

**AN ANALYSIS OF THE DEVELOPMENT OF SOCIAL STUDIES
LEARNERS' TEXTBOOKS FOR JUNIOR SECONDARY SCHOOLS IN
ZAMBIA**

By

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements of the degree of Master of Education in Curriculum Studies**

THE UNIVERSITY OF ZAMBIA

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DECLARATION

I, **Sianga Musilekwa**, do hereby declare that this dissertation is my own work, and that all the works of other persons used have been duly acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other University.

Signature: Date:

APPROVAL

This dissertation of **Sianga Musilekwa** has been approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Curriculum Studies by the University of Zambia.

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ABSTRACT

The revision of the Zambian school curriculum in 2013 brought about the integration of the three learning areas namely; Civics, Geography and History at Junior Secondary School resulting in one subject, Social Studies. Hence, there was a need to develop Social Studies learners' textbooks for Junior Secondary School in order to facilitate the implementation of the revised curriculum. During the Ministry of General Education (MoGE) meetings and subject associations, teachers and other education stakeholders such as NGOs complained that the quality of curriculum materials such as textbooks developed following the 2013 revised curriculum were of poor quality. However, no study seems to have been done to establish the extent to which such materials were of quality. Therefore, this study sought to assess the quality of Social Studies learners' textbooks for junior secondary school in Zambia, analyse the procedure of developing Social Studies learners' textbooks for Junior Secondary School in Zambia, establish the criteria applied to select who were involved in the development of the Social Studies learners' textbooks for junior secondary school in Zambia, analyse the steps that should be followed in developing and evaluating Social Studies learners' textbooks in Zambia. The researcher employed a mixed methods approach to conduct this study. An embedded research design used in this study was more based on qualitative than quantitative methods because the study was descriptive in nature. Questionnaires were administered to teachers of junior secondary school of Social Studies. Additionally, interviews were conducted with the Curriculum Specialist, Chief Curriculum Specialist, Senior Education Standards Officer and textbook publishers. Data that was collected from interviews and questionnaires for Social Sciences were analysed using themes and descriptive statistics. The findings of the study showed that the Social Studies learners' textbooks were of poor quality indeed; lack of teacher involvement in textbook development; lack of coordination in textbook development; failure to adhere to a national textbook policy; political interference in textbook development were found to be the main contributing factors to this situation. Based on these findings, it is recommended that MoGE through CDC should broaden the scope of teacher involvement in textbook development, revise the Social Studies learners' textbooks for junior secondary school, adhere to a national textbook policy that should guide textbook development and privatization of textbook development should not be continued.

Key words: textbook development, quality, Social Studies.

DEDICATION

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ACRONYMS AND ABBREVIATIONS

CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
FINNIDA	Finnish International Development Agency
IIEP	International Institute for Educational Planning
KFF	Kenneth Kaunda Foundation
MoE	Ministry of Education
MoGE	Ministry of General Education
NGO	Non-Governmental Organizational
SESO	Senior Education Standards Officer
SIDA	Swedish International Development Authority
UNESCO	United Nations Education, Scientific and Cultural Organization
UNZA	The University of Zambia
ZBDC	Zambia Book Development Council
ZEMP	Zambia Education Materials Project
ZEPH	Zambia Educational Publishing House

CHAPTER ONE: INTRODUCTION

1.1. Overview

This chapter contains the background of the study, statement of the problem, the purpose of the study, objectives and research questions. It further contains a theoretical framework, the conceptual framework, significance of the study, delimitations, operational definition of terms and a summary.

1.2. Background

Despite having different curriculum materials that can be used in order to facilitate the teaching and learning process, UNESCO (2010) asserted that textbooks are considered as the most reliable tool for active learning. Textbooks play an important role in education because of their close relation to the classroom teaching and learning process. They guide how classroom lessons can be structured with suitable learning activities such as classroom exercises. In addition, textbooks have a prominent position in curriculum development and are considered as the most important tool for the implementation of a curriculum (Valverde, Bianchi, Wolfe, Schmidt and Houang, 2002). In this study, the researcher focused on the textbook to only mean the learners textbook.

Textbooks are the practical manifestation of the curriculum. Dove (1998) prescribed textbooks as the primary means of communicating to learners. Thus, textbooks are very useful in the teaching and learning process. Textbooks also interpret policies in a way that reflect the views of authors, publishers and evaluators. Their content implies what knowledge and skills learners should achieve (Pinto, 2007). In most developing countries, textbooks are the main and sometimes only learning aid. It is textbooks that are capable of conveniently packaging the curriculum for each subject. It is in fact a translation of curriculum demands and therefore, it is very important to ensure that textbooks are of a quality standard (Shahid, 2007).

In addition, Richard, Crabbe, Nyingi and Abadzi (2014: 86) stressed that “textbooks support learning and the educational goals of a country that aims to develop a literate society.” Textbooks therefore provide a structured means to cover a programme of

learning, as mandated by a curriculum, without textbooks, very little formal learning may take place. Brunswic and Hajjar (1991) also stressed that textbooks are the cornerstones of education and are instrumental in improving the quality of education.

On top of that, Ekwueme (1983) the former Vice President of Nigeria in his opening speech at the first Nigerian National Congress held in Lagos from 21st-25th of March 1983 observed that Education is the backbone of National development and the textbook is the principal element in the education process.

The revision of the Zambian school curriculum in 2013 brought about the integration of the three learning areas namely; Civics, Geography and History at Junior Secondary School resulting in one subject, Social Studies. The term Social Studies is an interdisciplinary programme with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum (CDC, 2013). This was done because some content in the three subjects were interrelated and some competences were similar too (CDC, 2013). Being a new subject at this level, there was a need for the development of textbooks for it.

The CDC (2013) cautioned that there are procedures to be followed when developing a school textbook for learners which are derived from the national textbook policy in undertaking activities in any institution involved in textbook development. Unless these systems and procedures are known and followed by all stakeholders, there will be chaos in the execution of developing a good quality textbook by institutions. It is for this reason that CDC has laid down procedures from the textbook policy for undertaking textbook development, research and evaluation activities. However, despite all these efforts put in place to ensure that quality textbooks are developed. It is evident from a number of literature that the quality of textbooks developed following the 2013 revised curriculum are contentious (MoGE, 2016).

CDC (2013) postulated that Social Studies was one of the important programmes offered at junior secondary school in Zambia which aims at achieving an all-rounded development of a learner who is capable of making meaningful contribution to society. Being a new subject at this level, there was the need for the development of textbooks. To acquire such competences, there is need for quality provision of education. UNESCO

(2010) contended that quality education cannot be isolated from the quality of textbooks developed as a core input in education.

The revision of the Zambian school curriculum in 2013 necessitated the need for new teaching and learning materials in order to facilitate the implementation of the revised curriculum. The development of Social Studies learners' textbooks for junior secondary school was not an exception. MoE (1992: 28) noted that the "major curriculum changes must generally be accompanied by changes in learning materials such as textbooks." Thus, reforming the curriculum requires developing new textbooks that embody the new approaches in the revised curriculum.

MoE (1992: 31) postulated that "the use of textbooks and other learning resources can have a positive effect on student learning and on the overall quality of education." The quality of an education system can be noted by the provision of quality textbooks and other educational aids of all kinds while the virtual absence of such items bespeaks real educational impoverishment in providing quality education to learners (MoE, 1992). Richard, Crabbe, Nyingi and Abadzi (2014) emphasised that textbook development programme should therefore aim to prepare and package quality textbooks that effectively address the curriculum and learning goals.

Textbooks are important in achieving pedagogical outcomes which are in turn necessary for developing human resources for economic development. The 2013 school textbook development project by the Ministry of General Education was supported by co-operating partners especially World Bank and UNICEF for rendering financial technical support in the development of the syllabus and textbooks (CDC, 2013). However, the co-operating partners decided to pull out as a result of failure to follow the benchmark that World Bank had outlined such as textbooks should be free from political influence, must establish a transparent process in place for the fair evaluation of the pedagogical, social and economic value of textbooks among others (World Bank, 2002).

In spite of all this literature attached to the importance of quality textbooks, many developing countries including Zambia have not yet succeeded in providing their school systems with quality textbooks expected. However, at a monitoring visit on 25th September 2018 at Kalabo Secondary School in Western province of Zambia. The then

Minister of General Education commented on the poor quality textbooks developed following the 2013 revised curriculum.

Apart from that, it was also acknowledged during the Ministry of General Education Joint Annual Review Technical Meeting (MoGE, 2016) that some stakeholders in the educational sector expressed worry over the poor quality of textbooks developed and subsequently used in Zambian secondary schools. The report was based on quality assurance mechanism for textbook evaluation that indicated that the textbooks which were used in schools were not of good quality. The provision of inappropriate school textbooks for learners is one of the most serious impediments to educational quality (Brunswic and Hajjar, 1991).

Additionally, in a study conducted by Mwanza (2017) on Teacher involvement in Curriculum Development in Zambia, it was also revealed that curriculum materials such as textbooks were of poor quality. Tyson (1997) emphasized the need for having quality textbooks in order to mediate desirable knowledge, values, skills and attitudes in learners. Failure to provide learners with quality textbooks is as good as providing poor quality of education to learners. Besides, UNESCO (2010) cautioned that education of poor quality is equivalent to no education at all.

Huber and Moore (2001) also expressed concern over the quality of the textbooks developed if there was need for attainment of national goals of education in the United States of America. The scholars argued that learners should instinctively seek to be exposed to quality textbooks that lead to desirable knowledge of reality. They further viewed textbooks as a reference tool designed to give priority to interactive pedagogy.

However, MoE (1992) stated that despite having a lot of textbook publishing companies in Zambia following the liberalisation of the economy which led to privatization of textbook development, some stakeholders in education had expressed concern over the quality of learners' textbooks in the country. Besides, one of the major tasks of the Curriculum Development Centre is to evaluate any curriculum materials such as textbooks before they were authorised to be used in schools. Therefore, what puzzled the researcher was how textbooks of poor quality were authorised to be used in schools. This then prompted the researcher to raise a question such as:

Why was it that there were poor quality textbooks used in secondary schools despite having a lot of textbook publishing companies and the Curriculum Development Centre as a gate keeper to see to it that only quality textbooks were authorised for use in Zambian schools?

UNESCO (2010) observed that despite textbooks being the backbone in the teaching and learning process, the development of textbooks have since time in immemorial posed to be a challenge in the education system. There was need to correct the situation especially that exposing learners to poor quality textbooks hinders the attainment of sustainable development goal four which emphasises on the need to provide quality education (UNESCO, 2010).

Therefore, the researcher attempted to analyse the development of Social Studies learners' textbooks for junior secondary school in Zambia. This was because there was need to develop a new textbook that represented all the integrated learning areas.. Not only that, at Ministry of General Education Joint Annual Review Technical Meeting in 2016, it was one of the textbooks which was mostly cited as having problems. The focus of the research site was Lusaka city of Zambia because that was where the Curriculum Development Centre which was the national institution responsible for textbook development and most publishing companies were located.

1.3. Statement of the Problem

The overall research problem addressed in this study was that despite textbooks being among the curriculum materials that enable the process of effective teaching and learning, little or no studies seems to have been done to analyse the development of Social Studies learners' textbooks for junior secondary school in Zambia. Some studies done in Zambia had indicated some question marks on the quality of textbooks developed following the 2013 revised curriculum. However, UNESCO (2010) contended that quality education cannot be isolated from the quality of textbooks published as a core input in education. However, Ministry of General Education Joint Annual Review Meeting (MoGE, 2016) report indicated that subject associations, teachers and other education stakeholders such as NGOs complained that the quality of

textbooks developed following the 2013 revised curriculum were of poor quality. The poor quality of textbooks is a clear indication that there were problems that needed to be addressed in the development of Social Studies learners' textbooks for junior secondary school. It is worth noting that in Zambia, most learners especially in rural areas depend on textbooks as their source of information. Hence, if this issue is not treated with the seriousness it deserves, the provision of quality education is likely to be highly compromised in the country.

1.4. Purpose of the Study

The purpose of this study was to analyse the development of Social Studies learners' textbooks for junior secondary school in Zambia.

1.5. Objectives of the Study

The researcher in this study intended to achieve the following objectives;

- i. assess the quality of Social Studies learners' textbooks for junior secondary school in Zambia.
- ii. analyse the procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia.
- iii. establish the criteria applied to select who was involved in the development of Social Studies learners' textbooks for junior secondary school in Zambia.
- iv. analyse the steps that were followed in developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia.

1.6. Research Questions

To achieve the stated objectives, the study sought to have the following questions answered;

- i. What was the quality of Social Studies learners' textbooks for junior secondary school in Zambia?
- ii. What was the procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia?

- iii. What criteria was used to choose stakeholders in the development of Social Studies learners' textbooks for junior secondary school in Zambia?
- iv. What steps did the writers of Social Studies learners' textbooks for junior Secondary schools follow in the process of developing and evaluating the textbooks?

1.7. Significance of the Study

Oso and Onen (2009: 44) defined Significance of the study as 'the relevance of the study in terms of academic contributions and practical use that might be made of the findings'. Based on this information, this study is likely to provide the Directorate of Standards and Curriculum with strategies on how to ensure quality curriculum materials are developed and that the textbooks used in secondary schools are of good quality. This study may also enlighten the Directorate of Planning and Information on the need to seriously adhere to the national textbook policy as one of the strategies to ensure quality provision of textbooks developed. Furthermore, this study is likely to help the Chief Curriculum Specialist on the need to strengthen the system of how textbooks are evaluated. In addition, this study is also expected to alert junior secondary school teachers of Social Studies that their role is not only to implement what had been developed but that they can be actively involved in some stages of textbook development process such as subject specialists panels. This awareness is likely to make teachers feel part and parcel of the education system. Lastly, this study may contribute to the existing literature on the process of textbook development.

1.8. Theoretical Framework

This study was guided by the social constructivism theory propounded by Kenneth Gergen (1998). Social constructivism theory is one of the three main schools of thought in the constructivist theory of education. The theory focuses on the role that social interaction plays in creating knowledge. According to this model, knowledge is formed based on social interaction and social consensus. It is from this perspective that the development of Social Studies learners' textbooks for junior secondary school was addressed. Social constructivism theory requires one primary element, two or more

participants. These participants must be involved in some form of interaction for knowledge to be constructed (Gergen, 1998). Richard, Crabbe, Nyingi and Abadzi (2014) observed that the development of curriculum materials such as textbooks requires the collaboration of authors, editors, Curriculum Specialists, subject specialists, textbook designers and textbook publishers among others. Therefore, the need for interaction of various stakeholders especially experts in the development of curriculum materials such as textbooks is necessary if quality textbooks are to be developed.

In order to understand how social constructivism theory can be applied in the development of Social Studies learners' textbooks for junior secondary school in Zambia, the materials that learners are exposed to have to be socially constructed. For instance, the facts and concepts in curriculum materials such as textbooks are decided upon by a group of authors, editors and evaluators that come to a consensus and assess that materials are essential for learners to use in order to improve the quality of education.

In order to have clearer understanding of the place of the textbooks as curriculum materials, it is essential to know who uses the textbook. According to Horsley (2008) the common view up to around the mid 1970 was that textbooks were meant first and foremost to help teachers in the teaching and learning process. However, the dominant current view is that textbooks should be developed with a focus on the needs of the learners (Mikk, 2000). Hence, there is need for various stakeholders to participate in the process of textbook development in order to cater for the needs of a learner.

Textbooks are typically the main source of learning materials for learners and the source of information on a specific subject or field. Textbooks also reflect a society's values and aspirations of a nation. Textbooks therefore are a practical manifestation of a curriculum (Mahmood, 2009). It is on this basis that this study was guided by constructivism theory and that textbooks should be of good quality if there are to contribute to the academic performance of a learner as well as the improvement of education.

1.9. Conceptual Framework

Miles and Huberman (1994: 20) described a conceptual framework as “the researcher’s map of the territory being investigated that explains either graphically or in narrative form the main things to be studied and the presumed relationships between them.” Therefore, the conceptual framework in Figure 1.1 indicates the link between the development of Social Studies learners’ textbooks for junior secondary school in Zambia and what may happen if the textbooks are of good quality. UNESCO (2010) observed that the quality of education cannot be isolated from the quality of textbooks developed. Furthermore, (MoE, 2002) in Ghana stated that the process of textbook development is considered as an essential element of the education process. Textbooks translate the objectives of the education policy into reality and set the standard of education required for the development and progress of the country. This clearly explains the importance of developing quality textbooks (MoE, 2002) in Ghana.

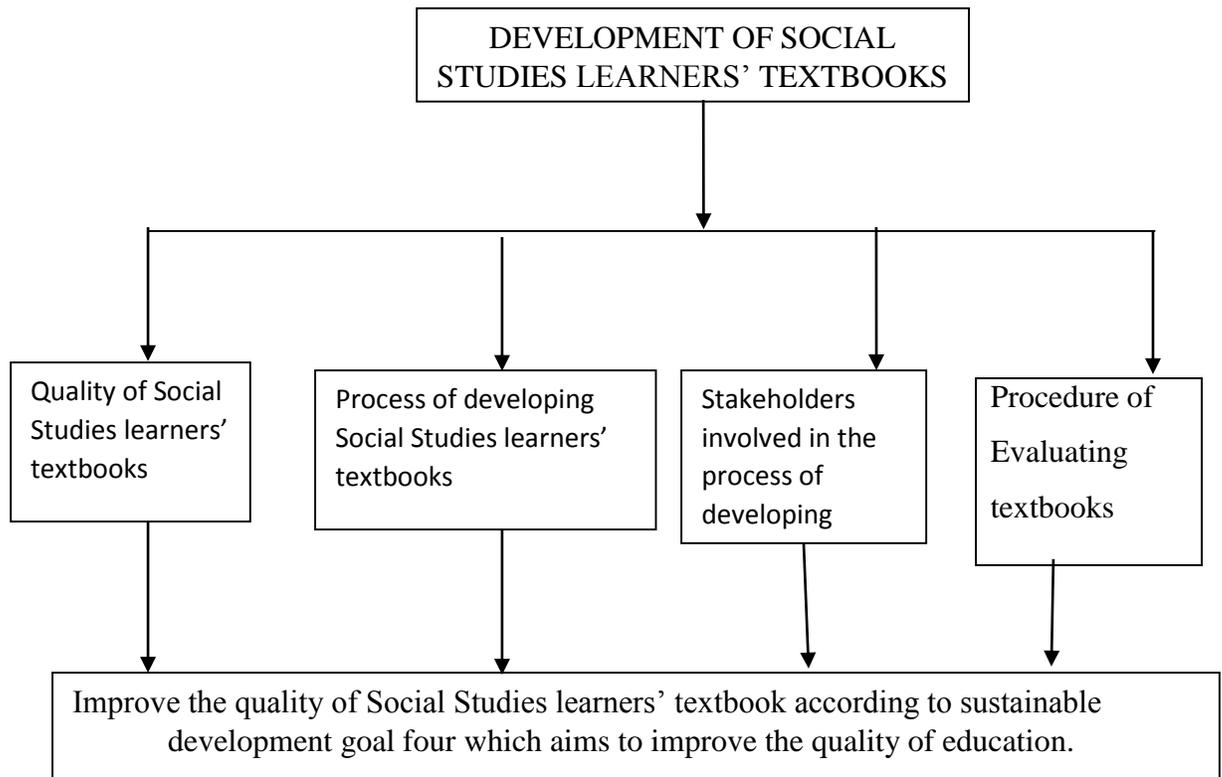


Figure 1.1: Conceptual Framework

The term quality has been used in the conceptual framework and several parts of this study to refer to standard of Social Studies learners' textbooks for junior secondary school in producing a desired result. In this case, the desired result was the ability of the textbooks in contributing to providing quality education which helps in achieving the fourth sustainable development goal.

1.10. Delimitations

According to Creswell (2003), delimitation is used to address how the study was narrowed in scope. To this regard, this study only focused on the development Social Studies learners' textbook for junior secondary school and left out other curriculum materials such as teachers guide, schoolbooks, supplementary books and novels among others. This was because the learners' textbooks are the learning materials specifically developed for learners. Further, this study was conducted in Lusaka Urban. This was because it is the capital city of Zambia and that is where most textbook publishers, authors and most importantly the Curriculum Development Centre, an institution mandated to evaluate curriculum materials such as textbooks for use in schools was located. Based on this information, the researcher was confident that data would be collected from the right participants.

1.11. Operational definition of terms

In order to clarify exactly what meaning the researcher attached to a concept in the context of the study, the following definition of terms used in the study have been provided:

Quality - The degree of excellence in terms of development of content, values, skills and attitudes in the themes found in Social Studies learners' textbook for junior secondary school, that aids the attainment of quality education in Zambia.

Junior secondary school - These are institutions that offer post primary education with intentions of having graduates joining the senior secondary school.

Social Studies - is a discipline that is taught at junior secondary school which includes components such as Civics, History and Geography which have been emerged as one subject in the 2013 Zambian school revised curriculum.

Curriculum - is all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented.

Textbook - the core learning medium composed of text or images designed to bring about a specific set of educational outcomes, traditionally a printed and bound book including illustrations and instructions for facilitating sequence of learning activities. This refers to both a course book and a supplementary book.

1.12. Organisation of the Dissertation

The dissertation has been divided into six chapters. The introduction makes the first chapter and the researcher explained the background to the study, the statement of the problem, aim of the study, research objectives, significance of the study, theoretical and conceptual frameworks, delimitations and operational definitions of terms to the study.

In chapter two, the relevant literature related to the study was discussed. This chapter covered the historical development of textbook development in Zambia. Literature was reviewed from the Zambian context, regional and international studies that supported and bridged the gap of the study in order to show relevance of his study.

In chapter three, the researcher discussed the methodology that was used in the study. Mixed method design was used particularly the embedded design. This design enabled the researcher to collect and analyze both the qualitative and quantitative data. In addition, the researcher also discussed the study site, target population, sample size, data collection instruments, data collection procedure, data analysis as well as ethical considerations which all fell in different sections of chapter three.

In chapter four, the researcher presented the research findings in relation to the emerging themes of the study. Verbatim and tables were used for qualitative data presentation while in chapter five, the researcher discussed the research findings.

Chapter six contains the conclusions and recommendations of the study and all of which are based from the findings of the study. Furthermore, suggestions have been given for future research in the same field of study.

1.13. Summary

In chapter one, what has been presented is the background of the study, which led to the description of the statement of the problem. Furthermore, the researcher explained the aim of the study, research objectives, research questions, significance of the study, theoretical and conceptual frameworks, delimitations and operational definition of terms. In the next chapter, review of literature related to the study will be presented that provide gaps and background to the study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

In this chapter, literature that is related to the topic under study will be presented. The literature will be presented in mainly three sub headings which are; a historical context of textbook development in Zambia, process of textbook development and then the researcher will review literature of scholars from an international perspective, African perspective and narrow it to the Zambian context.

2.2. Historical Context of Textbook Development in Zambia

Kabombwe (2015) opined that by 1880, there were missionary groups in Northern Rhodesia, who owned printing presses. For example, the Paris Evangelical Mission Society (PEMS) established by Francois Coilard, settled in Sefula in 1885 and 1887 in Sesheke, Barosteland and printed some books that were used in schools. The other groups included, the Primitive Methodist who came in 1893 and settled at Nkala near Kafue and London Missionary Society in 1883 at Fwambo. These missionaries built the earliest schools and developed textbooks. Not only that, other missionaries such as the Jesuits had begun publishing reading materials at Chikuni Mission Station in 1930.

Kabombwe (2015) contended that the initiative to set up a mission Press by the Catholic Franciscan missionaries in 1951 in Ndola was a mile stone towards publication in Zambia. The press begun printing Christian Catholic Publications such as Icengelo, workers challenges, speak out and challenge magazine. The mission press also printed for other Christian's denominations' and private companies. Kabombwe (2015) further noted that the mission press also printed textbooks and teacher's books for the Ministry of Education such as the textbooks for Religious Education. Not only that, History, Geography and English textbooks were also published by the mission Press.

In as much as there were some forms of other publishing that occurred especially from a religious aspect. Book development in Zambia is mainly considered to have had three main phases. The first phase is the period starting from 1937 to 1948. During this phase, the Joint Northern Rhodesia and Nyasaland publications Bureau was set up and the

government of Northern Rhodesia approved the formation of Africa Literature Committee of Northern Rhodesia (Djoleto, 1982).

Djoleto (1982) explained that the main concern of the Africa Literature Committee of Northern Rhodesia was to develop books mostly for an African readership and encourage works in English and the local languages as well as their translations. It was expected neither to cater for settler literary needs nor encourage an integrated book industry whereby books could be written, designed and manufactured in the territory. The creation of the African Literature Committee of Northern Rhodesia did not, therefore, mark the beginning of a genuine book industry in Zambia. It was, as far as book production goes organised essentially for local origination of manuscripts to feed an overseas book industry and trade. However, it can be argued that given its scope, the African Literature Committee of Northern Rhodesia laid the foundation for textbook development in Zambia (Djoleto, 1982).

Djoleto (1982) contended that the second phase of textbook development in Zambia was from 1948 to 1964. This was during the post-colonial period. In 1948, the Joint Northern Rhodesia and Nyasaland publications Bureau were established as an operational government department with the mandate to supervise the writing, publishing and distribution of books within the combined territories. It can be argued that during this period, there was a significant effort towards the development of authorship and publication. It is also worth noting that it was during the second phase when the formation of book trade was launched in Zambia. Furthermore, some headway was made in establishing a book trade in Zambia.

Finally, the last phase of textbook development in Zambia was from 1964 to date. During phase three of textbook development in Zambia, there had been considerable effort to develop a viable book industry. Education was one of the main factors that triggered efforts of textbook development. This was consolidated as a result of the recommendations from a conference which was held in Addis Ababa in 1961 by African ministers of education. The outstanding factor was the revision and reformation of the content of education in the areas of curriculum, textbook development and methods of teaching. Therefore, it became necessary for governments to ensure that textbooks were

written, designed, published and distributed locally. This meant, indeed, that the traditional roles of the overseas multinational book publishers at least would have to undergo transformation at varying pace (Djoleto, 1982).

It can however be argued that despite the changes that took place in book development during the three phases from 1937 to 1964 when Zambia became an independent country and in spite of the efforts made during the colonial period, commercial publishing in the real sense had still not been established fully in the country and the effect lingers to the present day Zambia (UNESCO, 2012).

Therefore, some efforts were made to develop and promote textbook development in Zambia especially after independence through a number of forums such as conferences both locally and internationally. For instance, there was a meeting of experts on book development in Accra, Ghana in February 1968 organised by UNESCO and Zambia was represented. In addition, Zambia had also been represented regionally during a seminar meeting at the Regional Centre for Book Development in Africa of the Sahara. Therefore, this led to the formation of Zambia Book Development Council (ZBDC) whose major role was to systematically coordinate, plan and ensure accelerated national book writing, production and distribution in the formal education system in order to ensure that quality textbooks were developed (Djoleto, 1982).

Richard, Crabbe, Nyingi and Abadzi (2014) stated that the national book development council was not strategic enough to draw up an effective national textbook policy that could have encouraged the use of diversified textbooks in the service of education, authorship and book production. However, in the absence of policies to guide the development and distribution of textbooks, there are no enforceable standards for evaluating the quality of content, manuscript approval and book selection. Thus, lack of a national textbook policy to date should be a source of concern among different stakeholders especially in education sector because without a policy, there will be no effective and efficient standards governing what is developed and disseminated.

Djoleto (1982) explained that publishing in Sub-Saharan Africa in the 1980s was dominated by large international publishers. By the mid-1990s, many countries had achieved appreciable local capacities that enabled them to publish books locally. Some

multinationals created local operations such as Oxford University Press East Africa operating in Tanzania, Uganda and Kenya. In some countries, indigenization led to national companies carved out of multinationals as what happened in Kenya where for instance, Longman became Longhorn and in Zambia where the Kenneth Kaunda Foundation was established which later became known as the Zambia Educational Publishing House (ZEPH) became responsible for textbook development process. Most publishers in low income countries are small to medium scale, with low capital. Since textbook publishing involves large quantities of books and high cash outlay, it is difficult for publishers from low income countries to compete with the larger ones during tenders for procurement of textbooks.

