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ASSESSING THE IMPLEMENTATION OF NATIONAL TEXTBOOK DEVELOPMENT AND
DISTRIBUTION POLICY TO SCHOOLS

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DECLARATION

I, Anastasia Afiyo Atiglo, declare that this dissertation is solely conducted by me under the supervision of Dr. Kwadwo Opoku. All materials used in support of this dissertation have been appropriately referenced.

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DEDICATION

This thesis is dedicated to my parents, Mr. and Mrs. Atiglo, who have supported me with their prayers and encouragement, and to my siblings and friends for their continuous love and support.



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ABSTRACT

This study undertakes a comprehensive assessment of the implementation of Ghana's national textbook development policy in Akuapem South Municipality, focusing on textbook distribution processes, teaching and learning resources, and the policy's impact on student performance. Employing a qualitative research approach, the research draws on questionnaires and interviews with educators and administrators from nine public schools, providing insights into the policy's effectiveness. The methodology involved a comprehensive literature review, empirical data collection, and data analysis using Atlas.ti software. The sample comprised nine public schools selected using purposive sampling to ensure representativeness and accuracy. The findings indicate that textbook distribution in Akuapem South Municipality faces significant logistical and financial constraints, resulting in delays and shortages. Specifically, the study reveals that schools often receive textbooks months after the academic year commences, hindering teaching and learning. Furthermore, there are inadequate teaching and learning resources, particularly science equipment, which limits educators' ability to provide hands-on learning experiences. Despite these challenges, textbooks positively impact student performance, enhancing research skills, critical thinking, and academic achievement. However, delays and shortages undermine the potential benefits of textbooks, emphasising the need for timely and adequate provision. The study recommends addressing logistical and financial constraints, providing adequate teaching and learning resources, and ensuring timely textbook distribution. Additionally, the research highlights the importance of capacity building for educators and administrators to effectively manage textbook distribution and utilization. The research concludes with a call for sustained investment in education infrastructure, resource allocation, and capacity building to enhance teaching and learning outcomes.

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LISTS OF ABBREVIATIONS

GALOP	Ghana Accountability for Learning Outcomes Project
GES	Ghana Education Service
GNA	GHANA News Agency
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NERDC	Nigerian Educational Research and Development Council
NGOs	Non-Governmental Organizations
NTDDP	National Textbook Development and Distribution Policy
NTP	National Textbook Policy
PTAs	Parent-Teacher Associations
STEM	Science, Technology, Engineering and Mathematics
TEMS	Textbooks and Educational Media Studies
TLMs	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organization



CHAPTER ONE

INTRODUCTION

1.1 Background

Reading and writing are essential building blocks of literacy that expand the knowledge of young children. More than that, it can help to influence a child's mind, help them appreciate the vast and ever-changing world around them, and most importantly, form the basis of a brighter future. A study conducted by the ONE campaign in 2020 shows that over half the world's 10-year-olds could be unable to read by the end of 2025, with Africa's children in particular set to struggle the most (ONE, 2020). The *World Development Report* (2018) by the World Bank states that "children learn very little in many education systems around the world: even after several years in school, millions of students lack basic literacy and numeracy skills." Moreover, the report further asserts that 53 percent of children in low- and middle-income countries cannot read and understand simple stories by the end of primary school. The report further noted that the level is as high as 80 percent in poor countries.

The World Bank 2020 Ghana Accountability for Learning Outcomes Project (GALOP) revealed that the Early Grade Reading Assessment indicated that only two percent of Grade Two or 'Primary 2' pupils in Ghana were able to read at an appropriate grade level, with 50 percent unable to recognise a single word. This report noted the amount of learning poverty among early childhood learners in the country. Reading and writing are necessary prerequisites to academic and formal work. As such, ensuring the literacy of the population is important. At an early age, it is necessary that children, irrespective of their socio-economic background, are able to access quality education and are motivated to read.

It is in line with the above assertion that, in 2002, the government of Ghana introduced a new textbook policy known as *The National Textbook Development and Distribution Policy for Pre-Tertiary Education* (which will be referred to as *The Policy*) to replace the 1963 free textbook scheme (MoE 2002). The Textbook Development and Distribution Policy of the Ministry of Education seeks to ensure the development, selection, and provision of good-quality textbooks, teacher's guides, and supplementary reading books that will promote effective teaching and learning in schools. The Ministry of Education (2002) had as one of its objectives that textbook usage in the classroom by teachers and pupils should be improved and upgraded to encourage more active pupil involvement in the learning process and to discourage rote learning and excessive memorisation.

This National Textbook Development and Distribution Policy is a framework of the Ministry of Education for the development and procurement of textbooks for pre-tertiary schools in Ghana. Literacy cannot be fully adequate without the availability of textbooks. Neuman and Dickinson (2011) identified the types of supports that promote children's language and literacy development. Essentially, they highlighted both instructional and relational components. Since language represents the foundational basis for literacy learning in the early years, there is evidence that the amount of verbal input in settings enhances children's language development (Hart & Risley, 1999).

More recently, empirical research has underscored the critical role of textbooks in improving learning outcomes in developing countries. A study by Piper et al. (2018) in Kenya found that the availability and use of mother-tongue textbooks significantly improved reading comprehension in early grade learners. Similarly, a cross-national analysis by Glewwe et al. (2017) confirmed that

while textbooks alone do not automatically improve student achievement, they are most effective when aligned with curriculum reforms and supported by teacher training. In the context of Ghana, Opoku-Asare et al. (2016) found disparities in the distribution of core textbooks among urban and rural schools, with rural areas experiencing chronic shortages, thereby affecting academic performance. Additionally, research by Bold et al. (2019) in several African countries, including Ghana, reported that even when textbooks are available, they are often underutilized due to language mismatch, poor teacher preparation, or misalignment with students' learning levels.

