no excellent illustrations in our textbooks. Seven respondents ranked the quality of the illustration in the primary textbooks as average and two respondents ranked it as very good. In terms of number of respondents, the illustrations are not within the expected quality for primary textbooks in Ghana. It means that the right approach to illustrating children textbooks is not well acquired by some illustrators. That is to say, that, some illustrations are not appropriate. Illustrators should use guided photos based on the illustration briefs to serve as a guide for better illustrations. Technically, the support available for textbook publishing in Ghana is the use of software that can help in the manipulation of text and illustration for better result. The following are recommended

page layout softwares such as In-design CS, Quark Express, CorelDraw, Photoshop CS, Illustrator CS.

4.6.10 The Colour Scheme Considered Attractive, Appropriate and Acceptable for Primary Textbooks

Full colour scheme is attractive, appropriate and acceptable for primary textbooks. By popular acclamation, nine (9) respondents recommended the use of primary colours for primary textbook production. It is believed in education that children learn better from known to unknown. Children are attracted to bright and easy to identify colours within their environment. Concisely, the suggested colour scheme for primary textbooks was the primary colours such as Red, Yellow and Blue with Green as an example of primary colour of light. The primary colours could be tinted or shaded.

4.6.11 The Quality of Textbooks Cover Design Published for Primary Schools

Information from the field shows that five (5) of the respondents ranked the quality of primary textbook cover design as below average. Two (2) said it is average, and two (2) ranked it as very good and excellent respectively. The research shows clearly that the quality of the primary textbook cover design does not fall within the excellent and very good. Below average means there is more to be done to improve it. Some public primary textbook cover designs are not the best and there is the need to make them catchy and attractive to the pupils. This happens at a point when publishers are pressurized to submit the completed books for assessment. They go through a lot of

pressure to get the textbooks done to meet the deadlines. Therefore, it is about time, schedule given to publishers is reviewed in other to help the stakeholders in the primary textbook publishing process work effectively. The development of primary textbook covers based on the children's age group and the title of the book will help come out with good conceptual covers for primary textbooks.

4.6.12 **The Quality Level of Layout of Textbooks Published for Primary Schools**

Findings from the number of respondents show that four (4) are of the view that the quality of the inside layout of textbooks published for primary schools are good. Four (4) of the respondents also ranked the quality of the layout of the primary school textbooks as average. One (1) respondent ranked it as excellent. The result shows that the layout for primary textbook is within good and average. This means the layout in general has some weaknesses. Meanwhile, the ranking should have been excellent since the target for primary textbook production for primary is towards excellence. Concisely, the layout of the Ghanaian primary textbook from some selected textbooks in 2005 and 2008 were not of high quality. In the evaluation remark, the details were specified.

4.6.13 **Superiority of the new syllabuses over the old syllabuses**

Clearly, there is an indication that the new syllabuses are superior to the old syllabuses. In this regards, 44 % of the respondents were of the view that the new syllabuses are good with new topics while, 22 % of the respondents said they are good with practical applications subject. Finally, 22% of the respondents commented about the introduction of current issues and technological advancement. Such subjects are Creative Art and ICT. This shows how unsatisfactory the old syllabuses were. Concisely, the 2009 primary syllabuses are superior to the 2005 primary school

syllabuses with greater emphasis on mathematics, english language, Science, Language and Literacy.

4.6.14 **Publisher's Comments about the Existing Strengths in Textbook Publishing Procedures for Primary Schools**

Majority of the respondents (5) expressed their view that the various strengths existing in the textbook publishing procedures for primary schools are: capacity building of publishers and strict adherence to publishing procedures. That is to say that the policy is prepared to the advantage of publishers and not the other stakeholders in the industry. Publishers are the main beneficiaries instead of the other stakeholders in the industry. This has killed the idea of capacity building for all stakeholders in the industry. The textbook policy empowers the publishers to ensure quality production of primary textbooks.

It gives room for competitive bidding among the private publishers to eradicate monopoly of textbook production for primary schools. It ensures fairness in awarding contract to textbook publishers. It ensures the value for money. Assessment criteria for evaluating textbooks are made available to publishers before writing for consideration. It ensures cost effective and sustainable procurement of textbooks and other instructional materials. There is active private sector involvement in the implementation of a sustainable textbook development production and distribution system.

4.6.15 **Publisher's Comments about the Existing Weaknesses in the Primary Textbook Publishing**

Findings show that there are some weaknesses in the primary textbook publishing. Some of these weaknesses are inadequate editing of the primary textbooks, and high rate of piracy. The current editing approach should be improved.

4.6.16 Judgments about the Illustration of English Textbooks Published for Primary Schools

Out of the nine (9) respondents, four said the illustrations in the primary English textbooks for 2005 are well illustrated. While five said, the illustrations in the primary textbook published are not well illustrated. This implies that some of the English language textbooks for primary schools have well-illustrated and poor illustrated pages. In conclusion, the illustrations in the english primary textbooks have trait of good illustrations and poor illustrations. Nevertheless, the poor outnumber the very good ones. Primary textbook illustration should not be done under pressure. The aim is to make sure the illustration matches with the text. That is to say that apart from the briefs, textbook illustrators must at least read the textbooks before illustrating it.

4.6.17 Judgments about the Design of English Textbooks Published for Primary Schools

The field result showed that four (4) respondents judged the design of primary english textbooks as well designed. Five (5) respondents forming the majority of the respondents were of the view that the primary english textbooks are not well designed. The primary english textbooks published by the various publishers are not well designed. In any case, the margin is close in terms of percentage yet the majorities' point is highly considered. They cannot be considered the best-designed textbooks. It also means that more designers are not conversant with children's textbook designing which

is always sensitive and technical. As Collingwood (1992) expressed the needed result in excellent primary, textbook design is the pleasing and effective appearance of the whole page. Subsequently, to sustain reading, all the elements on the page must be placed to achieve a comfortable look of stability. It is recommended that an intensive workshop is organized to upgrade their knowledge in children's textbook design and presentation.

4.6.18 Judgments about the Illustration of Mathematics Textbooks Published for Primary Schools

Findings shows that seven (7) respondents said the illustrations in the mathematics textbooks published in 2005 for primary schools are well illustrated. While the minority 2 respondents said the primary mathematics are not well illustrated. This is an indication that largely the primary mathematics textbooks are well illustrated. Nevertheless, since there were some indications by minority saying that some textbooks are not well illustrated, it means that there are some flaws that need to be looked at, these flaws emerged when discussing the mathematics book two.

4.6.19 Judgments about the Design of Mathematics Textbooks Published for Primary Schools

It was clear that eight (8) of the respondents consider the design of the primary mathematics books as well designed. Two respondents are of the view that the primary mathematics textbooks are not well design. In conclusion, it portrays the design primary mathematics textbooks are very good.

4.6.20 Judgments about the Illustration of Natural Science Textbooks Published for Primary Schools

It is clear that, the natural science textbook for primary schools happen to be well illustrated according to the majority respondents, thus seven (7) respondents said the illustrations are good whereas two (2) respondents said that the natural science textbook is not well illustrated. It is interesting to realize that publishers see the illustrations in the natural science textbook for primary as well illustrated. It means that the illustrators were up to standard. Refer to the evaluation of primary textbook section for further discussions.

4.6.21 Judgments about the Design of Natural Science Textbooks Published for Primary Schools

The results from the questionnaire indicated that four (4) respondents were with the opinion that the natural science textbook for primary is well designed. While five (5) respondents said primary natural science textbooks are not well designed. The designs of most of the textbook for primary school are not good yet some are well design. Ravelonanahary (2005) said textbooks should be designed to satisfy the needs of the learner. They can be simple but useful.

4.7 Outcome of Questionnaire and Interview from Textbook Illustrators/ Designers

Statistical Package for Social Sciences was used to analyze the data. All the responses were coded with numbers defined for the system to recognize them. The package analyses the data presented in a numerical form.

4.7.1 Gender Sensitivity of Respondent

From the number of textbook illustrator/designer who were given questionnaire, seven (7) were males while two (2) were female. In all, there were more male textbook designers than females. This shows that the illustration and designing profession is not gender sensitive. There are more males than females. It could mean that publisher prefer male textbook designers to females.

4.7.2 **General Comment about the Page Layout of the Existing Textbooks for Primary Schools**

Out of the 9 respondents seven (7) were with the opinion that some of the layouts design of the existing textbooks for primary are not good enough; while two (2) said some are good. In all, the majority of designers said some are not good enough. Therefore, the layout for primary school textbooks should be improved. Excellent page layout makes the textbook page attractive for reading. In the same vain, it encourages the children to study the textbook. Children also experience good look of proper arrangement of text and illustration on a page. Studies by McCall (2005) reveal that a good layout must show appropriate balance between text and illustration.

The following are comments by the designers. The layout is; not impressive, not too impressive, okay, not so perfect but better than some years back, not all are suitable for the target users, some are not suitable for the target audience. This is an indication that the layouts designs for primary schools textbooks are not good enough. The current standards need to be improved. Unattractive design layout does not attract the child in the learning process. Critical study of the existing layout shows a lot of overcrowding of text and illustration in the textbooks. This has an adverse effect on the child's learning and understanding.

The reason being that the layout design constitutes the choice of typefaces, arrangement of the text on a page, the use of margins, the size of the type chosen and the placement of text and illustration on a page. Inappropriateness in the afore-mentioned components affects the layout of the textbook design. When that happens, it affects the child's desire for studying. Therefore, to sustain reading, all the elements on the page must be placed to achieve a comfortable look of stability. Therefore, in textbook layout for children, the issue of size of illustration, length of text and margins has to be considered (Collingwood (1992).

4.7.3 General Comment about the Existing Textbooks for Primary Schools in terms of Cover Design

From the literature, it revealed that textbook cover is the first point of attraction when it comes to the use of textbook. It can whet the appetite for reading a book or not. Cover design is the main side attraction of the book aside the layout. Inherently, the cover design for primary textbooks are expected to be very attractive, colourful and based on the right concept to the children. The cover design first draws the learner's attention towards the textbook. Comments from respondents were lack of professional touch to the cover design of the existing textbooks for primary schools. The covers need improvement, taking into consideration, illustrations that will match with the title of the book and the appropriate typeface.

All these primary textbooks were dated 2005. Mention can also be made to the fact that out of the total number of nine designers, five (5) said there is lack of professional touch. Four (4) were of the view that the primary textbook cover designs

are good. In conclusion, the primary textbook covers were not of high quality in design. What makes a design (cover) good are as follows;

- Making room for margins for readability
- Creative positioning of illustrations in the text
- Aligning of text and illustration to appear excellent
- The use of attractive colour of not more than three and scaling of illustrations to appear clearer.
- Textbook cover design has to do with planning, manipulation of text, choice of types, use of illustrations, and choice of colour to satisfy all specifications both physiological and psychological needs of the user or reader.

4.7.4 **General Comment about the Illustrations in the Existing Textbooks for Primary Schools**.

The result from the field shows that the illustrations in some of the existing primary schools textbook need improvement. They are not the best. Nevertheless, four (4) of the respondents said the illustrations of the 2005 textbooks are good. Good because some illustrations were drawn and rendered well in watercolour. They were illustrated to match with the text.

4.7.5 **Experience in Terms of Concept Development**

It was clear from majority of respondents that the factors to consider when developing concepts for primary textbook cover are as follows:

The use of colours, appropriate typography, title dominance, subject area, the age group of textbook users, the user's level of understanding and gender stereotype.

4.7.6 **Factors to Consider when Illustrating for Primary Textbooks**

Illustrations add meaning to a written text to make it attractive to the reader. A primary textbook needs illustrations to make it attractive and understandable to the users. Without the illustrations, the text would look meaningless to the pupils. According to the respondents, the following were factors to consider when illustrating for primary textbooks: the age group of the pupils, subject area of textbook, level of understanding, and environmental conditions. These were the responses given by majority of the respondents. These factors are vital to illustrator when illustrating for primary textbook.

4.7.7   Factors to Consider when Designing the Textbook for Primary Schools

According to the respondents, the factors to consider when designing the layout for primary textbook are the choice of colours, the choice of type, readability of the type, and level of pupils understanding, the size and number of illustrations within the text. These were given by 66.6 % of the respondents.

4.7.8   Factors to Consider when Choosing Type for Primary Textbooks

Majority of the respondents reveal the following as factors to consider when choosing type for primary textbooks: Legibility and readability of type, suitability of the colours, age groups, the length of text, and the size of the book. Result from field show clearly that six (6) of the respondents consider the current choice of types for textbook design as appropriate and fairly appropriate respectively. The result shows that six (6) of the respondents claim the choice of type for some textbooks for primary schools are fairly appropriate.

4.7.9 Factors that Influence the Choice of Colours for Designing Primary Textbooks

There is an indication that eight (8) of the respondents are of the view that the factors that influence the choice of colours for designing primary textbook are: age group, the subject of areas, and the level of pupils.

4.7.10 Comments about the Current Primary Textbook Attractiveness and User-friendliness

Out of the number of respondents, eight (8) respondents expressed their views that there is the need for qualified people with technical knowledge in textbook research to get on board; the textbook should be well design with interesting and well-rendered illustrations. Textbook covers should have the appropriate colours, functional illustrations, appropriate concept and well presented alignment to make the cover attractive. It was suggested that the cover should be doubled during binding to stand the test of time. This stand to the fact that textbook for primary schools currently should be extremely attractive to motivate pupils to study.

4.7.11 Comments about the Nature of Textbook Publishing in Ghana

It is clear from the comments that, textbook publishing has a future. Majority of respondents are of the view that illustrations for primary textbooks should be good just as the designing and editing. Electronic version of textbook should be introduced to make it a complete package. In addition, the future holds for electronic materials with a printed material as a direct supplement.