It is worth noting that since 1985 the process of textbook development in Zambia was mainly assisted by SIDA and FINNIDA. The Finnish aid supported development of local capacity to write and produce learners' textbooks (MoE, 1992). The production of learners' textbooks by FINNIDA consisted of two approaches. In the first stage, existing titles of textbooks could be reprinted, possibly with minor amendments and secondly, new textbooks based on new approaches to the curriculum could be developed.

However, just after independence in 1964, the Curriculum Development Centre was tasked under Zambia Education Materials Projects (ZEMP) to develop quality school textbooks. The development of textbooks was guided by the recommendations of the 1991 ZEMP Evaluation Report. The report mainly emphasized on key aspects such as the speeding up of the entire process of textbook development as well as keeping costs in mind at all stages of manuscript development (MoE, 1992).

The MoE (1992) opined that the book publishing industry was not well organised even after independence in Zambia. The MoE further explained that local industry lacked sufficient staff skilled in editing, designing, illustrating, typesetting, printing and binding. The development of publishing capacity for school textbooks was also inhibited by a special status enjoyed by Kenneth Kaunda Foundation, a parastatal foundation that was later transformed into the Zambia Educational Publishing House (ZEPH). A principle objective of the foundation was to produce the textbooks required by the educational system but unfortunately it failed to do so (MoE, 1992).

However, the liberalization of the economy in 1991 led to the privatisation of textbook development. This then resulted in a number of private publishing companies taking up the role of developing textbooks for schools in Zambia (MoE, 1992).

The researcher considered reviewing the historical background of textbook development in order to understand the process of textbook development from colonial period to date for the researcher to have a broader knowledge on textbook development. In the next section, the researcher focused on the different views of scholars on the process of textbook development.

2.3. The Process of Textbook Development

The textbook development process can either be tasked by government through the line ministries such as Ministry of General Education for example in Zambia or the task can be given as a commission to a private company or a group of authors to develop textbooks according to the given guidelines (UNESCO, 2010). Thus, the guideline to the process of textbook development should be a viable one. It is also worth noting that, even in a free market economy the state often controls access to official textbook adoption procedures. This is because it is the responsibility of the state to ensure that there is provision of quality textbooks.

Huber and Moore (2001) looked at textbook development as the generation of ideas which the author puts across in fulfilment of his or her ideas or that of the audience's requests in order to come up with a manuscript. It is the responsibility of the author to assemble materials then develop them into ideas and turn the ideas into manuscripts. Shannon (2010) pointed that textbook authors require skills and knowledge which include knowledge of the subject matter, curriculum goals and skills to be achieved, pedagogy and different methods for teaching urban and rural learners. Brunswic and Hajjar (1991) suggested that practicing teachers should preferably undertake the task of authoring.

Further, Seguin (1986) stressed that without rigorous coordination between stakeholders, project to develop a textbook can present serious defects. Authorship is a collaborative process that should involve subject specialists, who ensure that the approach and

explanations are accurate, curriculum experts who ensure that textbooks are consistent with curriculum goals and practicing teachers with extensive classroom experience who are particularly important as they have understanding of the level that textbooks should be written. Brunswic and Hajjar (1991) further added that a better coordination of responsibilities among different partners involved in textbook development notably between the private sector and public authorities is essential in the process of textbook development. Thus, the researcher in this study sought to establish if at all the Social Studies learners' textbooks for junior secondary school in Zambia were developed in a collaborative process.

The government through the Ministry of General Education in Zambia for instance, have a number of functions among them the responsibility for setting policy, engaging stakeholders and creating the conducive environment necessary for textbook writing, publishing, evaluation and distribution (CDC, 2013).

Richard, Crabbe, Nyingi and Abadzi (2014) revealed that in most countries, the Ministry of Education is the main government agency responsible for textbook policy, curriculum development, procurement and supply of textbooks to schools. Newton (1998: 67) defined a national textbook policy as “a legal instrument adopted by a national government and binding upon all parties concerned that recognises the strategic importance of the publishing industry and provides a comprehensive framework with stated objectives and specific political, economic, fiscal and legal measure to govern all activities in the book sector and to guide the actions of all players involved”. Textbook development sometimes fails because of lack of clear policies.

Apart from that, Garzon (2005: 70) observed that “a well-conceived, comprehensive and legally sound policy had proved to be the single most efficient and effective way to stimulate national textbook development and publishing.” A national textbook policy defines the role that the book industry plays in the process of textbook development. A national textbook framework increases the probability of success of book projects. Therefore, a good policy combined with good practice leads to desirable sustainable outcomes. Generally, textbook development should be guided by a national textbook policy unlike the situation in Zambia where the publishers did not adhere to a textbook

policy as a guide in developing the textbooks (Richard, Crabbe, Nyingi and Abadzi, 2014).

Pogelschek (2007) noted that authoring is done in a group, thus authors first develop the draft concept using a syllabus as a guide, they suggest basic texts and then finally they work out a draft. Shahid (2007) observed that the textbook development process involves reviewing curricula documents to ensure that decisions are in line with objectives of national curriculum, standards and benchmarks. Then there is need to develop an outline of the textbook and agree on a common format, writing style, terminology and units. The syllabus is one of the most important curriculum materials that is used in textbook development, it interprets the intended curriculum.

Brunswic and Hajjar (1991) stressed the need to consult more broadly before syllabus finalization. This is because of the guiding role the syllabus plays in textbook development process. Micheal (2009) revealed that the writing begins with compiling concepts in the syllabus into a manuscript. Therefore, a syllabus acts as a starting point for textbook development. Westbury (1990) added that the syllabus serves as the first reference material for the textbook author and that the syllabus and the textbook are inseparable.

Richard, Crabbe, Nyingi and Abadzi (2014) acknowledged that in the process of textbook development, the development of content is probably the most important criterion. Yet often, most stakeholders focus on the quantity of textbooks to be produced to the neglect of the quality of the content. McCall (2005) recommended that there is need for evaluators to pay particular attention to content and assess if curriculum materials such as textbooks are pedagogically and academically sound and of good quality. This will ensure quality education but the aspect of quality is what matters the most. The current study assessed the quality of the content in the Social Studies learners' textbooks.

Huber and Moore (2001) noted that authors develop the content which may be their original idea or they may be paid (commissioned) to develop content by a publisher. An author can contact a publisher directly with a completed manuscript, a process called querying. On the other hand, the scholar did not clearly explain how the manuscript

should be developed. The researcher in this study addressed this aspect as he tried to find out the steps that were followed when developing Social Studies learners' textbooks for junior secondary school in Zambia.

Apart from authors, editors are also important stakeholders in the process of textbook development. These work with authors and are responsible for commissioning and acquisition of manuscripts. Editors select the most appropriate educational materials and shape it to enable the audience to understand it. In case of curriculum materials such as textbooks, content editors should ensure that any textbook meets necessary curriculum and pedagogical requirements. An expert in a specific subject may be consulted to review and validate the content in a textbook. This is in order to ensure correct content in the textbook.

Rume (2012) cautioned that content in a textbook should be accurate without any errors. Furthermore, an editor also works with an art director and illustrator to select appropriate images or photos and fonts. Copy editors ensure that the content conforms to recognized standards of grammar and spellings. Additionally, they check content for coherence, grammar, appropriate language, presentation format, quality and relevance to the target audience (Walter, 2012).

Richard, Crabbe, Nyingi and Abadzi (2014) stated that editors are responsible in the process of textbook development from planning through commissioning, development (design, typesetting, illustrations, proof reading and printing). Generally, while there is seldom shortage of manuscripts in low income countries, it is sometimes difficult to find good editors and quality editing is often passed over in order to cut costs. As a result, poor editing is evident in many textbooks.

Additionally, Gombrich (1990) recommended that design should be flexible and simple as an aid to recognition. To achieve this goal, they work with designers to select fonts for the interior text, the type of illustrations and where they should be placed on a page. For instance, art directors create the appearance of a textbook and oversee design of the entire textbook. They also create the front and back book covers. Finally, the art director works with an illustrator, who provides images to support the text and overall design as appropriate for the intended educational (pedagogical) level.

On top of that, Reints and McCall (2005) cautioned that it is important that graphic designers should pay attention to issues such as gender representations in textbooks to avoid communicating biasness. There are many instances where females are represented only in the context of the home setup and not in professional arena, while males are shown accomplishing difficult tasks. This study therefore guided the researcher in assessing the extent to which the Social Studies learners' textbooks were gender balanced in gender presentations.

In addition, Soory, Kafipour and Souru (2011) observed that good textbook design enhances readability and comprehension of a final product (textbook). The textual materials should be presented through attractive and proper diagrams, maps or illustrations. Not only that, Gombrich (1990) recommended that the picture or illustration for the cover should be capable of representing the textbook as a whole. Font size and setting of the textual material should properly be checked. It should be with respect to the age level of the learners, the language should be simple and clear. The sequential development of topics as suggested in the curriculum should be kept in mind and ensure exercises at the end of each chapter. Therefore, the researcher in this study assessed the quality of Social Studies learners' textbooks with regards to sections for revision in the textbook, font size, illustrations and appropriateness of language in the textbooks.

Besides, Soory, Kafipour and Souru (2011) emphasised that poor textbook design adversely affects learners' performance because the learner has to struggle to extract meanings due to poor organisation of a page. For example, to ensure that the textbooks are printed exactly as designed, the art director needs to provide the final instructions called specifications (specs), dimensions (size), fonts, type of paper and desired binding, packaging to the printer among others.

Apart from that, Richard, Crabbe, Nyingi and Abadzi (2014) observed that, in the process of textbook development especially when tenders are floated, all kinds of persons and companies avail themselves to participate. This is because the process of textbook development is a lucrative and as a result, a lot of private publishing companies have come on board to take up the role of textbook development. Michael (2009) further

revealed that financial benefits rather than the passion to engage in textbook development should be recognised as the main reason why authors write textbooks. It is therefore very vital that evaluation of textbooks before approval should be made intensive and at no point be ignored in order to ensure quality textbooks are approved.

Next, Richard, Crabbe, Nyingi and Abadzi (2014) acknowledged that in order to have quality textbooks, there should be a procedure for evaluation and approval of textbooks. The line ministry or a designated agency for instance should undertake the role of evaluating and approving quality textbooks to be used by learners. The curriculum materials such as textbooks should be submitted by the publisher to the ministry for evaluation in form of a manuscript. The evaluation committees should be constituted for the task. The committee should ensure that it uses a well-designed textbook review to determine which textbooks are the most appropriate for use among those submitted for evaluation. The criteria that should be included in the evaluation instrument should include conformity to curriculum, content correctness, appropriate language, exercises, illustration and design, technical specifications and costs.

Additionally, Williams (2012) stressed the importance of making evaluation an integral part of the design process. The evaluation of complete instruction materials is a key to the success of any instructional activity. Consumer-oriented evaluation of educational materials is mostly conducted by governmental organisations and none-profit association that train evaluators to apply standard criteria. This has been supported by Shahid (2011) who asserted that textbooks should be evaluated before approval for use in schools. In those studies, the researchers did not clearly state how the textbooks should be evaluated. The researcher in this study addressed this aspect as he tried to find out the steps that were followed when evaluating the Social Studies learners' textbooks for junior secondary school before approval.

Furthermore, McCall (2005) observed that evaluation is a sure way of developing a good textbook as it places the textbook in an environment for examination to ensure quality materials for the learners. Hence, without evaluation, textbook development is incomplete and unacceptable. To ensure quality textbooks, evaluation before approval should be set as an integral part of development. Choppin (1992) cautioned that textbook

development analysis should be conducted in a comprehensive way and account should be taken of both the process of development and evaluation. This is in order to ensure a quality textbook is developed.

Moreover, Richard Crabbe, Nyingi and Abadzi (2014) noted that pressure placed on evaluators to evaluate a large load of textbooks may result in approval of inferior quality of textbooks. Both textbook developers and evaluators need adequate time for them to do a good job. Based on these assertions, the researcher in this study wanted to find out if the time that was allocated for developing and evaluating the Social Studies learners' textbooks for junior secondary school in Zambia was adequate.

In addition, in order to promote transparency in evaluating curriculum materials such as textbooks, the criteria and decisions (selections) of the evaluation committee should be made available to the public. The books deemed suitable for use as textbooks or supplementary readers should be placed on a list of approved school textbooks after evaluation and approval (Richard, Crabbe, Nyingi and Abadzi, 2014). The process of evaluation is essentially designed to ensure that textbooks conform to programmes of study among other standards considered to constitute a quality textbook.

The researcher considered reviewing the process of textbook development because it is the base of the entire study which the researcher carried out. In the next section, the researcher focused on different views of scholars from an international perspective.

2.4. Global Studies of Textbook Development

Nyeko (1990) explained that textbook development can be seen as the integral part of publishing, it is basically regarded as the conceptual stage. The author develops an idea and this happens when the author brings an idea to the publisher as a synopsis or finished manuscript or when the field of publishing house approaches an author with an idea and commissions him or her to write a textbook. This can be done when the need for such a textbook has been identified. In both cases an idea has to be conceived and then be translated into manuscript by an author assisted by the editor among others.

Bootrom (2001) postulated that in the process of textbook development, it is the responsibility of textbook authors to consider what to present, in what order to present it

and how to present it in the textbooks. In addition, writing a textbook provides the textbook author with the opportunity to select the content that is specified by the curriculum and transform it into coherent tools that can facilitate the attainment of learning outcomes. In that study, the researcher only emphasised on the authoring part without considering other aspects of textbook development. However, in this study, the researcher analysed the whole process of textbook development from authoring to evaluation process with the focus on Social Studies learners' textbooks for junior secondary school in Zambia.

A study conducted by office of planning and evaluation (2015) examined Social Studies evaluation report for Arlington public schools in America. That study indicated that there was need to develop new Social Studies textbooks to align with state mandated skill focusing on History and Social Science standards of learning. That study did not specifically point out how the new textbooks will be developed. However, this study attempted to clearly explain how the Social Studies learners' textbooks for junior secondary school were developed with a focus on equal presentation of the learning areas in a textbook.

Mahmood, Iqbal and Saeed (2009) pointed out that in Pakistan, the role of textbook development rests with the provincial or regional textbook boards and private textbook publishers. These boards and private publishers publish the textbooks according to guidelines provided in the national curriculum, given by the curriculum wing of Ministry of Education. The role of textbook evaluation is performed by the curriculum wing to ensure that textbooks are aligned to the curriculum guidelines in order to provide quality textbooks to learners. The researcher could have explained how evaluation should be conducted.

Standard operating procedures (2013) in Balochistan province in Pakistan stated that the process of textbook development requires the Balochistan textbook board to post an advertisement in all leading national newspaper, inviting the private publishers for textbook development. Details of textbooks needed to be developed will also be given. If no response comes from any of the private publishers or only some inappropriate textbook publishers respond to the advertisement, then advertisement will be repeated in

national newspaper. If again, there are no sufficient responses from private publishers, Balochistan textbook board will develop the textbooks by itself. The researcher could have explained further what was referred to as inappropriate textbook publisher. In this study the researcher sought to find out what criterion was used when selecting a publishing company that published the Social Studies learners' textbook for junior secondary school in Zambia.

Additionally, Edgerton (1969) examined the application of the publishing process to develop Social Studies textbooks in the United States of America. One of the criteria was preference for authors who were practising as educationists rather than retired ones and the desire to improve education was an important characteristic sought by the textbook publishers. The researcher did not specify the field and the academic qualification of the educationists. However, the researcher in this study sought to find out the criterion that was followed when selecting not only authors but everyone who took part in developing Social Studies learners' textbooks.

Edgerton (1969) identified four stages through which a textbook proceeded during the publishing process. The pre-writing stage involved matching an identifiable educational need with an author capable of meeting it by specifying a proposal for consideration by new publications committee. If approved, a writing plan will be drawn naming authors, subject-matter consultants, a graphics team, other specialists and stakeholders. The second stage, which involved writing and editing the textbook, consisted of four steps. Among them, the editor should evaluate the readability, style and accuracy of the draft chapters prepared by the author. The detailed editing followed, when sufficient chapters of the textbook were available. Then the artwork and maps were integrated through consultation from the editors and the art editor. The manuscript should be field-tested by employing teachers as critical readers or trying it out with learners before final editing (Broudy, 1975).

A study conducted in the United States of America by Edgerton (1969) identified the third stage consisted of transferring the manuscript to print through a series of six steps. Firstly, graphics work was to be completed. Secondly, the manuscript had to be sent to a composition house to be set. Thirdly, the author had to edit the galley proof; fourthly,

the graphics editor should include the illustrations. Fifthly, corrections should be made, type was to be adjusted to page length and the index and acknowledgments were to be included in preparing the page proof and finally the sixth stage should be textbook illustrations which had to be positioned on pattern pages procedure.

The procedure was known as “dummying.” In addition, a textbook was usually supplemented with a teacher’s guide, which was often available before the learners’ textbook, so that the books are made available to the selection committee members and subject coordinators. However, this study attempted to fill a gap based on how Social Studies learners’ textbooks for junior secondary school were developed in Zambia unlike that study by Edgerton (1969) that did not clearly state if the Social Studies learners’ textbooks analysed were from lower primary, upper primary or junior secondary school. Furthermore, that study by Edgerton was conducted in the United States of America whilst this study was conducted in Zambia.

Tyson (1997) explained that the departments of education of different countries have given attention to textbook quality. In United States of America, 20 different states adopt textbooks for state wide use. The education boards of these states have developed their own criteria for the evaluation of textbooks. The researcher gave attention to quality textbooks by developing a criteria for the evaluation of textbooks without taking into consideration how those textbooks were developed. The researcher in this study focused on how the Social Studies learners’ textbooks were developed as a factor that could influence quality.

Reporting on the publishing process used by large textbook publishing companies through a case study, Young (1990) described the three phase process employed by Holt, Reinehart and Winston to develop a new edition of a bestselling biology textbook, *Modern Biology*. The pre-production phase involved surveying market needs and competitive products. The developmental phase involved a production team of authors, subject specialists, consultants, content and copy editors, a photo researcher, an art director, a production manager, sales personnel and a senior editor and developing the textbook and ancillaries in response to feedback from the education community and special interest groups. That study by Young was basically based on the development of

Biology textbook. However, in this study, the researcher focused on the development of Social Studies learners' textbook for junior secondary school in Zambia. Hence, the gap this study attempted to fill.

A study conducted by Mahmood (2006) in Pakistan focused on the critical analysis of the textbook development process both in government and private sectors and their approval procedure using the CIPP model adopted by the Ministry of Education curriculum wing. That study also analysed the content of the approved textbooks. Furthermore, that study specifically discussed on the extent to which the textbook approval in the Ministry of Education was effective and to what extent the approved textbooks covered the scope of content mentioned in the intact national curriculum. In that study by Mahmood, data was collected through interview schedules and document analysis. The findings of the research revealed that there was need to improve the existing procedure of the Ministry of Education for acquiring textbook approval. Unlike that study by Mahmood which focused on the approval procedure, in this study, the researcher attempted to analyse the development of Social Studies learners' textbooks for junior secondary school in Zambia.

Another study conducted by Mahmood, Iqbal and Saeed (2009) was designed to identify indicators of quality textbooks and developing criteria for review, evaluation and approval of quality textbooks in Pakistan. In that study, effort was made to explore processes of textbook development and evaluation. Document analysis provided a major source for collecting data in that study. The findings of that study revealed that new knowledge in the context of key indicators of evaluating textbooks was not effective and efficient.

Tomlinson (2008) proposed that in the whole process of textbook development and selection, teachers should take up a key role as they are the best stakeholders to be aware of learners' needs and interests. The scholar claimed that textbook writing is at its most effective when it is turned to the needs of a particular group of learners. That study was conducted in England and pointed out teachers as the major stakeholders in the development of curriculum materials such as textbooks to be used in the education sector.

Although the study by Tomlinson (2008) involved the development of curriculum materials such as textbooks, that study was general in nature in the sense that it did not focus on a specific learning area. However, that study is significant for this study to be well grounded. This study is different in the sense that this study specifically looked at the development of Social Studies learners' textbooks for junior secondary school in Zambia unlike that study that was conducted in England and did not point out to a specific learning area. Additionally, unlike that study carried out by Tomlinson which did not reveal if teachers were involved in textbook development or not, this study investigated teacher involvement in the development of Social Studies learners' textbooks.

A study conducted by Chall and Squire (1991) examined the application of the publishing process to develop reading materials in the United States of America. It was revealed in that study that the review of the historical development of reading materials indicated that they played a central role in the evolution of the textbook publishing industry through the production of the first readers in the eighteenth and nineteenth centuries. Furthermore, that study also focused on the roles played by publishers, authors and consultants in developing textbooks, and teacher contribution to the publishing process. That study did not focus on any specific learning area. It basically took a broad view of the development of learning materials and other educational materials. However, this study focused on the analysis of the development of Social Studies learners' textbooks for junior secondary school in Zambia. Additionally, the study by Chall and Squire (1991) focused on the historical development of textbook publishing while this study concentrated on the contemporary aspect of textbook development in Zambia.

Broudy (1975) explained that the process of developing and publishing textbooks involved interaction among stakeholders involved in reaching compromises on various demands in developing of teaching materials such as textbooks. The author was usually selected by the publisher and often worked as a member of a committee in developing learning materials such as textbooks. Sometimes publishers paid a higher royalty to a lead author with a reputation in the field for providing credibility. Editors, however, were major contributors to the developmental process, although not often credited as

such by the publishing industry. The role of publishers was to generally coordinate the development of textbooks.

Bierstedt (1955) contended that the roles of curriculum materials such as textbooks are to aid in transmitting knowledge to learners. The development of textbooks should involve a number of different stakeholders taking up various roles in the whole process of textbook development. Although the study by Bierstedt was well done, however, the researcher never clearly indicated how the various stakeholders should be chosen. In the current study, the researcher therefore had a responsibility of establishing the criteria used in choosing stakeholders who took part in developing the Social Studies learners' textbooks.

In addition, that study by Broudy (1975) took a general approach on textbook development. The results of the study were that publishers should show greater accountability for their products by field-testing them during the developmental phase and promote quality. In this study, this was addressed when the researcher tried to find out from the publishers if they field-tested the Social Studies learners' textbook for junior secondary school during the developmental phase.

Another study by Brammer (1957) reported on the textbook publishing industry in the United States of America in the 1950s. Editorial departments consisted of the executive, subject matter and grade-level editors supported by editorial assistants, many of whom were drawn from teaching profession. In addition, typographers, art editors and production editors were required to play a minor but important role in the publishing process.

Brammer (1957) disclosed that the publishers and editorial staff played predominant roles in developing, revising and editing educational materials such as textbooks. Authors were usually chosen by publishers and offered contracts stipulating royalties in exchange for all other rights. Writing of textbooks involved a cooperative process between publishers, authors and editors. Greater attention to production techniques at that time had increased the costs of producing educational materials and led publishers to employ designers, art editors and production experts. The results of that study were that textbook publishing in the United States of America, in contrast to many other

countries was controlled almost entirely by private publishing enterprise with little involvement by federal and state governments. The researcher in this study addressed this aspect as he tried to find out who was responsible for developing Social studies learners' textbooks for junior Secondary School.

Huber and Moore (2001) postulated that every step of the process and the relationships involved in the process of textbook development has to be coordinated in order to get the textbook to the intended reader as needed. This is because each link is important and in cases where textbooks are developed by private sectors, monitoring should be emphasised if quality textbooks are to be developed. Therefore, in this study the researcher sought to find out if there was coordination between CDC and the textbook publishing companies in the process of developing the Social Studies learners' textbooks.

Black (1967) argued that textbook publishing industry needed to adjust to the increasing rate of change in education sector because of the important role of learning materials such as textbooks in schools. By describing the publication and marketing of Harper and Row's textbook, *Today's Basic Science*, during the early 1960s, the scholar covered nine sequential steps in the developing process. Preliminary steps consisted of planning, researching the market and appointing an editor. Then a working relationship was established between the editor and the authors leading to the development of drafts. Readability formulas were applied and the text was edited to an appropriate reading level and the text was illustrated using a team of free-lance artists overseen by an art director. The activities of the main personnel involved in developing, publishing and marketing textbooks were characterised by particular features.

The authors of textbooks generally were experienced teachers identified through their prominence in education, offered the endorsement of authorship to the product rather than contribution to the writing. The careers of editors, who were often teachers, were usually limited to editing only a few texts. That study focused on how Science textbooks were developed, while in this study the researcher focused on how the Social Studies learners' textbooks for junior secondary school were developed in Zambia. Additionally, unlike that study by Black (1967) which only focused on the development of basic

Science textbooks, this study went a step further to analyse the steps that were followed when evaluating Social Studies learners' textbooks for junior secondary school in Zambia.

Talmage (1986) asserted that publishers played a less important role during the curriculum reform movement in the 1960s and 1970s. At that time, teachers failed to accomplish the role of developing their own educational materials as well as those for learners. This was because of lack of time, expertise and funds. Whilst scholars developed curriculum materials such as teacher's guides and learners' textbook among others, they failed to engage learners because the concepts and language usage were too sophisticated. However, these groups played different roles in the publishing process.

Scholars engaged in research and extended knowledge whilst teachers adapted and reshaped the content to suit learner's needs. A third group, the interpreters or textbook authors, synthesise the contradictory theories of scholars, select the content most suited to a particular audience and arrange the findings in an appropriate form. The activity of publishing educational materials involves bringing together the roles of scholars, interpreters and teachers. However, in this study, the researcher attempted to establish who was involved in the development of Social Studies learners' textbooks for junior secondary school in Zambia.

A two way relationship exists between publishers identifying teacher's needs and teachers identifying the available curriculum materials and between publishers seeking out interpreters to develop curriculum materials and interpreters informing publishers about their ideas. The relationship between interpreters and teachers is generally one-way, although both groups may collaborate in developing curriculum materials such as textbooks. Whilst both interpreters and teachers look to scholars for current findings in a particular discipline, the former group draws more heavily on scholars work. The publisher's role is especially important in finding out teachers needs for learning materials and weighing up conflicting demands of interest groups in providing the best educational materials for learners (Talmage, 1986).

Schramm (1955) examined implications of economic, technological and human factors on the textbook publishing industry in the late 1940s and early 1950s. Human factors

were categorised according to different roles performed in the textbook publishing industry. The role of the editor was identified as the most important within the publishing process. It involved assembling and coordinating a team of authors and overseeing the manuscript through the steps of editing, design and manufacture.

Schramm (1955) believed that the rewards for these groups were predominantly economic. The scholar further pointed out that research on textbook publication should be directed to four areas namely improving understanding about the processes of making textbooks, identifying cost barriers, determining the nature of learning from textbooks and evaluating their use through field studies. That study however, did not explain how curriculum materials such as textbooks are developed apart from indicating areas that needs serious concentration in the process of textbook development. Hence, in this study the researcher sought to explain how curriculum materials such as textbooks were developed.

A study conducted by Education Development Trust (2013) in Bangladeshi was established to revise selected educational textbooks for use across the country. The aim of that study was to design Social Studies learners' textbooks to ensure that the Curriculum met the expectations of the educational goals. This was important especially that in Bangladesh, primary education relied heavily on textbook based learning. That study adopted a qualitative approach. Interviews and focus group discussions were used as methods of data collection and the findings of that study revealed that there was a gap between the Curriculum and the Social Studies textbooks developed for learners which were used in Bangladesh primary schools.

In addition, the textbooks were of poor quality especially that the content was shallow. The new designed textbooks which were published refined the textbook content and pedagogy itself, to help improve teaching and learning by aligning the textbooks to the curriculum. In this study, the researcher attempted to analyse the development of Social Studies learners' textbooks for junior secondary school in Zambia unlike that study by Education Development Trust (2013) that was based on designing Social Studies learners' textbooks for Bangladesh primary school learners.

Hong Kong department of education (2002) focused on the importance of textbook quality by formulating a document on the principles for evaluation criteria of the quality of textbook. Unlike that study by Hong Kong department of education which focused on the evaluation criteria in order to ensure quality textbooks the researcher in this study tried to analyse not only the process of evaluating textbooks but also the processes of developing them. In the next section, the researcher will review literature from regional and local studies related to this study.

