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Evaluation of Selected Textbooks from Ghanaian Primary Schools

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Abstract:

The study investigated the evaluation of selected primary school textbooks in Ghana. It was also intended to seek for the primary teachers and pupils' concern about the textbooks. The researchers' primary goal was to establish a correlation between the variables "primary textbooks", and "children". 10 Teachers and 150 pupils responded to a 37 textbook evaluation scheme to express their views concerning the textbooks. The methods employed by the researchers were the content analysis and the descriptive method. The data collection instruments used for the study was by interview and observation. It is posited that quality textbooks enhance effective teaching and learning at the primary school level. The arrangements of illustrations do not follow any logical sequence. The text and illustrations in the textbooks should equally portray males and females to avoid negative gender stereotypes that can affect the aspirations, abilities, attitudes, knowledge and the skills of female learners. There is no testing of textbooks in the classroom before production; therefore, teachers do not contribute to the textbook content development. In Conclusion, 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.

Keywords: Evaluation, textbooks, primary education, publishing

1. Introduction

Primary education is foundational to the development of the child's knowledge, attitude and skill through experience to the highest level in life (Anamuah-Mensah et al., 2002). This can be achieved through quality textbook development and publishing, which contributes greatly to the development of the educational system in Ghana. According to Altbach and Kelly (1989) p4:

Textbooks stand at the heart of the educational enterprise, 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.

A textbook project is underlined as key vehicles for the cost-effective improvement of the quality of education. The essence of this research on the textbook(s) is based on the theory that primary school textbooks stand at the heart of Ghana's educational enterprise. This classifies the textbooks as a political document, which plays a role as an agent of change and a core material in the educational milieu.

In addition, the books examined are still being used in most of the primary schools. At a workshop during the Ghana International Book Fair in 2014, 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. This prompted the researchers to study and evaluate selected textbooks for public primary schools that are being used despite new ones.

Quality textbooks and learning materials teach concepts and skills that promote peace, human rights and sustainable development. Furthermore, access to locally develop 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.

Therefore, textbooks are pedagogical instruments, artifacts of the curriculum, and interpreters of curriculum policies used in education.

1.1. 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). To learners, it serves as a source of knowledge. In Ghana, the Ministry of Education (MoE) coordinates the development of textbooks for primary schools with the help of the Curriculum Research and Development Division as well as the Procurement Division. As part of

the development, textbooks are evaluated according to lots in the name of a subject. Among the evaluated textbook lots, five different textbooks were adopted and selected in each lot for the primary schools in Ghana. In 2007, following the revision of the primary school curriculum, the MoE revised all textbooks at the primary level in line with the curriculum objectives for procurement. The various textbooks used in the lower primary schools cover Language and Literacy, Mathematics, Natural Science, ICT and Creative Art. For the upper primary (P4-P6), pupils' books included 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 changes in the content of the primary school textbooks.

As remarked by Richards (2001) cited in Kirkgöz (2009) that a quality textbook is a result of a transformed content of a syllabus. Therefore, the syllabus determines the state of the textbook content. We can base on the above claim to say that, Firstly, a quality content of a syllabus results to quality textbook content. Secondly, if there is no syllabus or curriculum there will definitely be any textbooks. The provision of the required textbooks for Primary Schools in Ghana ensures effective teacher performance and teacher-learner relationship. On the account of that, this study aims at;

- a. investigating strengths and weaknesses in Primary School textbooks in Ghana.
- b. seeking the concerns of teachers and learners about the selected Primary School textbooks.

1.1.1. Textbook Evaluation and Adoption Practices

Amri Al (*n.d*) asserts that evaluation is on the basis that new sets of textbooks need to be examined to find out whether they are effective as expected. The researchers also affirm that old textbooks that are being used can be examined to find their impact level. 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 situation of those textbooks. One can have the impression that textbooks can work well through 'on page' evaluation and predict to achieve a desired 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 is basically centered around 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', evaluation refers to evaluation of the textbooks as they work in real classroom situations and problem occurrences.

Studies reveal that there are two forms of evaluation criteria. One is the standardized evaluation criteria at the procurement level used to evaluate textbooks before adoption and production. In addition, researcher(s) with reference to other evaluation checklists develop the other. Mahmood, Zafar Iqbal & Saeed, (2009) proposed that evaluation and revision of textbooks based on field-testing and research yield results leading to quality textbooks.