4.7.12 What are the Strengths in the Existing Procedures in Textbook Publishing in Ghana

The strengths in the existing procedures in primary textbook publishing in Ghana are; the textbook policy helps private publishers to compete, the curriculum is well explanatory and current syllabuses are well covered.

4.8 Outcome of Interview from Public Primary Students

The following are comments expressed by 420 upper and lower primary students about their English language/Language and literacy, Mathematics and Science Textbooks.

Textbook Cover

- The textbooks covers are not attractive to pick and study

- Some of the cover illustrations do not match with the title of the textbook

- Some of the colours use are not children centered

- The covers are fragile and deteriorate easily.

Textbook Content

- Some of the textbooks are difficult to study on your own or without being taught

- The contents are not sequentially arranged

- The contents of science and english textbooks for upper primary are difficult to understand.

Pedagogical Consideration

- The appropriateness of instructional strategies depends on the type of teacher

- There is inadequate problem-solving skills both at an individual and group level

- Activities and assignments do not reflect the different learning styles of students.

Design and Presentation

- The some typefaces are easy to read others are difficult to read.

- The spaces are normal and easy to identify the sentences.

- Most of the illustrations in the textbooks are not nice

- Some illustrations in the textbooks do not explain the text well for better understanding.

- The primary textbooks look heavy when packed in the school bag.

- Some of the sizes of textbooks are too large for example English language and Integrated Science textbooks.

It shows from the findings that out of a class enrolment of 30 students, only 10 students understand the content of the textbook after lessons. Nevertheless, the remaining 20 students even after the lesson by the teacher see the pages as overcrowded. Teachers are tempted to schedule extra period to teach again. In the urban areas, the ratio is 10 students out of class enrolments 30 students. In the rural areas, 5 students out of 30/40 class enrolments averagely understand the content and appreciate the presentation of texts and illustrations. The remaining students had to be taken through extra tuition to understand the contents of the primary textbooks. Finally, it shows that greater numbers of the primary students do not enjoy the total quality of the textbooks for better understanding and transfer of learning.

4.9   Evaluation of Selected Primary School Textbooks

This section satisfy the second objective, the evaluation of selected public primary school textbooks developed in 2005 and 2008 under product standard, design and presentation, to measure their effectiveness. The evaluation criteria employed was based on Blumberg, (2007), Amri Al, (n.d), Wong (2009), McCall (2005) and Čeretková, Šedivý, Molnár, & Petr, (2008) evaluation criteria. The evaluation of the primary textbooks covers the three main subject areas supplied to the schools, mathematics, science and english language or language and literacy. The primary school has two divisions, the lower primary and the upper primary. The primary P1-P3 constitutes the lower primary while P4-P6 constitutes the upper primary. Critical review reveal that P1, P2 and P3 textbooks have common characteristics the same way P4, P5, and P6 has similar features. The researcher however focused on P2 and P5 textbooks for this dissertation. The researcher analyzed the primary mathematics, english and science textbooks with the following as the main focus.

Primary Textbooks for Evaluation
9. Gateway: Gateway to English for Primary Schools, Pupils Book 2 - 2005
10. Unimax Macmillan**;** Primary Mathematics, Pupils Book 2 - 2005
11. Gateway: Gateway to English for Primary Schools, Pupils Book 2 - 2008
12. Pearson Longman: Natural Science for Primary Schools, Pupils Book 2 - 2008
13. Unimax Macmillan: Primary Mathematics, Pupils Book 5 - 2005
14. Discovery Series: A New Primary Integrated Science, Pupils Book 5 - 2008
15. Gateway: New Gateway to English for Primary Schools, Pupils Book 5 - 2008

Plate 4.1 Samples of Primary School Textbooks Selected for Discussion

4.9.1 **Part 'A' is the Textbook Evaluation Criteria for Teachers:**
- Contents Writing
- Teachers Concern
- Practical Concern

The content writing is made up of 14 listed items with a rating from zero (0) to eight (8) totaling 112. Moreover, the teachers concern, which has to do with pedagogical consideration, is made up of seven (7) listed questions totaling 56. In addition, the practical concern, which has to do with design and presentation, is made up of eight (8) listed questions totaling 64. According to McCall (2005) without evaluation, textbook development is incomplete and unacceptable. No nation in this world develops their textbooks without an evaluation. Amri Al (*n.d*) asserts that evaluation is on the basis that new set of textbooks needs to be examined to find out whether they are effective as expected. Therefore, evaluation and revision of textbooks based on field-testing and research yield results leading to quality textbooks.

Table 4.11   Showing the Evaluation Summary of Mathematics, English and Science
            Primary School Textbooks.

Mathematics, English and Science Primary Textbooks			
Five (5) Lower Primary Teachers			
Criteria	**Maximum marks obtainable**	**Scores given by 5 teachers**	**Comments**
Contents writing	560	235	The quality of textbook content is below average
Teachers concern	280	135	The quality of pedagogical approaches in textbook is average
Practical	320	105	The quality of design and

concern			presentation of lower primary textbook is below average
Total	**1,160**	**475**	

Five (5) Upper Primary Teachers			
Criteria	**Maximum marks obtainable**	**Scores given by 5 teachers**	**Comments**
Contents writing	560	270	The quality of textbook content is little below average
Teachers concern	280	160	The quality of pedagogical approaches in textbook is a little above average
Practical concern	320	120	The quality of design and presentation of lower primary textbook is below average
Total	**1,160**	**550**	

4.9.2 **Part 'B' is the Textbook Evaluation Criteria used by the Researcher**

- Features of the Textbook
- Structure of the Book
- Textbook Jacket/Cover
- Layout
- Orientation Apparatus of Textbooks
- Illustrations in Textbooks
- Verbal Assessment of Esthetic side of Textbook
- Information Part of the Textbook
- Typographic Consideration
- Text Comprehension
- Problems/Tasks Analysis
- Analysis of the Text Extent in Textbooks
- Gender Sensitivity in Illustration
- Product Standard

4.9.3 **Evaluation Result of Primary Mathematics Textbook Pupils Book 2**

The following shows the evaluation result of Unimax Macmillan mathematics textbook for primary two.

Level of Readership: Primary two

Name of Textbook (Title): Primary Mathematics 2 activity-based pupil's book

Authorship: Commissioned authors of three: Juliet Donkor, Daniel Apronti and
                 Michael Amppiah

ISBN: 9988-41-16-0

Year of Publication: 2005 edition

Publishers: Macmillan

Copyright: Ghana Government

Printers: Macmillan Publishers

Format: Portrait

Book size: B5 (176mm x 250mm) Portrait

Typeface: Schoolbook

Structure of the Book: This is a 104-paged textbook, 3 pages prelims 101-page main text. It has a coloured cover without end matter. 51 pages contain text and illustrations while 53 pages contain only text.

Textbook Jacket/Cover: The choice of colour was red. There was a complete dominance in the subject title Mathematics. The cover is an example of a typographic cover. Any element on the page was well aligned. Not all the equation symbols were exhibited. It creates some level of suspense in the child's mind. The full complement of the concept was inadequate. At the lower primary, the idea of mathematics is 123 and not 778. It does not really draw learner's attention.
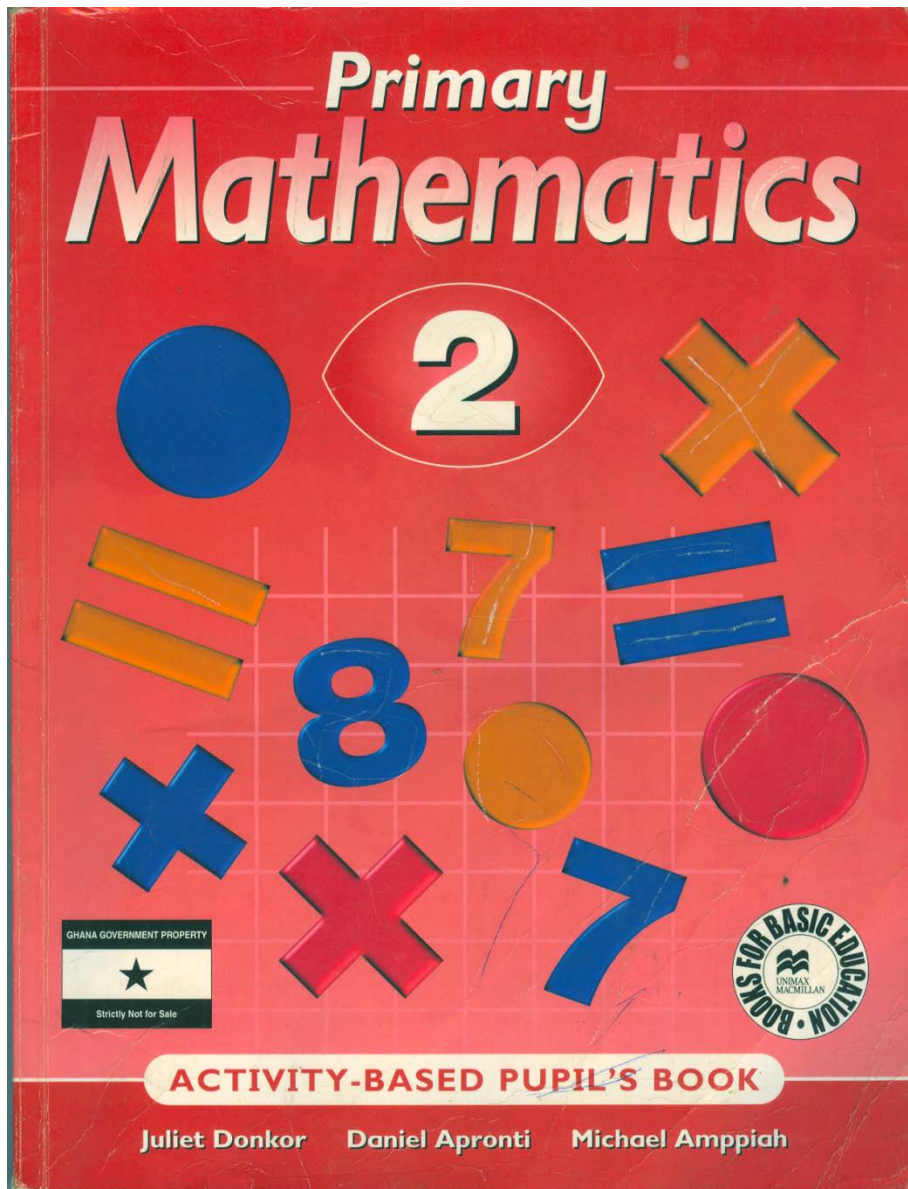
Plate 4.2 The Cover Page of Primary Two Mathematics Textbook

Layout: The layout is Zero Q. it is appropriately suitable for the level. Margins were not progressively applied throughout the pages. It was inconsistent. The layout of the book is good and not excellent. Page 1 for instance looks overcrowded with illustrations without labeling. The pages look too busy for the child of primary two. The page is 90 % illustration and 10 % text. On some pages, the alignment of illustration and text was not

well achieved. On page two, the size of font for the numbering and exercise is no difference.

In addition, the font differs in size. On pages 13, 17, 18, 49, 62, 74, 75, the items look overcrowded. There were inconsistent uses of margins throughout the pages. Though the top margins look small, yet they were consistent. The ideal margin for the class should have been Top: 1.5cm. The left and the right margins vary. At some pages, the left margin is 8cm, 1 cm, 1.5cm, 1.6cmthroughout the pages. On page 36, the illustration of a girl with a book and a pencil does not go with the text.

Plate 4.3 Picture of Primary Two Mathematics Textbook Pages 1 and 13

Addition bonds

Here are addition bonds for 1 to 9.

Learn these.

1 + 0 = 1	2 + 0 = 2	5 + 0 = 5	3 + 0 = 3	4 + 0 = 4
0 + 1 = 1	1 + 1 = 2	4 + 1 = 5	2 + 1 = 3	3 + 1 = 4
	0 + 2 = 2	3 + 2 = 5	1 + 2 = 3	2 + 2 = 4
9 + 0 = 9			0 + 3 = 3	1 + 3 = 4
8 + 1 = 9	8 + 0 = 8			0 + 4 = 4
7 + 2 = 9	7 + 1 = 8		7 + 0 = 7	
6 + 3 = 9	6 + 2 = 8		6 + 1 = 7	6 + 0 = 6
5 + 4 = 9	5 + 3 = 8		5 + 2 = 7	5 + 1 = 6
4 + 5 = 9	4 + 4 = 8		4 + 3 = 7	4 + 2 = 6
3 + 6 = 9	3 + 5 = 8		3 + 4 = 7	3 + 3 = 6
2 + 7 = 9	2 + 6 = 8	2 + 3 = 5	2 + 5 = 7	2 + 4 = 6
1 + 8 = 9	1 + 7 = 8	1 + 4 = 5	1 + 6 = 7	1 + 5 = 6
0 + 9 = 9	0 + 8 = 8	0 + 5 = 5	0 + 7 = 7	0 + 6 = 6

Here the first number being added is increased by 10. Find the new totals.