1.2 Statement of the Problem

Opoku-Amankwa (2010) researched what happens to textbooks in the classroom. Pupils' access to literacy in an urban primary school in Ghana. Another research by Opoku-Amankwa et al. (2002) researched the theme, Publishing for pre-tertiary education in Ghana: the 2002 textbook policy in retrospect. The research aimed to examine the policy in theory and practice by exploring the extent to which the liberalisation of the textbook trade has helped improve textbook procurement, production and distribution, availability, quality, and access to books. This study found a lack of effective coordination between the Ministry of Education, Ghana Education Service, publishers, and district education offices. This led to duplication of efforts, mismatched records, and confusion over responsibilities.

Furthermore, another study by Kuse (2009) was carried out to evaluate the extent to which labour quality affects the quality of textbooks produced in Ghana, whereas Opoku-Amankwa (2009) also researched how the use of English-an unfamiliar language-creates anxiety among students and stalls effective classroom participation. Kuse (2009) identified minimal investment in continuous professional development resulted in outdated skills among staff, which affected the consistency,

accuracy, and appeal of textbooks produced. On the other hand, Opoku-Amankwaa (2009) study found that the strict implementation of the English-only policy in early-grade classrooms which created a disconnect between pupils and their learning materials, including textbooks. Many learners, particularly in rural or linguistically diverse areas, struggled to understand the content because it was not presented in a familiar language.

Opoku-Amankwa et al. (2015) also explored publishing for mother tongue-based bilingual education in Ghana with an emphasis on politics and its consequences. The implementation of the National Textbook Development and Distribution policy is currently facing some challenges concerning access to books by pupils in various public schools. According to Ghana News Agency (2023), the Government Assurance Committee of Parliament expressed its unhappiness over the inadequate number of textbooks available in basic schools in the country. The committee discovered that most basic schools in the country received some textbooks in June 2023, six months after the commencement of the academic year in January 2023. It was further discovered that the textbooks supplied to schools were not enough to cover every student in the country; as such, students have to pay in order to have access. As a result of inadequate textbooks, teachers do not allow students to send textbooks home, which could affect their ability to learn. This affects the academic progress of the students.

Finally, not all the textbooks are printed and distributed to students. The National Council for Curriculum and Assessment (2020) asserts that only three subject textbooks (English, Creative Arts, and Mathematics) meant for government schools were approved and printed for distribution during the 2020/2021 academic year.

There is a lack of up-to-date, comprehensive assessment of how the National Textbook Development and Distribution Policy is being implemented across various stages-from development to delivery and how this impacts textbook availability, equity of access, teacher usage, and pupil learning outcomes in public basic schools. The main objective of this research is to assess the implementation of the National Textbook Development and Distribution Policy to schools. By directly addressing the gap in current empirical assessments of how well the NTDDP is functioning in real contexts. This relates to the objectives by finding out:

- i. Where and why distribution delays occur
- ii. The level of textbook sufficiency and equity across schools
- iii. How policy implementation affects classroom practices and pupil learning

1.3 Research Questions

1. What processes are used to distribute books to schools?
2. What teaching and learning resources are used in public schools for literacy development?
3. How does the availability of textbooks affect student performance?

1.4 Objectives of the Study

1. To examine the process and procedures in the distribution of textbooks to schools.
2. To examine teaching and learning resources used in public schools for literacy development.
3. To evaluate the effectiveness of the textbooks on student performance.

1.5 Significance of the Study

Given that education is the foundation for human capital development, this study would provide useful information on how the availability of textbooks and equal distribution impact student academic performance for policymakers and other stakeholders to make appropriate regulations and actions to improve the sector.

For those responsible for the implementation of the national textbook distribution policy, the findings would help them know what is going on in the industry and also expose them to appropriate governance structures that they could consider adopting so that they would avoid the challenges faced by their predecessors. Finally, one cannot over-emphasise the contribution this study would make to the ever-growing knowledge and debates on the government policy on textbook distribution at the early childhood level.

1.6 Scope of the study

The Akwapim South District is a district in the Eastern Region of Ghana, established on 6th February 2012 by an Act of Parliament. The district is carved out of the old Akwapim South Municipality. The district has Aburi as the capital; it is about 20 km from Accra, the national capital, and has a population of 76,922 as of 2021 (Ministry of Finance, 2022). The Ministry of Finance (2023) indicates agriculture as the main economic activity in the district, with pineapple, maize, cassava, and vegetables as widely grown crops. The Akwapim South District is located in the southeastern part of the Eastern Region and covers a land area of about 229.4 kilometres square. It shares a border to the west with the Nsawam-Adoagyiri Municipality, to the south with the Ga East District, and to the northeast with the Akwapim North Municipality. According to MoF (2023), Akwapem South District has one hundred and eighty-six (186) schools in the municipality,

of which one hundred and six (106), representing 57%, are public schools and 80 private schools. There are 87 preschools, 58 primary, and 41 JHS. 4 public SHS and 1 private SHS in the district (MoF, 2023).

1.7 Limitations of the Study

The study focused on nine public schools and 28 respondents in the Akwapim South district; hence, the findings primarily reflected the situation in this district.

1.8 Organization of the Study

The research work was organised into five chapters. Chapter One contains the background of the study, a statement of the problem, the significance of the study, research questions, objectives of the research, scope and limitations, and the organisation of the work. Chapter Two focused on the literature review. The literature looked at the NTDD policy, how the policy is implemented, challenges of policy implementation, challenges faced by the policy, and the language policy of GES, among others.

The third chapter looks at the methodology that will be used in collating the required data. It looked at the general research strategy, the study area, data sources, the target population, sample size, sampling technique, data collection tools, and ethical considerations. The fourth chapter contains the findings of the study. Chapter Five, which is the final chapter, deals with the summary of the findings, conclusions, and recommendations.