2.5. Regional and Local Studies

It should be noted from the outset that the search for literature yielded very little from Africa as most of the available studies have been conducted in Europe and America. A study conducted by Michael (2009) investigated the strengths and weaknesses in the primary school textbook development, textbook publishing process and evaluation of selected primary textbooks in Ghana. That study indicated that it was significant to have a textbook policy in place if quality textbooks are to be published. That research took a general study about the development of selected textbooks in primary school and the scholar employed content analysis method to collect and analyse the data. In addition, data collection instruments used for that study were interview schedules, observation and questionnaires. Furthermore, grounded theory was employed in that study and it was a qualitative approach in nature.

Apart from that, Shahid (2007) explained that textbook evaluation should be done on a national scale. According Shahid a national evaluation system should ensure better alignment between syllabus and textbooks. The study by Shahid provided a basis for this study as the researcher tried to find out if there was a better alignment between the syllabus and the textbooks.

Additionally, the results of that study in Ghana by Michael (2009) established that textbooks are an alternative to a teacher in the teaching and learning environment. It was discovered that quality textbooks can enhance effective teaching and learning among learners. Although that study gave affirmation to the process of textbook development, it did not clearly reveal the specific learning area on which the study was based. Instead,

that study took a general approach on a number of selected school textbooks in Ghana. However in this study, the researcher sampled out the development of Social Studies learners' textbooks for junior secondary school in Zambia. Furthermore, this study was based on a mixed methods approach unlike that study by Michael who employed a qualitative approach. Thus, attempting to fill the gap which existed from a Zambian context.

Another study conducted by Rume (2012) established the role of design in primary school textbook publishing in Kenya. That study employed a descriptive design. Data was collected through questionnaires and interview schedules. That research was conducted in Nairobi city in Kenya and the researcher focused on how textbooks should be generally designed. Data was analysed using a mixed methods approach and then presented in frequency distribution tables. The findings of that study indicated that school textbook users prefer textbooks with good content based on a given syllabus, attractive illustrations, attractive covers, legible text, good layout and logical book size. The findings also indicated that the level of a textbook in any given set up or system affects its design.

The results of the study by Rume (2012) also indicated that a well-designed textbook should address the needs of particular learners in an education system. Lastly, the findings also indicated that school textbook publishers should consider important element in the publishing process such as layout and general presentation of textbooks. Despite having a number of positive aspects on textbook development, that scholar did not narrow down his study to a single learning area but gave a general view of textbook development in Kenya. In this study, the researcher specifically focused on how Social Studies learners' textbooks for junior secondary school were developed in Zambia.

This study was also based on a mixed method approach and presented in frequency distribution tables. Data was also collected through questionnaires and interview schedules. This makes that study useful to the current study by establishing a background to the current study. However, that study was conducted in Kenya while this study was conducted in Zambia. Hence, this is the gap the researcher attempted to fill. Furthermore, that study by Rume (2012) only focused on the role of design in primary

school textbook publishing in Kenya. In this study, the focus was on the entire development of Social Studies learners' textbooks and not a component in textbook development such as design with regards to the study conducted by Rume.

In another study conducted by Kila and Bukagile (2013) determined the perceptions of education stakeholders on the implications of textbook liberalization policy in Tanzania. The study was conducted in Dar-es-Salaam and the study employed a qualitative approach. The major methods used for data collection were interview schedules, questionnaires, focus group discussions and documentary evidences. The findings of that study revealed that frequent change of the school syllabus was one of the factors that led to approve textbooks of poor quality. In this study, the researcher addressed this when he tried to find out from the participants the implication of privatisation of textbook development. However, in that study, the scholar needed to bring out clearly what led to the frequent change of the syllabus.

In this study the researcher sought to find out what if at all there were changes in the syllabus during the process of developing the 2013 Social Studies learners' textbooks for junior secondary school in Zambia. Furthermore, this study was different for it analysed the whole process of textbook development unlike that study that only took a component in textbook development to determine the perceptions of education stakeholders on textbook liberalization policy in Tanzania.

A study conducted by Maposa (2014) analysed the construction of African conscience in contemporary South African History textbooks. That study focused on social constructionist paradigm. That study used a phenomenological research design and it was a qualitative approach in nature. The findings of that study revealed that indeed, the development of textbooks were influenced by multifarious. This study was different for it analysed how Social Studies learners' textbooks for junior secondary were developed in Zambia unlike that study by Maposa (2014) that focused on how South African history textbooks were developed. In addition, this study also employed a mixed method approach unlike that study by Maposa, which took a qualitative approach.

Read (2015) postulated that adequate and effective teaching material provision had remained elusive and there was need to develop quality textbooks sustainably available

to all learners in order to provide quality education in primary and general secondary education in Ghana. Therefore, there was need to develop a systematic approach to textbook development process. However, his study is different from the current study in terms of the context in which it was conducted. The study by Read (2015) was carried out in Ghana and the study took a general approach on textbook development to both primary and general secondary education, whilst this study was conducted in Zambia and focused on Social Studies learners' textbooks for junior secondary school.

The study by Mwanza (2017) on Teacher involvement in curriculum development in Zambia reported that according to the interview conducted with the Curriculum Specialist, teachers were mostly involved in the development of textbooks following what has been laid out in the syllabi. The results of that study did indicate that among participants (63.9percent) did not believe that secondary school teachers were adequately involved in the development of curriculum materials such as textbooks. In this study, the researcher addressed this when he tried to find out from junior secondary school teachers of Social Studies if at all they were involved in the development of Social Studies learners' textbooks for junior secondary school.

However, on the one hand, Mwanza (2017) further observed that the comment from the Curriculum Specialist indicated that the Curriculum Development Centre distanced itself from the full authority of textbook development as different publishers were given the mandate for the development of textbooks. However, despite having various textbook publishers and the Curriculum Development Centre as an institution mandated to ensure that quality textbooks have been developed and authorised for use in schools, the scholar noted that the textbooks that were developed following the 2013 revised curriculum in Zambia were of poor quality. On the other hand, that study did not focus on the reasons that led to the development of poor quality curriculum materials such as textbooks. This was because that study was based on teacher involvement in curriculum development. Therefore, in this study, the researcher intended to analyse the process of developing Social Studies learners' textbooks for junior secondary school.

MoE (1996: 40) pointed out that “quality education requires the availability and use of textbooks and other educational materials.” For effective teaching and learning to take

place, it is important to have learning resources such as textbooks. In addition, the textbooks should be a suitable curriculum material that enables learners to acquire and apply desirable knowledge, skills, values and understanding to learn at their own pace and assess their own progress (Warren, 1981). However, it is not clearly explained in the educational policy how the suitable learning materials come into existence apart from alluding to their usefulness if quality education has to be provided to learners.

2.6. The Research Gap Addressed and Directions for Literature Review

It has been acknowledged from various sources that quality textbooks are important in achieving quality education as well as the sustainable millennium development goal number four on education. There is enough literature stressing the importance of textbook use by learners in the education sector. Scholars have emphasised that the process of teaching and learning should help a learner to acquire desirable knowledge, skills, values and attitudes. Therefore, it is significant to expose learners to quality curriculum materials such as textbooks. However, much as textbooks are perceived to be very essential in the process of teaching and learning, to the knowledge of the researcher, little or no studies seem to have been done in Zambia to establish the process of textbook development and how they are evaluated to ensure that learners are exposed to quality textbooks. This study was different from the studies that have been reviewed in this chapter in terms of research focus, context and research methodology. Instead of only analysing what various authors have written on the process of textbook development, this study further examined studies done in other parts of the world on the process of textbook development in order for the researcher to have a wider understanding. Besides, it is worth noting that this study has come at a right time when the Ministry of General Education through CDC will in 2019 embark on the revision of curriculum materials textbooks inclusive developed following the 2013 revised curriculum (CDC, 2013).

2.7. Summary

Chapter two covered the historical development of textbook development in Zambia, literature review from the international, regional and Zambian context. In this study, the researcher reviewed various literatures in connection with the research topic. The researcher then established some gaps in order to show relevance of his study. In the next chapter, the researcher focused on the methodology that was applied in the study.

CHAPTER THREE: METHODOLOGY

3.1. Overview

In this chapter, the methodology that was used is explained and is organised under the following sections: research design, study site, target population, study sample, sampling techniques, research instruments for data collection, data collection procedure, data analysis as well as ethical considerations.

3.2. Research Paradigm

A research methodology is a detailed procedure used to answer the research questions. Methodology includes a description of research design, sampling techniques and data analysis techniques. It describes in detail what will be done and how it will be done (Oso and Onen, 2009).

The methodological approach that was applied in this study was to provide insight into the development of Social Studies learners' textbooks for junior secondary school in Zambia. Data was collected through a mixed method approach where the qualitative approach dominated. This approach involves collecting, analysing and interpreting quantitative and qualitative data sets in a single study (Leech and Onwuegbuzie, 2009). Therefore, mixed methods approach provides a better understanding of research problems than either approach alone.

Furthermore, mixed methods approach provide a more complete picture of the phenomenon under study than would be yielded by a single approach, thereby overcoming the weaknesses and biases of single approaches (Denscombe, 2008). Tashakkori and Teddlie (1998) contended that a mixed methods research has its own philosophical worldview such as pragmatism. The pragmatists, for example, believe philosophically in using procedures that “work” for a particular research problem under study and that it should use many methods when understanding a research problem. The researcher constructs knowledge about real-world issues based on pragmatism, which places more emphasis on “what works” to answer the research questions to be the most useful approach to the investigation (Suter, 2005). The major reason for mainly applying

qualitative approach in this study was that it would be exploratory. This means the researcher would be helped to probe the participants for rich and value information for the research.

The researcher opted for a mixed method for this study because the different methods can be used for different purposes in the study. For instance, interviews were employed at the exploratory stage in order to get a feel of the key issues and questionnaires were employed to collect descriptive or explanatory data (Saunders, Lewis and Thornhill, 2007). However, qualitative data gives rise to rich information such as the use of open-ended interviews that provide actual words of people in the study and will offer many different perspectives on the study topic that provides a complex picture of the situation on textbook development.

Creswell (2012) added that using a mixed method enables triangulation to take place. Triangulation improves the inquiries by collecting and converging different kinds of data bearing on the same phenomenon. This improvement in inquiries would come from blending the strengths of one type of method and neutralizing the weaknesses of the other (Creswell, 2012). Thus, the researcher was of the view that the use of a mixed method approach would provide a more elaborate approach and produce a deeper understanding in as far as textbook development was concerned in Zambia.

3.3. Research Design

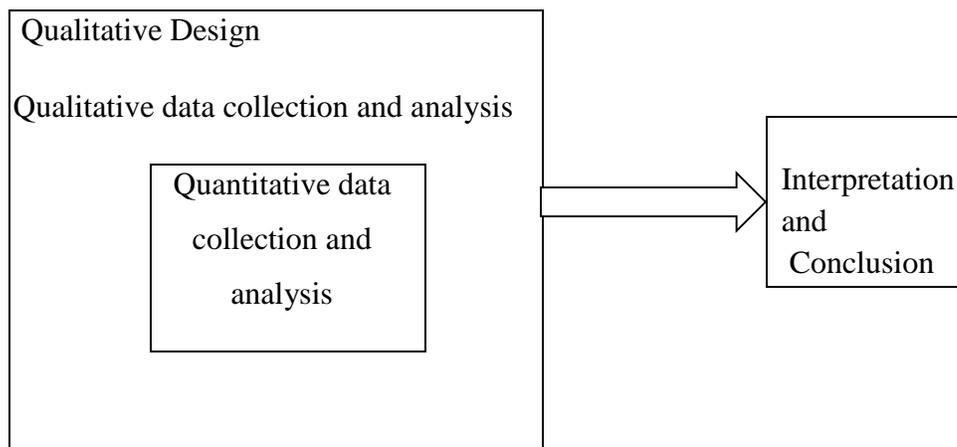
Leedy and Ormrod (2005) stated that a research design is a general strategy for solving a research problem. It provides the overall structure and the procedures the researcher will follow, the data the researcher collects and the data analysis the researcher conducts. Creswell (2012) indicated that in mixed method designs, commonly used in educational research includes the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design and the multiphase design. This research employed the embedded design. This was because it was more based on qualitative rather than quantitative approach.

When used in combination within the mixed methods approach, qualitative and quantitative methods complement each other and allow for deeper analysis of the

research situation (Creswell, 2012). To this regard, the researcher through the use of the mixed methods approach hoped to gain a thorough understanding of the process of textbook development.

The collection of the second form of data in this case namely quantitative data was to support the primary form of data and provide additional information which in this case would be qualitative data. The augmentation is to gather information that typically addresses different questions than asked for by the primary form of data. For instance, the collection of qualitative data during this study was to understand the process of textbook development whereas the quantitative data assessed the effects of the quality of textbooks developed (Creswell, 2012).

The embedded approach was used to attempt to answer to both “what” and “why” questions and gain a more complete understanding of the research problem by comparing the qualitative and quantitative data. The data that was collected was descriptive in nature and it would be used to get detailed information pertaining to the process of textbook development. Through qualitative data, the researcher attempted to collect in-depth data from junior secondary school teachers of Social Studies, textbook publishers, Curriculum Specialists and Senior Education Standards officer for Social Sciences. Quantitative approach focused on a large sample of junior secondary school teachers and added details to the qualitative data that was collected.



Source: Creswell, (2012)

Figure 3.1: Embedded Design Illustration

The quantitative data was used to assess the quality of Social Studies learners' textbooks for junior secondary school in Zambia. The data was used to find out the quality of textbooks and the effects they have on learners. The qualitative data on the other hand, was used to investigate the process of developing textbooks and to establish the criteria used to choose the stakeholders selected to participate in the development of Social Studies learners' textbooks for junior secondary school. The results of both qualitative and quantitative approaches were integrated and interpreted before arriving at conclusions and recommendations.

3.4. Study Area/Site

Kasonde-Ng'andu (2013) observed that the selection of a study area or site is essential. This is because it influences the usefulness of the information. In this study, the researcher selected Lusaka urban, Zambia as the study site. This is because most textbook publishers are based in the province. Furthermore, it was easy to access Social Studies junior secondary school teachers in Lusaka Urban. Not only that, the headquarters of Curriculum Development Centre is also located in the capital city where useful information concerning the study was likely to be collected from. This in turn, would provide the researcher with a sample that would have valuable information concerning the process of textbook development in Zambia.

3.5. Target Population

Kasonde-Ng'andu (2013) explained that a population is a group of individuals, objects or items which samples are taken for measurement. The target population for this study was all the junior secondary school teachers of Social Studies in Lusaka, textbook publishers in Lusaka, Curriculum Specialist and Chief Curriculum Specialist at CDC in Lusaka and the Senior Education Standards Officer for Social Sciences in Lusaka. The population was comprised of major stakeholders in the school textbook development process. Curriculum Development Centre on the other hand is the only national Curriculum Development Centre in Zambia hence its importance in the development of curriculum materials such as textbooks.

3.6. Sample Size

Cohen, Manion and Morrison (2007) defined a sample as a set of respondents or smaller group of the total population under study for the purpose of investigation. Furthermore, Cohen, Manion and Morrison (2007) argued that there is no clear-cut answer for the correct sample because it depends on the purpose of the study, the nature of the population under scrutiny, the level of accuracy required, the anticipated response, the number of variables that are included in the research and whether the research is quantitative, qualitative or mixed method approach. Further, the scholars argued that sample size might also be constrained by cost in terms of time, money, stress, administrative support, the number of researchers and resources among others.

Cohen, Manion and Morrison (2007: 149) observed that “it is clear that sample size is a matter of judgment as well as mathematical precision even formula driven approaches make it clear that there are elements of prediction, standard error and human judgment involved in determining sample size.” Therefore, based on this knowledge, the researcher had a total of 97 participants. The sample size included 91 junior secondary school teachers of Social Studies, one Chief Curriculum Specialist, one Curriculum Specialist, three textbook publishers and one Senior Education Standards Officer for Social Sciences. Besides, Cohen, Manion and Morrison (2007:145) cautioned that “too large a sample might become unwieldy and too small a sample might be unrepresentative.”

3.7. The Pilot Study

Wilson and Mclean (1994: 47) observed that “a pilot study has several functions principally to increase the reliability and validity of the questionnaire.” In addition, Oppenheim (1992: 48) remarked that “everything about the questionnaire should be piloted.” Hence, piloting of the questionnaires in this study was considered to be very important. Therefore, a pilot study was done amongst 12 junior secondary school teachers of Social Studies in Kalabo district, Western province of Zambia. This was done in order to evaluate the reliability and validity of the research instruments. Specifically, piloting of questionnaires for this study was aimed at;

1. Eliminating ambiguities or difficulties in wording
2. Identifying omissions and irrelevant items
3. Giving feedback on the leading questions
4. Identifying common misunderstood or non-completed items
5. Checking readability levels for the target audience
6. Checking the clarity of the questionnaire item instructions to layout
7. Ensuring that the data acquired will answer the research questions

The following comments and suggestions were made by the pilot participants, they are indicated exactly as they were given by the participants;

1. Question ten is similar to question 23
2. The questionnaire is too bulky
3. Change the word “where” to “were” in question six

The above points were the suggestions that were made by the participants and all of them were integrated into the final study. The piloting of the questionnaire highlighted some areas where participants could have encountered some challenges and the researcher collected important suggestions for improving the questionnaires. For instance, question one did not bring out the intended answer and the researcher had to make adjustments in the final questionnaire. Moreover, the questions that needed justifications for the answers provided were avoided by most participants and only attempted closed ended questions that required ticking. Therefore, the researcher had to make adjustments to some of the questions.

This was aimed at making the instrument valid as much as possible. On the other hand, going by the findings of the pilot study, the research results were not different from what was found in the final study. The results indicated that Social Studies learners’ textbooks for junior secondary school in Zambia were of poor quality. Although only the questionnaires were used in the pilot study, it was revealed that learners were using compromised textbooks.

3.8. Demographics of the Participants

In this section, the researcher presented the demographics of the participants who took part in this study. All the groups that took part in the study were requested to provide background data regarding their gender, qualifications and working experience before they completed the questionnaires and took part in the interviews for the purpose of analysis. Question two from teachers of Social Studies questionnaire sought information on the gender of the participants, while question three sought information on the experience that teachers had and question four sought information on the qualifications of the participants. Table 4.1 presents a summary of the demographics for gender and qualifications of the participants.

Table 4.1: Frequency and Percentage Distributions of Teachers According to Gender and Qualifications.

Characteristic	<i>f</i>	%
Sex		
Male	29	31.9
Female	62	68.1
Total	91	100
Qualifications		
Master's Degree	2	2.2
Bachelor's Degree	51	56
Diploma	38	41.8
Total	91	100

The gender distribution of junior secondary school teachers of Social Studies is displayed in Table 4.1. As indicated, 68.1 percent of teachers who participated in the

study were female while 31.9 percent were male. Meaning, there were more female teachers than male teachers. Further, 56 percent of the participants had a bachelor's degree while 41.8 percent had a diploma with 2.2 percent possessing a master's degree.

Table 4.2: Frequency and Percentage Distribution of Teachers According to Work Experience.

Variable	<i>f</i>	%
Working experience (n = 91)		
Below 5	12	13.2
5-10	23	25.3
11-15	27	29.7
16 and above	29	31.9
Total	91	100

Table 4.2 indicates that 13.2 percent of the participants had taught Social Studies for less than five years, while 25.3 percent represents teachers who taught for five-ten years. 29.7 percent of the participants taught Social Studies for 11-15 years and 31.9 percent taught for more than 16 years. It was clear that the majority of the participants comprising 87 percent taught Social Studies for more than five years.

Additionally, the samples also included the following participants who took part mainly in interviews as follows;

- One Curriculum Specialist
- One Chief Curriculum Specialist
- One Senior Education Standards Officer for Social Science.
- Three Textbook Publishers from three different publishing companies.

3.9. Sampling Techniques

Cohen, Manion and Morrison (2007: 143) cautioned that “the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.” Kasonde-Ng'andu (2013: 37) defined Sampling technique “as part of the research that indicates how cases are to be selected for the study. It is the process a researcher uses to gather people, places or things to study on.” In this study, the researcher employed both probability and non-probability design.

3.9.1. Chief Curriculum Specialist

The Chief Curriculum Specialist at CDC was included in the sample because he is responsible for coordinating activities that relate to any subject including Social Studies at CDC. Furthermore, he is responsible for facilitating the development of the curriculum and curriculum materials including learners' textbooks. Thus, in this study the researcher employed purposive sampling when selecting the Chief Curriculum Specialist. Cohen, Manion and Morrison (2007) contended that purposive sampling technique is usually chosen for a specific purpose. For instance, it can be used in order to access knowledgeable people those who have in depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks or experience.

3.9.2. Curriculum Specialist

The Curriculum Specialist at CDC was part of the sample because he was specifically Curriculum Specialist for Social Sciences and responsible for coordinating the evaluation and approval of curriculum materials on behalf of the Ministry of General Education in Zambia. Hence, the researcher used purposive sampling in selecting the Curriculum Specialist.

3.9.3. Senior Education Standards Officer for Social Sciences

Lusaka district had two Senior Education Standards officers for Social Sciences one based at Provincial Education Office (P.E.O) and the other one at Ministry of General Education Headquarters. Using purposive sampling, the researcher picked on the SESO from the MoGE Headquarters because she had an overview of the whole country. Textbook development did not concern Lusaka province alone but the country as a whole.

3.9.4. Textbook Publishers

Textbook publishers were included in the sample because they were directly involved in the development of textbooks for schools. Using purposive sampling the researcher selected one publishing company because it was the one that developed the Social Studies learners' textbooks for junior secondary school while the other four publishing companies were selected out of the 15 established publishers based in Lusaka using simple random sampling. Thus, the researcher wrote the names of textbook publishing companies in Lusaka on small pieces of paper, then he put them in a small box and picked four at random giving a total of five textbooks publishing companies that were included in the sample. However, two textbook publishers were not willing and so did not take part in the study leaving three textbook publishers in the sample.

3.9.5. Schools

Social Studies for junior secondary school was offered in both primary and secondary schools of Lusaka district. Thus, schools were stratified into two strata of primary and secondary schools. Then using simple random sampling, six schools were sampled from each stratum from both primary and secondary schools giving the researcher a total of twelve schools altogether that were part of the study. Stratified and simple random samplings were used to ensure that each of the schools namely primary and secondary had an equal and independent chance of being sampled.

3.9.6. Teachers of Social Studies

Teachers of Social Studies were those that taught learners any of the three learning areas that formed Social Studies namely; Civics, Geography and History. They were then stratified into three strata of Civics, Geography and History so as to have a well representation of the learning areas. Using simple random sampling three teachers were drawn from each stratum. That is Civics, History and Geography. Thus, nine teachers were sampled from each school giving a sum total of 108 teachers that were included in the sample.

3.10. Data Collection Instruments

Kasonde-Ng'andu (2013: 42) defined research instruments as “the tools that the researcher uses in collecting the necessary data.” Data collection instruments include questionnaires, interview schedules, observations and focus group discussions. Questionnaires and interview schedules were the main research instruments that were used in this study.

3.10.1. Interview Schedule for the Chief Curriculum Specialist

Mugenda and Mugenda (1999) noted that an interview schedule is a set of questions that the interviewer asks when interviewing. There is no system of inquiry that can be as revealing as an interview (Borg, 1963). Interviews clearly show the immediate feelings and emotions of the interviewee based on the topic. In addition, Kasonde-Ng'andu (2013) postulated that interviews are flexible because they comprise of both the open and closed ended questions. This could ensure the researcher to rephrase the questions and probe further to clearly get the actual views of the respondents. Further, in-depth information can be collected by the use of open ended questions. Therefore, in this study, the researcher used the open ended questions to find out from the Chief Curriculum Specialist on the steps that were followed in the process of textbook development and evaluation and the criteria that was used in selecting stakeholders who took part in developing the Social Studies learners' textbooks for junior secondary school in Zambia.

3.10.2. Interview schedule for the Curriculum Specialist

Kasonde-Ng'andu (2013: 43) explained that “an interview schedule is a written list of questions or topics that need to be covered by the interview.” There are two types of interviews namely semi-structured and structured interviews. The researcher used an interview schedule namely a semi-structured one as a guide in this study to gather information on the opinions of the Curriculum Specialist in charge of textbook development at Curriculum Development Centre.

3.10.3. Interview Schedule for Senior Education Standards Officer for Social Sciences

In this study, the interview guide was used to collect information on the procedure of how textbooks were developed, if the SESO Social Sciences took part in the process of developing textbooks and also find out on the quality of Social Studies learners' textbooks for junior secondary school in Zambia. Based on the advantages of the instruments, as explained earlier such as its effective in that, it helps the researcher to probe the respondents for supplementary valuable information. The instrument was also used to seek information on the ways of further improving the textbooks in order to keep contributing to the academic performance of learners as well as raise the quality of education offered in Zambian schools in order to achieve sustainable development goal number four.

3.10.4. Interview Schedule for Textbook Publishers

Kombo and Tromp (2006: 93) observed that semi- structured interviews “are based on the use of an interview guide. This is a written list of questions or topics that need to be covered by the interview.” The scholars further stated that there are several types of semi-structured interviews namely, focused interviews and case studies interviews. However, in this study, a focused interview was conducted. This type of interview intensively investigates a particular topic, aiming at gaining a complete and detailed understanding of the topic. For this research, semi-structured interviews were used. The rationale for the choice of semi-structured interviews was premised on the fact that semi-

structured interviews are flexible; this is because they consist of both the open and closed ended questions. This helped the researcher to get a complete and detailed understanding of the issue under research. The interview schedules were designed to obtain information on how curriculum materials such as Social Studies learners' textbooks for junior secondary school were developed.

3.10.5. Questionnaire for Junior Secondary School Teachers of Social Studies

Ghosh (1992: 241) defined a questionnaire as “a list of questions sent to a number of persons for them to answer.” The scholar further explained that the instrument secures standardised results that can be tabulated and treated statistically. Besides, Kasonde-Ng'andu (2013) argued that questionnaires are better research instruments because information can be collected from a large sample and diverse regions, confidentiality is upheld and it saves time. In this study, the researcher was guided by both the open-ended questions and closed-ended questions. Furthermore, some of the data that was collected by this instrument was: teachers' opinions about the quality of curriculum materials such as junior secondary school Social Studies learners' textbooks, their involvement and procedure for developing the Social Studies learners' textbooks.

3.11. Content Analysis

Oso and Onen (2009: 91) defined content analysis as “a critical examination of public or private recorded information related to the issue under investigation.” The authors further explained that content analysis is useful for it helps the researcher to obtain unobtrusive (unnoticeable) information at the pleasure of the researcher and without interrupting the researched. Moreover, it enables the researcher to obtain data that is thoughtful in that the informants have given attention to compiling them.

This study made use of content analysis. The documents analysed include junior secondary school Social Studies learners' textbook and the Social Studies syllabus for junior secondary school. These were used in order to compare with what participants gave in questionnaires and interviews especially on the correctness of content, reflection of the syllabus in the textbooks, vividness of illustrations, textbook font style, integration

of the three learning areas and gender representation among other aspects in order to determine the quality of the textbooks.

3.12. Data Collection Procedure

Kombo and Tromp (2006) cautioned that a researcher will require a research permit embarking on the study. Therefore, the researcher obtained clearance from The University of Zambia Ethics Committee in order to be allowed to conduct research. Thereafter, the researcher sought permission from the District Education Board Secretary's office to conduct the study in primary and secondary schools in Lusaka district. Before meeting the junior secondary school teachers, the researcher further requested for permission from the school administrators of the respective schools and finally the researcher got consent from the participants as well. Then, the researcher administered questionnaires to junior secondary school teachers of Social Studies. On the other hand, the researcher also embarked on interview schedules. Consultations were first made with the Curriculum Specialists, Senior Education Standards Officer for Social Sciences and officers of respective textbook publishing companies. Then appropriate dates were set when the interviews would be carried out by the researcher.