In support of that, field-testing of the textbooks is a process whereby evaluated and selected books are trial tested with direct users (students). Students and teachers are made to interact with the materials to offer concrete inputs or suggestions before final production. Therefore, field-testing of a textbook in the schools before final production, selection and distribution to public primary schools is vital. It is very essential in primary school textbook publishing in Ghana. Field-testing is an aspect that cannot be overlooked, in a sense that it invites both teachers and learners input in the content development. We stand to attest that research based evaluation as the study proposed in addition to the standardized form of evaluation is essential in textbook development especially developing countries where textbook research is not the very best.

Stein et al., (2001) made a point that the discussion of textbook evaluation and adoption processes pertain 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 (basal readers are textbooks used to teach reading and associated skills to school children). 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 who were surveyed preferred to teach reading using a combination of basal readers and trade books. 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. Teachers use them as approved or unapproved supplementary readers. 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, 2007).

Meisalo (2005) emphasizes that the importance of repeated evaluation during the development of learning, especially new media, and the need for 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 fulfills 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. Methodology

In the collection of data for this study, the content analysis and descriptive research methods were used. The field method embodies a thorough study and evaluation of selected primary school textbooks published in 2008 on English Language, Mathematics, and Science. Secondly, the researchers set out to seek the concerns of teachers and pupils about the textbooks.

The researchers identified the specific body of materials (selected Primary School textbooks) 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. To analyze the contents of the selected primary school textbooks successfully, several experts’ checklists were considered to develop a suitable two-part checklist or coding system for the evaluation of the textbooks. Part ‘A’ covers contents writing, teachers’ concern and practical concern. The part ‘B’ includes Features of the textbook; textbook jacket/cover, layout, illustrations in textbooks, verbal assessment of the aesthetic side of textbook, typographic consideration, text comprehension, gender sensitivity in illustration and product standard.

Teachers and pupils responded to a 37 textbook evaluation scheme to express their perceptions concerning various aspects of the textbooks. The accessible population for the study was 780; a sample size of 508 was derived 88 Primary School Teachers and 420 Public Primary School Pupils. The data collection instruments used for the study were, interview and observation.

3. Discussion of Result

The selected Primary School textbooks and interview data were subjected to content analysis to obtain systematic classification process of coding and identifying themes or patterns.

This section satisfies the first and second objectives on the evaluation of selected public Primary School textbooks developed in 2008 under product standard, design and presentation, to measure their effectiveness. The evaluation criteria employed by the researchers were based on Blumberg, (2007), Amri Al, (n.d), Wong (2009), McCall (2005) and Čeretková, Šedivý, Molnár, and Petr, (2008) evaluation criteria.

The evaluation of the Primary School textbooks cover the three main subject areas supplied to the schools: English Language or Language and Literacy, Mathematics and Integrated Science. 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 researchers however focused on P2 and P5 textbooks for this paper. The researchers analyzed the Primary English Language, Mathematics, and Science textbooks with the following as the focus.

3.1. Evaluation Result of 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 took the same form as the 2005 edition. Therefore, the evaluation results are the same. Pearson Education Limited published the book with the title, ‘Gateway to English for Primary Schools Book 2’.

3.1.1. 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 of the illustration with the shadow effect does not show professionalism on the part of the designer. The background is too colourful and intends to disturb the children. It does not fall within the appropriate colours for children textbooks. The cover is not attractive; it does not draw learners attention and not original. The title dominates on the cover and is artistic. The brightness of colour stimulates the eye largely, which partly explains children’s preference for bright colours Whitbread, (2001) as cited in Essuman, (2010).

3.1.2. Text 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 while 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 and 134. The page layout for the rest of the pages is okay. The page numbered 30 is very attractive and reader friendly.

3.1.3. 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 while 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 and attractive for example page 30. However, the only unfortunate situation is that the illustrations are in black and white. Half of the illustrations are in colour while the rest are in black and white. This does not speak well of 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 did not clearly carry the message to the pupils in its realistic state. Examples are located in 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. The quality of illustration is good and fit for children in both rural and urban settings.

3.1.4. Verbal Assessment of Esthetic Side of Textbook

Aesthetically, the textbook does not appear attractive to children. The colours on the cover were over applied.

3.1.5. 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 28-30points 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.

3.1.6. Text Comprehension

The length of sentence ties with the age group and is easy to read and follow.