1.9 Summary of Chapter One

This chapter provided background to the study by giving insights into previous research on the NTDD Policy. This chapter established the statement of the research problem and the study objectives. This chapter outlined the research questions and their significance. This section explains the study's limitations. Finally, this chapter summarised the study's organization. The following chapter reviews how other countries implemented similar policies and, in Ghana, its related theories and challenges.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review explores the National Textbook Development and Distribution Policy (NTTDP) in Ghana, examining its context, evolution, implementation strategies, and challenges. It draws on relevant theories and experiences from similar policies globally to provide a robust framework for analysis. Key areas discussed include the concept of textbooks, their historical development, the significance of the policy, its implementation challenges, and the role of teaching and learning materials (TLMs) in improving academic outcomes.

2.2 What Are Textbooks?

Textbooks are foundational educational resources meticulously crafted to deliver structured and comprehensive content for teaching and learning. They act as a vital bridge between educators and learners, facilitating the transfer of knowledge in an organised manner. Textbooks provide a logical sequence of topics, fostering a systematic understanding of complex subjects. They are often supplemented with pedagogical features, such as summaries, exercises, visual aids, and illustrative examples, which enhance learning by catering to diverse educational needs (Johnson & Morris, 2010; Taylor & Green, 2014).

Modern textbooks are more than mere repositories of information; they serve as tools to standardise knowledge delivery across varied educational settings, ensuring consistency in curriculum implementation (Lee & Jackson, 2016). According to UNESCO (2021), textbooks are indispensable for achieving equitable education by guaranteeing access to quality learning

materials, particularly in under-resourced areas. Their role in promoting inclusivity and bridging learning gaps underscores their value in global education systems.

Additionally, contemporary textbooks increasingly integrate digital features to align with technological advancements in education. For example, e-textbooks provide interactive content, multimedia elements, and self-assessment tools that enhance learner engagement and cater to the demands of 21st-century learning environments (Smith & Brown, 2020). This evolution reflects the adaptability of textbooks to meet the dynamic needs of educators and students alike.

2.3 Evolution of Textbooks

According to Smith & Brown (2009), the history of textbooks can be traced back to ancient civilisations, where the earliest forms of educational manuscripts were used. These early manuscripts, often created by scholars and scribes, laid the groundwork for the development of structured educational content (Johnson, 2011). Initially, these texts were handwritten on materials such as papyrus, parchment, and vellum and were accessible primarily to the elite classes of society (Williams, 2012). As civilisations progressed, the invention of the printing press in the 15th century by Johannes Gutenberg marked a significant milestone in the evolution of textbooks (Taylor, 2013). This revolutionary invention made it possible to produce books in large quantities, significantly reducing the cost and making educational materials more accessible to a broader audience (Lee & Jackson, 2014). Printed textbooks became the standard educational resource, widely used in schools and universities to impart knowledge (Davis, 2013).

In the modern era, the advent of digital technology has further transformed textbooks. Digital textbooks, or e-textbooks, have emerged as an innovative and flexible alternative to traditional printed books. These digital formats offer numerous advantages, including interactive features,

multimedia content, and easy access on various devices such as tablets, computers, and smartphones (Smith, 2016). Digital textbooks can be updated more easily than printed versions, ensuring that the content remains current and relevant (Taylor & Green, 2017).

The evolution of textbooks reflects broader changes in educational practices and technological advancements (Williams, 2018). From handwritten scrolls to printed books and now digital formats, textbooks have continuously adapted to meet the changing needs of learners and educators. Lee & Jackson (2019) asserted that the evolution of textbooks underscores the enduring importance of textbooks in the educational process, providing a reliable and dynamic resource for teaching and learning.

2.4 The national textbooks development and distribution policy

The government of Ghana in the year 2002 introduced the National Textbook Development and Distribution Policy for Pre-Tertiary Education. This policy replaced the 1963 free textbook scheme (MoE 2002). The policy supports public-private partnerships by permitting private sector participation in the writing, publishing, printing, production, and distribution of textbooks to schools. Previously, under Ghana's 1963 free textbook scheme and similar policies across the continent, educational publishing was fully government-owned. The government hired authors to write textbooks; the government published, printed, and distributed them to the schools.

According to the Ministry of Education, the policy was legislated to ensure the development, selection, and provision of good-quality textbooks, teacher's guides, and supplementary reading books that will promote effective teaching and learning in schools. (MoE 2002). One of the goals of the policy is that textbook usage in the classroom by teachers and pupils should be enhanced to

boost more active pupil participation in the learning process and to demoralise rote learning and unnecessary memorisation.

2.4.1 The aims of the policy

The National Textbook Development and Distribution Policy (NTDDP) of Ghana, implemented in 2002, aimed to address the inefficiencies of the 1963 free textbook scheme by adopting a more sustainable, inclusive, and innovative approach. The policy's overarching goal was to enhance the quality and accessibility of educational resources for pre-tertiary education. It emphasized the development of high-quality textbooks and supplementary materials while fostering collaboration between the public and private sectors to streamline textbook production and distribution processes (Ministry of Education [MoE], 2002).

Key objectives of the NTDDP include:

1. Achieving a 1:1 Textbook-to-Pupil Ratio:

The policy prioritizes equitable access to educational materials, ensuring that every student has access to core subject textbooks (UNESCO, 2021). This ratio is vital for fostering active engagement and reducing reliance on rote learning, thereby improving educational outcomes (World Bank, 2022).

2. Building Local Capacity in Book Development:

The policy seeks to empower local authors, publishers, and printers by creating opportunities for their active participation in textbook creation. This approach not only stimulates the local book industry but also ensures the cultural relevance of educational materials (African Education Watch, 2021).