3.13. Data Analysis

Kasonde-Ng'andu (2013: 46) defined data analysis as "examining what has been collected in a survey or experiment and making deductions and inferences." Since this study was based on a mixed methods design, the researcher adopted for both the qualitative and quantitative approaches of data analysis. All completed questionnaires were assembled and studied by the researcher. They were then organized for analysis and processing. The complete responses were separated into categories according to emerging themes, frequencies developed and percentages computed.

3.13.1. Qualitative data analysis

Miles, Huberman, Sjoström and Dahlgren (2002) in their study revealed that qualitative analysis involves seven key steps which are: familiarization, compilation of answers from respondents, condensation or reduction, preliminary comparison or classification,

naming of categories and contrastive comparison of categories. Hence, in this study qualitative data was analysed using the seven steps suggested by Miles, Huberman, Sjoström and Dahlgren (2002). Firstly, the researcher read through the collected data and made necessary corrections by getting back to the actual participants or recorded data. Secondly, the researcher considered vital responses from the participants and condensed individual responses by finding the central parts of dialogue. Next, the researcher classified responses that were similar and made preliminary comparisons of categories. After that, the researcher named the categories which Creswell (2009) referred to as coding. Finally, the researcher made contrastive comparisons of categories where the description of the character of each category and similarities between categories were made in order to come up with similar emerging themes. This implies that the researcher used thematic analysis in analysing qualitative data.

3.13.2. Quantitative data analysis

Kasonde-Ng'andu (2013: 46) stressed that “in analysing quantitative data, there are two broad techniques used these are descriptive and inferential.” In this study, the researcher employed a descriptive analysis when analysing quantitative data. Cohen, Manion and Morrison (2007) explained that descriptive analysis describe and present data, for instance in terms of summary frequencies. Such statistics make no predictions, they simply report what has been found, in a variety of ways. Descriptive analysis does exactly what they say for example in terms of summary frequencies. Therefore, the researcher opted for the use of descriptive statistics and mainly frequencies and percentages in the analysis of quantitative data.

3.14. Ethical Considerations

Cavan (1977: 810) defined ethics as “a matter of principled sensitivity to the rights of others and that while truth is good, respect for human dignity is better.” Cohen, Manion and Morrison (2007: 74) warned that “planning of educational research is not an arbitrary matter, the research itself is an inescapably ethical enterprise.” The scholars further advised that research should be conducted rigorously, scrupulously and in an ethically defensible manner. Considering the significance of ethical issues in every

research, ethical considerations were upheld in this study. The following were among the cardinal things the researcher had to put into consideration.

3.14.1. Risks

Cohen, Manion and Morrison (2007) stressed that research should not damage the participants at all, physically, psychologically, emotionally, professionally, personally and so on. Hence, in this study, the participants were assured that there was no any form of risks that they were going to encounter as a result of their participation in this study.

3.14.2. Informed Consent

Diener and Crandall (1978: 57) defined informed consent as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions.” In other words, informed consent is a communication between the researcher and the participant. In this study informed consent was sought from the participants by informing them what the study was all about. The researcher sought permission from Lusaka District Education Board Secretary (DEBS) for the researcher to freely conduct research in the 12 selected schools and interact with junior secondary school teachers of Social Studies.

3.14.3. Reciprocity

Oliver (2003: 23) cautioned researchers that “participants should not be given inducements to participate, such as payment, gifts or the opportunity to enter a lucky draw.” The scholar further argued that any kind of material inducement distorts a genuine relationship between the researcher and the participants, such that participants may say something only because they will be paid for it or may give perfunctory information just to obtain the reward and whose commitment is actually very small. Therefore, in this study, the researcher ensured that no monetary or any material awards were promised or given to the participants as a way of reciprocating to their generosity. This is significant so that the quality of information collected is not compromised. Furthermore, the researcher made it clear to the participant that this research was academic.

3.14.4. Confidentiality and Anonymity

Frankfort and Nachmiah (1992) advised the need for confidentiality of participants' identities and that any violations of this should be made with the agreement of participants. The essence of anonymity is that information provided by participants should in no way reveal their identity. Kvale and Brinkman (2009) alluded that confidentiality in research means that information identifying the respondents will not be disclosed. In this study, participants were advised not to write any name on the research instruments and no schools were named in this study, not only that, every response concerning this study was treated with high levels of confidentiality. The researcher also ensured that privacy of participants was not abrogated. This meant that although the researcher knew who had provided the information or able to identify participants from the information given, the researcher would in no way make the connection known publicly. The boundaries surrounding the shared secret were protected. The researcher exercised confidentiality and that no information would be made available either directly or indirectly without permission from the participant.

3.14.5. Respect

Additionally, the researcher treated the participants with respect as one of the aspects of ethics in research. Oliver (2003) cautioned that there is need to treat participants as equals, not as objects or subordinate to the researcher. This may mean to avoid treating them as 'subjects' rather than equals. Thus, in this study, the researcher reflected attitudes of compassion, respect, gratitude and common sense without being too effusive to the participants.

3.15. Summary

In this chapter, details on the methodology which was used for the study have been explained. Mixed method design was used particularly the embedded design. This design enabled the researcher to collect and analyze both the qualitative and quantitative data. Besides, the researcher also discussed the: study site, target population, sample size which was 97 participants, sampling techniques (i.e. both purposive and simple random sampling), data collection instruments, data collection procedure, data analysis as well as ethical considerations which all fell in different sections of chapter three. In the next chapter, the findings of the study will be presented.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

In the previous chapter, the researcher described the research methodology which was used in order to bring fourth the findings which are presented in this chapter. According to Oliver (2003) the findings section is where the findings of the study are reported based upon the research methodology applied to gather information. In this study, these findings are founded on the data that was collected through questionnaires, interview schedules and document analysis. Questionnaires were administered to junior secondary school teachers of Social Studies, interviews were conducted with; the Senior Education Standards Officer for Social Sciences, Textbook Publishers, Curriculum Specialist and the Chief Curriculum Specialist. However, analysis was strictly guided by the information which was answering the following research questions:

1. What was the quality of Social Studies learners' textbooks for junior secondary school in Zambia?
2. What was the procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia?
3. What criterion was used to choose stakeholders in the development of Social Studies learners' textbooks for junior secondary school in Zambia?
4. What steps were followed in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia?

4.2. Findings of Research Questions

The research questions guided the researcher to formulate and organize the research instruments in this study. Research question one implored for quantitative data while question two, three and four implored for qualitative data. It is also fundamental to note that the research instruments that were used had similar questions in both the questionnaires and interview schedules in line with the study objectives. The researcher

identified emerging themes and used descriptive statistics mainly frequencies for the quantitative data.

Verbatim was used as much as possible in the descriptions whilst other words have been paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section. Both qualitative and quantitative data sets were presented concurrently.

4.3. Research Question One

As indicated at the beginning of this chapter, research question one sought to assess the quality of the Social Studies learners' textbooks for junior secondary school in Zambia. This question was imperative because the quality of the textbooks was vital to enhance the quality of education.

In order to answer this question, the researcher found it significant to establish whether; the content in the Social Studies learners' textbook for junior secondary school was in accordance with the 2013 revised syllabus; covering the designed aims, goals and objectives of the subject adequately, content correctness, balance in the integration of the three learning areas (Civics, History and Geography) and the quality of the textbook in general.

4.3.1. Reflection of the syllabus in the textbook content

In order for a learner's textbook to be considered of good quality, there is need for it to be in accordance with the syllabus in use. Therefore, in this study participants were asked to state whether the Social Studies learners' textbooks for junior secondary school were developed in line with the 2013 revised syllabus. In eliciting this information, the researcher was guided by the teacher's questionnaire item number 5. Findings in Figure 4.1 indicate that the majority 64 percent of teachers did not know if the textbooks were developed in line with the syllabus. While 25 percent were of the opinion that the textbook was not in line with the syllabus with 11 percent for the opinion that the textbook was developed in line with the Zambian school syllabus.

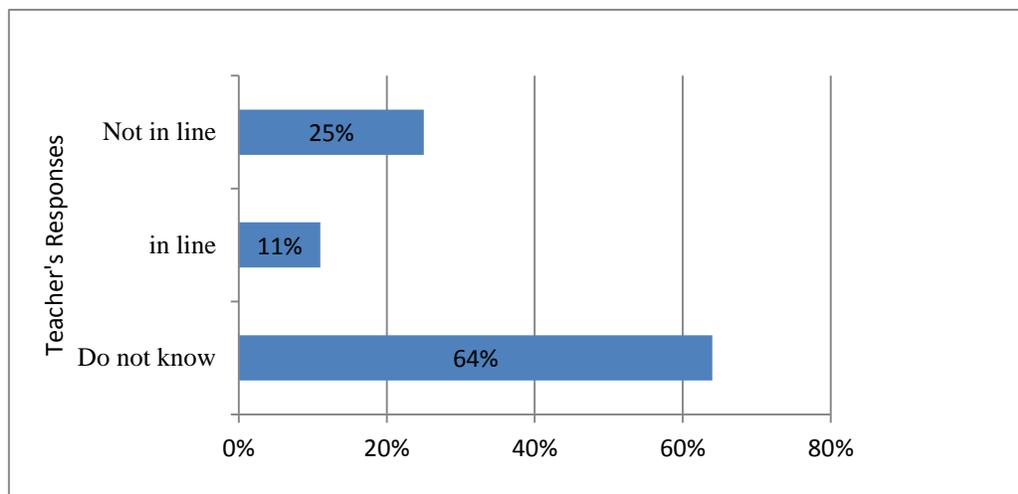


Figure 4.1: Percentage Distribution of Teacher's Responses on the Reflection of the Syllabus in the Textbooks.

Some teachers did not know if the textbooks were developed in line with the syllabus and they attributed their ignorance to lack of the Social Studies syllabus for junior secondary school.

For example, teacher A explained that;

I have not had an opportunity to see the syllabus so I do not know if what is in the Syllabus is what is in the textbook.

Teacher B added that;

CDC should know better because they are the ones who came up with the syllabus and the textbooks. I do not really know if what is in the textbook matches with what is in the syllabus.

In responding to the same question, teacher C stated that;

It is not easy for us to compare what is in the textbooks with what is in the syllabus because the syllabus was not made available to us, we only received textbooks so I cannot know.

Similar views were raised by five teachers who took part in the study. The unavailability of the Social Studies syllabus for junior secondary school was worrisome to the researcher. Additionally, information on the reflection of the syllabus in the textbooks was elicited from the SESO Social Sciences. In answering to the question, the SESO put

it clear that she did not know if the textbooks were developed in line with the syllabus or not, this was confirmed when she explained that;

I do not really know, I have not taken time to match what the syllabus suggests with what is in the textbooks, I take it that is the work of CDC. We are specialized, I do not look at learning materials instead I look at how they are used.

Additionally, the researcher sought information on the reflection of the syllabus in the Social Studies learners' textbook from the textbook publishers. To this effect, interview schedule for textbook publisher's item number three was used in eliciting this data. When asked, publisher one said that;

The interpretation of the syllabus in the Social Studies learners' textbooks was a failure. What is in the textbook does not reflect what is in the school syllabus.

In a separate interview when the same question was asked to publisher two said that;

Of course the textbook did not reflect the school syllabus, I did not take time to look at the approved textbook but after I heard such rumors I then took interest in evaluating the textbook to confirm if what people were telling us was true. I noticed that the authors failed to adhere to the syllabus which should not be the case. I cannot talk much about the competitor's textbook but let me put it this way, the syllabus was not well interpreted.

Regarding the same issue, publisher three explained that;

We developed the textbooks in line with the syllabus that we were given by CDC. It appears the syllabus was not developed in totality at the time CDC gave us to start developing the textbooks. This is because the syllabus which we were given to use as a guide is different from the one that CDC approved. That is why the textbook is slightly different from the syllabus. I think we did our part as publishers, that blame cannot be put on us. The fact that the textbook did not reflect the syllabus I think is not our fault.

Further, guided by the interview schedule the researcher asked the Curriculum Specialist if the Social Studies learners' textbook reflected the 2013 revised syllabus, the Curriculum Specialist attested as follows;

You do not expect the textbook to be in line 100 percent but we have an acceptable level which I admit the Social Studies learners'

textbook never reached. Yeah the interpretation was not effective but I am sure we shall look into that.

When asked in a separate interview using the interview schedule item number three. The Chief Curriculum Specialist also admitted that the textbook did not reflect the syllabus this was evidenced when he said that;

Interpretation of the syllabus into the Social Studies learners' textbooks was a failure, the textbooks were developed by people that did not even take part in curriculum development and how do you expect such people to know the curriculum and the syllabus in particular? Yes it has been our major concern it was noticed that the author did not do a good job.

The researcher understood that the syllabus which was given to the publishers was revised after textbook development had already commenced. The textbook publishers admitted that the textbook was not reflecting the syllabus and publisher three felt it was not their fault as a company which published the textbooks. Since the textbook did not reflect the approved syllabus, the researcher found it important to find out if the textbook was developed in line with the aims, goals and objectives of the subject despite it not reflecting the syllabus.

4.3.2. Aims, goals and objectives of the subject in the textbook content

For a textbook to be considered of good quality, aims, goals and objectives of the subject for which the textbook is developed should be bedrock in the development process. Therefore, the researcher sought to find out from junior secondary school teachers of Social Studies whether the aims, goals and objectives of the subject were adequately covered in the textbook content. To this effect, questionnaire item number 11 in the teachers' questionnaire sought information from teachers on the coverage of aims, goals and objectives in the subject content. When asked to indicate whether the content in the textbook covered the designed aims, goals and objectives of the learning area adequately, the majority 68 percent of the teachers indicated that the content in the textbooks was not covering the designed aims, goals and objectives of the learning area adequately, with 32 percent of the teachers indicating that the textbooks covered the designed aims, goals and objectives adequately.

In addition, the researcher sought information from the Senior Education Standards Officer for Social Sciences on the coverage of aims, goals and objectives of the subject in the textbook content, in her response the SESO explained that;

When it comes to aims, goals and objectives the best people to know if at all they were covered in the subject content are people from CDC. They are the ones who develop teaching and learning materials so they know better if at all the aims, goals and objectives were adequately covered. My job is to go into schools and see how the teaching and learning is taking place, my job is to go and see how the teacher is teaching using the teaching and learning materials that CDC has developed.

The response from the Senior Education Standards Officer revealed that she was ignorant about the coverage of aims, goals and objectives of the subject in the textbook content. She put it clear that her job was not to look at curriculum materials but to monitor how teaching and learning was taking place. Hence, she did not take time to look at the learners' textbooks.

Next, the researcher sought to find out from the textbook publishers whether the content covered the designed aims, goals and objectives of the subject adequately. This was done through interview schedule item number four in the interview schedule for publishers. All the publishers expressed their views differently, with two publishers of the view that the aims, goals and objectives were not adequately covered in the content, while the other one shared a different view. When interviewed, Publisher one explained that;

It is better to be honest when commenting on the quality of learning materials because they play a very important role in the provision of quality education. Therefore, I strongly feel the content in the Social Studies learners' textbook does not adequately cover the designed aims, goals and objectives of the subject.

A similar view was shared by publisher two who confirmed that;

I personally feel the content did not adhere to the aims, goals and objectives of the subject, not at all.

In response to the same question when asked in a separate interview publisher three confirmed what publisher one and two said when she said that;

On the issues of the aims, goals and objectives I think we did our part we developed the textbooks in line with the aims, goals and objectives which were stipulated in the syllabus that we were given. But in line with the approved syllabus, the textbook does not cover them adequately.

The responses from all the three publishers who took part in the study showed that they felt the textbook was not developed in line with the aims, goals and objectives of the subject. Further, information on the coverage of the subject's aims, goals and objectives in the textbook content, was also elicited from the Curriculum Specialist. This was done through interview schedule for Curriculum Specialist item number three, in his response the Curriculum Specialist explained that;

Ah,,,,, yes I think the textbook covers the designed aims, goals and objectives of the subject adequately.

On the contrary when asked the same question in a separate interview the Chief Curriculum Specialist was of the view that the textbooks content did not adequately cover the designed aims, goals and objectives adequately this was confirmed when he said that;

We had a challenge when it came to the Social Studies learners' textbooks. Only one textbook publishing company took part in developing the textbook. When we looked at the submitted copy of the textbook it did not adequately cover the aim, goals and objectives of the subject. However, we advised the publishers to look at that aspect which I think they never did. That is what I can say basically, the textbook content did not adequately cover the designed aims, goals and objectives but only covered a part of them.

From the responses shared by the Chief Curriculum Specialist and the Curriculum Specialist, it is clear that their views were conflicting while the Curriculum Specialist felt the aims, goals and objectives of the subject were adequately covered, the Chief Curriculum Specialist was of the view that they were not adequately covered in the textbook content. In order to effectively assess the quality of the textbooks, the

researcher found it imperative to get the views of the participants on the correctness of content in the textbooks.

4.3.3. Correctness of Content in the Social Studies Learners' Textbooks

Content in a textbook plays a very vital role, it conveys information to the learners which they have to add to their existing knowledge. A learners' textbook should therefore bear accurate content if it is to serve its purpose effectively. In order to have a rich understanding on the quality of Social Studies learners' textbook for junior secondary school, the researcher sought information on the correctness of content in the textbook from teachers using the questionnaire for teacher's item number 12. The knowledge on the correctness of content would help the researcher assess the quality of Social Studies learners' textbook. Figure 4.2 presents a summary of teachers' responses with regard to content correctness.

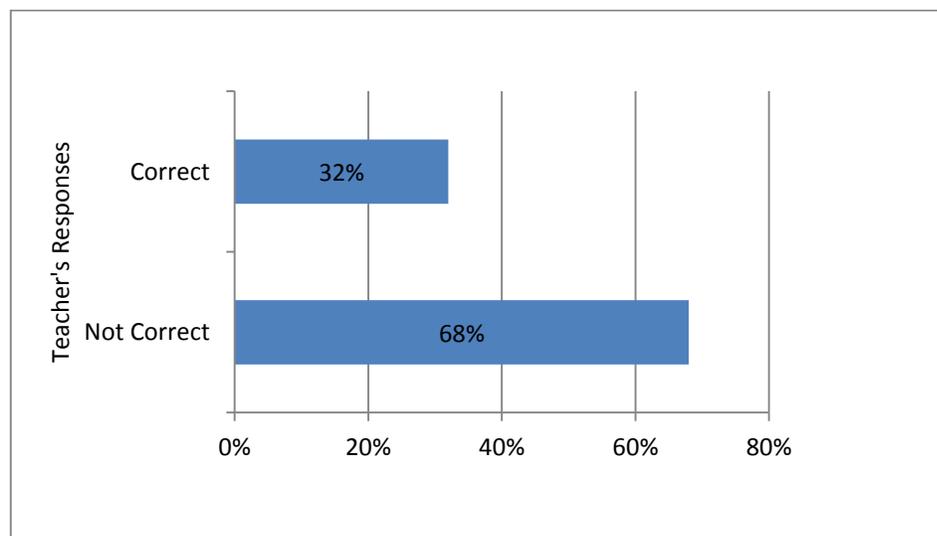


Figure 4.2: Percentage Distribution of Teacher's Opinions on the Correctness of Content.

From Figure 4.2, 68 percent of the sampled teachers indicated that the content in the Social Studies learners' textbook was not accurate, while 32 percent of the teachers indicated that the content was accurate. This prompted the researcher to find out the views of the SESO on the correctness of content in the textbook.

In an interview, using the interview schedule for the SESO item number ten, the SESO stated that;

To be honesty I have not taken time to go through the textbook. But, since it passed through the hands of CDC am sure that has been taken care of. I do not think CDC can approve a textbook with wrong content.

The response from the SESO showed that she was sure that the content was accurate even without going through the textbooks. Thus, the researcher thought to find out the views of the textbook publishers on the correctness of content in the textbooks. When interviewed Publisher one explained that;

Yea, it is sad that the content contains wrong information I personally went through the competitor's textbook and noted a number of errors which I think should not be tolerated. It is surprising that even simple things like Kuomboka was identified with the Bemba speaking people of Mwata Kazembe. There were a number of errors in spellings which I cannot single out. That is proof enough that the content in the textbook is not correct.

When asked in a separate interview publisher two expressed a similar view as Publisher one, he said that;

The content in the textbook is not correct, wrong information was included in the textbook. The information was somehow mixed up. For instance, Kalomo which is in Southern province was indicated as being in Western province, which is not true.

Although publisher three seemed to have given a different view about the correctness of content in the textbooks, she was pointing to the views echoed by publisher one and two. This was attested by the view of publisher three when she said that;

Yea the textbook contained some errors here and there which I think cannot be the talk of the day because they were just minor errors. These were mostly grammatical errors and a few more which I cannot remember precisely besides, a textbook can never be perfect.

Apart from the views of the publishers on the correctness of content, the Curriculum Specialist and the Chief Curriculum Specialist also gave their views. When asked using Interview schedule for Curriculum Specialist item number eight, Curriculum Specialist said that;

If you hear most of the things they are complaining about, are spelling mistakes which are editorial really.....there were only I think two to three issues I saw in the Social Studies area. There is one textbook we immediately withdrew I do not know what happened they wrote something like the capital city of southern province instead of the provincial headquarters so that was a misconception which hinged on the content itself. There were very few things that affected the actual content. A few were there but very few and were minor issues. In book development my brother, you can write we give you to go through your book three-fourth times some people will still find mistakes in your book. But there are a certain percentage of mistakes that is allowed in book evaluation but the society will not understand that.

From the response shared by the Curriculum Specialist he admitted that the textbook content was not correct, though he regarded the errors as minor and that most of them did not affect the actual content. Regarding the correctness of content, when asked in a separate interview, the Chief Curriculum Specialist commented that;

To a large extent the content in the textbook is inaccurate .Illustrations in a textbook must help to make the content very vivid but at times wrong information was put in the textbook. People have been complaining so much, there is wrong content where even simple things like Kuomboka someone talks about Umutomboko but puts the Kuomboka barge for the Litunga in a textbook. Umutomboko is in Luapula with chief Mwata-kazembe the Kuomboka is in the Western Province with the Litunga of the Lozi people but someone puts a picture of the royal barge the canoe that the Litunga uses as being that of Mwata-Kazembe and when children see that they think that is correct. As if it is not enough then someone mentions a town like Kalomo in western province then says Mansa in southern province putting names of towns any how anywhere. Unfortunately, you find such textbooks on the market and children unknowingly or ignorantly pick such textbooks and start using them which deliver wrong information.

The responses shared by both the Chief Curriculum Specialist and Curriculum Specialist were suggesting that the content in the Social Studies learners' textbooks was inaccurate, with the Chief Curriculum Specialist stressing the inaccuracy with examples of such in the textbooks. The researcher further found it imperative to find out from the participants their comments on the integration of the three subjects. Considering that History, Civics and Geography were all combined to form Social Studies and that it was

the first time of developing the Social Studies learners' textbook for junior secondary school.

4.3.4. Balance in the integration of the three subjects (Civics, Geography and History)

Social Studies was as a result of the integration of the three learning areas namely; Civics, History and Geography, hence, the researcher found it significant to find out whether there was a balance in the coverage of content from each learning area. Information on the balance in the integration of the three learning areas was elicited from teachers' using the questionnaire for teacher's item number eight. In this case, a pie chart was used in order to present a summary of the responses given by teachers of Social Studies. Results in Figure 4.3 show that the majority 96 percent of the teachers were of the opinion that the content for the three learning areas was not balanced. The participants specifically pointed out that History did not have enough content in the textbook as compared to Geography and Civics. While four percent were of the opinion that the content for the three learning areas was balanced. Figure 4.3 shows a summary of teachers' views on the integration of the three learning areas.

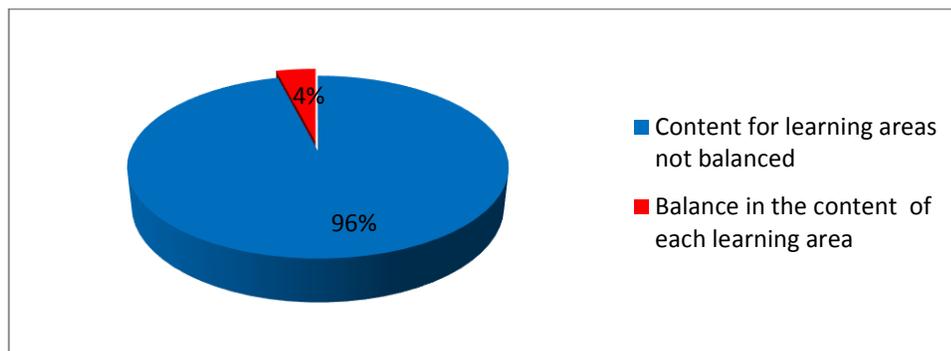


Figure 4.3: Percentage Distribution of Teachers' Views on the Balance of Content from the three Learning Areas

Additionally, the researcher sought information on the integration of the three learning areas from the SESO for Social Sciences. Unfortunately despite being the SESO in charge of Social Sciences, she did not know if there was a balance in the coverage of

content for the three learning areas and never took time to look at the textbook. This was confirmed when she said that;

Ah ah ah,,, on the balance in distribution of the three subject areas, I would not know. To be honest, I have not taken time to check through the textbook from the time the three subjects were integrated.

Besides, information on the integration of the three learning areas was elicited from the different publishers. Interview schedule for textbook publisher's item number nine helped the researcher to elicit this data. When asked, publisher one was of the view that there was no balance in the distribution of content in the learning areas when he expressed that;

There is no balance in the content for each learning area in the Social Studies learners' textbooks for junior secondary school. What I observed was that some themes in the three learning areas were repeated instead of being covered just once. Hence, defeating the whole purpose why the three learning areas were merged.

However, when asked in a separate interview, publisher two confirmed what publisher one expressed this was confirmed when he said that;

Yes that has been one of the major concern, the three learning areas were not equally distributed in the textbooks. The textbook content is much of Geography and Civics as compared to History. There was a serious uneven distribution of the content which I feel should not have been the case.

Moreover, publisher three shared a different opinion from publisher one and two. According to her, the amount of content for the three learning areas was balanced. This was evidenced when she said that;

Umh..... to be frank with you, it was not possible to share the components equally, but despite that we tried and I think we managed to maintain a balance. There was no better way we could have done it especially that as things are, there are no trained teachers specialized in the three components and our thought was that teachers will be teaching in their specialized areas. For instance, a teacher trained in Civics will handle the Civics component while those trained in Geography and History will also handle those components respectively. Hence, definitely there is that kind of uneven distribution and you cannot run away from it.

Furthermore, information on the balance in the integration of content from the three learning areas was collected from the Curriculum Specialist. The Curriculum Specialist did not come out so open admitting that the balance in the distribution of content was a failure but still confirmed that the three learning areas were not equally shared. This was evidenced when he explained that;

Ratio consideration of how much content is picked from History, Civics and Geography is where one may complain maybe it is not equally shared but the balancing was almost made. Yeah.... we have heard people complain they say no the textbook has much of Geography and History and a little of Civics but honestly should that be an issue...

Additionally, in an interview with the Chief Curriculum Specialist when asked the same question the Chief Curriculum Specialist was of the view that the content for the three learning areas was not balanced in the textbooks. This was confirmed when he said that;

There was failure by the authors to integrate the three learning areas. The textbook was written according to how the syllabus was exactly written; Civics on its own, Geography on its own and History on its own. This was not supposed to be the way of integrating, which is why the textbook content does not cover the learning areas equally. Besides at writing stage, they should have done better by not writing the components independently they should have gotten outcomes here and there and put them together then write a textbook that was going to build up from pre-history to maybe map reading.

The researcher understood that the publishers of the textbook presented the components in segments; History, Geography and Civics each on its own while the response from the Chief Curriculum Specialist indicated that the textbook publishers needed to write a textbook that was going to build up from pre-history to maybe map reading. Next, the researcher sought to find out from teachers of Social Studies the extent of quality of Social Studies learners' textbooks taking into consideration the various aspects of a textbook.