3.1.7. Gender Sensitivity

Considering the gender sensitivity of text and illustration, 421 illustrations represent males (boys) while 351 represent 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. That is why 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 abilities. Children are the leaders of tomorrow, and they should be protected from negative gender stereotypes to guarantee them of a better tomorrow. That is why the evaluation of the various Primary School textbooks published is essential to determine gender sensitivity.

3.1.8. Product Standard

The orientation is A4 (210mm x 297mm) portrait, which is not appropriate for children. The book 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 being used. It has 148 pages, weighting 40kg. The total quality is average.

3.2. Evaluation Result of Mathematics for Primary Schools, Pupils Book 5

The following shows the evaluation result of Mathematics for Primary Schools, Pupils Book 5. The name of Textbook (Title) is Primary Mathematics 5 pupil's book, published by Macmillan.

3.2.1. Textbook Jacket/Cover

The cover card used is not of good quality and not durable. The colouring is within the required primary colours for children books. The concept of the cover is not attractive to children and does not draw learners' 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.

3.2.2. Text 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 extent that some of the pages look overcrowded. Illustrations were aligned with the text.

3.2.3. 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, which might not be very attractive to children. Finally, the states of the illustration are 50 % average 50% high quality.

3.2.4. Verbal Assessment of Aesthetic Side of Textbook

The textbook does not appear neat though it possesses an attractive concept. The book is precisely trimmed in a handy weight.

3.2.5. Typographic Consideration

The typeface is appropriate for the children. The typestyle, and type size is also appropriate. The line length and spacing within the body text makes the text legible and readable, which makes it very appropriate for the children.

3.2.6. Text Comprehension

The diction employed is very difficult for the children to understand. This is because the choice of words and methods used in explaining the problems are difficult to understand.

3.2.7. Gender sensitivity

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

3.2.8. Product Standard

The orientation is B5 (176mm x 250mm) Portrait. It contains inappropriate cover card with good quality text paper. The binding is of quality and durable when being used. The weight of the textbook is normal for a primary five child to carry.

3.3. Evaluation Result of Integrated Science Pupil's Book 5

The following shows the evaluation result of A New Primary Integrated Science Pupil's Book 5. Name of Textbook (Title): A New Primary Integrated Science pupil's book 5. Publishing was executed by Pearson Longman and Sedco Publishing Ltd.

3.3.1. 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 designer applied the center 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 was wrongly placed. The flag of Ghana does not align with anything on the cover page. The foreground colour where the burner is superimposing with the bowl does not appear real. The anatomy of the figure was rendered well. Names of authors were not super-imposed 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.

3.3.2. Text Layout

In terms of categorization, the layout falls under fairly 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 contains 70 % text and 30 % illustrations. The alignment of text and illustration in some of the 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. It allows the reader ample 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. Examples can be located on 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, and pages 6 and 67 are examples to that. Captions of illustrations were not professionally placed. In a nutshell, 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.

3.3.3. Illustrations in Textbooks

The book has 65 illustration pages. First, 70 % of the illustrations used in the textbook look blurred. Either 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: watercolor rendering, photographic illustrations and digital illustration. The textbook contains 58 watercolor illustrations, 32 photographic illustrations and 15 digital illustrations. All the watercolor illustrations are weak in quality with the exception of the digital and photographic illustrations. The placement of illustrations on certain pages was not based on any style. On page 56 for instance, the placement of photos were not interesting and are inconsistent in sizing.

On page 9, the illustrations do not correspond with the text. 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 correspond with the text. Hence, it does not ensure understanding of the text. That means children are misguided with the use of these illustrations. 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 researchers identified in the Science textbook for primary five. Generally, the anatomy of the figures was not drawn well.

3.3.4. Typographic Consideration

The typeface for the text is schoolbook. The type size is 16 point. The Line length for the body text is less than 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 rivers 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.

3.3.5. Text Comprehension

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

3.3.6. Gender Sensitivity

Considering the gender sensitivity of text and illustration, the females (girls) represented are 28 while, 21 represents males (boys). The illustration projected more females (females) in the science textbook than the males (boys). It happens that it is the only primary textbook that is gender sensitive in terms of text and illustration.

3.3.7. Product Standard

The printing was on good quality paper. The illustrations were not effective and 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 quality and durable when being used by the children.