3. Encouraging Cost-Effective Procurement:

By incorporating transparent procurement practices and encouraging competition among private entities, the policy aims to reduce costs without compromising the quality of textbooks (Global Partnership for Education [GPE], 2020).

4. Promoting Public-Private Partnerships:

The policy fosters partnerships to leverage private sector expertise in textbook production, distribution, and quality assurance. This model is designed to increase efficiency and sustainability while reducing the financial burden on the government (International Institute for Educational Planning [IIEP], 2021).

5. Establishing School and Classroom Libraries:

The NTDDP recognises the importance of libraries in nurturing reading habits, research skills, and lifelong learning. It includes provisions for developing libraries to enhance the accessibility of books and promote independent learning among students (Acheampong et al., 2020).

These aims align with global best practices for equitable education delivery and underscore the critical role of textbooks in achieving educational goals. The NTDDP represents a shift toward a collaborative, systematic approach to overcoming challenges in resource distribution and improving learning outcomes in Ghana.

2.4.2 Scope of the Policy

The National Textbook Development and Distribution Policy (NTDDP) applies to Ghana's pre-tertiary education system, encompassing preschool, primary, junior high, senior high schools, and

technical and vocational institutions. The policy seeks to ensure equitable availability of textbooks and supplementary learning materials across all educational levels within this spectrum (Ministry of Education [MoE], 2002).

A core component of the policy is to address disparities in access by providing textbooks for critical subjects, including English, Mathematics, and Integrated Science. These core subjects are prioritised to meet the goal of achieving a 1:1 textbook-to-pupil ratio, particularly in public schools (UNESCO, 2021). Supplementary materials, such as teacher guides and reference books, are included to enhance teaching effectiveness and facilitate active student learning.

For subjects where the policy stipulates a 1:2 textbook-to-pupil ratio, parents are encouraged to supplement government efforts by purchasing additional materials. This strategy fosters a collaborative approach to resource provision, ensuring that every child, regardless of socioeconomic status, has access to quality educational tools (World Bank, 2022).

The policy also emphasises regional equity, addressing logistical challenges to ensure that schools in rural and underserved areas receive timely and adequate textbook supplies. Special provisions have been made to integrate technical and vocational education into the textbook distribution framework, reflecting the government's commitment to preparing students for diverse career paths (African Education Watch, 2021).

Overall, the scope of the NTDDP underscores the government's dedication to creating an inclusive education system that meets the learning needs of all pre-tertiary students while promoting equitable access to high-quality instructional materials.

2.4.3 Implementation of the Policy

In the words of Opoku-Amankwa et al. (2012), the printing and distribution of textbooks is counted as one of the weakest links in the book production system in Ghana. As a remedy to overcome this situation, the policy has a decentralised system to include the writers, district directors of education as well as booksellers in the distribution system: The policy encourages distributors with reliable transport systems and warehouse facilities at the local levels to get involved in the Ministry's Textbook Development program (MoE, 2002). Notwithstanding the above assertion, not much has been done to realise this goal for the past twenty years since the inception of the policy, and this has compelled stakeholders in the Ghanaian book industry to go into textbook publishing to make a living. Developing school libraries at all levels of education was another main goal of the policy since, according to the Ministry of Education, the availability of libraries in academic institutions is an essential tool for the promotion and acquisition of the ability to read, conduct research, and pursue effective learning (MoE 2002).

In a study by Opoku-Amankwa (2010), titled 'What happens to textbooks in the classroom? Pupil's access to literacy in an urban primary school in Ghana', carried out at Tomso Basic Public School in Kumasi, aimed to observe and participate in a familiar social situation. The main data collection method used in his study was observation, with interviews and focus group discussions as supplements. In conclusion, the data shows that children's access to print resources for literacy development in the study school is a function of two main factors. The findings identified classroom norms, seating arrangement, classroom infrastructure, and classroom size. This showed some gaps in the textbook policy.

Moreover, a study by Essuman et al. (2015) examined the evaluation of selected primary school textbooks in Ghana. The researchers' main goal was to establish a correlation between "primary

textbooks” and children’s academic performance. Content analysis and descriptive methods were employed by the researchers for this study. Observation and interviews were the data collection instruments used for the study. The study was to show whether quality textbooks improved teaching and learning at the primary school level. The research found that a sample of the textbook was not produced for piloting in the classroom before production; therefore, teachers are unable to share their views on the content development for textbooks.

Furthermore, Opoku-Amankwa et al. (2002) conducted case study research to assess the performance of the National Textbook Development and Distribution Policy for Pre-Tertiary Education of 2002. The policy was examined both in theory and in practice by discovering the degree to which the open-door policy of the textbook market has helped to improve textbook production, sales and distribution, availability, quality, and access to books. Document analysis and interview methods were the methods adopted to obtain the data required for the studies. The researchers found some hindrances related to the implementation of the textbook policy. This includes, but is not limited to, the quality of the textbooks, poor content, production, and printing quality, which were below standards.

Again, Okyere et al. (1997) asserted in 1993 that most classrooms in Ghana had few textbooks, which was insufficient. Schools supplied with textbooks were on a 1:2 textbook-to-pupil ratio; teachers usually locked textbooks in cupboards and preferred to write on the chalkboard to prevent disparity in distribution. Students had to read chorally from the board and copy the words written on the board into their exercise books. The authors argue that teachers and school officials were not entirely to blame for the method used due to the insufficient textbooks for distribution. Although the Ghana Education Service (GES) requested that pupils have unrestricted access to textbooks and are allowed to take them home, teachers and head teachers were personally held

accountable for the care and maintenance of the books. The policy was reassessed after the GES was alerted of the situation regarding how textbooks were handled. However, there was little evidence of change in teachers' and educational officials' attitudes toward textbook use when the situation was reassessed in 1997.