11 + 0 = ☐	12 + 0 = ☐	15 + 0 = ☐	13 + 0 = ☐	14 + 0 = ☐
10 + 1 = ☐	11 + 1 = ☐	14 + 1 = ☐	12 + 1 = ☐	13 + 1 = ☐
	10 + 2 = ☐	13 + 2 = ☐	11 + 2 = ☐	12 + 2 = ☐
19 + 0 = ☐			10 + 3 = ☐	11 + 3 = ☐
18 + 1 = ☐	18 + 0 = ☐			10 + 4 = ☐
17 + 2 = ☐	17 + 1 = ☐		17 + 0 = ☐	
16 + 3 = ☐	16 + 2 = ☐		16 + 1 = ☐	16 + 0 = ☐
15 + 4 = ☐	15 + 3 = ☐		15 + 2 = ☐	15 + 1 = ☐
14 + 5 = ☐	14 + 4 = ☐		14 + 3 = ☐	14 + 2 = ☐
13 + 6 = ☐	13 + 5 = ☐		13 + 4 = ☐	13 + 3 = ☐
12 + 7 = ☐	12 + 6 = ☐	12 + 3 = ☐	12 + 5 = ☐	12 + 4 = ☐
11 + 8 = ☐	11 + 7 = ☐	11 + 4 = ☐	11 + 6 = ☐	11 + 5 = ☐
10 + 9 = ☐	10 + 8 = ☐	10 + 5 = ☐	10 + 7 = ☐	10 + 6 = ☐

17

Plate 4.4 Picture of Primary Two Mathematics Textbook Page 17

```
H T O
1 4 3  →①  100 + 40 + 3  ④
2 5 6  →②  200 + 50 + 6
+3 7 8 →③  300 + 70 + 8
───── ⑤ ─────────────
7 7 7  ←   700 + 70 + 7
              170    17
```

Copy and complete:

```
      H T O
      2 1 4  →①  200 + 10 + 4  ④
    + 3 8 7  →②  300 + 80 + 7
      1 6 5  →③  100 + 60 + 5
      ───── ⑤   ─────────────
```

```
  ² ¹
3 9 6     6, 6 and 7 ones are 19 ones.
          Write 9 in the Ones column. Carry 1 ten.
1 2 6
          9, 2 and 8 tens and 1 ten are 20 tens.
+2 8 7    20 tens are 2 hundreds and 0 tens.
          Write 0 in the Tens column. Carry 2 hundreds.
8 0 9
          3, 1 and 2 hundreds and 2 hundreds are
  20 19   8 hundreds.
          Write 8 in the Hundreds column.
```

```
1   1 3 4    2   2 4 3    3   5 6 7    4   1 3 7
    2 6 2        4 8 5        1 2 2        2 8 7
  + 2 2 7      + 1 5 2      + 1 9 9      + 1 9 7
  ───────      ───────      ───────      ───────
```

Plate 4.5 An Over-crowded and Inconsistent Typeface Page from Primary Mathematic Book Two Page 76

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Orientation Apparatus of the Textbooks: It has well arranged table of contents, headers, structured into units and sub units with graphic symbols.

Illustrations in the Textbooks: The total number of illustrations scheme, graphs, diagrams and tables is 320. It contains an average number of three (3) illustrations on total pages of 102. The pages count of 86 pages of text and illustrations, 15 pages text pages and I page illustration only. The illustrations were digitally rendered in full colour with the exception of the human figures. Above all, 38 were informative, 36 suggestive and 140 representatives. Schematics, graphs, diagrams and tables were all suitably illustrated. On page 1 the various categories of illustrations were not labelled as seed, abacus and bundles sticks. The use of beans seed for counting is inappropriate. The beans illustration in a transparent glass container is out of place. In our local settings, beans are not used for counting. It does not communicate to the primary two pupils as the right objects for counting. It is a consumable product and not good for counting, examples are pages, 15, 16, 19, 20, 21. In terms of quality, the illustrations are ranked average. On page 3, the bundles of sticks look small to attract the interest of the children. The illustration of the abacus is exaggeratedly coloured and does not look real. The sticks look real and attractive to the pupils. The illustration of a dozen eggs was not coloured properly, it should have been yellowish white. The illustrations look small for such a class. What the researcher appreciates is the anatomy of the figures.

On page 23, the illustration does not depict oranges. In addition, the fish were not realistically colour for the child to appreciate. The illustrations on page 35 are an example of an ideal classroom activity and they match with the title of the lesson "measurement of length, capacity and weight". The illustration of a schoolchild with

stretched legs on a ruler is not appropriate. It is not a normal practice in the classroom. The illustration on page 36 of a girl holding a pencil and a book has nothing to do with the text. The figure is idle. A closer look shows that the illustrations were not evenly distributed. With respect to techniques, all the illustrations are digital colouring. They are all full colour illustrations.

Verbal Assessment of Esthetic Side of the Textbook: aesthetically, the textbook is nice and neat but it does not really attract children.

Information Part of the Textbook: the text and illustrations in the textbooks have more male names and illustrations projected than the females in the textbook.

Typographic Consideration: the text was laid out in Century Schoolbook. The body text was set in 16 points with 24 for the problem solving samples. The text area is averagely full with 21cmx15.5cm and 21.2 x 15.5 margins exclusive. Interline spacing was normal. Mode of alignment was left align. Legibility of typeface was high, with high readability.

Text Comprehension: The length of sentences ties with the age group and easy to read and follow.

Problems/Tasks Analysis: Every unit page has a problem/task analysis to be solved by the pupil. They are enough for the pupils. Most pages look overcrowded for the pupils.

Analysis of the Text Extent in the Textbook:

Table 4.12 Shows the Analysis of the Text Extent in the Textbook

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lessons	13	6	4	11	4	10	7	5	7	9	8	6	5	3	6

The primary textbook has 15 units. In each case, the number of lessons differs. The average lesson is 7 lessons in a unit.

Gender sensitivity in illustration: the illustrations were scrutinized to check any trait of gender stereotypes. The male (boys) illustrations were 51 while 37 are females (girls). The illustration shows gender bias. The differences in the illustration are 14 males. This shows that the illustrations in the textbooks are not gender sensitive.

Product Standard: the format is Portrait and appropriate for the children. Printing was evenly registered. The textbook is perfects bound and glued. It is properly collated, inserted and trimmed.

Table 4.13 Primary Mathematics Two Observation

Components	Observation
Cover	The cover is not attractive to the children. The background colour also absorbs the brightness of the cover.
Illustrations	The use of beans as a counting object was out of context. Illustrations were too small for the children; examples were on pages 19, 65. The illustration of television on page 65 was not rendered well. It is more suitable for children in the rural areas than the urban. On page 23, the illustration for fishes was representational and over coloured. It was inappropriately placed on the page.
Typography	There was inconsistent use of the font size in the book. Reference pages are 2, 9, 10, 25, 28, 32, 74, 75, 76, 80, and 83. The font type for nine (9)

	was not informative. It confuses children when they are studying the textbooks
Layout	Some pages were over crowded which hinders the children's interest in the subject from the developmental stage. (Reference pages are 6, 13, 16, 17, 18, 20, 33, 49, and 62). There was wrong alignment of objects and figures with reference from pages 15 and 16. The margins set for the pages were not consistent. The margin varies from 0.8 cm, 1.5 cm, 1.7, 1.8cm, to 2cm.

4.9.4 **Evaluation Result of Gateway to English Language Textbook for Primary Schools Book 2**.

The following shows the evaluation result of Gateway to English Language Textbook for Primary Schools Book Two. The content of this edition was repeated in the 2008 edition. The 2008 edition takes the same form as the 2005 edition. Therefore, the evaluation results are the same.

Level of Readership: Primary two

Name of Textbook (Title): Gateway to English for Primary Schools Book 2

Authorship: four commissioned authors, Akosua Anyidoho, Thomas Ntumy, Innocent Sraha, and Felicia Appiah.

ISBN: 1-405-81672-4

Year of Publication: 2005 edition - 2008edition

Publishers: Pearson Education Limited

Copyright: Pearson Education Limited

Printers: Pearson Education Limited

Format: Portrait

Book Size: A4 (210mm x 297mm) Portrait

Typeface: Pearson humanist

Font Size: 18pt

Structure of the book: This is a 148-paged book, 2 pages prelims, 146-page main text on English language and a coloured cover without an end matter. 140 pages contain text and illustrations while six (6) pages contain only text.

Textbook Jacket/Cover: The concept of the cover really portrays students learning English language. The placement of the title aligns with the cover illustration. The placement of 'Ghana Government Property' is not good. The position of names of authors and consultants does not really fit the cover. It should have been at the bottom of the page. The embossment on the illustration with the shadow effect does not show professionalism on the part of the designer, and the design editor. The background is too colourful and intends to disturb the children. It does not fall within the appropriate colour for children textbook development. The cover is not attractive, it does not draw learner attention and not original. The title dominates on the cover. The cover is artistic.

Layout: Text and illustrations were well aligned. The choice of type was good and very clear to the pupils. The layout module is Zero Q. The margin around the pages is small and not progressively applied. Top margin is 0.9, inside margin is 1cm, outside margin is 1cm and bottom margin is 0.9. The colour scheme is dominantly monochrome with 72 colour-illustrated pages and 73 black and white illustrated pages. Half of the page looks attractive whiles the other half look boring to children. This makes the page not children friendly. The following are overcrowded pages with text and illustrations, 13, 16, 17, 21, 24, 26, 35, 40, 41, 45, 47, 64, 65, 69, 71, 76, 77, 83, 84, 89, 102, 104, 105, 107, 120, 121, 125, 129, 134. The rest of the pages layout is okay. The page number 30 is very attractive and reader friendly.

At the zoo   Unit 6

A   What are they doing?

1
2
3
4
5
6

B   Look at the pictures.

1 elephant
2 monkey
3 snake
4 rabbit
5 lion
6 crocodile
7 bird
8 giraffe
9 frog

24 Unit 6: TG pp 42–46
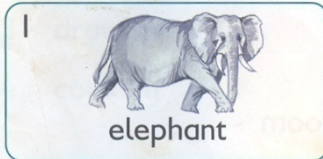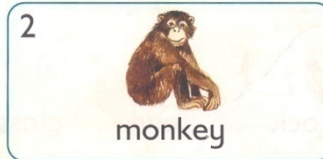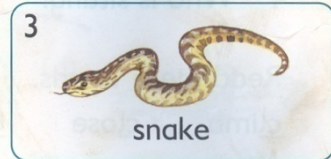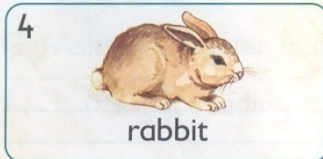
Plate 4.6 An Example of Primary English Language Textbook Two, Page 24

Orientation Apparatus of Textbooks: it has contents, headers structured into chapters and subchapters.

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Illustrations in Textbooks: The entire Gateway to English for primary schools two contains about seven hundred and seventy two (772) illustrations. 421 Illustrations are males whiles 351 are females**.** The illustrations are evenly distributed in the textbook. In terms of ranking 40 % falls within excellent illustrations, 20 %, fall within the very good and good categories respectively. Some of the compositions are very interesting an attractive for example page 30. However, the only unfortunate situation is that the illustrations are in black and white. They were not rendered in full colour. Half of the illustrations are in colour whiles others are in black and white. This does not speak well for a National primary two English textbook. Majority of the compositions were good and rendered in watercolor, but it appears the illustrator(s) were in a hurry to complete the work so the details in the finishing were lacking. Some of the illustrations were not clear to carry the message to the pupils in its realistic state. Examples are pages, 2, 11, 18, 24, 43, 47, 51, 66, 85, 87 etc.

On page, 13 all the figures look flat, the feel of human body and the sense of tones cannot be seen. This kind of illustration would have been appropriate for a storybook but not a national textbook where the target is quality in every aspect. The quality of illustration is good and fit for children in both rural and urban settings.

The food we eat

Unit 4

F Finish the sentences.

1 Fati likes
_____.

She does not like
_____.

2 Issa likes
_____.

He does not like
_____.

3 Mrs Mahama likes
_____.

She does not like
_____.

4 Father likes
_____.

He does not like
_____.

G Find the picture.

1 This is a plate of fish.

2 This is a bowl of millet.

3 This is a bag of rice.

4 This is a bottle of palm oil.

5 This is a packet of tea.

6 This is a tin of milk.

(a) RICE

(b) MILK

(c) TEA

(d) PALM OIL

(e)

(f)

H Read these words.

black   bucket   chicken   duck   pick

18 Unit 4: TG pp 32–36

Plate 4.7 An Example of Primary English Language Textbook Two, Page 18

Verbal Assessment of Esthetic Side of Textbook: aesthetically, the textbook is not

attractive to children. The colours on the cover were over applied.

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Information Part of the Textbook: the text and illustrations in the textbook shows some trait of gender bias.

Typographic Consideration: the text was set in Person Humanist. It is one of most attractive typestyle for children at the lower primary. The body text was set in 18 points and 28-30 for the headings and subheadings. The text area is averagely full. Interline spacing was normal. It was set in left align Mode. Legibility of typeface is high, with high readability of type. Line length is less than 13 words.

Text Comprehension: The length of sentence ties with the age group and easy to read and follow.

Problems/Tasks Analysis (if any): It contains 71 pages of exercises for children to practice.

Analysis of the Text Extent in the Textbooks:

Table 4.14 Analysis of the Text Extent in the Textbooks

Terms	1	2	3	
Units	10	10	10	
Lessons	11	11	11	
Pages per terms	47	48	52	

Gender Sensitivity: considering the gender sensitivity of text and illustration 421 illustrations are male (boys) whiles 351 are females (girls). The difference is 70 male illustrations. The text portrays more male expressions than female expressions. Therefore, it shows that the content of the textbook calls for more male involvement than the female. This in a way shows the inequality of a male over females.

Product Standard:

The format is A4 (210mm x 297mm) portrait. It is not appropriate for the children. The size looks too big and heavy for the children. Printing was evenly registered. The textbook is perfect bound and glued. It is properly collated, inserted and trimmed. The paper is durable with exception of the cover card. It is 50% durable when using it. It has 148 pages with 40kg weight. The total quality is average.

Plate 4.8 An Example of Primary English Language Textbook Two, Page 30

4.9.5   **Evaluation Result of a New Primary Integrated Science Pupil's Book 5**

The following shows the evaluation result of A New Primary Integrated Science Pupil's Book 5.

Level of Readership: Primary five

Name of Textbook (Title): A New Primary Integrated Science pupil's book 5

Authorship: authors Commissioned are, Baffour Asante-Owusu, Emmanuel C. Joe-Adjei, and Theodore Kom-Zuta.