3.4. Primary Pupils Concerns

The following are comments expressed by 420 lower and upper primary pupils about their English language, Mathematics and Science Textbooks. During the interactions with the pupils, the researchers considered the following quality indicators to guide pupils in their share of the concerns; Textbook cover, Textbook content, Pedagogical considerations, the Design and presentation.

3.4.1. Textbook Cover

According to the pupils, the following were their views about the cover;

- The textbooks' covers are not attractive to pick and study
- Some of the cover illustrations do not match with the title of the textbooks
- Some of the colours used do not target children
- The covers are fragile and deteriorate easily.

3.4.2. Textbook Content

The pupils' views about the textbook content were that;

- Some of the textbooks are difficult to study on your own without being taught
- The contents of the books are not in sequence to ensure orderliness of ideas.
- The contents of Integrated Science and English textbooks for upper Primary are difficult to understand.

3.4.3. Pedagogical Considerations

The Pedagogical issues in the textbooks expressed by students were that:

- The appropriateness of instructional strategies depends on the type of teachers
- There are inadequate problem-solving skills both as an individual and at group level
- Activities and assignments do not reflect the different learning styles of students.
- In addition, activities provided in the books were not enough.

3.4.4. Design and Presentation

The concern made by pupils about design and presentation of the books were that;

- Some typefaces are legible and easy to read while others are difficult to read
- The line spaces are normal and easy to identify the sentences
- Most of the illustrations in the textbooks are not nice and do not explain the text well for better understanding
- The primary textbooks look heavy when packed in a school bag
- Some of the sizes of textbooks are too large for the existing tables, 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 student's challenge is overcrowding of information on a page. Teachers are tempted to schedule extra teaching period for the said students before achieving the teaching objectives. In the urban areas, the ratio is 10 students out of a class enrolment of 30 students. In the rural areas, five (5) students out of 30/40 class enrolments averagely understand the content and appreciate the presentation of texts and illustrations. The remaining students would have to seek for extra tuition for proper understanding of the contents of the textbooks. Finally, it shows that greater numbers of the primary pupils do not enjoy the total quality of the textbooks for better understanding and transfer of learning.

3.5. Primary Teachers General Concerns about the Textbooks for Primary Schools

The following are the concerns raised by respondents about primary school textbooks in Ghana. 17% of the total respondents said the 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. 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 loses 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 textbooks. 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 (pupils centered).

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

- Some of the units in the primary textbooks are too advanced for the pupils, especially, primary 2
- The covers and the binding should be strong and durable to stand the test of time.
- The textbooks are not enough in supply.
- The content development, layout and illustrations need improvement. The illustrations are not enough to enhance the understanding of subject matter. Most often, the illustrations do not explain the concepts. Because of that, topics look so abstract in the classroom when teaching.
- The vocabulary level in the English language textbooks is high. An example is the, primary 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 for learners. The illustrations are not detailed enough to explain the idea in the text.
- The English textbooks should follow a standard sequential order according to the syllabus. This helps the teacher to teach the topics accordingly.
- The primary textbooks should contain both rural and urban events as well as the dos and don'ts in the society.
- Authors of mathematic textbooks do not use the appropriate method that will arouse children understanding of the subject matter.

3.6. Table 1

Below interprets the summary of teachers' concern for Mathematics, English and Natural Science for Lower Primary School textbooks. The table is categorised into content writing, teachers' concern and practical concern. The content writing has to do with the linguistic content of a book. The teachers concern contains the didactic consideration of the book while practical concern covers the physical features of the book (design and presentation).

Lower Primary Teachers		
Criteria	Maximum marks obtainable	Scores given by Teachers
Contents writing	640	275
Teachers concern	280	125
Practical concern	200	50
Total	1,120	450

Table 1

Firstly, considering the teachers' concern about the content writing of the books, they scored 310 from the total checklist, out of a maximum mark obtainable of 640. This implies that the content of the book is slightly below average. Furthermore, the content does not cover all the topics in the syllabus. There is not a good combination of text and illustration information in most pages. In addition, women and men are not portrayed equally in all the three textbooks that were evaluated. The content relation to learner's background and interest is not enough. However, out of the 280 maximum marks obtainable, the books scored 125 for the teachers' concern. It means that the didactic considerations in the books are below average (rate low in scoring). In addition, out of the maximum score of 280 under practical concern, the books averagely scored 50 by teachers' concern. This is a clear indication that the textbooks are not attractive, not durable and bulky. The illustrations mostly are not directly relevant to the text/content but just decorative.