Another Ghanaian study, by Owen et al. (2005), reports on the difference in the availability of textbooks and pupils' access to textbooks depending on the location of the school in Ghana. They report that schools in close proximity to the District Education Office were more likely to receive textbooks than those in outlying areas. The study identified issues of how some head teachers packed textbooks and stored them in locations unreachable to teachers, posing a challenge in their distribution to students. There were reports of textbook shortages in schools in the northern part of Ghana; however, one of the schools with such reports of textbook shortage found huge quantities of new English and mathematics textbooks in their school storeroom. Consequently, pupils who could have had access to these textbooks for their studies were denied access due to negligence and a lack of monitoring of textbooks distributed to schools.

2.3.4 Challenges of the National Textbook Development and Distribution Policy (NTDDP)

The implementation of Ghana's National Textbook Development and Distribution Policy (NTTDP) has encountered significant challenges that undermine its objectives of equitable textbook access and improved educational outcomes. A key issue has been the substandard quality of some approved textbooks. For instance, in 2010, the Textbooks and Educational Media Studies (TEMS) group criticised the Enrich English textbook used in junior high schools, citing poor content and an inadequate teacher's guide. This incident underscores the limitations of the review and approval processes, which fail to ensure that all textbooks meet the required standards for educational materials (Daily Graphic, 2010).

Another challenge is the failure to achieve the policy's target of a 1:1 textbook-to-pupil ratio for core subjects. Studies, including those by Opoku-Amankwa (2010) and Armah-Attoh (2012), have revealed significant gaps, with ratios as high as 1:3 or worse in many classrooms. Between 2009 and 2012, the textbook-to-pupil ratio ranged from 1:3 to 1:4, falling far short of the intended goal. Such disparities in access hinder the equitable learning environment envisioned by the policy.

Distribution inefficiencies further exacerbate these challenges, particularly in underserved and remote areas. Research has shown that schools in rural locations are often the last to receive textbooks, if at all, leading to significant educational inequalities (Owen et al., 2005). Schools located near district education offices are more likely to receive timely supplies, while those in remote areas frequently face delays or shortages. In some instances, textbooks are hoarded in storerooms due to poor monitoring and management, depriving students of access (Acheampong et al., 2020).

Storage and maintenance issues present another critical obstacle. Many schools lack adequate storage facilities, leading to significant deterioration of textbooks. Studies, such as those by Acheampong et al. (2020), have highlighted that in the absence of proper storage rooms, books are often kept in poor conditions, compromising their usability and longevity. This infrastructural deficiency poses a serious threat to the policy's sustainability.

Delays in delivering textbooks have also disrupted teaching and learning processes. For example, textbooks for a new curriculum introduced in 2019 were still unavailable in schools as of 2022 (Citi FM, 2022). Such delays reflect broader inefficiencies in the procurement and distribution systems, which need urgent reform to meet the policy's objectives.

Negligence and mismanagement in the distribution process further complicate implementation. Instances have been documented where administrators fail to ensure that textbooks reach classrooms or where books are locked away, restricting student access. Such practices undermine the policy's goals and highlight the need for stronger accountability mechanisms (Owen et al., 2005).

Regional disparities in textbook access remain a persistent problem. Schools in urban areas or near administrative offices tend to receive better resources, while those in rural and underserved regions face delays and shortages. This uneven distribution exacerbates existing inequities within Ghana's education system (African Education Watch, 2021).

Moreover, textbooks are often produced without adequate piloting or feedback from teachers. Studies, including those by Essuman et al. (2015), have shown that insufficient engagement with educators during the development process results in textbooks that may not fully address the needs of students or align with classroom realities.

Finally, weak monitoring and accountability systems allow these challenges to persist. Poor oversight in textbook distribution and usage limits the policy's effectiveness, with many gaps remaining unaddressed years after its implementation (Opoku-Amankwa et al., 2012).

In summary, the challenges of the NTTDP, including poor textbook quality, inefficient distribution systems, inadequate storage facilities, delays, regional disparities, and weak accountability, significantly hinder its success. Addressing these issues requires targeted investments in infrastructure, streamlined logistics, and strengthened monitoring mechanisms to ensure that the policy's objectives are fully realised (World Bank, 2022; UNESCO, 2021).

2.5 The Relevance of Textbooks to Schooling and Learning

2.5.1 Textbooks as Learning Tools

Textbooks play a vital role as learning tools by offering students a structured and organised source of information. They systematically present content, breaking down complex concepts into manageable sections (Smith & Brown, 2009). Through clear explanations, illustrative examples, and relevant exercises, textbooks help students grasp difficult concepts and build a solid foundation of knowledge (Johnson, 2011). Furthermore, textbooks often include visual aids such as diagrams, charts, and graphs, which enhance understanding and retention of information (Williams, 2012). By providing a comprehensive overview of the subject matter, textbooks empower students to engage with the material independently and at their own pace (Taylor, 2013).

2.5.2 Enhancing Teacher Effectiveness

In addition to supporting student learning, textbooks are indispensable resources for teachers in planning and delivering effective lessons. They serve as roadmaps for instruction, offering teachers a structured framework from which to develop their curriculum (Davis, 2013). By outlining the sequence of topics and providing suggested teaching strategies, textbooks help ensure that teachers cover all essential content areas and maintain consistency across different classrooms (Lee & Jackson, 2014). Moreover, textbooks often include supplementary resources such as lesson plans, teaching tips, and assessment tools, which assist teachers in designing engaging and meaningful learning experiences for their students (Johnson & Morris, 2015). According to Smith (2016), by providing teachers with the necessary guidance and resources, textbooks contribute to their effectiveness in the classroom and ultimately enhance the quality of instruction.