ISBN: 9789964724160

Years of Publication: 2008 edition

Publishers: Pearson Longman and Sedco Publishing ltd.

Copyright: Sedco Publishing Ltd.

Printers: Malaysia (CTP-VVP)

Format: B5 (176mm x 250mm) Portrait

Book Size: 18.7cm x 24cm

Typeface: Schoolbook

Structure of the Textbook: This is a 103-page book, 4 pages prelims, 99 pages main text and coloured cover without an end matter. Thus, 65 pages contain text and illustrations whiles 38 pages contain text only.

Textbook Jacket/Cover: the type of paper used for the text is average in quality**.** The cover is an example of artistic textbook cover. The cover was developed with interplay of text and illustration. The choice of colour for the background is appropriate. The concept really does not depict science. It is not original and attractively rendered. The designers apply the centre alignment for both the illustration and text. The cover is a little below average. There is no dominance in the title of the textbook. The placement of '*discovery series'* is not appropriate on the cover. It was not legible, readable and wrongly placed. The flag of Ghana does not align with anything. The foreground colour

where the burner is superimposing with the bowl is not real. The anatomy of the figure was rendered well. The names of the authors were not superimposed on the right colour to blend with the background colour.

The elements on the cover are too many to appreciate the core of the concepts.
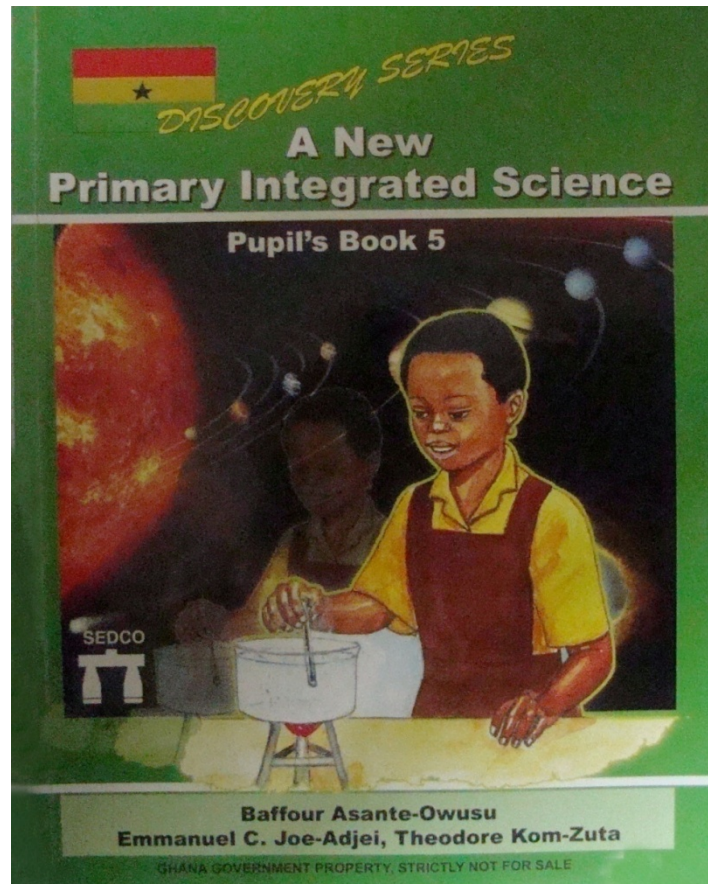
Plate 4.9 Cover of a New Integrated Science Textbook for Primary Five (5)

Layout: In terms of categorization, the layout falls under good and not very good or excellent category. The whole layout looks unprofessional. The page layout designer is not conversant with the software he or she used. The book has 70 % text and 30 % illustrations, the alignment of text and illustration in some pages was unachieved. The inter word spacing and character spacing looks inconsistent. Some of the words in a paragraph look compressed. The use of margins was well applied and attractive. The

reader would have space to rest the eye. Quite apart from that, the layout is not impressive. The placement of text and illustration is not appropriate and not interesting. An example is pages 4, 5, 6, 9, 21, 26, 27, 30, 37, 43, 51, 54, 56, 58, 63, 70, 72, 98, 103, etc. most pages look overcrowded an example is pages 6 and 67. Captions of illustration were not professionally placed. In a whole, the layout of the textbook is inappropriate. The layout module is Zero Q with appropriate margins around the pages. The choice of colour for layout retards reading and affects understanding.
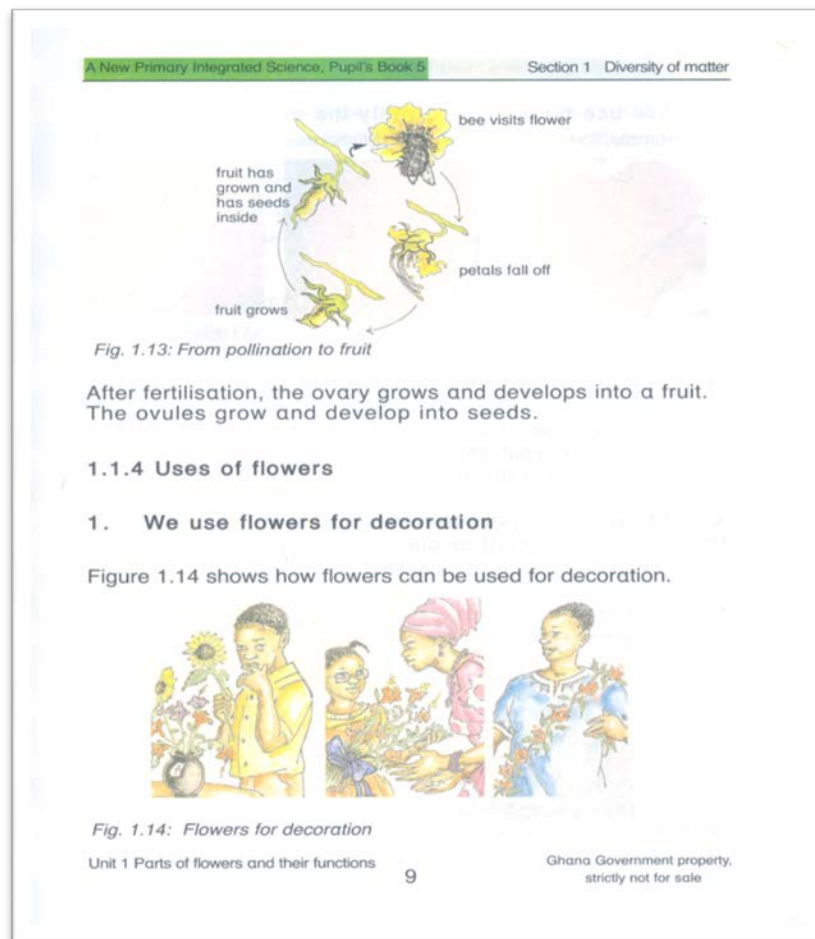
Plate 4.10 An Example of Primary Five Integrated Science Textbook, Page 9

Orientation Apparatus of Textbooks: the textbook has content, headings, structured into chapters and subchapters.

The wind blows pollen from one grass flower to another. Wind is also an agent of pollination.

Cross-pollination and self-pollination

A butterfly visits one flower and picks up pollen

A butterfly visits another flower of the same kind and leaves pollen
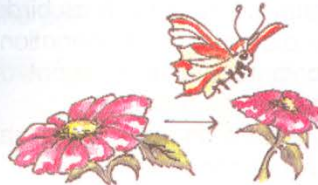
Fig. 1.9: Cross-pollination

There are two types of pollination. Pollen is usually transferred from one flower to another flower of the same kind. This is called cross-pollination.

Sometimes pollen is transferred from the anther of a flower to the stigma of the same flower. This is called self-pollination.

In a pea flower, the pistil and stamens are inside the petals. Pollen cannot get in and pollen cannot get out. A pea flower is self-pollinated. That is, pollen from the anthers get onto the stigma of the same flower.
This is shown in Figure 1.10.

Magnified inside parts of a pea flower

Pollen grains from an anther to the stigma

stigma
pollen
anther
ovule
ovary wall

Whole pea flower
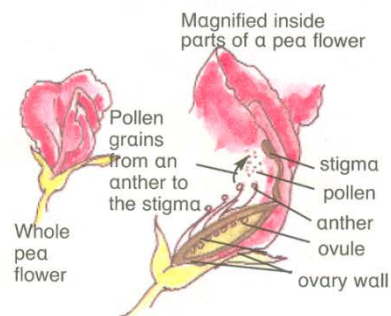
Fig. 1.10: Self-pollination in a pea flower

Pollination in different kinds of flowers
What do pawpaw flowers look like? Do they look the same on all pawpaw trees?

You may have noticed that pawpaw trees have different kinds of flowers. Some have male flowers and others have female

Plate 411 An Example of Page 6 of Primary Five Integrated Science Book

Illustrations in Textbooks: The book has 65 illustration pages. First, 70 % of the illustrations used in the textbook look blurred. Either it the illustrations were not rendered well or the illustrations were finished in small. It could also mean that the

completed illustrations were scanned at lower resolution of less than 100. One other cause is when the resolution set in Photoshop to receive the imported scanned illustration is   at a resolution of 72dpi. It affects the quality of the illustrations.

The textbook contains three categories of illustrations, watercolour rendering, photographic illustrations and digital illustration. Watercolor illustrations are illustrations drawn by hand and coloured with the use of watercolour. The textbook contains 58 watercolour illustrations, 32 photographic illustrations and 15 digital illustrations. All the watercolour illustrations are weak in quality with the exception of the digital and photographic illustrations. The placement of illustrations at certain pages was not based on any criteria or style. On pages 56 for instance, the placement of photos were not interestingly arranged and are inconsistent sizing.

On page 9, the illustrations do not match with the text. Flowers are not used to decorate the body. The illustration should have been home or office decorated with flowers. The illustration does not show a group performing an activity. This confirms the claim that some of the illustrations in selected primary textbooks do not match with the text. Hence, it does not ensure understanding of the text that means that children do not learn well with the use of these illustrations. On page 53, the illustration captioned "different types of glass" is not educative and blurred. On page 70, the illustrations with the caption 'what happen to the nail' is not clear. It looks like a wooden bar soaked in a half glass of water. These are few of the cases, the researcher identified in the science textbook for primary five. The illustrations of making a mixture of sand and iron filings on page 78 are out of place. They are not educative. Children cannot deduce any understanding. This and many more illustrations do not match with the text. Generally, the anatomy of the figures was not drawn well.

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Verbal Assessment of Esthetic Side of Textbook: the textbook is aesthetically not pleasing. There is much to be done to improve the features of the cover and layout. Besides, it looks neat, well bound and precisely trimmed to size. The size is excellent for primary children.

Information Part of the Textbook: both text and illustrations are gender bias.

Typographic Consideration: the typeface for the text is schoolbook. The type size is 16 point. The Line length for the body text is less the 13 words a line. The body text is within the block of 14cm by 18cm excluding headers and footers. Word spacing and letter spacing is inconsistent through the pages. There is too much of river within the line of text in the textbook. Due to the fact that letter spacing and word spacing is not appropriate the text does not look legible and readable.

Text Comprehension: The length of sentence was adjustable to the age group. Nevertheless, the text is not reader friendly in a sense that the layout is boring.

Analysis of the Text Extent in Textbooks:

Table 4.15 Analysis of the Text Extent in Textbooks

Particulars	Figures				
Section (Lessons)	1	2	3	4	5
Units	2	1	1	5	4
Pages per Lessons	12	6	9	29	37

Gender Sensitivity: considering the gender sensitivity of text and illustration the females (girls) are 28 whiles, 21 are males (boys). The illustration projected more females (females) in the science textbook than the males (boys). It happens is the only primary textbook that is gender sensitive in terms of text and illustration.

Product Standard: The printing was done on a quality paper. The illustrations were not effective and not informative. The size of the book is of a standard that will fit all tables in the classroom environment. The volume of the book is very good. The format is B5 (176mm x 250mm) Portrait. The binding was of quality and durable when using by children.

Table 4.16 Observation of Primary Science Book 5

Components	Observation
Cover	The cover is not attractive and the illustrations does not depict scientific in a complete idea. It lacks illustrations that could carry the whole idea of science at a glance. The Ghana flag and "*discovery series*" were not properly aligned. The typeface for "discovery series" is not legible to the pupil's of primary five. The green used for the background is highly academic. The placement of publishers imprint and Ghana flag at the front cover was not necessary. It rated below average in terms of effectiveness.
Illustrations	In all the water colour illustrations were sub-standard. It means that experts were not involved or consulted during the development process. Most illustrations too do not correspond with the text.
Typography	Based on empirical study, the type style and size was appropriate.
Layout	Pages with inconsistent inter word spacing, inter line spacing and inter character spacing are as follows, 3, 5, 6, 27, 43, 51, 98 etc. It was because of improper handling of the application software.

4.9.6 **Evaluation Result of Natural Science for Primary Schools, Pupils Book 2**

The following shows the evaluation result of Natural Science for Primary Schools, Pupils Book 2.

Level of Textbook: Primary two

Name of Textbook (Title): Natural Science for primary schools, pupils book two

Authorship: authors commissioned Charles E. Stephens, and A. Anane-Fenin.

ISBN: 9781408208649

Year of Publication: 2008 edition

Publishers: Pearson Educational Limited/Sedco Publishing Ltd

Copyright: Pearson Education Limited

Format: A4 (210mm x 297mm) Portrait

Book Size: 22cm x 27.6cm

Typeface: Pearson humanist

Font Size: 18-22pts

Structure of the Book: This is 84-paged textbook, 3 pages prelims, 77 page main texts on Natural Science and a coloured cover with 4 pages end matter. It is a full colour textbook. 61 pages contain text and illustration, while 23pages contain only text.