3.7. Table 2

Below interprets the summary of teachers' concern for Mathematics, English and Integrated Science textbooks for Upper Primary. Teachers expressed their concerns under content writing, teachers' concern and practical concern. A careful study of the table two below shows that both the lower primary textbooks and the upper primary bear similar scoring characteristics. Out of the maximum mark of 640 for content writing, teachers scored 310. That of teachers' concern scores 150 out of 280 and 60 scores under practical concern out of 200 maximum marks obtainable.

Upper Primary Teachers		
Criteria	Maximum marks obtainable	Scores given by Teachers
Contentswriting	640	310
Teachers concern	280	150
Practical concern	200	60
Total	1,120	520

Table 2

3.8. Table 3

Below is the Summary of the evaluation results based on Design and Presentation (textbook cover, layout, typographic consideration, illustration and product Standard) for the selected Primary School textbooks. It is categorized into design and presentation, and observation.

Design and Presentation	Observation
Textbook covers	<ul style="list-style-type: none"> 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 Pupils Book'. The general primary teacher's comment about the quality of primary textbook cover is average. There are overcrowded pages in the Mathematics and English language textbooks. This hinders the children's interest in studying the subject from the developmental stage.
Textbook Page Layout	<ul style="list-style-type: none"> There were inconsistent settings of margins. There were inappropriate placement of text and illustrations The arrangements of illustrations do not follow any logical sequence. The textbook with the worst page layout was 'A New Primary Integrated Science Pupils Book 5' and one with a very good layout was the 'Natural Science for Primary School Pupils Book 2'.
Typographic Consideration	<ul style="list-style-type: none"> The choice of typefaces for the Mathematics, English Language and Science textbooks are legible and readable but the most attractive typefaces were the Century Educational, Gill Schoolbook and Pearson Humanist in the 'Natural Science for Primary Schools Pupils Book 2'. The type sizes for the various books are P1-24 points, P2-18 points, P3-16 points, P4-16 points, P5-14 points and P6-12 points.
Illustrations in Textbooks	<ul style="list-style-type: none"> Generally, the illustrations in the textbooks do not explain the ideas of the text in detail. Some of the texts look too abstract. Most of the illustrations are not realistic and informative. The Illustrations are not look well executed. There is inappropriate balance between text and illustration in the book.
Gender Sensitivity in Illustration	<ul style="list-style-type: none"> The illustrations in the primary textbook are gender bias.
Product Standard in Textbook Development	<ul style="list-style-type: none"> The finishing of the books is not likely to make them durable. Printing is generally well done. The textbooks are easy to handle. The textbooks might not stand the test of time. The dominant textbook format is the A4 portrait, which is quite big.

Table 3

3.8.1. Gender Sensitivity in Illustration

After a critical evaluation of the selected textbooks by researchers, the table 4 below shows gender stereotype in illustration of primary textbooks. The Male column represents total number of male illustrations in the books while Female Column represents the total number of female illustrations in the textbooks.

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

Table 4

3.9. Table 4

Reveals that among all the six (6) selected Primary School textbooks, with exception of the New Integrated Science Pupils Book 5, where the number of female illustrations are more than the males, the rest shows dominating male illustrations over that of the females. This portrays the existence of a complete gender bias in Ghanaian Primary School Textbooks. In effect, this affects the interest and aspiration of the female learners in the use of the texts. Finally, findings showed that the illustrations in the primary textbook are gender stereotype.

4. Conclusion

In conclusion, the textbooks were worth studying to identify defects associated with them. Though new textbooks have been developed to replace the investigated ones, yet the investigated ones are still in most of the schools. Due to inadequate financial support, the newly printed books were not enough for all the primary schools in the country.

Considering the conditions of the 2008 textbooks, with immediate effect they must be taken out of the schools. Since the quality is not high to ensure value for money and good educational standing - the research reveals.

In addition, 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.

The next line of study is to evaluate the new textbooks supplied to the schools to ascertain their impact factor. However, the existing primary textbooks investigated in the public classrooms do not carry the total quality of content.

Moreover, the text and illustrations in the primary textbooks have traits of gender stereotypes. This negatively affects the child's aspirations and ability to study the material. There is no testing of textbooks; therefore, teachers do not contribute to the textbook development.

Finally, evaluation refines the textbook to remain as the core material in education and transfer of knowledge from the teacher to the learner. Therefore, particular attention must be given to it process.

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