4.3.5. Extent of quality of Social Studies Learners' Textbook

Junior secondary school teachers of Social Studies were asked to indicate on the five points likert scale ranging from bad to very good as a way of establishing their views on

the quality of the Social Studies learners' textbook for junior secondary school. In order to have better understanding on the extent of quality from the teachers' perceptions, the researcher covered various aspects of a textbook which helped to assess the extent of quality of the textbook. This included; how topics were supported or explained in the textbook, sections for revision in the textbook, how the content related to the learners' culture, background and the environment among others which are presented in table 4.3. This information was elicited using item number 20 in the questionnaire for teachers of Social Studies. The five points likert scale was presented as one= Bad, two= Very Bad, three= Undecided, four = Good, five = Very Good. The responses from the teachers' are summarized in Table 4.3.

Table 4.3: Frequency and Percentage Distribution of teachers' opinions on the extent of the quality of Social Studies learners' textbooks

		Total Negative	1	2	3	4	5	Total Positive	Total response
Durability of textbook cover	<i>F</i>	14	9	5	1	48	28	76	91
	%	15.3	9.9	5.5	1.1	52.7	30.7	83.4	100
Attractiveness of the textbook cover design	<i>F</i>	47	26	21	1	24	19	43	91
	%	51.9	28.6	23.1	1.1	26.4	20.9	47.3	100
Textbook binding	<i>F</i>	71	57	14	1	12	7	19	91
	%	78.0	62.6	15.4	1.1	13.2	7.7	20.9	100
How the textbook supports the aims, goals and objectives of Social Studies	<i>F</i>	53	31	22	5	21	12	33	91
	%	58.2	34.1	24.2	5.5	23.1	13.2	36.3	100
Quality of textbook paper	<i>F</i>	43	26	17	2	31	15	46	91
	%	47.3	28.6	18.7	2.2	34.1	16.5	50.5	100

Textbook content correctness	F	71	43	28	-	16	4	20	91
	%	78.0	37.3	30.7		17.6	4.4	22	100
How topics are supported or explained in the textbook	F	62	38	24	1	21	7	28	91
	%	68.1	41.8	26.4	1.1	23.1	7.7	30.8	100
Variety of topics in Social Studies learners' textbook for junior secondary school	F	66	34	32	3	14	8	22	91
	%	72.5	37.4	35.2	3.3	15.4	8.8	24.1	100
How the topics widen	F	63	41	22	4	15	9	24	91
	%	69.2	45.1	24.2	4.4	16.5	9.9	26.4	100
Sections for revision in the textbook	F	71	44	27	1	12	7	19	91
	%	78.0	48.4	29.7	1.1	13.2	7.7	20.9	100
How the topics expand learners' awareness and enrich their experiences	F	60	38	22	4	15	12	27	91
	%	65.9	48.8	24.2	4.4	16.5	13.2	29.7	100
How the textbook provide the learner with opportunities for individual practice	F	61	39	19	-	17	13	30	91
	%	67.0	42.9	20.9	-	18.7	14.3	33	100
How the content relates to the learners' culture, background and environment	F	28	19	9	-	39	24	63	91
	%	30.8	20.9	9.9	-	42.9	26.4	69.2	100
How the textbook adheres to the syllabus	F	69	45	24	4	12	6	18	91
	%	75.8	49.5	26.4	4.4	19.8	6.6	19.8	100
Textbook font style	F	18	11	7	-	56	15	73	91
	%	19.9	12.1	7.7	-	63.7	16.5	80.2	100
Textbook font size	F	58	39	19	-	21	12	33	91

	%	63.7	42.9	20.9	-	23.1	13.2	36.3	100
Size of the textbook (is the textbook easy for learners to carry)	<i>F</i>	10	9	1	-	34	47	81	91
	%	11	9.9	1.1	-	37.4	51.6	89.0	100
Cost of the textbook	<i>F</i>	43	27	16	7	29	12	41	91
	%	47.3	29.7	17.6	7.7	31.9	13.2	45.1	100

Firstly, when the participants were asked to indicate their views on the extent to which the textbook provided sections for revision. Findings in Table 4.3 showed that the majority 78 percent of the participants were of the view that the sections for revision in the textbooks were not adequate, with 20.9 percent of the participants for the view that there were adequate sections for revision in the textbook.

Secondly, participants were also asked to indicate their views on the extent to which the Social Studies learners' textbooks supported the aims, goals and objectives of the subject. Findings in Figure 4.3 showed that among the participants 58.2 percent were of the view that the textbooks did not support the aims, goals and objectives of the subject whilst 36.3 percent of the participants were of the view that the Social Studies learners' textbooks supported the aims, goals and objectives of the subject.

Furthermore, the participants were asked to indicate their views on the extent to which the textbook provided learners with opportunities for individual practice. Findings in Table 4.3 showed that 33 percent of the participants were of the view that the textbook provided learners with opportunities for individual practice. On the other hand, 67 percent of the participants were of the opinion that the textbook did not provide learners with opportunities for individual practices.

Most of the aspects are explained in Table 4.3 and their general view is bad or very bad. The researcher then found it imperative to find out from the participants their views on the general impression of the textbook.

4.3.6. General Impression of the Textbook

In order to assess the quality of the Social Studies learners' textbooks for junior secondary school in Zambia, it was imperative for the researcher to find out from the teachers their views on the general impression of the textbooks. The questionnaire for teachers' item number 19 guided the researcher in eliciting this data. Figure 4.4 shows a summary of responses given by teachers on the general impression of the textbooks.

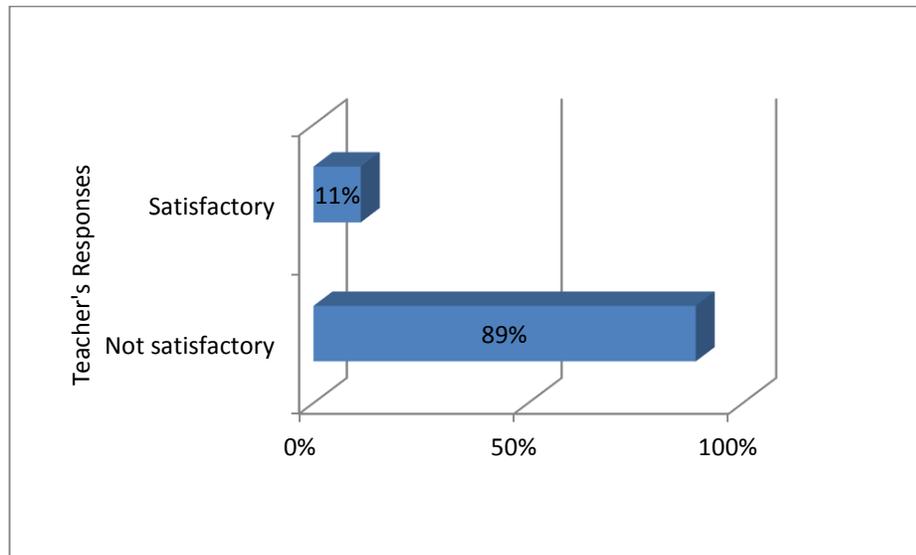


Figure 4.4: Frequency and Percentage Distribution of Teacher's Views on the General Impression of the Textbooks in General.

Findings in Figure 4.4 are suggesting that the majority 89 percent of the teachers were of the view that the Social Studies learners' textbooks were not of good quality while only 11 percent of the participants were of the view that the textbooks were of good quality.

In addition, when asked to comment on the general quality of the textbook, using interview schedule for SESO item number 15, the SESO said that;

I cannot comment on that one because I do not know much about the textbooks. I think teachers should know better.

The SESO failed to comment on the quality of the textbook in general as she explained that she did not know about the textbook. This attitude of the SESO being ignorant about the textbook was a great source of concern to the researcher.

Further, the researcher conducted interviews with three different publishers to get their views on the quality of the Social Studies learners' textbooks in general. Item number 14 in the interview schedule for textbook publishers was used in order to gather this information. In responding to the question, textbook publisher one said that;

I have had an opportunity to see the competitors product, to be honest the textbook is not satisfactory. It has a number of errors which need attention. The textbook has some grey areas I mentioned some of them already which if not addressed will misled the major consumers who are learners' in this case. That is why we will be looking forward to participating in publishing a textbook for this subject because the approved textbooks are not of good quality.

In a separate interview, publisher two confirmed what textbook publisher one said this was evidenced when he added that;

It would be a lie if I said that the Social Studies learners' textbooks are satisfactory. I personally took some time to look at the textbook considering all those issues I highlighted earlier on, and it is not a secret people are complaining some teachers were coming to ask us when we will publish our textbook for Social Studies. That is a clear indication that they are not satisfied with what is on the market so I think it is not wrong to say the textbook is not satisfactory.

Contrary from the views of the two textbook publishers when asked to comment on the quality of the textbook in general textbook publisher three was of the view that the textbooks were of good quality. This was confirmed when she explained that;

I think the textbook is okay, the quality is good despite those few errors not everything can be perfect in a textbook. It is now the duty of teachers to help the learners when using the textbooks otherwise; I feel it is not much of an issue.

In addition, in an interview with the Curriculum Specialist when asked to comment on the general quality of the Social Studies learners' textbook, the view of publisher three of not being possible to have a perfect textbook seemed to have the support of the Curriculum Specialist for instance the Curriculum Specialist asserted that;

My brother, even if you were to write your own book and given to go through it three to four times, some people will always find something wrong. So the same applies in textbook development there is always an acceptable level of mistakes which the society does not understand. It is nearly impossible to have a perfect book, you will find that because of those minor errors which I referred to earlier on, some people will say the book is not satisfactory. But I feel it is satisfactory those are just small errors that even the pupils themselves can correct. So I think we should not make an issue out of such petty things.

Responding to the same question in an interview with the Chief Curriculum Specialist he observed that;

The textbook was below average, it had a lot of issues which I alluded to earlier on. In brief, the textbook is not satisfying, it has to be re-written. It needs a review; we just hope that by next year (2019) maybe such a textbook maybe revised in order to be corrected since textbook review comes every after five years.

Guided by the interview schedule the researcher asked the Chief Curriculum Specialist a follow up question on whether they (CDC) had received submissions of any complaint nature from the teachers regarding the Social Studies learners' textbooks for junior secondary school. In his response, the Chief Curriculum Specialist explained that;

Yes we hear some rumors and have received complaints regarding the Social Studies learners' textbook for junior secondary school. We are looking forward to 2019 so that we have the book revised. We are aware of the issues here and there and can only be rectified during textbook revision which comes once after five years.

From the response shared by the Chief Curriculum Specialists it can be concluded that they (CDC) were trivializing the matter ignoring the effects that such textbooks would cause. Furthermore, the researcher found it vital to find out from the Curriculum Specialists and the textbook publishers who took part in developing the Social Studies learners' textbooks what they thought were the causes of poor quality textbooks developed following the 2013 revised curriculum. Publisher three contended that;

On our part as publishers, to start with, time allocated for developing the textbooks was inadequate we were working under pressure. Apart from that I think the revision of the syllabus as I mentioned earlier when we had already started developing the textbooks also contributed to the poor quality textbooks.

The Curriculum Specialists as earlier indicated were not exceptional from bringing out their views on what they thought were the causes of developing poor quality textbooks. When asked to bring out his observations the Curriculum Specialist explained that;

There is a very unfortunate situation currently in that the Curriculum Specialist were deemed to have been writing with private publishers in an individual capacity and it was felt at some point that because they had compromised that situation of being free and fair in trying to make a proper judgment on a textbook they are evaluating for about maybe ten years now Curriculum Specialists have not been participating in evaluation of educational books teachers and external people from CDC have been evaluating these books. This makes the books to be very poor because these people who are evaluating these textbooks do not even know how the syllabus was written they do not even understand the syllabus in some cases and they can pass a textbook which has wrong content because they are not the curriculum developers.

In response to the same question the Chief Curriculum Specialist observed that;

The implementation of the curriculum was done in a rush this resulted in a rush to develop textbooks. The time allocated for textbook development was not enough to develop a good quality textbook. Everything was done in a rush in order to meet the demand for textbooks. Not only that, private publisher's developing textbooks has also greatly contributed to poor quality textbooks. Their efforts to develop quality textbooks are questionable. There is no way they could be making those simple mistakes, they are not serious.

The response from the Chief Curriculum Specialist suggested that the textbook publishers were to blame for the poor quality textbooks. Ignoring the fact that CDC having been given the full authority to evaluate and approve textbooks on behalf of the Ministry of General Education were responsible for having approved textbooks of poor quality.

4.3.7. Summary of the findings on the quality of the Social Studies Learners'

Textbooks

The purpose of this section was to present findings to answer research question one which assessed the quality of the Social Studies learners' textbook for junior secondary school in Zambia. Overall, participants indicated that the textbooks for junior secondary

school were not developed in line with the 2013 revised syllabus, contained inaccurate content, did not adequately adhere to the aims, goals and the objectives of the subject and that there was no balance in the distribution of content from the three learning areas namely; Civics, History and Geography. On top of that, participants were of the view that the textbooks were generally not of good quality. In the next section, findings to answer research question two have been presented.

4.4. Research Question Two

As earlier stated, research question two was designed to elicit data on the procedure that was followed when developing the textbook. The question was phrased as follows;

What was the procedure of developing the Social Studies learners' textbooks for junior secondary school in Zambia?

4.4.1. Development of Social Studies Learners' Textbooks

Despite CDC and textbook publishers taking up an active role in textbook development, the researcher found it imperative to find out from the teachers of the learners for which the textbooks were developed if they knew how the Social Studies learners' textbooks were developed. To address this, information was sought from the teacher's questionnaire specifically item number 21 which sought information on how the textbooks were developed. Figure 4.5 shows a summary of teachers' responses of how the Social Studies learners' textbooks for junior secondary school were developed.

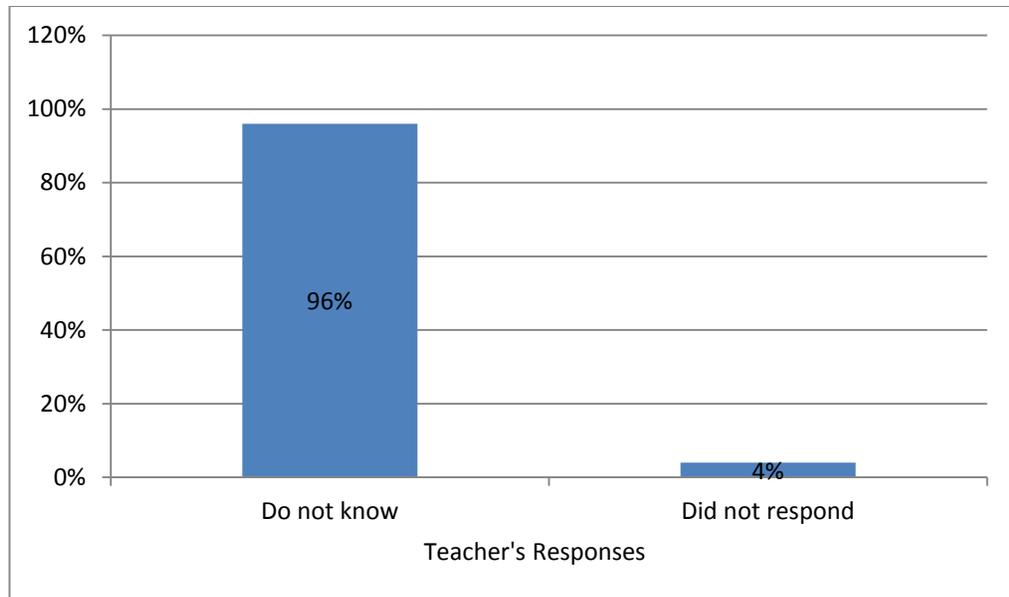


Figure 4.5: Frequency and Percentage Distributions of Teachers' Responses on How the Social Studies Learners' Textbooks were developed.

From the findings presented in Figure 4.5 it is clear that the majority 96 percent of teachers did not know how the Social Studies learners' textbooks were developed while 4 percent of the teachers did not answer the question. Teachers attributed their ignorance on the process of textbook development to inadequate involvement in the process of textbook development by CDC. Teacher A explained that;

I have never been involved in textbook development so I cannot know how the textbooks were developed.

This view was supported by teacher B who stated that;

I do not know how these textbooks were developed; all we are used to as teachers is just receiving already published textbooks, when we do not even know a thing concerning their development. No one from Curriculum Development Centre has ever taken keen interest in enlightening us as teachers on the procedure of textbook development.

In addition, teacher C contended that;

To be honest, I have never been educated on how the learners' textbooks are developed all I know is that once the curriculum is changed, new textbooks are published and delivered in schools.

Just like the views of teacher A, B and C, teacher D commented that;

The whole process of textbook development is hidden from us as teachers because CDC does not involve us at the grass root level I do not know how these textbooks were developed.

Moreover, in an interview with the SESO Social Sciences, when asked the same question, the SESO explained that;

Previously, the office of the Senior Education Standards Office was involved in the process of textbook development, but due to liberalization of the economy, which in turn led to the privatization of textbook development we are no longer involved. That is why, I do not really know the procedure that is currently being followed in developing textbooks. I think CDC could be in a better position to know.

The response from the Senior Education Standards Officer for Social Sciences was clear that she did not know anything concerning the development of the textbooks. She put it clear that her office was not involved in the process of developing textbooks. The researcher then found it significant to find out from the textbook publishers how the Social Studies learners' textbooks were developed and if they used a specific textbook policy. It is important to note that only one publishing company out of the three took part in developing the textbook. Therefore, publisher three was the main respondent to this question. In responding to the question, publisher three explained that;

We did not use the national textbook book. What we did was that we first of all, we got a syllabus from CDC and the publishing manager formed the panel for development of the textbooks which consisted of different stakeholders such as authors, editors, typesetters, illustrators and designers were tasked to commence the development of Social Studies learners' textbooks for junior secondary school. I (publisher) with our team of authors did a scope and sequence which is a plan of what is supposed to be in the textbook. After that we did a bit of research, and then we looked at other materials related to Social Studies that were on the market. When all this was done, then we drafted a manuscript it was edited and later submitted to CDC for evaluation. CDC gave us feedback after their evaluation which required us to work on a number of things they suggested. Before we effected the suggestions by CDC, one of the officials called us (publishing company) allowing us to go ahead and print the textbooks because they were urgently needed. That is how we went ahead and printed the textbooks.

In order to effectively analyze the procedure of developing the Social Studies learners' textbooks, the researcher found it significant to find out from the Curriculum Specialists how the textbooks were developed and if they used a specific textbook policy. Interview schedule for the Curriculum Specialist item number 13 guided the researcher in eliciting this information. When interviewed the Curriculum Specialist explained that;

Textbook development came as a result of change of curriculum. The change in curriculum called for a revision in the syllabus, which in turn demanded the need for development of curriculum materials learners' textbooks inclusive. As CDC, we developed the syllabus. As I mentioned earlier the procedure demands that textbook development should only commence once the syllabus is developed in totality with inputs from different stakeholders within and outside the education system. But for Social Studies learners' textbooks the inputs from different stakeholders came after we had concluded the syllabus and gave it out to textbook publishers and private individual authors to commence development of textbooks. So after we developed the syllabus, different interested stakeholders got hold of it to commence the actual writing of the textbook. As CDC we received a copy of complete manuscript by a named private publishing company. With the help of our evaluation team, the script was evaluated and given back to the textbook publishers to work on a few things proposed by the evaluation team based on the evaluation report. Before the publishing company resubmitted the copy, one of the officials here at (CDC) through a phone call gave the publishing company a go ahead to publish the textbook even without the evaluation team having to check if their suggestions had been effected. That is how the Social Studies learners' textbooks were developed.

The researcher then asked a follow up question to find out if the Social Studies learners' textbooks using an interview guide for Curriculum Specialist item number 14 if the textbooks were developed using a specific textbook policy. The Curriculum Specialist explained that;

We did not use the National textbook policy. As I earlier explained, we mainly used the 2013 Zambia Education Curriculum Framework and the syllabus as a guide.

This process of textbook development was confirmed by the Chief Curriculum Specialist who was asked in a separate interview. In trying to have a deeper understanding of the

procedure of developing Social Studies learners' textbooks for junior secondary school, the researcher then sought to find out from the Chief Curriculum Specialist if the process of textbook development was guided by a specific textbook policy. In his response, the Chief Curriculum Specialist explained that;

No, we did not follow the National textbook policy. Instead, we have the Zambia Education Curriculum Framework 2013 which is now the revised curriculum which introduced Social Studies at junior secondary level (grades eight-nine) there was no Social Studies, they were being taught as stand-alone subjects but when we did mapping we found out that there were a lot of repetition. So it is the policy curriculum framework and syllabus. We do not use a policy on textbook development we only used a curriculum framework and other policies like the 1991 education policy.

The Curriculum Specialist earlier on put it clear that different private publishers were responsible for developing textbooks with CDC only taking up the evaluation process. Therefore, the researcher sought to get the views of the Curriculum Specialists on whether privatization of textbook development yielded more positive results. In responding to this question, the Curriculum Specialist pointed out that;

No, privatization has not brought about positive results in the sense that quality has been compromised because every Jim and Jack wants to go into textbook publishing. Publishing is supposed to be a specialized activity.

From the response shared by the Curriculum Specialist he was of the view that privatization of textbook development had not brought about positive results. In responding to the same question, when asked in a separate interview the Chief Curriculum Specialist held the same understanding as the Curriculum Specialist who argued that;

I would say no, it has not benefitted us fully. Yes, Zambians who are running businesses in the book industry have benefited but pedagogically the education system has not fully or satisfactory benefited in that some of the bad consequences include poor quality materials, poor content, incorrect content and the worst inadequate book supply due to high cost of one copy. Moving from what use to be in the range of k15- k25 now ranging from k45-k80. However, the others I highlighted earlier are a consequence of privatization because people are now just making money they do not care about

what happens in terms of quality. Private publishers have not been trust worth they are just interested in making money.

Personally, I would say that the previous situation were the curriculum developers led the interpretation of the syllabus to write the materials was best. That way we produced quality materials. And it is cheaper for government because when we work with such teachers to do the textbook we only require substance allowances to pay them. After the book has been published, we do not really promise such teachers royalties to be given money for the textbooks that they have done because they are just contributing to what a curriculum developer has done and they are not coming there as private people.

From the responses shared by both the Curriculum Specialist and the Chief Curriculum Specialist, the researcher understood that privatization of textbook development was not supposed to be tolerated. Both Curriculum Specialists felt it had greatly contributed to the poor quality textbooks developed.

4.4.2. Summary of the Findings on the Procedure of Developing Social Studies

Learners' Textbooks

The purpose of this section was to present findings to answer research question two which analyzed the procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia. The majority of the junior secondary school teachers of Social Studies who took part in the study did not know the procedure that was followed when developing the Social Studies learners' textbooks for junior secondary school. Equally, the SESO did not know the procedure that was followed in developing the textbooks. Responses from the Curriculum Specialists and the textbooks publishers indicated that despite having a guiding procedure for developing textbooks, it was not correctly followed when developing the Social Studies learners' textbooks. Additionally, there was no specific textbook policy to guide the development of Social Studies learners' textbooks. Furthermore, Curriculum Specialists at CDC were not given the full authority to decide on curriculum matters such as textbook development. In the next section results to answer research question three have been presented.

4.5. Research Question Three

As mentioned earlier in this chapter, research question three sought to establish the criteria that was used when choosing stakeholders who took part in the development of the Social Studies learners' textbooks for junior secondary school. The question was phrased as follows;

What criteria was used to choose stakeholders in the development of Social Studies learners' textbooks for junior secondary school in Zambia?

In order to answer this question, the researcher sought to first find out from the participants whether they took part in the development of the Social Studies learners' textbooks developed following the 2013 revised curriculum.

4.5.1 Involvement of Participants in the Development of the Social Studies Learners' Textbooks

Before establishing the criteria that was used in choosing stakeholders who took part in the development of Social Studies learners' textbooks, the researcher found it cardinal to find out if the participants were involved in developing the Social Studies learners' textbooks for junior secondary school. To address this, information was sought from the junior secondary school teachers' questionnaire item number 23. Figure 4.6 gives a summary of junior secondary school teachers' responses on whether they were involved in the process of developing the Social Studies learners' textbook.

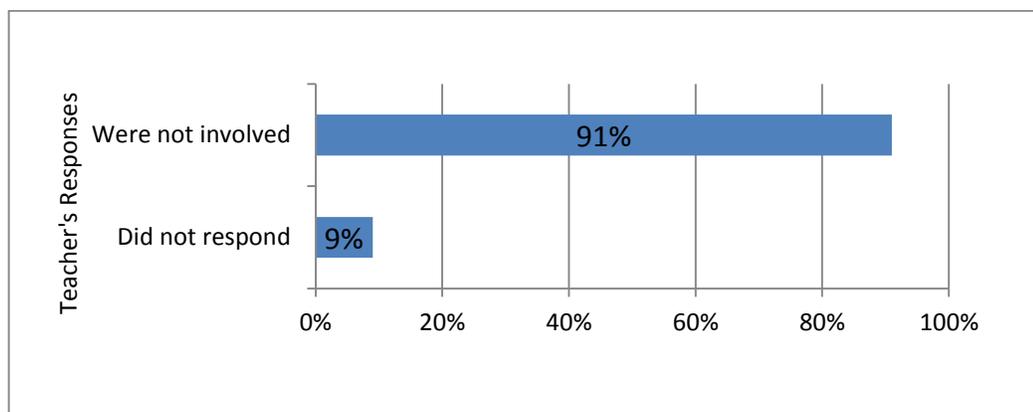


Figure 4.6: Percentage Distribution of Teachers Involved in Developing the Social Studies Learners' Textbooks.

Findings in Figure 4.6 are suggesting that the majority of teachers 91 percent who took part in this study had never been involved in any aspect of textbook development while 9 percent did not answer the question. The participation of junior secondary school teachers of Social Studies was very low. Additionally, teachers indicated that invitation to participate in textbook development was not extended to them.

Teacher A stated that;

I have never heard of an invitation for teachers to participate in developing textbooks at whichever stage all am familiar with is teachers being invited to set examinations and mark that is all. I personally did not take part in developing the textbooks.

This response was supported by teacher B who said that;

Textbook development is only done by the top officials, people from the grassroots are not considered, I think there is not much presentation from the grassroots if at all its even there. All we see are already published textbooks being delivered in schools were we do not even know who was involved in developing them.

Teacher C further added that;

I have never taken part in any aspect of textbook development, we are not prioritized in textbook development. Teachers are looked down on, that is why they do not involve us in developing our learners' textbooks.

The majority of teachers who took part in the study claimed they did not take part in developing the Social Studies learners' textbooks. From their responses they claim invitation was not extended to them. The researcher then sought to find out from the teachers if they were willing to take part in textbook development.

4.5.2. Teachers Willingness to Participate in Textbook Development

It was clear from the responses given by junior secondary school teachers that the majority 91 percent of teachers were not involved in any aspect of developing the Social Studies learners' textbooks for junior secondary school. In responding to the follow up question were the researcher tried to find out if at all the teachers were willing to take part in the development of Social Studies learners' textbooks for junior secondary school. From the responses given by the teachers, the majority 88 percent of teachers were willing to take part in developing the textbooks while 12 percent were not willing

to take part. Figure 4.7 gives a summary of the teacher's willingness to take part in developing the textbooks.