Textbook Jacket/Cover: The concept on the cover is just like hitting the nail on the right head. It is very good and attractive. It looks scientific to the primary children. Illustrations and text were well arranged to make the cover attractive. Is an example of a type of cover to be used for our modern textbooks for primary schools in Ghana. It means that this is an improvement over the last year copies. In addition, those involved in the development of this book for primary two are aiming at achieving a good layout. The quality of cover card is not very strong. The text paper can stand the test of time. The colouring of the layout was attractive and interesting. With the exception of the

black background, the cover concept draws a learner's attention. The title dominance was achieved and falls under artistic cover.
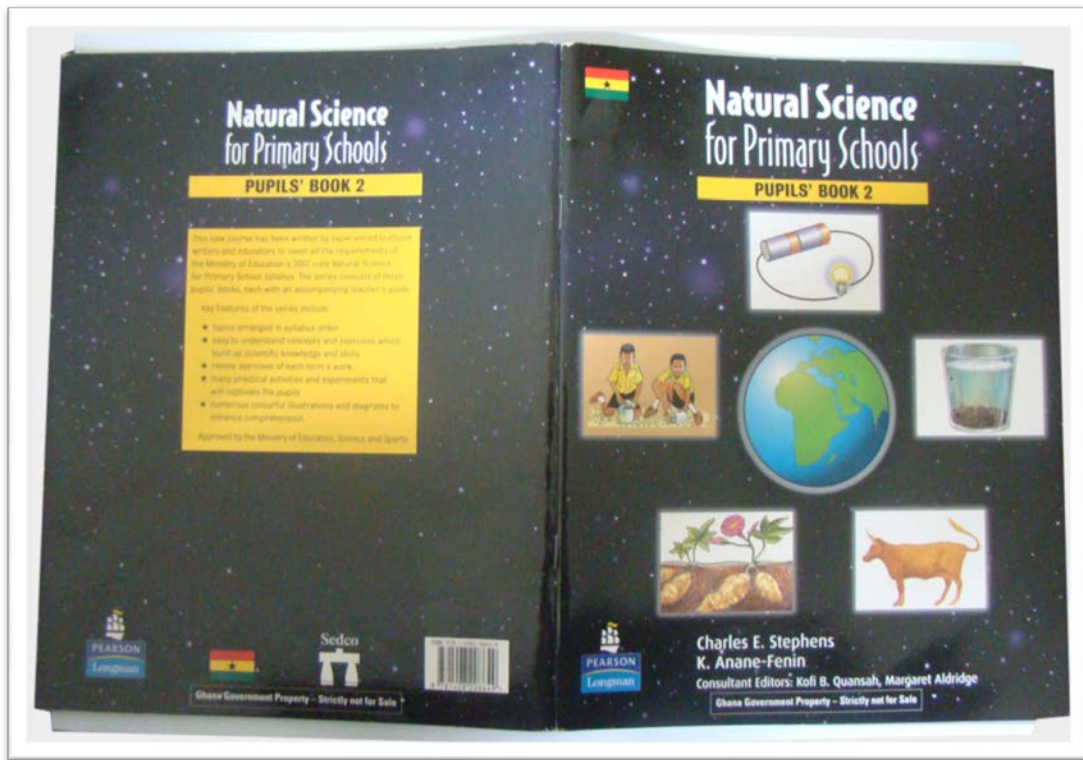
Plate 4.12 A Sample of Integrated Science Textbook

Layout: This is an example of a textbook with a very good if not excellent layout for such a class. The choice of type was excellent and very clear to the pupils. There is no problem of overcrowding. The type size was very legible to the sight of the pupils. Margin was well set to ensure a good look and attractive to the pupils. Text and illustration were well aligned. The book displays a wonderful application of colour effect on the various pages of the book. It is an example of Zero Q layout module. It is one of the outstanding textbook on science with a glossary.
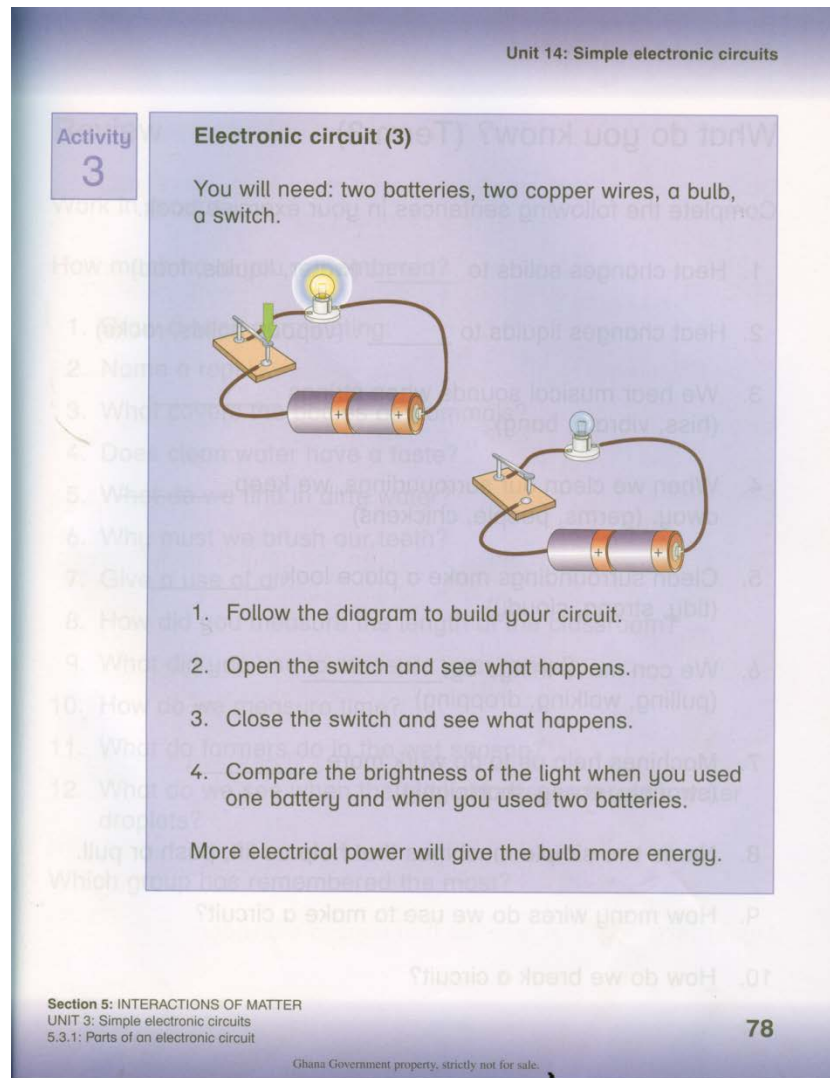
Plate 4.13 An Example of Natural Science Textbook, Page 78.

Orientation Apparatus of Textbooks: the book has content, headers, structured chapters, subchapters and an end matter.

Illustrations in Textbooks: The entire Natural science for primary schools for pupil's book 2 contains about two hundred and twenty seven (227) illustrations including (schemes and graphs, illustrations, tables). 76 of the illustrations are males (boys) whiles 43 are females (girls). The illustrations are evenly distributed in the textbook. 80 % of the illustrations are watercolour rendered whiles 20 % are digitally rendered. The quality

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of illustrations falls within the category of very good and not excellent. Most of the rendition looks s flat and the edges are not smooth. The most interesting illustration is the one on page 18. The illustrations do match with the text in the book. Placement of illustrations was good. In some few pages the alignment was not well done. An Example, is pages 10, 16 26, 47, 56 and 75. The size of illustration on page 54 could have been increased a bit. The illustrations are good but it lacks detailed rendering to meet the quality expected. The orientation of illustration is partly informative and partly representative. The arrangement of illustrations does not follow any logical sequence.
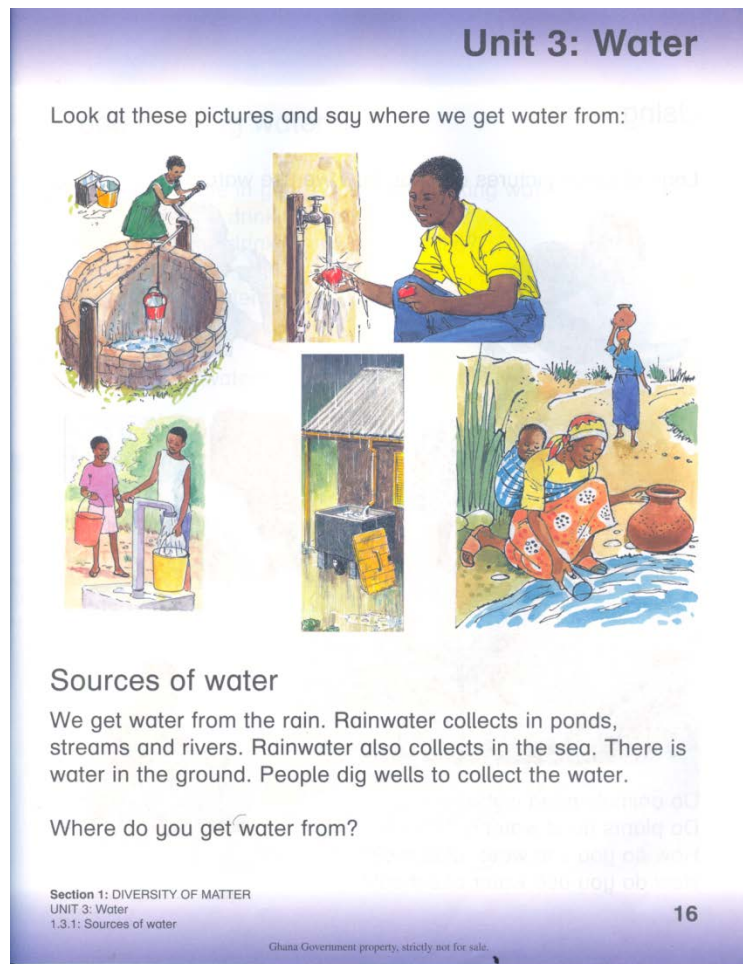
Plate 4.14 An Example of Natural Science Textbook, Page 16

Verbal Assessment of Esthetic Side of Textbook: the textbook is very neat with an attractive concept and layout colour. The book is precisely trimmed with a handy weight.

Information Part of the Textbook: the text and illustrations are gender bias.

Typographic Consideration: the typeface is an example of san serif. The typestyle is Pearson humanist with a type size of 18 pts body text. The length of line is within the approved length. Inter word spacing and inter line spacing is excellent for children of primary. This makes the text on the page appropriate, legible and readable.

Text Comprehension: The length of sentence was adjustable to the age group. In addition, the text is reader friendly with an attractive layout.

Problems/Tasks Analysis (if any): there are about 25 activities in an 84-paged textbook that is very good for children o the level.

Analysis of the Text Extent in Textbooks:

Table 4.17 Analysis of the Text Extent in Textbooks

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pages per Lessons	7	8	5	3	5	7	9	4	5	5	7	4	5	6

Gender Sensitivity: the text illustration is gender bias. Thus, 76 of the illustrations are males (boys) whiles 43 are females (girls). The difference is 33 male (boys) illustrations. The illustrations are evenly distributed in the textbook. 80 % of the illustrations are watercolour rendered whiles 20 % are digitally rendered.

Product Standard: The textbook is A4 (210mm x 297mm) Portrait. The text paper is average in quality with a quality binding. It is not durable when using it. It is made of 84 pages. The weight of the textbook normal and the quality is average.

Table 4.18 Summary of Observation

	Observation
Cover design	The cover is rated average
Layout, illustration and typography	- It is clearly an example of a layout required of a textbook for primary schools in Ghana. - In terms of sizing of illustrations, alignment, use of margins, cover design, page layout, choice of typefaces and type size and illustrations matching with contents. - With the exception of some irregularities, the watercolor illustrations and the rest of the developmental areas are very good and excellent. Pupils really admired the more as compared to other previous years 2005 copies. - It is an example of a primary textbook with attractive and above average layout. - There were inappropriate placement of text and illustrations.

4.9.7 **Evaluation Result of Primary Mathematics for Primary Schools, Pupils Book 5**

The following shows the evaluation result of Primary Mathematics for Primary Schools, Pupils Book 5.

Level of Readership: Primary five

Name of Textbook (Title): Primary Mathematics 5 pupil's book

Authorship: Commissioned authors of three: Juliet Donkor, Daniel Apronti and
Michael Amppiah

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ISBN: 9988-041-22-5

Year of Publication: 2005 edition

Publishers: Macmillan

Copyright: Ghana Government

Printers: Macmillan Publishers

Format: B5 (176mm x 250mm) Portrait

Book Size: 176mm x 250mm

Typeface: Schoolbook

Structure of the Textbook: This textbook is a 138-page book, 3 pages prelims, 135 pages main text and coloured cover without an end matter. Thus, 71 pages contain text and illustrations whiles 67 pages contain text only.

Textbook Jacket/Cover: The material (cover card) use is not of quality and cannot last. The colouring is within the required primary colour for children books. The concept of the cover is not attractive to children and does not draw learner's attention to the textbook. Mathematics for primary five goes beyond the selected element for the concept development. In addition, it is original but not interesting. The title of the book is dominant on the cover. It is an example of typographic cover design. The cover looks very dull. The mathematical symbol does not stand out on the background with an unattractive colour application.

Layout: the layout module is IC. The set margin is top 1cm, inside 1.8, left 1cm and 1.8 bottom margin. The textbook did not show progressive application of margins from top to bottom. The colour green that is more academic was chosen for the layout. The layout is very good but the pages look compressed to some extend that some of the pages look overcrowded. Illustrations were aligned with the text.

Orientation Apparatus of Textbooks: the textbook has a content, heading, structured chapters and subchapters.