2.5.3 Standardizing Curriculum

One of the key benefits of textbooks is their role in standardising the curriculum across educational institutions. Taylor & Green (2017) assert that by providing a common set of learning materials, textbooks ensure that all students, regardless of their geographic location or socioeconomic status, have access to the same foundational knowledge. Williams (2018) stated that standardisation promotes equity and consistency in education, helping to level the playing field for students from diverse backgrounds. Lee & Jackson (2019) also added that textbooks aligned with national or state curriculum standards help ensure that educational objectives are met and that students are adequately prepared for standardised assessments. By providing a shared framework for teaching and learning, textbooks contribute to the coherence and effectiveness of the educational system as a whole (Evans & Wright, 2021).

2.6 Textbook Policy and Distribution Processes

Governments and educational institutions play a critical role in establishing policy frameworks to regulate the creation, approval, and distribution of textbooks (Johnson & Smith, 2018). These policies are designed to ensure that textbooks meet specific educational standards and are accessible to all students, regardless of their background or location (Taylor, 2019). By establishing clear guidelines and procedures, policymakers aim to promote equity, quality, and accountability in the distribution of educational resources (Evans & Martinez, 2020).

In many countries, textbook distribution policies encompass several key components. They include:

Content Standards: Governments often set content standards that textbooks must meet to ensure alignment with curriculum objectives and educational goals (Davis & Wilson, 2017). These

standards define the scope and depth of content, as well as the pedagogical approaches and methodologies to be used.

Approval Process: Textbooks typically undergo a rigorous approval process to ensure their quality and suitability for use in schools (Smith & Brown, 2016). This process may involve review by educational experts, curriculum specialists, and stakeholders such as teachers, parents, and community members.

Procurement Procedures: Governments may establish procurement procedures to govern the selection and purchase of textbooks (Lee & Johnson, 2021). These procedures may include competitive bidding processes, contracts with publishers, and considerations for cost-effectiveness and affordability.

Distribution Mechanisms: Policies outline distribution mechanisms to ensure that textbooks reach schools and students in a timely and equitable manner (Taylor & Green, 2018). This may involve centralized distribution through government agencies or decentralized distribution through regional or local authorities.

Monitoring and Evaluation: Governments often implement monitoring and evaluation mechanisms to assess the effectiveness of textbook distribution policies and address any challenges or shortcomings (Williams, 2020). This may include tracking the availability and condition of textbooks in schools, monitoring distribution processes, and collecting feedback from stakeholders. Overall, policy frameworks for textbook distribution aim to promote access to quality educational materials, support teaching and learning, and enhance educational outcomes for all students.

2.7 Teaching and Learning Materials and Their Impact on Academic Performance

Student performance, defined as the measurable outcomes of education, reflects the extent to which learners achieve academic goals and demonstrate mastery of learning objectives (Smith & Johnson, 2018). These outcomes encompass academic achievement, cognitive skill development, and behavioural indicators, forming a comprehensive assessment of student progress. A wide range of factors influences student performance, with the quality and accessibility of teaching and learning materials (TLMs) emerging as a critical determinant.

TLMs play a pivotal role in the teaching and learning process by enhancing instructional delivery and supporting student engagement. According to Thompson et al. (2019), well-designed textbooks and instructional resources provide clear explanations, relevant exercises, and engaging examples that promote comprehension and mastery of subjects. Access to up-to-date and culturally relevant materials ensures that students have the tools necessary to succeed, particularly in underresourced settings. For instance, Ajayi (2007) emphasises that textbooks and instructional aids are instrumental in achieving lesson objectives, while Papadakis et al. (2020) highlight that the professional use of TLMs by teachers significantly impacts learning outcomes.

The interaction between students and TLMs is equally important. Kisitu (2008) and Evans et al. (2000) underscore that hands-on experiences with TLMs, particularly for young learners, foster knowledge acquisition and cognitive development. Dewey (1966) further supports this view, asserting that active manipulation of appropriate materials promotes deeper understanding and skill acquisition. However, when TLMs are only accessible to teachers during lessons, the learning benefits for students are significantly diminished, highlighting the importance of both availability and accessibility in enhancing academic performance (Oppong Frimpong, 2017).

In Ghana, the availability and effective utilisation of TLMs remain central to the provision of quality education. Inadequate access to textbooks and other instructional materials compromises educational outcomes, particularly in early childhood education (ECE) centers. Papadakis et al. (2016 and 2020) argue that equitable access to TLMs ensures a more inclusive learning environment and supports student engagement in meaningful ways. Moreover, printed textbooks continue to serve as foundational resources due to their durability, portability, and ease of use, especially in settings with limited technological infrastructure (Smith & Jones, 2019; Martinez, 2021).

Studies consistently reveal a positive correlation between access to quality TLMs and academic performance. For example, interactive digital resources have been shown to enhance comprehension and critical thinking through immersive learning experiences (Smith et al., 2021). The integration of multimedia presentations, simulations, and hands-on materials into instructional practices also fosters motivation and interest among students, leading to improved outcomes (Lee & Martinez, 2019). Supplementary materials, such as workbooks, flashcards, and educational games, further reinforce learning by catering to diverse needs and enabling personalised instruction (Clark & Evans, 2018; Thompson, 2020).

Despite these benefits, several challenges hinder the effective integration of TLMs into classroom practices. Limited access to resources, particularly in underfunded schools, remains a significant barrier (Van Meter & Van Horn, 1975). Furthermore, inadequate teacher training exacerbates this issue, as educators may lack the skills to effectively incorporate TLMs into their teaching (Johnson & Smith, 2019). Disparities in access to TLMs also perpetuate educational inequalities, with students in resource-rich schools enjoying better outcomes compared to their peers in underprivileged settings (Lee & Brown, 2018). Additionally, the quality and relevance of TLMs

vary widely, with some resources failing to align with curriculum standards or address the needs of diverse learners (Martinez & Johnson, 2020).