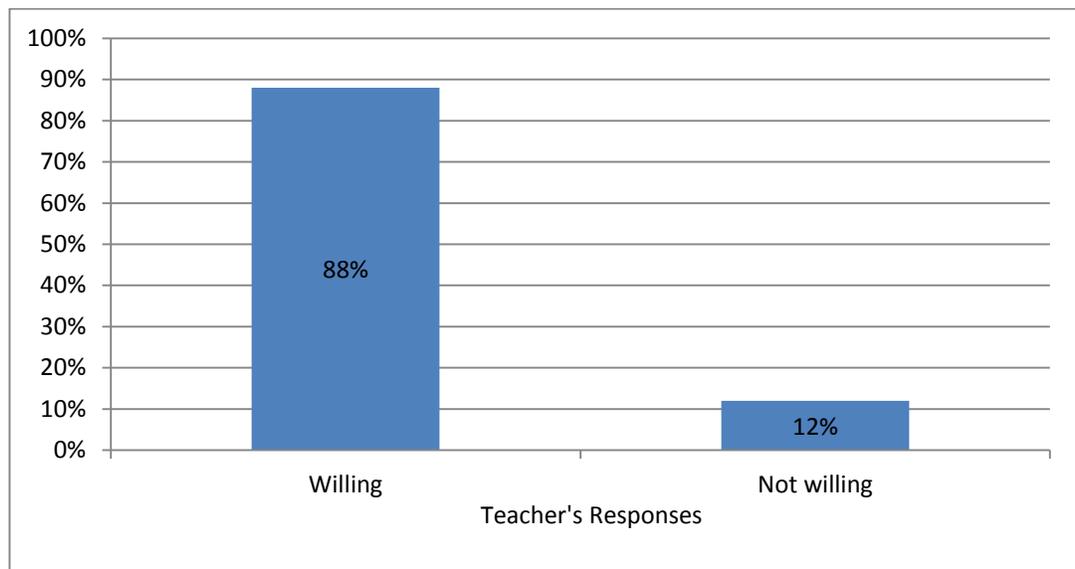


Figure 4.7: Percentage Distribution of Willingness of Teachers to Participate in developing Social Studies Learners' Textbooks.

Despite not having been involved in developing the textbooks, teachers of Social Studies who took part in the study were willing to take part in developing the Social Studies learners' textbooks. The researcher then sought to find out from the SESO if she took part in developing the textbooks. Information was elicited using item number 20. The SESO explained that;

No I did not take part, back then, we used to take part as SESOs and that was mostly in the evaluation process but now due to privatization of textbook development we are no longer involved.

Additionally, in trying to inquire from textbook publishers, information on their involvement was elicited through interview schedule for textbook publisher's item number 21. When asked if they took part in the development of Social Studies learners' textbooks, publisher one explained that;

As a publishing company we have not yet published our own copy of the Social Studies learners' textbook. We did not take part in any aspect in the whole process because we could not catch up with the deadline that was set.

On top of that, publisher two also mentioned that they did not take part in the development of the Social Studies learners' textbook for junior secondary school when he said that;

Our textbook is not yet ready we are still working on it because mostly what we do is that we buy books recommended by CDC and then we improve on them that is when we can submit them to CDC for evaluation. So as for Social Studies it's not yet ready.

Moreover, in an interview with textbook publisher three, she admitted that they did take part in developing the Social Studies learners' textbooks. This was evidenced when she contended that;

Yea we did take part we are actually the ones who developed the Social Studies learners' textbook for junior secondary school. We did the writing, editing, proofreading and typesetting to mention a few. In short, let me just say we took the development part.

Following the views of the textbook publishers, it seemed clear that only one textbook publisher was involved in the development of the Social Studies learners' textbooks for junior secondary school. The other two textbook publishers who took part in the study claimed that they failed to catch up with the deadline. Hence, there was no competition.

Apart from the responses from the textbook publishers concerning their involvement, the Curriculum Specialist and Chief Curriculum Specialist had also responded to the question. When asked whether he took part in any aspect of developing the Social Studies learners' textbooks, the Curriculum Specialist admitted that he did take part in the process of developing the textbooks specifically in the evaluation process. This was confirmed when he said that;

We [CDC] did not develop a textbook on our own but with the help of private textbook publishers we only evaluated the already developed textbooks by the private Publishers. So as CDC we took part only in evaluating the textbooks.

When asked the same question in a separate interview the Chief Curriculum Specialist confirmed what the Curriculum Specialist said. The Chief Curriculum Specialist added that;

Yes we took part as an institution but as an individual no, I never took part. Let me make it clear that we did not develop the textbook as CDC but instead we were only involved in the evaluation process.

From the views of the participants, it was clear that only one textbook Publisher was involved in the development of the Social Studies learners' textbooks for junior secondary school with CDC taking up the role of evaluating the textbooks. The researcher wanted to find out from the participants who consisted of the panel for both development and evaluation of the textbooks.

4.5.3. Panels for Development of Social Studies Learners' Textbooks

Before establishing the criteria that was used in choosing stakeholders who took part in the development of Social Studies learners' textbook, it was imperative for the researcher to have an understanding of who formed the panel for development and evaluation of Social Studies learners' textbooks for junior secondary school. This information was sought from the Curriculum Specialist through interview schedule for Curriculum Specialist item number 17. Curriculum Specialist one explained that;

The panel for evaluation of the textbook was formed just here at CDC by the principle research and evaluation.

When asked in a separate interview using interview schedule for Curriculum Specialist item number 22. The Chief Curriculum Specialist confirmed what the Curriculum Specialist expressed. From their responses it was clear that publishers of the textbooks were the ones who formed the panel for development of the Social Studies learners' textbooks. Therefore, the researcher sought information on who formed the panel for textbook development from the textbook publisher who developed the Social Studies learners' textbooks for junior secondary school. Interview schedule for textbook publisher's item number 22 guided the researcher in gathering this information. In her response the textbook publisher explained that;

The panel for developing of Social Studies learners' textbooks was formed by the publishing manager.

The researcher understood that the panel for development was formed by the textbook publisher while CDC only formed the panel for evaluation of the textbooks. The researcher next aimed to find out from the participants the criteria that was used when choosing the stakeholders who consisted of the panel.

4.5.4. Criteria for choosing who took part in textbook development

In the questionnaire for junior secondary school teachers, item number 25 sought information on the criteria that was used when choosing stakeholders who took part in the development of Social Studies learners' textbooks for junior secondary school. The majority 81 percent of teachers indicated that they did not know the criteria that were used when choosing stakeholders who took part in developing the textbooks. With 12 percent indicating corruption in the selection process, seven percent indicated political affiliation as another criteria. Figure 4.8 shows a summary of teacher's perceptions on the criteria that was used when choosing stakeholders who took part in developing the textbooks.

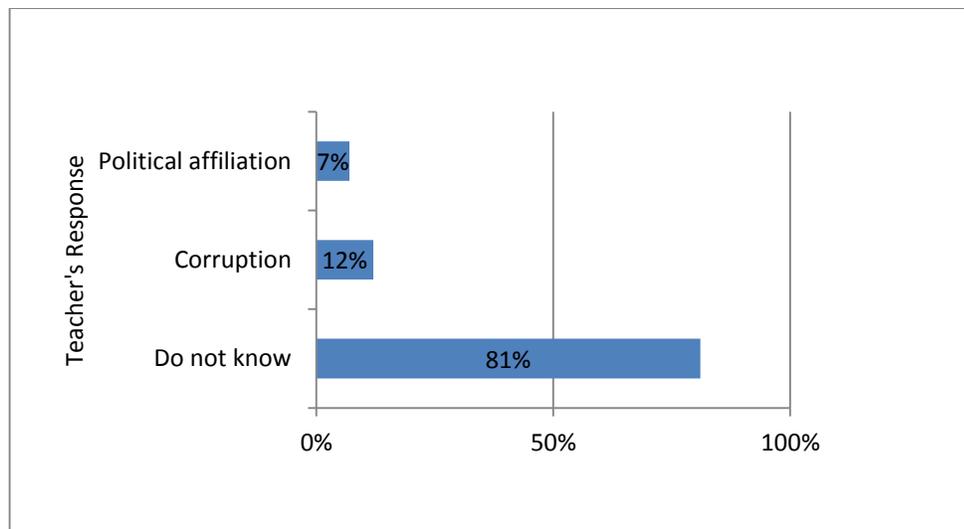


Figure 4.8: Percentage Distribution of the Teacher's Perceptions on the Criteria that was used when Choosing who took part in Developing the Textbooks.

In response to the same question, teacher A stated that;

There is no criteria per say which is followed, the decision lies in the hands of the people in higher authorities that is CDC to choose on who they want to involve if there is a criteria then it's just on paper otherwise I have never heard of it.

Teacher B said as follows;

They have a specific set of people who they call whenever it is time for textbook development they do not choose participants based on merit, people who have only months in service are picked and I have served for 21 years now but they never considered me instead, they preferred a newly deployed teacher whatever their arrangement was they know better.

Teacher C observed that;

There is no proper criteria everything seems to be hidden from the teachers, this could be because they do not consider us to possess the knowledge that can be required in the whole process of textbook development hence just consider us useless.

The criteria that was used when choosing stakeholders was not made known to majority of the teachers who took part in the study, the researcher sought to find out from the SESO if she knew the criteria that was used when choosing stakeholders who took part in developing the Social Studies learners' textbooks. Just like the views of the teachers, when asked in an interview using interview schedule for SESO item number 23, she explained that;

I do not know the criteria that was used, am going to refer you to the Curriculum Specialist at CDC because they are the best people who deal with the development of the curriculum and curriculum materials textbooks inclusive.

From her response the SESO did not know the criteria that was used when choosing stakeholders who took part in the development of Social Studies learners' textbooks. Apart from the views of teachers and the SESO, the textbook Publisher was a key respondent to this question. In answering this question, the Publisher explained that;

We picked on experienced teachers of any of the three components of Social Studies because the time Social Studies was introduced there were no teachers who were qualified specifically for Social Studies. We considered both retired and practicing teachers to help

with authoring of the textbooks. The rest of the human resource we have our own team as a textbook publishing company which comprises of typesetters, illustrators, proofreader among others. So we used our own personnel.

The question as to which criteria were followed when choosing stakeholders who took part in developing the Social Studies learners' textbooks was also asked to the Curriculum Specialist in answering this question he expressed that;

First of all, as I mentioned earlier as CDC our major responsibility in the process of textbook development is textbook evaluation. That is why when it comes to the criteria used when choosing stakeholders who took part in the development of Social Studies learners' textbooks; it can be divided into two. Our criteria as CDC and that of different textbook publishers. Different textbook publishers are free to set their own criteria depending on their preferences when it comes to choosing stakeholders who help them in textbook development. Private textbook publishers do it on their own, so they get primary school teachers, whoever they find to be cheaper and make those to be part of the stakeholders. Those who are lucky among the private textbook publishers land on Curriculum Specialists who later join the team and those are the times when we have good textbooks.

As CDC we are responsible for evaluation of textbooks and so the participants we chose took part in the evaluation process. The criteria that we used as CDC is that we selected qualified teachers of any of the three subjects Civics, History and Geography, who taught for not less than five years, had at least a teacher's qualification and...first degree or a diploma with good experience. Maybe to add to that, not that it is enough that they were teachers; we trained them ourselves on how to evaluate. Just as an example, in 2013 before we rolled out so much in terms of educational materials, we trained 105 teachers on evaluation criteria and the like. Basically, we cannot take anyone regardless of their qualification if they are not trained.

The Chief Curriculum Specialist remarked about the criteria that was followed when choosing stakeholders who took part in developing the textbooks when he said as follows;

May I mention that, following the privatization of textbook development the criteria for choosing stakeholders who took part in the development and evaluation of Social Studies learners' textbooks is divided into two parts. The criterion that was used when choosing stakeholders who took part in the development of

Social Studies learners' textbooks is known better by the textbook publishing company which developed the textbooks. But when it comes to the criteria for choosing stakeholders who took part in the evaluation of the Social Studies learners' textbooks how the stakeholders were chosen was not clear whether they were qualified or not, it's not me to answer. But what is coming out in certain cases is that like we have heard of some textbooks from a certain textbook publisher are very bad it means the textbook publishers and authors were bad. Not only that, it also means that the evaluators are ill skilled.

Both the Chief Curriculum Specialist and the Curriculum Specialist made it clear that private textbook Publishers were part of the stakeholders in the development of the Social Studies learners' textbooks. This prompted the researcher to find out from the Chief Curriculum Specialist and the Curriculum Specialists how the textbook publishing company that published the Social Studies learners' textbook was chosen. Their responses revealed, that there was no criteria used in choosing the textbook Publishers who developed the textbooks. For instance, upon being asked the Chief Curriculum Specialist explained that;

As CDC we did not choose a specific textbook publishing company to develop the Social Studies learners' textbooks for junior secondary school. As a result of privatization of textbook development, all textbook publishing companies and private authors were free to develop textbooks using the approved syllabus as a guide. So far we have 15 established textbook publishers and other individual public authors, all these were free to develop the Social Studies learners' textbooks for junior secondary school. After developing the textbooks all they needed to do was to submit to CDC where the textbooks were going to be evaluated by our team of evaluators here (CDC) using the evaluation criteria. But only one publishing company managed to meet the deadline and that is the company which developed the textbooks.

The same explanation was shared by the Curriculum Specialist who was asked in a separate interview. From their responses the researcher was made to understand that all the textbook Publishers were free to develop the Social Studies learners' textbooks. CDC never chose a specific publisher but the rest of the Publishers could not just catch up with the deadline as expressed by one of the Publishers.

4.5.5. Summary of the Findings on the Criteria Used when Choosing Stakeholders who took Part in Developing the Social Studies Learners' Textbooks

The purpose of this section was to present findings to answer research question three which established the criteria that was used when choosing stakeholders who took part in developing the Social Studies learners' textbooks. Overall, participants indicated that they were, to a large extent ignorant on the criteria that was used when choosing stakeholders in textbook development. The majority of junior secondary school teachers of Social Studies were not involved in the development of the textbooks. The participants expressed the view that the current level of teacher involvement in textbook development was unsatisfactory. In the next section, findings to answer research question four have been presented.

4.6. Research Question Four

In this section, findings to answer research question four which sought information from participants on the steps that were followed when developing and evaluating Social Studies learners' textbooks for junior secondary school have been presented. The question was phrased as follows;

What steps were followed in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia?

4.6.1. Steps when Developing and Evaluating Social Studies Learners' Textbooks

The researcher found it vital to have an understanding from the views of teachers on the steps that were followed when developing Social Studies learners' textbooks for junior secondary school. To address this, information was sought from the teachers using questionnaire item number 28. Figure 4.9 presents a summary of teacher's perceptions on the steps that were followed when developing and evaluating the Social Studies learners' textbooks.

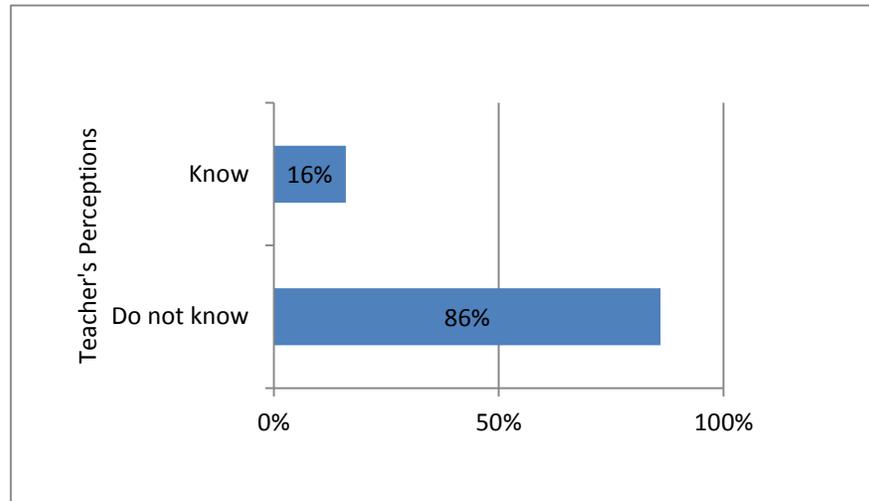


Figure 4.9: Percentage Distribution of Teacher’s Perceptions on the Steps that were followed when developing and Evaluating Social Studies Learners’ Textbooks.

As shown in Figure 4.9 the majority 86 percent of teachers who took part in the study indicated that they did not know the steps that were followed when developing and evaluating the Social Studies learners’ textbooks for junior secondary school, while 16 percent of the teachers only knew some of the steps. For instance, teacher A indicated that;

Am not too sure of the exact steps but I think there should be the actual writing of the textbook and evaluation to see if the textbook is up to the standard.

Teacher B commented that;

What I know is that a textbook has to be written then edited and that could be some of the steps.

Furthermore, teacher C contended that;

There is an aspect of having the textbook written then printed, I do not really know every step that was followed when developing these textbooks but I think these could be some of them.

Responding to the same question concerning the steps that were followed when developing the Social Studies learners’ textbooks, the SESO confirmed the views which were shared by teacher A, B and C this was attested when she explained that;

Just like I said earlier on, I am not aware of anything concerning the development of the Social Studies learners' textbooks, so I do not know the steps that were followed when developing the textbooks.

The SESO maintained that she was not aware of anything concerning the development of the Social Studies learners' textbooks hence she did not know the steps that were followed when developing the textbooks. The researcher then sought to find out from the textbook Publisher the steps that were followed when developing the Social Studies learners' textbooks. It is important to note that out of the three publishers who took part in this study only one Publisher took part in developing the textbooks. Hence, Publisher three was the main respondent to this question. Interview schedule for textbook Publishers item number 24 guided the researcher in eliciting this data, when asked for the steps that were followed when developing the textbooks, Publisher three contended that;

Firstly, we got the syllabus which was developed by CDC then our authors did the scope and sequence where we like formed a textbook on paper from chapter one to the end. From there we then came up with the manuscript which our editors edited and gave their suggestions. The manuscript was then given back to the authors who effected the changes and gave it to the typesetter. The typesetter then typed it, and the proofreader went through the manuscript and gave their thoughts. After that, it was taken back to the author and the typesetter who together agreed that the typesetter can go on to design the textbook. Thereafter, the manuscript was given back to the editor to go through who later confirmed that the manuscript was ready to be submitted for evaluation at CDC.

The manuscript was then submitted to CDC for evaluation. CDC then wrote back to us after they evaluated the manuscript, and suggested that we make a number of changes to the manuscript. Whilst we were still working on the suggestions made by CDC, one official got back to us through a phone call instructing us to consider the suggestions they made and then go ahead with printing the textbooks instead of resubmitting to CDC for verification. That is how we went ahead and printed the textbooks. I can say those were the steps we followed in developing the Social Studies learners' textbooks.

From the Publishers' explanation the manuscript was submitted to CDC for evaluation after they (publishers) got done with the development. Since the textbooks were

evaluated by CDC, the Curriculum Specialist and the Chief Curriculum Specialist were key to providing answers to the question concerning the steps that were followed when evaluating the textbooks. When asked, the Curriculum Specialist explained that;

When the textbook at its draft form was submitted here (CDC) we made four copies then the evaluation team commenced evaluation meetings. The team members got a copy each and individually went through it. Next, the team members were required to write reports independently thereafter came together as a team and wrote one report, known as an evaluation report. The report contained suggestions made by the evaluation team which the textbook publisher needed to consider and then resubmit for verification before approval for printing. The publisher then went to work on the manuscripts with the evaluation report as a guide. Due to pressure mounted on us from higher authorities and schools to have the textbooks quickly taken to schools, we decided to communicate to the publisher through a phone call allowing them to go ahead with printing the textbooks even without us verifying if the suggestions we made were effected or not. Those are the steps that were followed when evaluating the Social Studies learners' textbooks for junior secondary school.

When asked in an interview the Chief Curriculum Specialist confirmed what the Curriculum Specialist explained. After establishing the steps that were followed when developing and evaluating the textbooks, the researcher found it significant to find out from the participants if they encountered any challenges in the process of developing and evaluating the textbooks. Textbook Publisher three, the Chief Curriculum Specialist and Curriculum Specialist were key to providing answers to this question. Information was elicited from the textbook publisher using interview schedule for textbook publisher item number 25. Publisher three expressed that;

When developing the Social Studies learners' textbooks we faced a number of challenges which I can say have contributed to the quality of the textbooks. To start with Social Studies being a new subject which was just introduced, it was difficult for us to find teachers of Social Studies to help in the authoring of the textbook. There were no teachers of Social Studies so we had to use those that were teachers of Civics, History and Geography. That is why even the integration of the three learning areas was done in segments, each learning area on its own.

Secondly, CDC gave us a problem with the syllabus, the syllabus which we were given to follow as a guide was revised while we

were already developing the textbooks. That was a big challenge on our part as a company because people are pointing at us as having failed to reflect the syllabus in the textbooks.

Not only that, the time that was allocated for developing the Social Studies learners' textbooks was inadequate. The textbooks were developed in only about five-six months which should not be the case. For us to develop a good textbook we needed a minimum of 12 months but we were instructed to work within the time frame that we were given which could not allow us to pilot the textbooks before approval. That is why a number of companies and individual authors failed to catch up with the deadline.

As mentioned earlier, Curriculum Specialists were not exceptional to providing answers to this question. When interviewed, both Curriculum Specialists shared the same view with regards to the challenges they encountered in the whole process of developing the Social Studies learners' textbooks. For instance, when asked, the Chief Curriculum Specialist observed that;

Yes challenges were there, to start with as Curriculum Specialists we were not given the full authority to decide on textbook development. In the whole process of textbook development, we were subjected to instructions which even after seeking clarity and offering technical advice we were only instructed to do as we were told. The same applied when it came to syllabus development, we were instructed to have the syllabus developed as quickly as possible and rolled out to textbook Publisher's to commence the development of the textbooks. After doing so, we were instructed to incorporate suggestions from different stakeholders to the already approved syllabus, we tried to reason with them (authority) in our capacity as Curriculum Specialists but they still insisted we go ahead with revising the syllabus despite textbook development having commenced.

Not only that, private textbook Publishers have proved to be inefficient, they did not put in their efforts to see to it that a good quality textbook is put on the market. After noticing the errors in the copy they submitted for evaluation, we asked them to have the corrections made but it appeared the time we were asking them to make corrections they had already printed out the textbooks.

Further, when asked in a separate interview the Curriculum Specialist confirmed what the Chief Curriculum Specialist explained. The Curriculum Specialist explained that among other challenges we encountered were that;

The time allocated for developing the Social Studies learners' textbooks was inappropriate. As a result of a rush in the implementation of the 2013 revised curriculum, the need for the textbooks was urgent. That is why most Publishers failed to catch up with the deadline and we ended up with only one publishing company submitting their copy for evaluation. Though the submitted copy had a lot of errors, we were left with no option but to continue with them because we felt if we dropped them it was going to mean there was not going to be Social Studies learners' textbooks for junior secondary school.

We were not given enough time to concentrate on the textbooks that is why we had to go the informal way of calling the publisher instead of writing to them an approval letter to allow them (publishers) to go ahead with printing. Not only that, due to the urgent need of textbooks we did not have the time to look at the textbooks before approving them for printing. All they (authorities) were interested in was to have the textbooks in schools. To be honest the development of Social Studies learners' textbooks put a lot of pressure on us (CDC) and even on the publishers I am sure.

It is clear from the Chief Curriculum Specialist, Curriculum Specialist and textbook Publishers that despite having followed a number of steps when developing the Social Studies learners' textbooks, the textbooks were neither evaluated nor piloted before approval for use in schools. The responses indicated that both the Curriculum Specialists and textbook publishers faced a number of challenges when developing and evaluating the textbooks which led to the development of poor quality textbooks.

4.6.2. Summary

In chapter four, the research findings of this study based on the research questions have been presented. The questions which were being answered were; (One) what was the quality of Social Studies learners' textbooks for junior secondary school in Zambia? (Two) what was the procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia? (Three) What criteria was used to choose stakeholders in the development of Social Studies learners' textbooks for junior secondary school in Zambia? (Four) what steps were followed in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia? Based on the four research questions that have been presented in this chapter, the findings that were arrived at strongly suggested that Social Studies learners'

textbooks for junior secondary school were of poor quality. This was as a result of failure to adhere to the general procedure of developing learners' textbooks due to political interference and lack of a textbook development policy among others. The findings also suggested that due to privatization of textbook development, there was no criteria for selecting a textbook publishing company to develop a textbook. Instead it was free for everyone in the publishing industry. Additionally, CDC did not set a criteria for publishers to use when choosing different stakeholders who took part in developing the textbooks. But, different textbook publishers were free to choose whoever they wanted to work with. Teacher involvement in the development of Social Studies learners' textbooks was extremely low and this contributed to poor quality textbooks. Despite having followed some steps in developing the Social Studies learners' textbooks, the textbooks were neither piloted nor evaluated. Furthermore, the findings revealed that the development of the textbooks was faced by a number of challenges. The researcher in the next chapter discussed the research findings that have been presented in this chapter.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1. Overview

In the previous chapter, the findings for this study have been presented. In this chapter, findings are discussed. The purpose of the discussion is to interpret and describe the significance of the findings in light of what was already known about the research problem being investigated, and to explain any new understanding or insight about the problem after taking findings into consideration. Oso and Onen (2009) contended that the main findings are those which relate to the study objectives. Hence, in this study, the findings are discussed in relation to themes. Effort has been made to reflect, validate and broaden current knowledge and philosophy in textbook development for junior secondary school in Zambia. This had helped the researcher to interpret and outline what findings meant to the study.

5.2. Quality of Social Studies Learners' Textbooks

The importance of quality textbooks cannot be over emphasized if quality education is to be attained. Quality education demands quality curriculum materials such as textbooks. UNESCO (2010) observed that the quality of education cannot be isolated from the quality of textbooks developed. Therefore, good quality textbooks must; reflect what is in the syllabus, adhere to the subject's aims, goals and objectives, contain accurate content and generally there must be quality in all the important aspects of a textbook, if they are to contribute to the attainment of quality education.

5.2.1. Reflection of the syllabus in the Textbook Content

In this study, the researcher asked all the participants on their views concerning the reflection of the syllabus in the textbook content. The majority of junior secondary school teachers of Social Studies who took part in the study comprising of 64 percent as shown in figure 4.1 did not know whether the textbooks were developed in line with the school syllabus. Some teachers attributed their ignorance on the reflection of the syllabus in the textbook content to the unavailability of the Social Studies syllabus for the junior secondary school. Rume (2012) postulated that a syllabus gives an outline of

topics which directs those who are teaching a particular subject. One wonders then what guided the teachers in planning their work because they did not have the syllabus. Now that this was the case with teachers from urban areas like Lusaka, how was it then with teachers in the rural and remote areas?

The response from the SESO revealed that she did not know if the textbook was a reflection of the syllabus or not as she confirmed that her responsibility was only to monitor how teaching and learning was taking place using the curriculum materials. Her response revealed that she did not even know the content in both the syllabus and the textbook. A question worth asking is how monitoring would be considered effective if she did not know the content in both the syllabus and the textbooks. This finding is an impediment to the provision of quality education because monitoring of the effectiveness of learning is an essential element of the overall monitoring practice aimed at improving teaching and learning.

Besides, findings in this study suggested that the two textbook Publishers who did not take part in developing the Social Studies learners' textbook for junior secondary school were of the view that the textbook did not reflect what was in the syllabus. This finding is worrisome because it meant that there was no match between what the curriculum intended to communicate to the learners and what the learners were learning. This is contrary to the view by Shahid (2007) who contended that it is textbooks that were capable of conveniently packaging the syllabus for each subject.

Lockheed and Verpoor (1991: 46) added that "textbooks were the major if not the only definition of the curriculum." In this case, textbooks could only be a definition of a curriculum only when they were developed in line with the syllabus. In addition, CDC (2013: 16) postulated that "the syllabus outlined various topics to be covered in a particular learning area or subject." It is expected therefore that textbooks should adequately cover the outlined topics and sub-topics in the syllabus. This view puts an emphasis on the need for textbooks to have a reflection of what was in the syllabus if they were to be considered of good quality and enhance quality education.

The part which was quite interesting in the findings was that even the Curriculum Specialists confirmed what the two textbook publishers expressed. The responses from

both Curriculum Specialists suggested that the textbook did not reflect the Social Studies syllabus. The comment made by the Chief Curriculum Specialist placed him in an incompetent position. This was when he said that *'the textbooks were developed by people who did not even take part in syllabus development and how do you expect such people to know the syllabus'*. This statement uttered by the Chief Curriculum Specialist was quiet disappointing, because it is not necessary for one to take part in developing the syllabus in order to know it.

CDC was putting the blame on textbook publishers for having failed to reflect the syllabus in the textbooks claiming that this was as a result of the publishers not having taken part in syllabus development. A question worth asking was how CDC approved such textbooks which did not reflect the syllabus. As indicated in CDC (2013: 4), "The Curriculum Development Centre was responsible for administering the system of approval of educational materials for use in institutions of learning." This assertion gets the blame off textbook publishers and Curriculum Specialists at CDC were to blame for the poor quality textbooks approved.