Illustrations in Textbooks: in terms of gender, 108 illustrations are males (boys) while 83 are females (girls). The orientation is 80 % representational, 10 % suggestive and 10% informative. The graphs, diagrams and sketches were rendered well. The human figures were digitally drawn. The only issue is that they were in monochrome that might not be very attractive children. Finally, the states of the illustration are 50 % average 50% high quality.

Verbal Assessment of Esthetic Side of Textbook: the textbook is not neat with an attractive concept. The book is precisely trimmed with a handy weight.

Information Part of the Textbook: the text and illustration is gender bias

Typographic Consideration: the typeface is appropriate for the children. The type style the typestyle, and type size is appropriate. The line length, spacing within the body text is legible and readable and would be appropriate for the children.

Text Comprehension: the text is very difficult for the children to understand. This is because the methods used in explaining the problems are difficult to understand.

Problems/Tasks Analysis (if any): the text is loaded with a task analysis after every unit of lesson.

Analysis of the Text Extent in Textbooks:

Table 4.19 Analysis of the text extent in textbooks

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Pages per Lessons	8	6	12	14	20	9	19	4	4	5	5	7	9	5	2	7

Gender sensitivity: the text and illustrations used in the textbook is gender bias. Thus, 108 illustrations are males (boys) while 83 are females (girls). This shows a difference of 25 male (boys) illustrations.

Product Standard: the format is B5 (176mm x 250mm) Portrait it contain inappropriate cover card with quality text paper. The binding is of quality and durable with using it. The weight of the textbook is normal for a primary five children to carry.

Table 4.20 Evaluation Summary on Product Standard, Design and Presentation

Design and presentation	Observation
Textbook covers	• The primary textbook covers are not attractive to the children in terms of illustrations, design and appropriate concept. An example of a below average textbook cover is A New Primary Integrated Science, Textbook cover for Pupil's book 5 and that of average cover is An Integrated Science textbook cover, for pupils book 2. • The general primary teacher's comments about the quality of primary textbook cover are average. • There were over crowded pages in the mathematics and English language textbooks, which hinder the children's interest in studying the subject from the developmental stage. • There were inconsistent settings of margins.

Textbook Page Layout	• There were inappropriate placement of text and illustrations • The arrangement of illustrations does not follow any logical sequence. • The textbook with the worse page layout was primary integrated science for primary 5 and one with a very good layout was the Natural science for primary 2.
Typographic Consideration	• The choice of typefaces for the Primary Mathematics, English language and Science textbooks were legible and readable but the most attractive typefaces were the Century Educational, Gill Schoolbook and Pearson Humanist in the Natural Science textbook primary 2. • The type size for primary textbooks P1-24 points, P2-18 points, P3-16 points, P4-16 points, P5-14 points and P6-12 points.
Illustrations in Textbooks	• Generally, the illustrations in the primary textbooks do not explain the ideas in the text in detail. • The text looks too abstract • Most of the illustrations are not realistic and informative • The Illustrations do not look well drawn • There are inappropriate balance between text and illustration
Gender Sensitivity in Illustration	• The illustrations in the primary textbook are gender stereotype.
Product Standard in Textbook Development	• The finishing of textbook production is not durable • The textbook is well printed. • The textbooks are easy to handle • The textbooks do not withstand the test of time • The dominant textbook format is the A4 portrait, which is quite big.

Table 4.21 Shows Gender Stereotype in Primary School Textbooks

Types of Textbooks	Number of Male illustrations	%	Number of Female illustrations	%	Diff
Macmillan Primary Math, Book 2	51	58	37	42	9
Gateway English Language, Book 2	421	54.4	352	45.6	69
Gateway English Language, Book 2	510	59.2	351	40.8	159
Natural Science, Book 2	76	65	41	35	35
New Integrated Science, Book 5	21	42.9	28	57.1	7
Macmillan Primary Math, Book 5	108	56.5	83	43.5	25
New English Language Primary, Book 5	510	59.2	352	40.8	158

Table 4.21 shows the level of gender stereotype in selected public primary school textbook in Ghana. The first column is the list of the type of textbooks selected. The second column is the number of male illustrations in the textbooks and its percentage rate. The third column is the number of female illustrations in the textbooks and the percentage rate. The last column is the differences between the male and the female illustrations.

4.10   Proposed Features of a Quality Primary Textbook

Textbooks are almost the only form of teaching and learning support provided for both students and teaching staff. Therefore, they are a key material input in influencing quality and relevance of basic education (Wu, L., Atay, G. & Handayani, S.W., 2004). According Lewis, 1942; Areo, 2001; Oyebola, 2003; & McCall, 2005 summaries by the researcher, the quality of a textbook should be measured according the following indicators. First, content writing and editorial quality. Second, pedagogical consideration. Third, design, presentation, and four-product standard.

4.10.1 Content Writing and Editorial Quality

7. The textbooks content must be current in factual and information material

8. The content must cover the prescribed syllabus adequately

9. The levels of writing should be acceptable for the average child

10. The textbook content must contain suitable length of sentence

11. The textbook must satisfy acceptability of vocabulary and clarity of text by intended audience

12. Content must satisfy the vision of the people, creativity, aspiration, position in the world and values of the country.

4.10.2 Design and Presentation

11. The pages must contain appropriate margin in relation to text.

12. The text materials should be arranged in a logical sequence.

13. The page must be clearly laid out with type suited for young readers

14. The page presentation should be clear and consistent in design

15. The typographic style must be uniform

16. Clarity of printing and consistency of ink on all pages with no show through pages

17. The text must contain adequate and appropriate, well labeled functional illustrations

18. The textbook should not contain gender-role stereotypes in both text and illustrations

19. Appropriate balance between text and illustration

20. There must be no wrongly drawn illustrations.

4.10.3 **Pedagogical Consideration**

8. The textbook must provide for adequate practice and revision exercises

9. The textbook must meet the teaching objectives

10. The activities must be relevant, relate to pupils everyday life and fall within the level of pupils

11. The text should encourage active learning

12. The text must interpret the curriculum

13. The text must be problem solving oriented.

14. The content must reflect the conditions of a country.

4.10.4 **Product Standard in Textbook Development**

1. The finishing of textbook production should be of durable quality

2. The textbook should be well printed and attractive

3. The textbook should be easy to handle

4. The textbook must withstand the test of time (3-5yrs)

5. The finished textbook must be of a useable size.

4.11 **A Proposed Guide to Textbook Development Process**

The researcher came across many pertinent issues during the study, a critical study of textbook publishing for primary education in Ghana, which serves as a strong foundation for this dissertation. In the area of textbook development, the following are the extracted proposed guidelines for primary textbook development for Ghana.

4.11.1 **Seeking for Textbook Authors (Product Commissioning)**

The decision to make a textbook is often commercially and operationally oriented. Making of textbook requires natives' speakers for authoring and editing, and native designers and illustrator (Pogelschek, 2007). The writing begins with the development of the concept in the syllabuses into a manuscript. It takes a lot of effort and hard work by all the people involved. According to Pogelschek (2007), authoring is done in a group; thus, authors first develop the draft concept, they suggest basic text and then finally they work out a draft. There are purely native authors who write the textbooks in teamwork. Educational publishers hope to engage writers who are subject specialists with relevant school teaching experience to always handle primary textbooks. Ideally, these authors will also have textbook writing experience. Realistically, in the recent Ghana curriculum reform cycle, the researcher is of the view (from teachers and) (curriculum experts) that publishers have not always been able to source 'ideal' authors of some sort, and have on occasions had to rely on less experienced writers due to nearness to the writer or a known writer of a particular publisher. It is ideal for the writing opportunity, advertised in the newspapers for competitive writers to be selected. This approach helps to recruit good textbook writer on the various subject areas to develop quality content. The following are procedures that can guide a textbook author:

- Planning the content of the title / course
- Developing logical content progression
- Clarifying key concepts and skills
- Scaffolding skills throughout the title / course
- Agreeing on the methodology of the title / course (outcomes-based, constructivist, behaviourist, skills-based, guided discovery, etc.)
- Agreeing on teaching styles (learner centered and integrated approach)

- Agreeing on activity ideas

- Ensuring that relevant assessment guidance is incorporated

- Allocating page extents for each section of the textbook and word counts for manuscript development purposes

- Mapping content breakdown page by page on a pagination form

- Agreeing on artwork and illustrative parameters

- Identifying writing and production timeframes.

4.11.2 **Editing a Textbook Manuscript**

The Editor of an educational textbook should closely work with the typesetter to ensure that all the steps above and all corrections identified are implemented according to the design specification of the textbook. Editing comes bundled with an increasing number of expectations and understanding. In the purest sense, however, the term 'editing' can include any (or all) of the following tasks:

Language edit - to check appropriateness of language level to the target audience, to check vocabulary and grammar, to rework sentence structure where necessary, to consider cultural sensitivities, to remove any inappropriate or offensive sexist or racist language or inferences.

Copy edit - to check all spellings, to apply house style to words with variant spelling, to check punctuation, to establish consistency in spacing, numbering styles, list presentation, to cross-check all references and footnotes;

Content edit - to check accuracy (highly specific a subject specialist ideally edits materials)

Structural edit - to check that content is logically presented and follows a pre-agreed, coherent structure.

House style is the editorial style used by a publishing company. It includes standard editorial conventions as well as specific selections for spelling, punctuation, the use of italics and bold, the way to set up footnotes and referencing, the style of numbers and dates, the use of double versus single quotation marks, the style of bulleted lists. A team of editors before the final production should handle editing of primary textbooks manuscript. It should involves, in-house editor/freelance editors, subject teachers as editors. In that case, the textbook would be within the level of the children.

4.11.3 **Field Testing of Textbook Manuscript**

Fielding testing is definitely a very important part in the development of textbooks. As shown in many articles, it may serve different purposes (Pogelschek, 2007). Crismore suggests that teachers should engage in field-testing of textbook. This situation would give them an opportunity not only to explore the quality of the books but also to have their needs, ideas and experience included (Crismore, 1989:150). Mahmood, Zafar Iqbal & Saeed, (2009) support the fact that fielding-testing of textbook yield result leading to quality textbooks. Therefore, field-testing of textbook in the schools before final production, selection and distribution to the country public primary schools is vital. It is very important in primary textbook publishing in Ghana.

4.11.4 **Textbook Cover Design**

Textbook cover need to be well planned, illustrated, coloured and attractive to encourage the student to create the desire to use it (Gombrich, 1990). However, cover design should be flexible and simple as an aid to recognition (Hugh, 1966). The picture or illustration for the cover should be capable of representing the book as a whole. The

researcher supports that textbook cover design has to do with planning on how to manipulate text, choice of types, use of illustrations, and choice of colour to satisfy all specifications both physiological and psychological needs of the user or reader.

Improving the quality of textbooks involves taking their role within the educational process into account. In whatever cultural context it occurs, this process incorporates a wide range of factors, including the skills, knowledge and values that learners bring with them. Most children entering school have acquired a high level of oral competency in their native language, a considerable level of pre-literacy skills, and a sense of their individual and family identity. They also acquire a set of attitude and behaviours firmly grounded in family and community values. Children begin to participate in a new learning community, the physical and social environment of the school or learning centre provides the base for interaction with their peers, teachers, and assessment instrument and with a wide range of textbooks. The criteria and methods for assessing these interactions often have both direct and indirect effects on the shaping of content and methodology to be included in the curriculum, and as such have a major impact on material design (UNESCO, 2005).

World Knowledge
Academic, Vocational and life skills, internationally shared values attitudes, behaviours

**What the
Learner Acquires
(Outcomes)**

Mix of Formal, Non-formal, Informal
(Teachers, textbooks, news media, travel, literature)

**What the
Learner Experience
(Processes)**

LEARNING INTERACTIONS

Mostly Informal
(Family, peers, environment, community, stories, songs, popular media)

**What the
Learner Brings
(Processes)**

Local Knowledge
Motor skills, language, family & community values, beliefs, attitudes, behaviours.

Figure 4.5 Factors Affecting the Design of Quality Learning Materials
Source: UNESCO 2005

4.11.5 Page Layout

The concept of a page layout is a block of text surrounded by a frame of margins. Skillin and Gay (2000) divided the book into the cover, the prelims, the text and the end matter. He cautions that each part should be given treatments in layout planning in order to achieve a distinct feature. Collingwood (1992) in his study observed that proportion

infers a harmonious relationship among the elements and pleasing dimensions of layout and the individual parts. The needed result is the pleasing and effective appearance of the whole page. Subsequently, to sustain reading, all the elements on the page must be placed to achieve a comfortable look of stability. Therefore, in textbook layout for children, size of illustration, length of text and margins is keen. The length of text on a page determines the size of illustration on a page. This makes Průcha (1989) point out that the average length of sentences in elementary school textbooks should not exceed 13 words. Moderation is always called for in layout for primary school textbooks. The layout must bring out the essential elements.

4.11.6 **Margins**

Margins contribute a great deal to page layout. The ideal margin ratio according to (Evans, 1988) is 1/2:2:3:4 or 2:3:4:5 (reads clockwise). Both ratio reveal upon a critical study that the sum of the inside or back margin is equal to the for-edge or front margin, which secures the text area firmly on the width of the open book.

Three basic principles in setting margins (space) are respected in textbook page. First, the art of holding the back without concealing the text, the outside margin on each page must be wide enough. Second, it increases slightly from interior of the page towards the top and from outside of the page towards the bottom. Lastly, throughout the textbook pages margins must be respected (Châtry-Komarek, 1996).

For best appearance, margins is sized progressively from smallest to largest, inside, top, outside and bottom respectively (McCall, 2005). The importance of margins to the reader is as follows:

- It rests the eye and prevents crowded appearances that make reading a strain

- it gives the page a balance appearance

- It enhances readability

- In manuals, workbooks, and textbooks, ample margins give the reader space for making notes.