In summary, the availability, accessibility, and quality of teaching and learning materials significantly impact academic performance. While TLMs enhance learning by promoting engagement, comprehension, and critical thinking, barriers such as limited access, inadequate training, and resource disparities undermine their effectiveness. Addressing these challenges is crucial to ensuring equitable educational opportunities and improving academic outcomes for all learners.

2.8 Review of Relevant Theories

This study draws on two theoretical frameworks: The Psycholinguistic Theory of Reading and the Policy Implementation Theory (Rational Choice). These theories provide complementary perspectives for understanding the relationship between textbook distribution policies and their impact on academic performance and educational outcomes.

2.8.1 The Psycholinguistic Theory

The Psycholinguistic Theory of Reading emphasises the cognitive processes involved in producing meaning from written text. It explores how individuals acquire, process, and utilise language through reading, with a particular focus on the interaction between readers and text. Goodman (2014) describes reading as a "psycholinguistic guessing game," wherein readers sample textual information, generate hypotheses about meaning, and confirm or revise these hypotheses. This iterative process highlights the reader's active role in constructing meaning rather than passively absorbing information from the text.

The theory identifies key linguistic systems that support reading, including the syntactic system (grammar) and the semantic system (meaning of words). According to Nunan (1991), reading involves decoding written symbols into their auditory equivalents to make sense of the text. This bottom-up approach emphasizes the gradual development of sub-skills that culminate in comprehensive reading ability. For beginning readers, these skills are essential for decoding and interpreting textual information effectively.

The relevance of the Psycholinguistic Theory to this study lies in its alignment with the objectives of Ghana's National Textbook Development and Distribution Policy. The policy aims to ensure that students have access to textbooks, enabling them to read, comprehend, and derive meaningful insights from their reading. By providing students with quality textbooks, the policy supports the development of reading skills critical for academic success. The theory underscores the importance of ensuring that textbooks are not only accessible but also designed to foster active engagement and comprehension, contributing to improved learning outcomes.

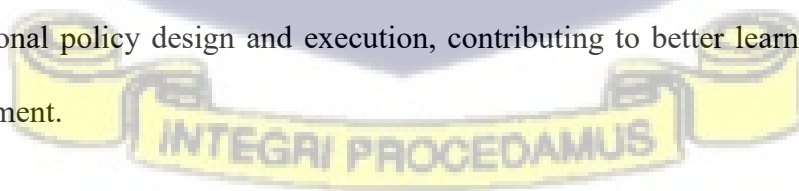
2.8.2 Policy Implementation Theory (Rational Choice)

Policy Implementation Theory, particularly from the rational choice perspective, provides a valuable framework for analysing how governmental policies are translated into practical outcomes. This perspective, rooted in political science, examines the decision-making processes of policymakers and implementers, focusing on the interplay of preferences, incentives, and constraints that shape their actions (O'Toole Jr. & Meier, 2004). The rational choice approach assumes that individuals act in their self-interest, making decisions based on the expected utility of available options while considering the limitations they face.

In the context of Ghana's textbook distribution policy, the rational choice perspective offers insights into the complexities of policy implementation. Policymakers and administrators face critical decisions regarding resource allocation, stakeholder engagement, and institutional coordination. For example, distributing textbooks involves navigating budgetary constraints, logistical challenges, and curriculum requirements, all while striving to maximise the effectiveness of distribution mechanisms (Agyeman, 2015). The rational choice framework highlights how these decisions are guided by the anticipated outcomes and trade-offs involved.

This theory also sheds light on the role of incentives and disincentives in shaping implementation outcomes. In Ghana, policymakers may be driven by incentives such as political support, financial rewards, or career advancement opportunities. Conversely, the fear of sanctions or reputational damage may act as disincentives, influencing their strategies and decisions (Van Meter & Van Horn, 1975). Understanding these dynamics helps to explain the successes and challenges of implementing textbook distribution policies.

By applying the rational choice perspective, this study seeks to analyse the decision-making processes and systemic factors influencing the implementation of Ghana's textbook policy. This theoretical lens not only elucidates the barriers and opportunities within the policy landscape but also provides a foundation for developing evidence-based strategies to enhance implementation effectiveness. Ultimately, the insights gained from this framework can inform broader efforts to improve educational policy design and execution, contributing to better learning outcomes and societal development.



2.9 Conceptual Framework

The conceptual framework for this study is informed by the Input-Process-Output (IPO) model developed by Lahr, M. L. (1993), which has been adapted to analyse the implementation of the National Textbook Development and Distribution Policy in Ghanaian schools. The IPO model offers a structured approach to understanding the interplay of inputs, processes, and outputs in policy implementation, providing a holistic framework for assessing its effectiveness.

The Input phase encompasses the foundational elements necessary for policy implementation. These include the policy framework, resources (such as financial and logistical support), and stakeholder involvement, all of which are critical to driving the policy's success.

The Processing phase focuses on the operational aspects, such as policy implementation strategies and the systems for monitoring and evaluation. These mechanisms are essential to translating policy objectives into actionable steps and tracking progress.

The final phase, Output, assesses the results of the implementation, focusing on outcomes such as the achievement of policy goals and the impact on student learning outcomes.

Figure 1 below summarizes the conceptual framework. It visually represents the relationships between inputs, processes, and outputs, illustrating how each component contributes to the effective implementation of the textbook policy.