Apart from the reflection of the syllabus in the textbook content, the researcher asked the participants their views on the coverage of aims, goals and objectives of the subject in the textbook content. The findings revealed that 68 percent of junior secondary school teachers of Social Studies were of the opinion that the textbook content did not cover the subject's aims, goals and objectives adequately while 32 percent of the teachers were of the opinion that the subject's aims, goals and objectives were adequately covered in the textbooks.

The SESO just like in the previous case did not know if the textbooks covered the aims, goals and objectives of the study. The SESO in this case distanced herself from knowing about the textbook content and maintained that the people who could know were those from CDC. She insisted that her responsibility was to go and see how the teacher was teaching using curriculum materials developed by CDC. The SESO in other words could be viewed as not being concerned with what was contained in the textbooks but all she was interested in was to see teaching and learning taking place using the learning materials regardless of their quality.

Not only that, the responses from publisher one and two revealed that the aims, goals and objectives of the subject were not adequately covered in the textbooks. While textbook publisher three who happens to be the publisher of the textbooks expressed that the subject's aims, goals and objectives were covered in the textbooks. Apart from that, the responses from the Chief Curriculum Specialist and the Curriculum Specialist showed that the aims, goals and objectives of the subject were not covered fully in the textbooks. This finding is contrary to Richard, Crabbe, Nyingi and Abadzi (2014) who stated that textbooks support learning and the educational goals of a country. Since subject aims, goals and objectives should be derived from the educational goals of a country, a question worth asking then was how the educational goals were going to be attained because the subject's aims, goals and objectives were not covered in the textbooks.

5.2.2. Content Accuracy

When participants were asked to comment on the correctness of content in the Social Studies learners' textbooks for junior secondary school, findings from the analysis of the data that was collected from teachers as shown in figure 4.2 suggested that the textbooks contained content which was not accurate. As usual, the SESO did not know if the content in the textbooks was correct or not. She claimed that she had not gone through the textbook because it was evaluated and approved by CDC then it must have contained correct content and that CDC could not approve a textbook with wrong content. The responses from Publisher one and two revealed that the content in the textbooks was not correct and that errors should not be tolerated.

On the contrary, despite admitting that the content in the textbook was not correct, publisher three the publisher of the textbooks referred to the errors as mostly grammatical errors and that they were a few of which she could not remember precisely. This response was quite a source of concern because the publisher was too casual that she even claimed she could not remember the errors. As if it was not enough she went further and let out a statement which was so distressing when she confidently said there were only minor errors in the textbooks and that a textbook can never be perfect.

Additionally, the findings revealed that both the Chief Curriculum Specialist and the Curriculum Specialist confirmed that the textbooks had incorrect content. Although the Curriculum Specialist confirmed what textbook publisher three expressed, he was also of the view that the errors in the textbooks were minor. This was quiet unfortunate because the aspect of the errors being minor had been emphasized by both the developers of the textbooks and the evaluators. This implied that both the publisher of the textbooks and the evaluators did not see anything wrong with the textbooks.

It was so careless of him as Curriculum Specialist having uttered a statement such as “*those are minor error*” One wonders then what was meant by minor errors because spelling mistakes cannot be considered to be minor for a learner who is in grade eight or nine. Rume (2012) contended that content in a textbook should be accurate without any errors. This assertion by Rume should be taken seriously because learners take what is in the textbooks as gospel truth, some errors do not exist as errors to the learners but as the truth. Mohamed (2015) pointed out that for school children, textbooks play a very powerful role that they can manipulate the learners’ way of thinking. In the provision of quality education there should not be such things as minor error, though the publisher and Curriculum Specialist considered them minor, they might have a great impact on learners.

This finding is very worrisome because content of the textbook is what the educators use to convey the intended knowledge to their learners. In support of this, Johnson (1994) noted that whenever young learners wanted to find out some information, they searched it on internet but if they wanted to search for something factual, it was important that they check for it in a textbook. Johnson’s statement stressed the need for correct content in the textbooks because learners depend on the textbooks for factual information.

In addition, findings in chapter four revealed that the Chief Curriculum Specialist confirmed that the content in the textbooks was inaccurate. For example, he stressed that illustrations in a textbook must help to make the content very vivid but at times wrong information was put in a textbook. This assertion was supported by Djoletto (1985) who expressed that the aims of illustrations in textbooks were two-fold. Firstly, it should portray the truth, secondly, an illustration should be used as a tool for positive

development in learners. Illustrations must bring out the right kind of perception for learning to take place (Johnson, 1994). A good illustration therefore should portray accurate information. Richard, Crabbe, Nyingi and Abadzi (2014) also added that there was need for evaluators to pay particular attention to the content and assess if curriculum materials such as textbooks were pedagogically and academically sound and of good quality.

Findings of this study indicated that the content in the textbooks was inaccurate this finding is in line with the finding by Michael (2009) who established that the quality of textbook content in Ghana was below average. In line with this finding, Pinto (2007) expressed that content in a textbook implied what knowledge and skills learners should achieve. Since the findings of this study revealed that the textbooks contained inaccurate information, it meant that wrong knowledge was being acquired hence, hindering the provision of quality education. This assertion by Pinto implied that the achievement of desired knowledge and skills was dependent on the quality of the textbook content. It is therefore cardinal to ensure that content in a textbook is accurate if learning is to take place effectively. McCall (2005: 394) noted that “in a school textbook, accuracy and correctness were not just desirable but essential.” This assertion by McCall put an emphasis on the need to ensure accurate information in learners’ textbooks.

Besides, the correctness of content in the textbooks, the researcher had asked the participants for their views on the integration of the three learning areas namely Civics, Geography and History, the researcher wanted to find out if there was a balance in the amount of content for each learning area. Results in figure 4.3 suggested that 96 percent of junior secondary school teachers of Social Studies were of the view that the textbook content was much of Civics and Geography than History.

The response from the SESO revealed that she did not even know how the three learning areas were supposed to be presented in the textbook. Results in chapter four suggested that Publisher one and two felt the integration of the three learning areas was a failure. They observed that some themes in some learning areas were being repeated instead of being covered once. Publisher three the publisher of the textbooks equally admitted that

the integration was a failure but gave an excuse of thinking that the subject would be taught in components not as one since there were no teachers of Social Studies then.

Additionally, the response from the Curriculum Specialist revealed that the integration was a failure though he tried to cover it up by saying the balancing was almost made. The attitude exhibited by the Curriculum Specialist was worrisome because he tried to make it seem as though the integration was balanced after admitting that there was failure in integrating the three subjects. On the contrary, the Chief Curriculum Specialist expressed that there was failure by the authors to integrate the three learning areas.

5.2.3. Extent of Quality of the Textbooks

The researcher asked the teachers to rate the extent of quality of the Social Studies learners' textbooks for junior secondary school on a likert scale which covered various aspects of a textbook. The likert scale covered aspects such as the sections for revision in the textbooks, how the content related to the learners' culture, background and environment, how topics were supported or explained, font type and size and cost of the textbook among others. Teachers rated the textbook on the five point likert scale around bad and very bad.

This rating did not indicate that the textbooks were of good quality as there were areas that needed to be worked on so that the rating could move to good and very good quality of the textbooks. For instance, from the findings depicted in Table 4.3 teachers of Social Studies felt the textbooks did not provide enough sections for revision. As opposed to an assertion by UNESCO (2010) that textbooks guided how classroom lessons could be structured with suitable learning activities such as classroom exercises. Cunningsworth (1984) added that quality textbooks could be an effective resource for self-learners. Now that the textbooks did not provide adequate sections for revision, considering Cunningsworth assertion, it meant that they were not an effective resource for self-learners.

In order to have research question one wholly answered, participants were asked to give their comments on the general impression of the Social Studies learners' textbooks. The findings indicated in Figure 4.4 showed that a total of 89 percent of the teachers were

of the view that the Social Studies learners' textbooks were not satisfactory and 11 percent stated that the textbooks were satisfactory. Findings in chapter four indicated that the SESO failed to comment on the quality of the textbooks in general. Despite being SESO for Social Sciences the findings revealed that she did not know anything about the general impression of the textbooks.

The responses from publisher one and two suggested that the textbooks were not satisfactory. Publisher three being the publisher of the textbooks maintained that not everything in a textbook could be perfect hence, emphasized that the errors were minor and that it was not much of an issue for a textbook to have such errors. The response shared by the Curriculum Specialist was very disappointing, he accepted a certain level of errors in a textbook and confirmed what publisher three said by referring to the errors as minor. This was the beginning of a problem, if a Curriculum Specialist could tolerate such thinking of referring to errors as minor errors then who was going to correct the situation. One can imagine such a mentality of the people who are responsible for developing the textbooks, how then are textbooks expected to be of quality? It is nearly impossible to have a quality textbook because the stakeholders responsible for the development of these textbooks had allowed a certain percentage of errors.

The response made by the Chief Curriculum Specialist revealed that the textbooks were of poor quality. The aspect of the textbooks being of poor quality was a source of concern to the researcher, knowing very well that it was impossible for sustainable development goal number four which emphasized on the provision of quality education to be attained. This view placed an emphasis on the need to ensure quality textbooks are developed if quality education should be attained. In supporting this view Brunswic and Hajjar (1991) argued that the provision of inappropriate school textbooks for learners is one of the most serious impediments to educational quality. Therefore, the need for quality textbooks should not be overemphasised.

Having seen in the analysis of data, the Social Studies learners' textbooks for junior secondary school did not reflect the syllabus, cover the aims, goals and objectives of the subject adequately contained inaccurate content, imbalance in the integration of the three

learning areas and was of poor quality in general, it became necessary to question the procedure that was followed when developing the textbooks.

Since junior secondary level is one of the most critical stages in the education process, the findings of this study of not having quality textbooks had implications on several areas of human life and the country as a whole. For a country to achieve development it begins with learners who are creative, innovative, analytical, possess constructive skills and who are capable of making meaningful contribution to society after attaining worthwhile knowledge, values, skills and attitudes taught at junior secondary level (CDC, 2013).

The research findings are in agreement with several research findings by different scholars (Mwanza, 2017; UNESCO, 2010; MoGE, 2016). Who argued that textbooks were supposed to be of good quality if they were to serve their purpose effectively. UNESCO (2010) indicated that the use of quality textbooks by learners yields improvements in learner achievement and performance. In addition, Cunnigworth (1984) had documented that good quality textbooks can help to encourage learners to think, stimulate critical reflections and act as a supplement of information.

In a similar way, MoE (1992) observed that the quality of textbooks can have a positive effect on student learning and on the overall quality of education and that quality of an education system can be noted by the provision of quality textbooks. Based on the quality of textbooks the study by Mwanza (2017) indicated that the curriculum materials developed following the 2013 revised curriculum were of poor quality. This coincided with the current findings on the quality of the Social Studies learners' textbooks in Zambia.

The finding on the quality on the Social Studies learners' textbooks for junior secondary school is also consistent with the finding by Michael (2009) that primary school textbooks in Ghana were of poor quality. It was posited that quality textbooks would enhance effective teaching and learning in primary institutions in Ghana. These and other related findings illustrated that when textbooks are of good quality, quality education is enhanced. In line with this, MoE (1996) observed that poor textbooks in schools can lead to a compromised educational system that lacks a building capacity for

the provision of quality education. Quality education is unachievable if learners' textbooks are of poor quality. In a similar way, UNESCO (2010) wrote that education of poor quality was equivalent to no education at all. In addition, the scholars strongly argued that poor textbooks contributed very little in as far as the attainment of quality education was concerned.

Similarly, the findings are in harmony with Huber and Moore (2001) who wrote that if there was need for attainment of national goals of education in the United States of America, there was need for quality textbooks. The scholars argued that learners should be exposed to quality textbooks that led to desirable knowledge of reality. This meant that poor quality textbooks might lead to failure in attaining national goals of education.

Tyson (1997) emphasized the need for having quality textbooks in order to mediate desirable knowledge, values, skills and attitudes in learners. He further emphasised that failure to provide learners with quality textbooks was as good as providing poor quality education to learners. Besides, UNESCO (2012) asserted that if textbooks being used by learners were of quality standard this could address the challenge of inadequately qualified teachers. The question that could demand a response is that what could have led to the development of poor quality textbooks?

Similarly, as noted in chapter two the then Minister of General Education in Zambia observed that the learners' textbooks were not good enough because teachers were left out in the development process. In other words, it was clear that the Minister noted that the textbooks that were developed following the 2013 revised curriculum were of poor quality. In addition, the then Zambian Minister of Finance in her speech during the presentation of the 2019 National Budget in Parliament on 28th September 2018 considered recapitalizing ZEPH in order to improve the quality of textbooks. This was a clear indication that the quality of textbooks that were developed by the private publishers was questionable.

The research findings in this study are supported by studies that have been done in United States of America, Ghana, Kenya, Zambia to mention but a few which clearly revealed that learners' textbooks were not of good quality (Huber and Moore, 2001; Michael, 2009; Rume, 2012; Mwanza, 2017; UNESCO, 2010; UNESCO, 2012; MoE,

1992; MoE, 1996). From the discussion, it was clear that the Social Studies learners' textbooks needed to be of good quality. If quality textbooks are to be developed, there was need to critically analyze the process of textbook development.

5.3. Procedure of developing Textbooks

The quality of textbooks is influenced by the process of developing them, hence there was need for a critical analysis of how textbooks were developed.

5.3.1. Privatization of Textbook Development

As can be noted from this study's finding, the Social Studies learners' textbooks were developed by a named private textbook publishing company with CDC only taking up the evaluation process. It is fascinating to note that even the Curriculum Specialist interviewed in the study confirmed that CDC distanced itself from the process of developing the textbooks. This confirmed the findings by Mwanza (2017: 54) when she stated that "Curriculum Development Centre distanced itself from the full authority of textbook development as different publishers were given the mandate for the development of textbooks." The Chief Curriculum Specialist explained that due to privatization of textbook development, the procedure of developing learners' textbooks was that CDC developed the syllabus which was given to different private publishers who later developed the textbooks.

Since textbooks play a vital role in ensuring quality education, there was need to ensure that their development was detached from profit oriented institutions this is because private companies might have prioritized money over quality.

The research findings are in agreement with several research findings by different scholars who argued that privatization of textbook development should not be tolerated (Brunswic and Hajjar, 1991). In addition, Richard, Crabbe, Nyingi and Abadzi (2014) had documented that in the process of textbook development, especially when tenders are floated, all kinds of persons and companies availed themselves to participate in textbook development because it was a lucrative business.

In a similar way, Kila and Bukagile (2013) added that textbook publishing was considered ‘Bread and Butter’ of the publishing business. This explains why private publishing companies were growing daily whose goal was to extort money and did not care about the quality of the textbooks developed as noted by a Curriculum Specialist in this study who claimed that textbook publishers had not been trust worthy, they were just interested in money making at the expense of quality.

This view has been supported by Michael (2007: 6) who indicated that “financial benefits rather than the passion to engage in textbook development should be recognized as the main reason why authors write textbooks.” It was hoped that active private sector involvement in textbook development would ensure competition which would later result in the development of quality textbooks instead, the government policy had preferred quantity over quality. This was because many private publishing companies had come on board while quality had been compromised. This is also supported by Brunswic and Hajjar (1991) who argued that competition among publishers and freedom of choice for textbooks did not guarantee quality textbooks.

Similarly, Rosenau (2002) disclosed that the private sector inevitably gravitated towards activities where it was quick to make a profit. In line with the research findings, this clearly confirms that privatization of textbook development had failed to yield positive results and the private sector ventured in textbook development in order to make a profit. As can be noted in chapter four, the major stakeholders were blaming each other for the poor quality textbooks developed. Whilst CDC expressed that the publishers were to be blamed for the poor quality textbooks, the publishers also felt CDC was to blame. This could be the reason why Rizvi (2016) pointed out that when things go wrong in a liberalized economy, the lines of accountability are never clear and it was always possible for the private sector to simply walk away. Privatization of textbooks in this case can be said to have contributed to the poor quality of textbooks developed.

5.3.2. Lack of a National Textbook Policy

Findings regarding the procedure that was followed when developing the Social Studies learners’ textbooks also revealed that the development of the textbooks was not guided

by a national textbook policy. The Chief Curriculum Specialist confirmed that they did not use a specific textbook policy to guide the development of the textbooks but instead they were guided by the Curriculum Framework, the syllabus and the 1991 education policy. The failure to use a national textbook policy as a guide was a source of concern to the researcher because it is a textbook policy that gives clear direction dealing with the process of developing the textbooks, approving them, purchasing them and ensuring quality is upheld. In supporting this assertion, Garzon (2005: 70) expressed that “a well-conceived, comprehensive and legally sound policy had proved to be the single most efficient and effective way to stimulate national textbook development and publishing.”

Not only that, UNESCO (2010) added that a national textbook policy is a coherent set of regulations and indicators set by the national authority to guide the development, printing and distribution of textbooks. This was in line with an observation made by Newton (1998: 67) in his study that “a national book policy provided a comprehensive framework with stated objectives and specific political, economic, and legal measures to govern all activities in the textbook sector and to guide the actions of all players involved.” Hence, it is reasonable to assert that specific textbook policies are inevitable for the provision of quality textbooks.

This is because textbook policy gives a clear direction for the development and evaluation of textbooks and other curriculum materials while ensuring the materials meet the desired quality. In line with this, as noted in chapter two, MoE (2007, Ghana) expressed that a textbook policy document for Ghana aimed at ensuring timely development of high quality textbooks and other instructional materials. This assertion puts an emphasis on the need to adhere to a specific textbook policy in Zambia in order to guide the process of textbook development if high quality textbooks are to be developed.

Not only that, a textbook policy would also put in place efficient, timely, distribution of textbooks to schools and learners unlike the finding in this study where a Curriculum Specialist expressed that the 2013 revised curriculum was implemented without curriculum materials and that there was a delay in the provision of textbooks. In relation to this, Valverde, Bianchi, Wolfe, Schmidt and Houang (2002) argued that textbooks

had a prominent position in curriculum development and were considered the most vital tool for the implementation of the curriculum. It is apparent from the preceding observation that a national textbook policy is an essential tool in developing learners' textbooks that ensures quality in the textbooks developed.

The finding regarding a national textbook policy tallies with the finding by Michael (2009) who suggested the need for a satisfactory textbook policy to ensure a high quality textbook production for all primary schools in Ghana. In addition, UNESCO (1996) stressed that the process of developing a sustainable textbook provision system should start by adhering to what is contended in a textbook policy. Therefore, the need to use a specific national textbook policy as a guide in order to ensure quality is upheld.

5.3.3. Influence from Authority

The findings regarding the procedure that was followed when developing the Social Studies learners' textbooks suggested that Curriculum Specialists were not given the full authority to decide on curriculum matters. Curriculum Specialists claimed that they were instructed to have the revised curriculum implemented into schools even without the availability of curriculum materials. The Curriculum Specialists claimed that they only received instructions from higher authority which they did not need to question but just do as they were instructed. The findings indicated that Curriculum Specialists were not given the full responsibility to suggest on curriculum matters.

In a report of an IIEP seminar held in Mozambique, Brunswic and Hajjar (1991) stressed that Ministry of Education's intervention was necessary because CDC could not work on its own in developing effective policies but this did not mean MoE should take over from CDC and start deciding on curriculum matters, such should be left to technocrats to decide on strategies when implementing the syllabus or revising it. Curriculum matters needed not to be tempered with by anyone regardless of their position, as long as they were not Curriculum Specialists.

One thing that needs to be made clear is that occupying a higher position does not place one in a position of deciding on such sensitive matters as the Curriculum and its support materials. Not only that, lack of consultation when developing the syllabus was not an

exception as Curriculum Specialists expressed that they were instructed to incorporate suggestions by different stakeholders despite having commenced the development of textbooks.

Similarly, the textbook publisher who took part in developing the textbooks disclosed that the syllabus which they were given by CDC to use as a guide when developing the textbooks was different from the approved syllabus. At the same time, Curriculum Specialists claimed that they had to incorporate topics in the syllabus because they were instructed to do so. A question worth asking is why they were instructed to allow different stakeholders and other government departments to add their suggestions to the syllabus, after they had already approved a syllabus which was given to textbook publishers who had already commenced the work of developing the textbooks.

Based on the research findings in chapter four, the syllabus was not developed in a consultative manner that explains why CDC was instructed to incorporate the suggestions by different stakeholders. The syllabus was supposed to be developed in a consultative manner in order to cater for the various suggestions by different stakeholders. This was going to ensure that the textbook publishers were guided by a syllabus that had been developed in totality. This research finding is contrary to what CDC (2013: 5) stipulated, “the syllabus was as a result of broad-based consultations involving several stakeholders within and outside the education system.” This view is supported by UNESCO (1996) who observed that a syllabus should be developed in a consultative manner and approved before it is made readily available to prospective authors and textbook publishers. In line with the research findings, this clearly confirms that consultation is an important part in syllabus development if quality textbooks are to be developed.

This is also supported by Seguin (1987) who added that a textbook usually responds to the syllabus of the discipline. This could be the reason why Michael (2009) pointed out that development of a textbook begins with the writing of concepts in the syllabus into the manuscript. Michael (2009) further added that the syllabus serves as the first reference material for the textbook author, the syllabus and the textbook are inseparable.

5.4. Criteria for choosing Stakeholders

In order to ensure quality textbooks are developed, the need for only qualified stakeholders to take part in textbook development is very cardinal, this can only be achieved through the use of a clear criteria of choosing participants in textbook development.

5.4.1. Lack of Coordination

When asked to state the criteria that was used when choosing stakeholders who took part in the development of Social Studies learners' textbooks for junior secondary school, diverse views were recorded from the participants. The findings indicated that CDC had set their own criteria while textbook publishers were also responsible for setting their own criteria. The two institutions worked independently with each institution deciding on its own criteria. This finding is in line with the finding by Mwanza (2017) who reported that CDC expressed that the authority of choosing stakeholders to take part in textbook development lied in the hands of textbook publishers because they were the ones who knew which people they could work with as far as textbook development was concerned. This finding of lacking coordination was a great source of worry to the researcher because for quality textbooks to be developed there was need for the MoGE through CDC to coordinate all the activities pertaining to textbook development.

In line with coordination of activities, Seguin (1986) observed that without rigorous coordination between stakeholders, the project to develop and produce a quality textbook can present serious defects. If stakeholders do not coordinate in the process of textbook development, quality textbooks can prove to be a challenge especially in a liberalized economy. In supporting this assertion, Brunswic and Hajjar (1991) noted that to ensure effective development of textbooks some countries established coordinating committees with an overall coordinating and monitoring function.

This view is supported by Sanguin (1986), who stated that efficient coordination in book development process would lead to good results as far as the quality of textbooks was concerned. This assertion by Sanguin entails that lack of efficient coordination may lead to the development of poor quality textbooks, it brings an emphasis on the need for

coordination among stakeholders involved in order to have quality textbooks developed. This could probably be the reason why Brunswic and Hajjar (1991) expressed that a better coordination of responsibilities among different partners involved in textbook development notably between the private sector and public authorities yielded positive results. Textbook development process requires coordination of all the activities pertaining to the education system and the publishing industry.

Regarding coordination, the finding tallies with Michael (2009: 3) who observed that “there was lack of continuous and vibrant professional interaction between pedagogical researchers and developers of textbooks and teaching materials.” Additionally, it was observed in a study by Brunswic and Hajjar (1991) that short comings that had been encountered in formulating and implementing school textbook programmes were mostly related to the lack of coordination among stakeholders involved. The lack of coordination raises many problems in ensuring development of quality textbooks. Therefore, ignoring coordination in textbook development may not have the same impact on the quality of textbooks developed as it would if coordination is enhanced.

The findings also indicated that due to lack of coordination, when asked to state the criteria that was used when choosing stakeholders who took part in textbook development, the Chief Curriculum Specialist explained that textbook publishers got primary school teachers, retired teachers or whoever they found to be cheaper and made those to be part of their team. This view shared by the Chief Curriculum Specialist exposed how careless Curriculum Specialists were, despite them knowing that textbook publishers used whoever they found to be cheaper regardless of their qualifications, they still went ahead and allowed them to choose stakeholders on their own without providing a criteria for them.

Lack of coordination between CDC and textbook publishers in setting the criteria was distressing to the researcher more especially that even the publisher confirmed that they picked from both practicing and retired teachers and made them part of their team. There was need for CDC to ensure only qualified practicing teachers took part in developing the textbooks by coordinating all the activities partnering to textbook development. CDC

needed to see to it that only practicing teachers were involved and should be qualified for the task.

Based on the criteria, the study by Edgerton (1969) indicated that one of the criteria was preference for authors who were practicing as educationalists rather than retired ones. This view stresses the need to use practicing rather than retired teachers. This is because practicing teachers are in touch with reality of what is happening on the grounds as opposed to retired ones. In relation to this, Brunswic and Hajjar (1991) suggested that practicing teachers should preferably undertake the task of authoring because they are updated with the current situation at classroom level. This view is supported by Tomlinson (2008) who explained that practicing teachers play a very important role in developing textbooks because of their direct involvement with the learners at classroom level.

Not only that, practicing teachers understand the needs of the learners and once they were involved in developing their textbooks, they saw to it that they develop textbooks which met their needs. This could be the reason why Mwanza (2017) asserted that the teacher who is no longer practicing may not be in a position to have the actual feel of what takes place in the classroom. In relation to this, Batwini (2010) noted that because teachers were familiar with the classroom situation, their role was deemed central for discovering the gaps and bringing about change and improvement.

The assertion entails that there is a considerable gap in knowledge between a practicing and non-practicing teacher because the latter would have already lost contact with classroom and school practice which are a vital component in a textbook development process. Therefore, involving teachers who left the classroom in developing textbooks may not have the same effect on the quality as it would if teachers who were practicing were involved. This is usually the case because the feel of the classroom and actual school environment is vital to addressing the actual needs of the learners who are the sole beneficiaries of the textbooks. To ensure a quality textbook is developed there is need to engage people who are qualified in their respective fields.

In addition, Brunswic and Hajjar (1991) observed that in the field of textbook production requisite skills were often the most difficult to obtain. This assertion puts an

emphasis on the need for CDC to provide a criteria that should be used by textbook publishers and see to it that the stakeholders involved poses the required qualifications. If textbook publishers are not guided with the criteria for choosing stakeholders, it is clear from the Curriculum Specialist explanation in chapter four that they picked on whoever they found to be cheaper, this may mean if getting qualified human resource was expensive then they were better off settling for those not qualified but willing to take part. If quality textbooks are to be developed, rigorous and well trained human resource is essential.

Besides, the findings revealed that Curriculum Specialists took part in the writing of the textbooks with private textbook publishers. The Curriculum Specialist affirmed that private textbook publishers picked on Curriculum Specialists who later joined the team. This practice of Curriculum Specialists taking part in the writing of textbooks was a wrong one because it meant that the Curriculum Specialists were the ones who were going to evaluate the textbooks which happen to be their own work. This was supported by Brunswic and Hajjar (1991) who noted that the common practice of having Curriculum Specialists as full time authors had proved unsatisfactory. On top of that, Brunswic and Hajjar (1991:13) further argued that “textbook published by a Curriculum Development Centre cannot be correctly evaluated, since the evaluation is the responsibility of CDC itself.” Curriculum Specialists who sit on the panel of evaluating textbooks should not be allowed to take part in writing textbooks because evaluation cannot be effective.

5.4.2. Lack of Teacher involvement

In this study, when teachers were asked whether they were involved in any aspect of developing the Social Studies learners’ textbooks, the findings in figure 4.6 suggested that 91 percent of the teachers who took part in this study did not take part in developing the textbooks. One of the reasons noted was the failure of CDC and textbook publishers to involve teachers in textbook development. There was need for teachers to take up the central role in the development of textbooks. Similarly, Tomlinson (2008) proposed that in the whole process of textbook development and selection, the teachers should take up a key role as they were the best stakeholders to be aware of learners’ needs and interests.

This is also supported by Patrinos (2014) who argued that due to lack of teacher involvement in textbook development, it was difficult to develop a quality textbook which would respond to the needs of the learners. This could be the reason why Bantwini (2010) pointed out that there was need for the stakeholders responsible for textbook development to acknowledge that teacher involvement is significant in textbook development. This assertion by Bantwini stresses the need to broaden the scope of teacher involvement in textbook development if quality is to be maintained.