4.11.7 **Typography**

Bear (2007) further emphasizes classifying types and its anatomy. He opines that understanding type classification and anatomy can aid in the process of choosing the most appropriate typefaces based on purpose and audience. The two primary functions of typography are the presentation of text in a manner that is not only easy to read but visually engaging. Typeface for educational books (textbook) for all level must be *attractive* to the kinds of sizes of typefaces on a chapter page. Headings, text, subtitles, quotation must harmonize (Buckwood, 1990).

Typography has a significant effect on children's reading. It affects their motivation to read. The study reveals the following types as appropriate for the primary children in Ghana. Century, Century Educational, Gill Sans, Gill Schoolbook, Pearson Humanist, Garamond. These are the list of fonts children at the primary schools never had problems with during their textbook miscue analysis.

The recommended type size for primary textbooks are also proposed type size for primary school textbook as follows: P1-24 points, P2-18points, P3-16points, P4-16points, P5-14points and P6-12points.

4.11.8 **Colouring of the Textbooks**

Effective application of colour determines the beauty and quality of the layout and the cover of the textbook. Colour plays a very important role in primary textbooks design and presentation. Children's interest are develop and drawn toward the textbook through colour. It is good to use full colour scheme for primary textbooks. (Whitbread, 2001) For children textbooks, the colour effect should always be full colour. Nevertheless, the colours that stand out as children's favourite in the textbook observation were blue, red yellow and green. Therefore, blue should play a dominant role in primary textbook designing.

4.11.9 **Illustrating Primary Textbooks**

A good illustration then is supposed to tell the story clearly without repetition making a dull subject palatable. According to Djoleto (1985), as cited in Johnson, 1994) the aims of illustrations in textbooks are two-fold. Firstly, it should portray the truth; that is what exactly is there now. Secondly, an illustration should be used as a tool for positive development in children. Illustration must bring out the right kind of perception for learning to take place (Bovee & Arens, 1989, Johnson, 1994)

Parson (2000) expresses the notion that for concept formation children need realistic drawings that is reality in form, shape and colour is essential. The whole discussion reveals that any illustration inappropriately rendered to ensure effectiveness is not advisable in children's textbooks. It must fall within the context of realistic, simplicity, accuracy, and simple and must be a tool for conceptual development for the child to observe real things and learn well. Every illustration must be clear and distinct. The commonest fault to found with illustrations is that they are too small, making

comprehension impossible. Meanwhile, the interest of the primary pupils in the use of the textbook is aroused with coloured illustrations than black and white illustrations. The use of watercolor, coloured pencil and digital rendering is more appropriate for primary textbook illustrations.

4.11.10 **Paper**

Paper suggested to be suitable for textbook publishing for primary textbooks is Book Paper. A general term to describe a type of paper suitable for printing, (except newsprint and Bristol), especially offset printing, book paper can have many different finishes and may be coated or uncoated. Premium book paper is also called Bible grade (Howard, 2008).

More opaque than bond paper and good for 2-sided printing, book paper is also characterized by excellent folding qualities and durability. Book paper has a basic size of 63.5cm x 96.52cm and the basis weights range from 22 to 150 lbs. Offset papers are especially suitable for offset printing due to increased resistance to water and picking. Most book paper can be used on offset presses.

4.11.11 **Production Standards in Textbook Development**

Product standard predict for a suitable format for a publishing product. In textbook development format is very important within the environment the book would be used. As mentioned by McCall, (2008) the textbook should be well bound, void of evidence of loose sheets, even and clarity of printing. In textbook production format is very essential and sensitive to the users. It determines the final look of the textbook. The format is affected by ease of handling, durability and adaptability of content and press

size. The format of a textbook is determines by many factors, namely; size of class tables, sitting arrangements, readership of the book, text and illustrative contents, the textile length and the Mode of printing and binding.

In support of Butcher et al., (1975:122) as cited in Johnson (1994) textbook production formats primary schools should fall within the following three main standards

5. A4 (210mm x 297mm) Portrait

6. B5 (176mm x 250mm) Portrait

7. C5 (162mm x 229mm) Portrait

4.12   Development of Textbook Theory

The following is the summary of the theory development created by the researcher during the textbook study.

Education ⟶ Curriculum ⟶ Syllabus ⟶ Textbook
↓
Instruction
(Teaching & Learning)
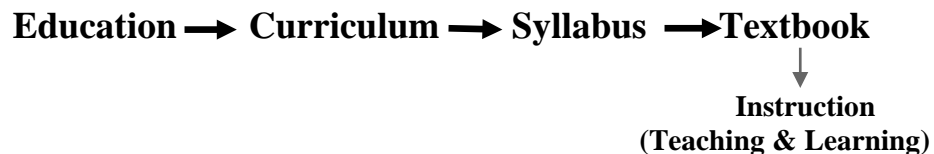
Education is the broader spectrum. Out of education is the curriculum that serves as a reference point for total standardization of education. The syllabus is development from the curriculum as the second reference material. The textbook, which happen to be the last material, is deduced from the curriculum. In other words, the textbook defines the curriculum (Westbury, 1990). Hence, the Ghanaian primary textbooks define the Ghana's educational curriculum. In addition, Textbooks stand at the heart of the educational enterprise (Altbach & Kelly, 1988b). The essence of this textbook research is because the primary textbooks stand at the heart of Ghana's educational enterprise. Finally, textbooks are the major-if not the only-definition of the curriculum (Lockheed

& Verspoor, 1991). The teacher and student use the textbook as a core educational material for instruction (teaching and learning) in the classroom.

The researcher refers to claims by the other authors of textbook to say that *textbook defines the syllabus*. The reason is that the syllabus serves as the first reference material for the textbook author. The syllabus and the textbook are inseparable. Therefore, *textbook defines the syllabus to satisfy the interest of teacher and the learner in the instructional environment.*

However, the textbook is used as an instructional material in or outside the classroom. In education, there is an Instructor, materials and receiver or learner.

Instructor (Teacher) ➞ Material (Textbooks) ➞ Learner (Pupils)

This places the textbook at the central position between the teacher and the learner.

The researcher concludes with these two claims:

1. *Textbook defines the syllabus that satisfies the interest of the teacher and the learner in the instructional environment.*

2. *Evaluation refines the textbook to remains as the core material in education and transfer of knowledge from the teacher to learner.*

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Overview

This chapter gives accounts of the summary of the dissertation out of the findings, conclusion drawn and recommendation made from the conclusions.

5.2   Summary

Primary education is foundational to the development of the child's knowledge, attitude and skills through experience to the highest level in life. This can be achieved through quality textbook publishing, which contributes to the development of the educational system in Ghana. At a workshop during the Ghana international book fair in 2006, it became known that there is a growing state of dissatisfaction among stakeholders in the process of primary school textbook development, in spite of the fact that Ghana textbook policy and its implementation procedures were in place. Therefore, this prompted the researcher to critically study the textbook policy, its implementation procedures and evaluate some of the public primary schools textbooks in Ghana.

Two objectives were deduced to find answers to the study. First, is to examine the impact of textbook development policy, its implementation procedures and textbook publishing process for primary schools in Ghana. Second, is to evaluate selected public primary school textbooks developed in 2005 and 2008 under product standard, design and presentation, to measure their effectiveness.

First, the study sought to bring to notice of Ministry of Education the weaknesses within the textbook policy and its implementation procedures for redress.

In addition, the primary textbooks published according to the dissertation guidelines will enhance efficient and effective teaching and learning at the primary level. Additionally, the dissertation will be beneficial to the Ghana Book Development Council, Ghana Publishers Association and Publishers in handling textbook issues for primary schools in Ghana.

The specific research design used was Qualitative Research Method. The researcher adopted the content analysis, descriptive research and grounded theory. Content analysis was used to examine the contents of the textbook policy and some selected primary school textbooks for identifying patterns, themes or biases. The Descriptive research was used to examine a situation, as it is; it was used to describe the information obtained from the field. Finally, the grounded theory was applied to analyze data to identify how they confirm an existing theory and construct a theoretical model from them. Out of an accessible population of 780, 70% equalization on accessible population was run to sum up to 547-sample size. Primary Teachers/Educationist 125, Textbook Publishers 15, Textbook Designer 20, Textbook Illustrators 20, Public Primary Students 600. The data collection instruments used for the study were, interview, observation and questionnaire.

From the study, the researcher went out to collect data for possible solutions. The following findings emerged:

1. There is lack of textbook manuscripts testing

2. There is lack of criteria for selecting textbook authors

3. The policy is flexible on where textbooks should be published.

4. Full complement of subject panel membership is never realized; resulting in low quality output during working sessions

5. There is lack of trial testing of syllabuses

6. The evaluation of on-the-ground problems in the schools for syllabus preparation is inadequate

7. There is corruption and manipulation of the system by influential primary textbook publishers during the bidding process.

8. The addendum for preparing textbook manuscript for tender is short.

9. The textbook bid security is high (done US dollars).

10. There is lack of research-based criteria for evaluating and selecting instructional materials (textbook).

11. Subject area teachers are generally not offered any training in the evaluation of instructional materials.

12. There is lack of training of educators serving on the evaluation committees.

13. The publisher's criteria for selecting authors for the primary textbooks are inappropriate.

14. Structural and Language editing of primary textbook manuscript is not thoroughly done to check logical presentation of content and appropriateness of language level to the target audience in the final primary textbook.

15. The timeline for primary textbook development is short.

16. The quality of primary textbook content is below average

17. The quality of pedagogical approaches in primary textbook is average

18. The quality of design and presentation of primary textbooks are below average

19. The primary textbook covers are not attractive to the children in terms of illustrations, design and appropriate concept.

20. The general primary teacher's there were over crowded pages in the mathematics and English language textbooks, which hinder the children's interest in studying the subject from the developmental stage.

21. There were inconsistent settings of margins.

22. There were inappropriate placement of text and illustrations.

23. The arrangement of illustrations does not follow any logical sequence.

24. Comments about the quality of primary textbook cover are average.

25. The choice of typefaces for the Primary Mathematics, English language and Science textbooks were legible and readable.

26. Generally, the illustrations in the primary textbooks do not explain the ideas in the text in detail. This makes the text looks too abstract.

27. Most of the illustrations are not realistic and informative.

28. The Illustrations do not look well drawn.

29. There are inappropriate balance between text and illustration.

30. The illustrations in the primary textbook are gender stereotype.

31. The textbooks are easy to handle.

32. The textbooks do not withstand the test of time.

33. The dominant textbook format is the A4 portrait, which is quite big.

5.3   Conclusions

1. The weaknesses in the textbook policy affect the implementation procedures in quality primary textbook development. It also shows ineffectiveness of the aims of the policy. For example, there is lack of criteria for selecting textbook authors. As a result of that publishers look for authors through friends and relatives to serve on the writing board which is not the best approach as compared to USA, Serbia, Pakistan, Kenya, Australia etc.

2. The weaknesses in the implementation procedures reduce the quality of the syllabuses, bidding and evaluation, which form the content of the textbook. The reason is that the authors use the syllabuses to develop the content of the textbooks. The bidding process is used to reduce weak publishers and the evaluation process is used to select the best textbooks and their effectiveness. Because the higher the evaluation marks the more effective the textbook and the lower the evaluation marks the lower its effectiveness.

3. The textbook publishing process faces many challenges with respect to time schedules to complete the primary textbooks for evaluation and procurement. This mount a lot pressure throughout the textbook production process to produce less quality primary textbooks for effective teaching and learning in the primary classroom.

4. The existing textbooks in the public primary classrooms do not carry the total quality of content. The evaluation result shows that the content of the lower and upper primary mathematics, english language and science textbooks are below average. An example is a new integrated science for primary five.

5. The text and illustrations in the primary textbooks have traits of gender stereotypes. There are more male activities, names and illustrations in the textbook than female activities, names and illustrations. This negatively affects the child's aspirations and ability to study the material.

6. There is no testing of textbooks; therefore, teachers do not contribute to the textbook development. We have lost as a nation to apply one quality indicator, which can improve the content of the primary textbooks. This is the test of manuscripts in selected primary classrooms.

7. The product standard in textbook development needed for the primary textbook are not totally realized. This affects the material in use in the classroom. Children's interest in the use of the textbook reduces when is deteriorated.

8. The inappropriateness of design and presentation in the organization of primary textbook content affect the relevance, effectiveness, interest, understanding and ease of textbooks by pupils.

9. There is lack of a reliable evaluation system that provides objective feedback on the quality and practical usability of future and recently published textbooks for primary schools in Ghana.

10. Textbook writing vacancies are not advertised to the public for competition for equally hidden but talented authors to participate.

11. The quality of content, design and presentation of primary textbooks are below average whiles the pedagogical approaches in primary textbook is average. This shows that there not a single primary textbook that satisfy all the features of a quality textbook.

5.5   Recommendations

In view of the results found in the study, the following recommendations are provided:

1. The Ghana textbook policy should be reviewed to ensure effectiveness of its implementation procedures of the textbook development to conform to the international standards.

2. The Curriculum Research and Development Division and the procurement division to ensure quality textbook development in Ghana should review the implementation procedures.

3. The CRDD and the Procurement Division of the Ministry of Education should negotiate with publisher to agree on a schedule for the production of the primary textbooks manuscript.

4. The development of concepts based on modern and coherent principles of learning theory from the drafting, creation of visual elements and selection of textbook contents to promote learning need to be created.

5. The text and illustrations in the primary textbook should equally portray males and females to avoid negative gender stereotypes that can affect the child's aspiration, ability, attitude, knowledge and the skills of female learners.

6. The test of primary textbook manuscript before production should be revisited. Because field-testing of textbook yield result leading to quality textbooks (Mahmood *et al.,* 2009). In other to strengthen the evaluation procedures, the CRDD, textbook publishers and procurement division should ensure that there is test of manuscript in selected primary classrooms according to rural and urban primary schools before mass production.

7. The evaluation team should evaluate the final textbook according to the product standard in textbook development to ensure that primary textbooks satisfy all the qualities of standard textbook.

8. Workshops and conferences should be organized for the entire primary textbook publishers, designers and illustrators by the CRDD, GBPA and textbook consultants to enlighten them about the weaknesses within selected primary textbooks for improvement. They should do this to avoid ineffectiveness, lack of interest and understanding of textbooks by Pupils.

9. The CRDD and the procurement division should ensure that the evaluation team applies both the standardized textbook evaluation criteria for Ghana and research-based criteria in Essuman (2010) dissertation during the textbook evaluation process. More so, confidentiality of evaluation should be intensified.

10. Criteria for selecting textbook by publishers should be reviewed in the textbook policy for improvement. In addition, advertising of textbook writing vacancies by publishers to the public for equally hidden but talented authors to participate is highly recommended to ensure quality primary textbook content.

11. The GBDC, GBPA, CRDD should established a continuous and vibrant professional interaction between content, pedagogical, design and presentation researchers, developers of textbooks and teaching materials.

12. Publishers should be paired with the local printers before bidding is considered. Both Publishers and printers should be responsible for the quality of primary textbooks and other useful stakeholders as well for all inclusive primary textbook development.

13. The procurement division of the MoE before awarding textbook production contract to enable publishers to meet the distribution target ratio set in the textbook policy should check school enrollment regularly.

14. The school-based selection as stated in the textbook policy should be implemented in Ghana by the CRDD at the primary level. Public primary schools will have the opportunity to experience a variety of textbooks from different publishers. This will gives room for the schools and pupils to choose from the lot their preferred textbooks.

15. It is about time electronic versions of primary textbooks are developed to supplement the printed textbooks in the classrooms.

16. The most important task as a nation for the next five to ten years is to create reformed textbooks, which may become popular among teachers.

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APPENDICES

Appendix A

Questionnaire
Please this questionnaire is identifying some pertinent issues on textbooks for primary schools in Ghana. Your contributions are highly welcomed for the growth of the publishing industry and Ghana as a whole.

POTENTIAL PUBLISHERS
1. Personal Information…………………………………………..
   Institution o/Organization of work……………………………..
   Highest Qualification……………..…………..……………
   Area of Specialization…………………………………………..
   Gender………………………………………………………….
   Position/Title……………………………………………………
2. Are you aware of the Ghana Textbook policy for primary Education? Yes☐ No☐
3. If yes, is the policy clear enough to support publishers in the Textbook
   Publishing process…….…………..…………………………………...……………
   ……………………………………………………………………………………….
4. If No, which areas do you find not clear/ambiguous? ....
   ……………………………………………………………………………………….
5. Does your firm have a document that guides you in the Textbook Publishing
   process in terms of
   - Design/Layout   Yes   No
   - Writing   Yes   No
   - Illustration   Yes   No
   - Editing   Yes   No
6. What do you think should be considered when designing and illustrating
   textbooks for primary school pupils in Ghana?..
   ……………………………………………………………………….…………
   ……………………………………………………………………….…………
7. Suggest ways of making our primary textbooks attractive in terms of
   a) Cover designing……………………………..…………………………..………
   b) Page layout……………………………..…………………………….………
   c) Illustration…………………………..……………………………….………
8. i. What colour scheme would you consider attractive, appropriate and acceptable
   for primary textbooks development in Ghana? a) Full colour b) Two colour
   c) One lour.
   ii. Specify the colours………………………………………..…………...……..
9. Suggest colours which should be used in designing primary
   textbooks………..…………………………………………..…………...………
   ………………………………………………………...…………….………..
10. How would you rank the quality of previous textbooks published for the primary
    schools in terms of:
    a. Cover design: a. good   b. average   c. very good   d. excellent
    b. Inside layout: a. good   b. average   c. very good   d. excellent
    c. Illustration: a. good   b. average   c. very good   d. excellent

11. What technical support is available for textbook publishing in Ghana?...............…………….....…………………………………………..……
……………………………………………………………………………….……….

12. Have you heard of e-textbook publishing?   Yes ☐   No ☐

13. What is your preparation towards the introduction of e-textbook?.......................…
……………………………………………………………………………………..

14. Have you seen any of the syllabuses for primary schools?   Yes ☐ No ☐

15. If yes, what makes the new syllabus superior to the old?..............……………….
……………………………………………………………………………………..

16. What are the existing strengths in textbook publishing procedures for primary schools in Ghana?..
……………………………………………………………………………………

17. What are the weaknesses in the primary textbook publishing?.........................……………....…………………………………
……………………………………………………………………………………..

18. What is your judgment about textbooks published for primary schools in Ghana? Tick appropriate response.
    a. English Language   Well illustrated   Not well illustrated
    b. Mathematics   Well illustrated   Not well illustrated
    c. Natural Science   Well illustrated   Not well illustrated

    d. English Language   Well designed   Not well designed
    e. Mathematics   Well designed   Not well designed
    f. Natural Science   Well designed   Not well designed

19. Do you think the assessment of textbooks for primary textbooks is fair?
    a. Yes ☐   b) No ☐

Appendix B

Questionnaire
Please this questionnaire is identifying some pertinent issues on textbooks for primary schools in Ghana. Your contributions are highly welcomed for the growth of the publishing industry and Ghana as a whole.

THE DESIGNER/ILLUSTRATORS
1. Personal Information……………………………………….
   Institution o/Organization of work………………………..
   Highest Qualification………………………………………..
   Area of Specialization…………………………………….
   Gender……………………………………………………
   Position/Title………………………………………………...
2. What is your general comment about the existing textbooks for primary schools in terms of?
   a) Design layout…………………………………………………...
   b) Cover design…………………………………………………
   c) Illustration……………………………………………………
3. Have you designed a textbook for primary schools before?   Yes ☐   No ☐
4. If Yes to (3), what is your experience in terms of concept development?...…………
   ……………………………………………………………………………..
5. What guides you in the choice of type, colour and illustration for a textbook cover for primary pupils?...
   ………………………………………………………….……………...………
   ………………………………………………………….……………...…………….
6. What factors do you consider when;
   • Designing a cover for primary textbooks..
   ………………………………………………………………………………
   ………………………………………………………………………………
   • Illustrating for a primary textbook..
   ………………………………………………………………………………
   ………………………………………………………………………………
   • Designing the layout of primary textbooks..
   ………………………………………………………………………………
   ………………………………………………………………………………
   • Choosing a type for primary textbooks…………………………......…………
   ………………………………………………………………………………
   ………………………………………………………………………………
7. Would you consider the current choice of types for textbook design and layout appropriate for primary textbooks in Ghana?
   a. Very appropriate   b. Appropriate   c. Not appropriate
8. Are you aware of the criteria used in assessing textbooks for primary schools in Ghana?   a)Yes ☐   b)No ☐
9. Which criterion would you add?..
   ………………………………………….……………………………………
   ………………………………………….……………………………………

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10. What are the strengths in the existing procedures in textbook publishing for primary schools in Ghana?..
………………………………………………………………………………….…
………………………………………………………………………………….…..
11. What are the weaknesses in the existing procedures in textbook publishing for primary schools in Ghana?..
………………………………………………………………………………….…
………………………………………………………………………………..……
12. What factors influence the choice of colours in primary schools textbook designing?..
………………………………………………………………………………………
13. What do you think should be done or added to the current primary textbooks to be attractive and user-friendly to the pupil's….…………………………..…………
………………………………………………………………………..………
………………………………………………………………………..………
14. What should be the nature of textbook publishing in Ghana?................................
………………………………………………………………………….…
………………………………………………………………………….…

Appendix C

Questionnaire

Please this questionnaire is identifying some pertinent issues on textbooks for primary schools in Ghana.
Your contributions are highly welcomed for the growth of the publishing industry and Ghana as a whole.

TEACHER/EDUCATIONISTS

1. Personal Information
   Institution o/Organization of work…………………………..
   Highest Qualification…………………………………………..
   Area of Specialization…………………………………….
   Gender…………………………………………………………
   Position/Title…………………………………………………...
2. How do you judge the textbooks published for primary schools in Ghana in terms of ;

Design	a. Good	b. Very good	c. excellent
Cover	a. Good	b. Very good	c. excellent
Illustrations	a. Good	b. Very good	c. excellent
Colour	a. Good	b. Very good	c. excellent

3. If you have any concerns about Textbooks for primary schools in Ghana please state them………………..……………………………………………………..
   ………………………………..…………………………………..…………
4. Do you have problems with any primary school syllabus for Ghana? Yes ☐ No ☐
5. If Yes, please state them……………………………..…………….…………
   …………………………………………………………………….…………
6. What makes the **new** syllabus superior to the **old**?..
7. What specific problems have you identified on the covers of the primary school textbooks being published?..
   ………………………………………………………………………………
8. Do you agree with the fact that without the teacher the textbook is the alternative in the classroom learning process?   Yes ☐   No ☐
9. If Yes do you think the children are motivated enough by the textbooks available to pick and learn on their own?..
   ………………………………………………………………………………
10. Are the illustrations in the textbooks suitable for both pupils in the urban and rural areas?...
11. Does the textbook policy provide clear enough guidelines in producing textbooks in Ghana?...
12. How should the textbooks for the primary schools be developed to arouse interest…………………………………………………………………….......
13. Do you see the current primary school syllabi on all the subject areas to be acceptable?..
14. What are your comments about the primary school textbooks?.............................
    ………………………………………………………………………………..
15. Are there enough textbooks supplied to the pupils in the primary schools?...
16. If No, what should be the solution?..

Appendix D

Interview Schedule

For Potential Publishers

1. What do you think should be considered when designing and illustrating textbooks for primary school pupils in Ghana?...….…
…………………………………….…………..………………………………………
…………………………………………….......……………………………………
……………………………………………………………….……………………...

2. Suggest ways of making our primary textbooks attractive in terms of:
   a) Cover designing………………...…………..……………………..….……
   …………………………………….…………………………………….……
   b) Page layout and…………………………..………………………………..
   c) Illustration………...…………
   ....

3. Suggest colours which should be used in designing primary textbooks...…………..…
   ……..……………….…………………………………………………….…………
   ……………………………………………………………………………………...

4. What makes the **new** syllabus superior to the old?...
   a) ………………………...……………..…………………………………..
   b) ………………………………………………………………...………..
   c) ……………………………………...………………………………...
   d) ……………………………………………………………………...

5. What are the weaknesses in the primary textbook publishing?...............…...………….
   ……………………………………………………………………….…...………

6. What is your general comment about the existing textbooks for primary schools in terms of?
   a) Design Layout:……………………………………………...…………..
   b) Cover design:…………………………………………………...….……
   c) Illustration:………………….....…………………………………..…..……

7. What guides you in the choice of type, colour and illustration for a textbook cover for primary pupils?..
   ……………………………………………………………….……………………

8. What are the strengths in the existing procedures in textbook publishing for primary schools in Ghana?...
   ……………………………………………………………….…………..…………..

9. What should be the nature of textbook publishing in Ghana?
   …………………………………………………………………………………….

10. Are the illustrations in the textbooks suitable for both pupils in the urban and rural areas?...

Appendix E

Interview schedule

For primary teachers

Name of School &Teacher: …………………………………………………………………

Teacher's response

content	Rating (Poor-------Excellent)				
	0	2	4	6	8
Does the textbook support the aims and objectives of the program?					
Does the textbook match any external syllabus requirement?					
Does the textbook provide review of previously learned topics?					
Is the organization of topics clear?					
Does the textbook provide learner with opportunities for individual practice?					
Does the textbook provide learners with opportunities to communicate with each other?					
Are new points learning presented in an interesting way?					
Will the topics interest pupils?					
Is there sufficient variety in topics?					
Do the topics expand learners' awareness and enrich their experience?					
Are topics adequately supported or explained?					
Are women (girls) and men (boys) portrayed equally?					
Can the supplementary materials be tailored to the needs of particular classes or pupils?					
Does the content relate to the learners' culture, background, and environment?					
Is there a good mixture of text and graphic information on most pages?					
Are there sections for revision or review?					
Total	--------------------------				

Teachers concerns(Pedagogical approach)	Rating (Poor-------Excellent)				
	0	2	4	6	8
Does the suggested teaching and learning approach suit the learning/teaching situation?					
Is the textbook flexible enough to accommodate teachers with different teaching styles?					
Is the teacher's manual comprehensive?					
Does the teacher's manual include teaching suggestions?					
Does the textbook provide and support basic principles underlying					

the materials?					
Is an answer key provided?					
Is the teaching sequence appropriate?					
Total	----------------------------				

Practical concerns(Design and Presentation)	**Rating (Poor-------Excellent)**				
	0	2	4	6	8
Is the textbook affordable?					
Is the textbook easy for students to carry?					
Is the textbook attractive?					
Is the textbook durable?					
Is the textbook easy on the eyes?					
Total	--------------------------				

Appendix F

Interview and Observation schedule

For primary pupils

Name of
School:…………………………………………………………………………………………………..

- Primary students comments about the primary textbook cover, contents, pedagogical consideration, design and presentation

- Primary student's performance in the classroom

- Primary student's attitudes towards the new textbooks

- Teacher's approach in relation to the use of the textbooks

- Teachers' understanding of, and attitudes towards, any new approaches that textbooks may present

- Information about whether the textbooks help them in their language development in general

- Information about whether the materials have an effect on their motivation and interests.

Appendix G

Observation Checklist

1. How attractive is the textbook cover?
2. Is the layout reader friendly?
3. What are the differences in colour for the textbook according to the year groups P1 – P6?
4. Is the criteria for selecting author appropriate
5. How is the textbook publishing being managed?
6. How good are the illustrations and the contents?
7. Does the content really teach the student?
8. What is the general comment about the primary textbook?