Concerning teacher involvement, the finding of this study is in line with the finding by Mwanza (2017) who confirmed that 63.9 percent of the teachers in Lusaka urban were never involved in any aspect of textbook development. Similarly, at the meeting on 25th September 2018 at Kalabo Secondary school in Western Province of Zambia, the then Minister of General Education commented in his speech that;

Textbooks are not good enough because as teachers you are not involved in the development process. You must be involved in textbook development as authors because you are in touch with what is on the ground.

In line with the research findings, this clearly confirms that teacher involvement is cardinal in textbook development which deserves a reasonable presentation of practicing teachers in textbook development.

5.5. Steps in Developing and Evaluating Social Studies Learners' Textbooks

Effective development and evaluation of textbooks requires commitment to follow all the necessary steps in the process of developing and evaluating textbooks. When asked to state the steps that were followed in developing and evaluating the Social Studies textbooks. The findings indicated that the textbooks were not evaluated before approval for use. Curriculum Specialists admitted having allowed the textbook publishers to go ahead with publishing the final copies of the textbook even without CDC evaluating them for the second time to confirm if the suggestions they made after the first evaluation were considered.

The Chief Curriculum Specialist expressed that they were instructed to have the textbooks ready before they got done with the evaluation process. As a result of pressure

from authority the Curriculum Specialist confirmed that they had to allow the publishers to go ahead with the printing of the textbooks regardless of the quality. Textbook publisher confirmed this view by the Curriculum Specialists when she admitted that before they got done with working on the textbooks CDC permitted them to go ahead and publish the textbooks.

Mahmood, Zafar, Iqbal and Saeed, (2009) emphasized the need for textbooks to be evaluated before approval when they said that evaluation or fielding-testing of textbooks yields results leading to quality textbooks. This point of view places textbook evaluation at the Centre of the entire textbook development process because evaluation gives an opportunity to explore the quality of textbooks. Adding to this view, Williams (2012) stressed that the evaluation of complete instructional materials is the key to the success of any instructional activity. This assertion brings an emphasis that the success of instructional materials is dependent on evaluation. Hence, it is cardinal that textbooks are evaluated before approval if they are to be of good quality.

The finding on the steps of development and evaluation also revealed that the Social Studies learners' textbooks were not piloted before approval for use in schools. There was need for CDC to have the textbooks effectively evaluated to ensure that they were free from errors and generally were of good quality. This finding is consistent with Crismore (1989) who suggested that teachers should engage in evaluation or field-testing of textbooks to ensure only quality textbooks are made available to the learners. This finding regarding evaluation is in line with the finding by Michael (2009) who observed that there was lack of reliable evaluation systems that would provide objective feedback on the quality and practical usability of future and recently published textbooks for primary schools in Ghana.

Similarly, Shahid (2011) revealed that textbooks should be evaluated before approval, this would give an opportunity to assess their quality before they are approved for use in school. These and other related results illustrate that when textbooks are approved without evaluating or field-testing them, it may have great implications on the education system of the country since the textbooks may not be of good quality. In line with this, Crismore (1989: 150) observed that "field testing of textbooks would give an

opportunity not only to explore the quality of the textbooks but also to have the teacher's needs, ideas and experiences included." A textbook of good quality requires careful evaluation and field-testing before approval.

Based on the research findings, it must be made clear that evaluation or field testing of textbooks before approval should be made an integral part of the development process. This was in line with an observation made by Richard, Crabbe, Nyingi and Abadzi (2014) in his study that in order to have quality textbooks there should be a procedure of evaluation and approval of textbooks. There is need for such a procedure of evaluation that Richard, Crabbe, Nyingi and Abadzi talked about to be adhered to in textbook development which unveils the quality textbooks that learners would use for quality education to be enhanced. This comes about through critical analysis of time so that there is adequate time of evaluating and field-testing the textbooks before they are approved.

Besides, the findings in this study also revealed that time allocated for textbook development was not adequate as some participants argued that the period for developing textbooks was too short for them to develop and field-test the textbooks. This finding tallies with the finding by Michael (2009) who observed that when textbook publishers were pressurized to submit the completed books for assessment, they went through a lot of pressure to get the textbooks done to meet the deadlines. Hence, it is about time allocated for textbook development if quality textbooks are to be developed.

5.6. Summary of the Theoretical Framework with Implications to the Study

Applying the Social constructivism theoretical approach to textbook development provides the need to form knowledge based on social interaction and social consensus. The development of textbooks should involve a number of different stakeholders taking up various roles in the whole process of textbook development. This provides various stakeholders such as the MoGE and textbook publishers with the appropriate guidance of developing the textbooks that would enhance quality education. In order to understand how social constructivism theory can be applied in the development of Social Studies learners' textbooks for junior secondary school in Zambia, the materials

that learners are exposed to have to be socially constructed. For instance, the facts and concepts in curriculum materials such as textbooks are decided upon by a group of authors, editors and evaluators that come to a consensus and assess that materials are essential for learners to use in order to improve the quality of education. When adequately used in developing the Social Studies learners' textbooks, challenges that were encountered such as lack of coordination between CDC and the textbook publishers when developing the textbooks could be avoided and this would facilitate the provision of quality textbooks. Having used this theory in the context of the current investigation, the researcher is of the view that this could work towards addressing the issue of coordination and involvement of critical stakeholders such as teachers in the development of Social Studies learners' textbooks for junior secondary school.

5.7. Summary of the Conceptual Framework with Implications to the Study

The quality of curriculum materials such as textbooks is determined by the process of developing them. Hence, defects in the process of textbook development may result in the development of poor quality textbooks. This in turn may lead to the provision of poor quality education thereby hindering the attainment of sustainable development goal number four which emphasizes on the need to provide quality education. Having used the conceptual framework in this study, the researcher is of the view that this could work towards developing quality Social Studies textbooks if the process is effectively and efficiently evaluated.

5.8. Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study. The themes reflected what the study established from the findings. These emerging themes were that; the Social Studies learners' textbooks were of poor quality, lack of teacher involvement, influence from authority, privatization of textbook development, lack of coordination, textbooks were not evaluated and inadequate time allocated for textbook development. In the next chapter, conclusions of the study and the recommendations based on the research findings will be made.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1. Overview

The researcher in chapter four presented the research findings which were later discussed in chapter five to ensure that the four research questions raised in chapter one were answered. In this chapter, the researcher presents the summary of the main research findings which answered the research questions and finally recommendations are given. Since textbooks are one of the areas that require the attention of every scholar who aspires for quality textbooks in order to enhance quality learning in schools, the researcher has suggested some of the areas that may require further research to enhance quality in textbook development.

6.2. Summary

Being the final chapter of this study, it is imperative to recap that the researcher analyzed the development of Social Studies learners' textbooks for junior secondary school in Zambia. The researcher in the sub-sections that follow presents the main findings.

6.2.1. Quality of Social Studies Learners' Textbooks

The study established that the Social Studies learners' textbooks for junior secondary school did not adequately reflect the syllabus, cover the subject's aims, goals and objectives, contained inaccurate content, lacked balance in integrating the content from the three subjects and that the impression of the textbooks in general was poor. It can therefore be concluded that the Social Studies learners' textbooks for junior secondary school were of poor quality indeed.

6.2.2. Influence from Authority

The study established that CDC did not have the full authority to decide on curriculum matters including the process of textbook development. This affected the quality of textbooks because Curriculum Specialists did not take the leading role in the process of developing the textbooks. Curriculum Specialists worked under directives of people who

were not experts in the field. Consequently, it can be concluded that interference in sensitive matters such as the development of learners' textbooks should not be tolerated because the quality of textbooks is compromised.

6.2.3. Lack of a National Textbook Policy

It was revealed that there was need to adhere to the specific national textbook policy to guide the development of Social Studies learners' textbooks. This affected the development of the textbooks because there were no regulations to govern the development, evaluation and approval of the textbooks. Thus, this has led to the conclusion that a specific national textbook policy is necessary for the development of quality textbooks.

6.2.4. Privatization of Textbook Development

Privatization of textbook development led to an increase in private textbook publishing companies. This has affected the quality of textbooks being developed because most private publishers are only interested in generating income rather than ensuring quality on the textbook developed. Therefore this has led to the conclusion that privatization of textbook development is not good for the Zambian education system since textbook quality is compromised.

6.2.5. Lack of Coordination

The study established that the two institutions that is the Curriculum Development Centre and the textbook publishing company who were directly involved in the development of Social Studies learners' textbooks never planned together to come up with what was to constitute the criteria for choosing stakeholders to take part in textbook development. This was seen in the different views expressed by Curriculum Specialists and textbook publisher. Hence, it can be concluded that coordination among stakeholders involved in textbook development is very cardinal since in its absence, the quality of textbooks is compromised.

6.2.6. Lack of teacher involvement

The study revealed that the majority of junior secondary school teachers of Social Studies who took part in this study were not involved in any aspect of developing the Social Studies learners' textbooks for junior secondary school. The researcher was informed by this finding that this could have contributed to the poor quality of textbooks. It can therefore be concluded that teacher involvement is very fundamental in the development of quality textbooks.

6.2.7. Steps when developing and evaluating Social Studies Textbooks

The study established that the Social Studies learners' textbooks were neither evaluated nor piloted before approval for use in schools. The participants expressed that this was as a result of inadequate time allocated for textbook development. Therefore, this has led to the conclusion that adequate time allocation to textbook development is very cardinal if textbooks are to be effectively evaluated in order to ensure quality.

6.3. Conclusion

The following summary arose from the research findings, discussion and conclusions drawn in this study.

- i. The Ministry of General Education (MoGE) through the Curriculum Development Centre (CDC) should consider thoroughly revising the Social Studies learners' textbooks for junior secondary school in order to improve on the quality of the textbooks. In doing so, MoGE should ensure that only qualified practicing teachers do the revision.
- ii. The Curriculum Development Centre (CDC) should broaden the scope of teacher involvement in textbook development so that teachers should be actively involved if quality textbooks are to be developed.
- iii. Privatization of textbook development should not be continued if quality textbooks are to be developed.

- iv. The Ministry of General Education (MoGE) through Curriculum Development Centre (CDC) should ensure stakeholders adhere to a national textbook policy which should provide a comprehensive framework with stated objectives and specific political, economic and legal measures to govern all activities in textbook development and to guide the actions of all stakeholders involved.

The rationale of integrating the three learning areas naming Civics, Geography and History into Social Studies following the revision of the 2013 Zambian school curriculum by the Ministry of General Education was a significant step towards enhancing meaningful education that aimed to link education to real life experiences that give learners skills to access, criticize, analyse and practically apply knowledge that help them gain life skills. However, this important venture was spoiled the moment politicians hijacked the whole process, hence leading to development of poor textbooks.

6.4. Recommendations

After conducting this study, the researcher is making the following suggestions for areas of further research;

- i. This study focused on the development of Social Studies learners' textbooks for junior secondary school, it is being suggested that other studies can be conducted in different learning areas.
- ii. There is need to carry out an investigation on Social Studies learners' textbooks for primary schools as well.

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APPENDICES

Appendix One: Interview Schedule for Chief Curriculum Specialist

Good morning/afternoon, my names are Sianga Musilekwa from The University of Zambia. I am here to collect data for my research on the development of Social Studies learners' textbooks for junior secondary school in Zambia. I have decided to hold an interview with you because am so certain that you are more knowledgeable on what transpires within the Curriculum Development Centre by virtue of your position as the Chief Executive Officer of the institution. Besides, the information you will give me will be treated with due confidence and will only be used for this study purpose. Additionally, I will kindly ask for your permission to use a voice recorder so that I can capture all the imperative information that you will share with me.

INTERVIEW QUESTIONS

General Information

1. How many years have you served as the Chief Curriculum Specialist?
2. What is your role as the Chief Curriculum Specialist in the process of developing Social Studies learners' textbooks for junior secondary school in Zambia?

Quality of Social Studies Learners' Textbooks

3. Are the Social Studies learners' textbooks for junior secondary school written in line with the Zambian syllabus?
4. Is the content in the Social Studies learners' textbook for junior secondary school of value to the subject area?
5. Is there a balance in the integration of the three (3) subjects? (Civics, History and Geography) if yes specify.
6. Does the content in the Social Studies learners' textbooks for junior secondary school cover the designed aims, goals and objectives of the subject?

7. What are your comments on the quality of Social Studies learners' textbooks for junior secondary school developed following the 2013 revised curriculum considering the following;

(i) Cost of the textbook

(ii) Appropriateness of the cover

(iii) Binding of the textbook (durability)

(iv) Font type

(v) Font size

(vi) Quality of the paper

(vii) Size of the textbook

8. Is the content in the Social Studies learners' textbooks for junior secondary school accurate?

9. In your view, are the Social Studies learners' textbooks developed following the 2013 revised curriculum satisfactory?

10. As the Chief Curriculum Specialist do you receive submission of any complaint regarding the quality of Social Studies learners' textbooks developed following the 2013 revised curriculum?

Procedure of Developing Social Studies Learners' Textbooks

11. How were the Social Studies learners' textbooks for junior secondary school developed?

12. Is there a specific policy that guides you in the development and evaluation of Social Studies learners' textbooks in Zambia?

13. In your view, did the liberalisation of the economy which later resulted in privatization of textbook development yield more positive results than when the time when it was not privatized?

Criteria for choosing Stakeholders who were involved Developing Social Studies Learners' Textbooks

14. Did you take part in developing the Social Studies learners' textbooks for junior secondary school in Zambia?

15. Who was in charge of formulating the panel for development of Social Studies learners' textbooks for junior secondary school?

16. How were the different stakeholders who took part in developing the Social Studies learners' textbooks for junior secondary school chosen?

17. Are there specific qualifications for one to take part in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?

Steps that were followed when developing and evaluating Social Studies Learners' Textbooks

18. Are there specific steps that were followed when developing Social Studies learners' textbooks for junior secondary school in Zambia? If yes what are they?

19. Did you encounter any challenges when developing the Social Studies learners' textbooks for junior secondary school?

Appendix Two: Interview Schedule for the Curriculum Specialist on Textbook Development

General Information

1. For how long have you been in this office as a Curriculum Specialist?
2. What is your role as a Curriculum Specialist in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school?

Quality of Social Studies Learners' Textbooks

3. Does the content in the Social Studies learners' textbooks for junior secondary school cover the designed aims, goals and objectives of the subject adequately?
4. Are the topics in the Social Studies learners' textbooks for junior secondary school consistent with each other and the goals from which they are derived from?
5. Is the Social Studies learners' textbook for junior secondary school in line with the Zambian syllabus?
6. Is there a balance in the distribution of content in the integration of the three (3) subjects that is Civics, History or Geography? if yes, specify
7. Is the content in the Social Studies learners' textbooks for junior secondary school of value to the subject area?
8. Is the content in the Social Studies learners' textbooks for junior secondary school accurate?
9. Does the content in the Social Studies learners' textbooks for junior secondary school prepare learners for adult life?
10. Considering the psychological stages of the learners, cognitive understanding and experiences, are the learners able to attain the content designed for them without difficulties?

11. In your view, are the Social Studies learners' textbooks developed following the 2013 revised curriculum satisfactory?
12. Do you receive submission of any complaint regarding the quality of the Social Studies learners' textbooks for junior secondary school developed following the 2013 revised curriculum?

Procedure of developing Social Studies Learners' Textbooks

13. How were the Social Studies learners' textbooks for junior secondary school developed?
14. Is there a specific policy that guides you in the development and evaluation of Social Studies learners' textbook in Zambia?
15. In your view, did the liberalisation of the economy which later resulted in privatization of textbook development yield more positive results than when the time when it was not privatized?

Criteria for choosing stakeholders who were involved in developing Social Studies Learners' Textbooks

16. Did you take part in developing the Social Studies learners' textbooks for junior secondary school in Zambia?
17. Who was in charge of formulating the panel for development of Social Studies learners' textbooks for junior secondary school?
18. How were the different stakeholders who took part in developing the Social Studies learners' textbooks for junior secondary school chosen?
19. Are there specific qualifications for one to take part in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?

**Steps that were followed when developing and evaluating Social Studies Learners’
Textbooks**

20. Are there specific steps that were followed when developing Social Studies learners’ textbook for junior secondary school in Zambia? If yes what are they?

21. Did you encounter any challenges when developing the Social Studies learners’ textbooks for junior secondary school?

Appendix Three: Interview Schedule for Senior Education Standards Officer for Social Sciences

General Information

1. For how long have you been in this office as Senior Education Standards Officer for Social Sciences?

Quality of Social Studies Learners' Textbooks

2. Are the Social Studies learners' textbooks for junior secondary school developed in line with the 2013 revised syllabus?

3. Does the content in the Social Studies learners' textbooks for junior secondary school cover designed aims, goals and objectives of the subject adequately?

4. Is there a balance in the integration of the three (3) subjects in the Social Studies learners' textbooks for junior secondary school in Zambia? If yes, specify.

5. Is the content in the Social Studies learners' textbooks for junior secondary school relevant to both rural and urban learners?

6. Considering psychological stages of the learners, cognitive understanding and experiences, are the learners able to attain the content designed for them without difficulties? If your answer is no why?

7. Is the language used in the Social Studies learners' textbooks for junior secondary school appropriate for the learners?

8. Are the Social Studies learners' textbooks for junior secondary school sensitive to cultural norms and values of the Zambian society?

9. Are the topics in the Social Studies learners' textbooks for junior secondary school well sequenced in terms of desirable skills and attitudes?

10. Is the content in the Social Studies learners' textbooks for junior secondary school accurate?

11. Does the Social Studies learners' textbooks for junior secondary schools have adequate learning activities to enable learners assess themselves?

12. Is the subject matter in the Social Studies learners' textbooks for junior secondary school up to date with the current trends the subject should contain?

13. Are the illustrations in the Social Studies learners' textbooks for junior secondary school relevant to the text?

14. Is the content in the Social Studies learners' textbooks for junior secondary school in Zambia of value to the subject area (Significance)?

15. In your view, are the Social Studies learners' textbooks for junior secondary school developed following the 2013 revised curriculum satisfactory?

Procedure of developing Social Studies Learners' Textbooks

16. How were the Social Studies learners' textbooks for junior secondary school developed?

17. Suppose you are given a chance to suggest some appropriate procedures of developing quality Social Studies learners' textbooks for junior secondary school, what are some of the key strategies would you suggest to improve the development of Social Studies learners' textbooks?

18. Is there a specific policy that guides you on the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia? If yes what is the policy?

19. In your opinion, did the liberalisation of the economy in 1991, which in turn led to the liberalisation of textbook development yield more positive results compared to when it was not liberalised? (The researcher will probe further).

Criteria for choosing stakeholders who were involved in the development of Textbooks

20. Did you take part in developing Social Studies learners' textbooks for junior secondary school in Zambia? If yes

(ii) At which stage did you take part in the process?

(iii) What role did you play in the development and evaluation process?

21. Who took part in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?

22. Are there specific qualifications for one to take part in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?

23. How were the participants who took part in developing the Social Studies learners' textbooks for junior secondary school chosen?

24. Who formed the panel for development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?

25. In your opinion, who should form the panel for those who develop Social Studies learners' textbooks for junior secondary school in Zambia and why?

26. In your opinion, who do you think should be adequately involved in the development and evaluation of Social Studies learners' textbooks if quality textbooks are to be developed?

Steps that were followed when developing and evaluating Social Studies Learners' textbooks

27. Are there specific steps that were followed in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia?

If yes, what are they?

28. In your view, what is the best way of evaluating Social Studies learners' textbooks for junior secondary school in Zambia?

29. From your experience as Senior Education Standards Officer for Social Sciences, what do you think can be the appropriate steps to follow when writing Social Studies learners' textbooks for junior secondary school in Zambia?

Appendix Four: Interview Schedule for Textbook Publishers

Good morning/afternoon, my names are Sianga Musilekwa from The University of Zambia. I am here to collect data for my research on the development of Social Studies learners' textbooks for junior secondary school in Zambia. I have decided to come to you because I believe you are more knowledgeable on what it takes to develop textbooks. The information you will give me will be treated with due confidence and will only be used for this study purposes. In addition, I will kindly ask for your permission to use a voice recorder so that I capture all the imperative information that you will share with me.

General Information

1. What is the name of your publishing house?
2. How many years have you served as a textbook publisher?

Quality of Social Studies Learners' Textbooks

3. Is the Social Studies learners' textbook for junior secondary school written in line with the Zambian syllabus?
4. Does the content in the Social Studies learners' textbooks for junior secondary school cover the designed aims, goals and objectives of the subject adequately?
5. Is the content in the Social Studies learners' textbooks for junior secondary school of value to the subject area?
6. Are the topics in the Social Studies learners' textbooks for junior secondary school well sequenced in terms of desirable skills and attitudes?
7. In your view, is the language used in the Social Studies learners' textbooks for junior secondary school clear or easy for learners to read and understand?
8. Are the learning activities in the Social Studies learners' textbooks for junior secondary school practical?

9. Is there a balance in the integration of the three subjects? (Civics, History and Geography) if yes, specify.
10. In your opinion what makes a good quality Social Studies learners' textbook for junior secondary school in Zambia?
11. What do you suggest should be done in order to improve the quality of Social Studies learners' textbooks for junior secondary school in Zambia?
12. Is the content in the Social Studies learners' textbooks developed following the 2013 revised curriculum true?
13. Looking at the level of maturation and social content within which the learners function, is the content suitable for them?
- (ii) What do you think were the causes of having unsatisfactory Social Studies learners' textbooks?
14. In your view are the Social Studies learners' textbooks for junior secondary school developed following the 2013 revised curriculum satisfactory?
15. Does your office receive any submission (of complaint or challenges nature, for example) from various stakeholders such as teachers about the textbooks used in school following the 2013 revised curriculum?

Procedure of developing Social Studies Learners' Textbooks

16. How were the Social Studies learners' textbooks for junior secondary school developed?
17. Is there a specific policy that guides you on the development and evaluation of Social Studies learners' textbook for junior secondary school in Zambia?
18. What are the major challenges encountered in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?
19. How can the challenges mentioned in question 18 be addressed in order to keep improving the quality of Social Studies learners' textbooks for junior secondary school in Zambia?

20. Are there adequate channels of communication between Curriculum Development Centre and the textbook publishers in issues related to textbook development in Zambia? (Researcher will probe on the effectiveness).

Criteria for choosing stakeholders who were involved in the development of Social Studies Learners' Textbooks

21. (i). Did you take part in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school? Yes [] No []

(ii) If yes at which stage where you involved?

22. Who was in charge of formulating the panel for developing Social Studies learners' textbooks for junior secondary school in Zambia?

23. What criteria did you use when selecting stakeholders who took part in developing Social Studies learners' textbooks?

Steps that were followed in developing and evaluating Social Studies Learners' Textbooks

24. (i) Are there specific steps that were followed when developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia?

(ii) If yes, what are they?

25. What challenges did you encounter when developing the Social Studies learners' textbooks for junior secondary school?

d) Other (specify).....

Section Two: Quality of the Social Studies Learners' Textbooks for junior secondary school

5. Are the Social Studies learners' textbooks for junior secondary school in Zambia developed in line with the syllabus? Yes [] No []

6. Looking at the level of maturation and social content within which the learners function, is the content in the textbooks suitable for them? Yes [] No []

Explain your answer

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7. Considering psychological stages of the learners, cognitive understanding and experiences, are the learners able to attain the content designed for them without difficulties? Yes [] No []

Explain your answer

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8. Is there a balance in the distribution of content in the three (3) learning areas (Civics, History and Geography)?

Yes [] No []

If your answer is yes, specify

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9. Is the content in the Social Studies learners' textbook for junior secondary school of value to the subject area? Yes [] No []

Explain your answer

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10. Does the content in the Social Studies learners' textbooks for junior secondary school prepare learners for adult life? Yes [] No []

Explain your answer

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11. Is the content in the Social Studies learners' textbook for junior secondary school in Zambia covering the designed aims, goals and objectives of the subject adequately? Yes [] No []

Explain your answer

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12. Is the content in the Social Studies learners' textbook for junior secondary school accurate? Yes [] No []

Explain your answer

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13. Are the Social Studies learners' textbooks for junior secondary school developed in line with the 2013 revised curriculum? Yes [] No []

14. Is the Social Studies learners' textbook for junior secondary school sensitive to cultural norms and values of the Zambian society? Yes [] No []

Give a reason for your answer with examples

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15. Are the illustrations for example (diagrams, pictures, tables and charts) in the Social Studies learners' textbooks for junior secondary school in Zambia suitable for both learners in the urban and rural areas? Yes [] No []

If your answer is no, explain why?

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16. Does the suggested teaching and learning approach in Social Studies learners' textbooks for junior secondary school suit the learning and teaching situations? Yes [] No []

17. Is there logic in the manner in which topics are sequenced in the Social Studies learners' textbook for junior secondary school in Zambia? Yes [] No []

Explain your answer with examples.

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18. Are the suggested learning activities in the Social Studies learners’ textbooks for junior secondary school in Zambia practical? Yes [] No []

19. In your view, are the Social Studies learners’ textbooks for junior secondary school developed following the 2013 revised curriculum satisfactory? Yes [] [] No

(ii) If your answer in question 19 is no, what do you think should be done in order to improve the quality of Social Studies learners' textbooks for junior Secondary school in Zambia?

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20. To what extent do you agree with the following statements on the extent of the quality of Social Studies learners’ textbooks for junior secondary school in Zambia

What is your opinion on the quality of Social Studies Learners' textbook for junior secondary school	Bad	Very Bad	Good	Very Good
1.Durability of the textbook cover				
2.Attractiveness of the textbook cover design				
3.Textbook Binding				
4.How the textbook supports the aims and objectives of the studies				
5.Quality of textbook paper				

6. Textbook content correctness				
7. How topics are supported or explained				
8. Variety of topics in Social Studies learners' textbook for junior secondary school				
9. How the topics widen				
10. Sections for revision in the textbook				
11. How the topics expand learners awareness and enrich their experiences				
12. How the textbook provide the learner with opportunities for individual practice				
13. How the content relates to the learners culture, background and environment				
14. Gender Sensitivity Girls (women) and Boys (men) portrayed equally in the textbooks)				
15. Textbook font style				
16. Textbook font Size				
17. Size of the Textbook (Is the textbook easy for learners to carry)				
18. Cost of the Textbook				

Section Three: Procedure of developing the Social Studies Learners' Textbooks for junior secondary school

21. (i) Do you know how the Social Studies learners' textbooks for junior secondary school were developed?

Yes [] [] No

(ii) If your answer is yes in question 21, explain

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22. In your view, what can be the best procedure of developing Social Studies learners' textbooks for junior secondary school in Zambia?

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Section Four: Criteria used to choose stakeholders who took part in developing Social Studies Learners' Textbooks for junior secondary school

23. (i) Did you take part in the process of developing Social Studies learners' textbooks for junior secondary school? Yes [] No []

(ii) If yes at which stage were you involved?

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24. In your view, would you participate in the development of Social Studies learners' textbooks if you were given a chance and opportunity? Yes [] [] No

Give a reason for your answer in (24)

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25. (i) Do you know the criteria that was used in choosing who took part in developing the Social Studies learners' textbooks for junior secondary school in Zambia? Yes [] No []

(ii) If your answer is yes, explain your answer

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(iii) In your opinion, is the criteria explained in (ii) the best? Yes [] No []

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26. In your view, who should be involved in the development of Social Studies learners' textbooks for junior secondary school in Zambia?

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27. In your view, is it necessary for teachers to be involved in the development and evaluation of Social Studies learners' textbooks for junior secondary school in Zambia?
Yes [] No []

Explain your answer

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Section Five: Steps that were followed when developing and evaluating Social Studies Learners' Textbooks

28.(i) Do you know the steps that were followed in the process of developing and evaluating Social Studies learners' textbooks for junior secondary school in Zambia?
Yes [] No []

(ii) If your answer is yes explain

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(iii) In your view, are the steps explained in (ii) the best? Yes [] No []

THANK YOU FOR YOUR CO-OPERATION