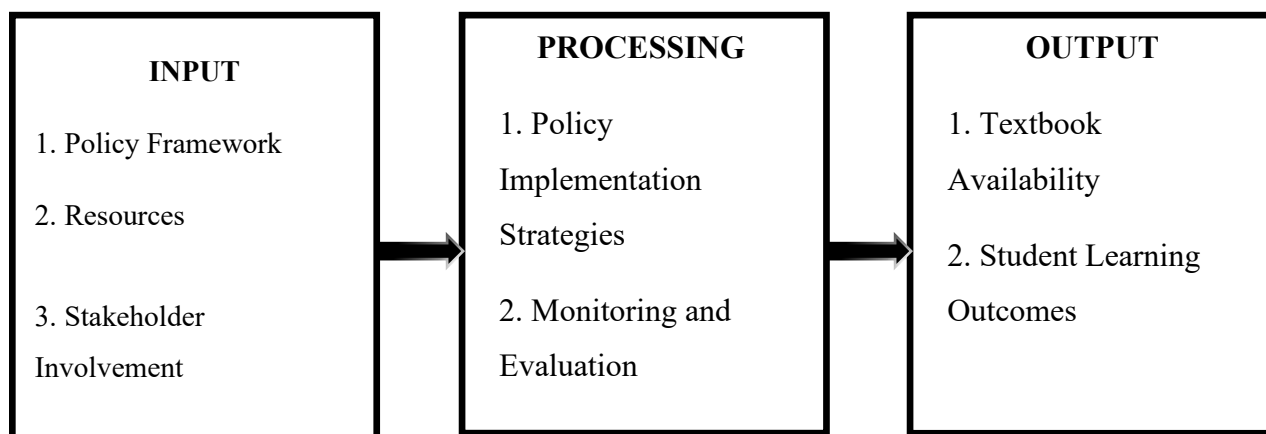


Figure 1 Conceptual Framework Based on the Input-Process-Output (IPO) Model.

Source: Lahr, M. L. (1993).

This conceptual framework is complemented by a qualitative research design to capture a comprehensive understanding of the policy's implementation. By employing the IPO model, this study aims to identify challenges and opportunities within the policy framework and provide actionable recommendations for policymakers, educators, and stakeholders. Ultimately, the insights gained from this framework will contribute to improving policy effectiveness and enhancing educational outcomes in Ghanaian schools.

Summary of Chapter Two

The literature review examines Ghana's National Textbook Development and Distribution Policy (NTTDP), highlighting its goals of improving equitable access to quality teaching and learning materials (TLMs) through public-private partnerships and policy reforms. It identifies challenges such as substandard textbook quality, distribution inefficiencies, and regional disparities, which hinder its effectiveness. The review underscores the importance of TLMs in enhancing academic performance, supported by theories like the Psycholinguistic Theory of Reading and Policy Implementation Theory (Rational Choice) to analyse the cognitive and decision-making aspects of the policy. Guided by the Input-Process-Output (IPO) model, the study explores how inputs like

resources and stakeholder involvement influence processes such as implementation strategies and monitoring, ultimately shaping policy outcomes and educational achievements in Ghana.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher explains the research methods used for this study, which aimed to examine how the availability of teaching materials (textbooks) impacts students' academic performance through the implementation of NTDD. The study used qualitative approaches for sampling, analysis, and presenting results. It covers research strategy, population, sample and sampling techniques, data collection procedure, and the method used for data analysis. Various factors were taken into consideration to ensure that the data collection methods were appropriate for gaining deeper insights into the issue being studied.

3.2 Research Design

Research design is the comprehensive strategy a researcher employs to address the study's question (Polit & Beck, 2010). This study used a descriptive research design because it answers the question of how, what, and why associated with a particular research problem. It helped to acquire information in relation to the current status of phenomena and describe what exists concerning variables or conditions in a situation. Descriptive design was considered appropriate for this study because it helped to systematically document what is happening with the implementation of the textbook distribution policy. This design also allowed the researcher to compare what the policy intends as against what is actually happening on the ground. Finally, descriptive design is useful for collecting views, attitudes, and experiences from key stakeholders like teachers, headteachers, district officers, and students through interviews and questionnaires

3.3 Research Strategy

In social science research, one primary research strategy is qualitative, which offers unique strengths and is suited to different research problems (Bryman, 2004). In this study, qualitative is adopted. This approach was adopted because one of the objectives would have to be analysed qualitatively to provide a detailed overview of some aspects of the research. Qualitative data offers detailed, contextualised insights, helping to explain why and how phenomena occur. This approach allows for a more comprehensive analysis by leveraging the strengths of both strategies.

As noted by Silverman (2001), there is no universally superior research strategy; the most appropriate approach depends on the specific research problem. The choice between qualitative and quantitative methods should be guided by what the researcher aims to discover and the nature of the research question. For example, qualitative methods are particularly useful for exploring complex phenomena in depth, while quantitative methods excel in measuring variables and establishing patterns. By adopting a qualitative approach, this study seeks to capitalise on the strengths of the strategy to address the research problem more effectively.

In this research, data from the education officers, headmasters, and teachers was analysed qualitatively to understand how the textbooks are used, their impacts on academic performance, and what textbooks and teaching and learning materials are used to teach in schools. The decision to employ this approach in this research is driven by the need to explore the research problem from multiple perspectives, ensuring a more robust and nuanced understanding of the subject matter.

3.4 Study Area

The Akwapim South District is located in the southeastern part of the Eastern Region of Ghana and covers a land area of about 229.4 kilometers square with a population of 76922. It shares a

border to the west with the Nsawam-Adoagyiri Municipality, to the south with the Ga East District, and to the northeast with the Akwapim North Municipality. According to MoF (2023), Akuapem South District has One Hundred and Eighty-Six (186) schools in the municipality, of which One Hundred and Six (106), representing 57% of the schools are public schools and 80 private schools. There are 87 preschools, 58 primary, and 41 JHS. 4 public SHS and 1 private SHS exist in the district (MoF, 2023).

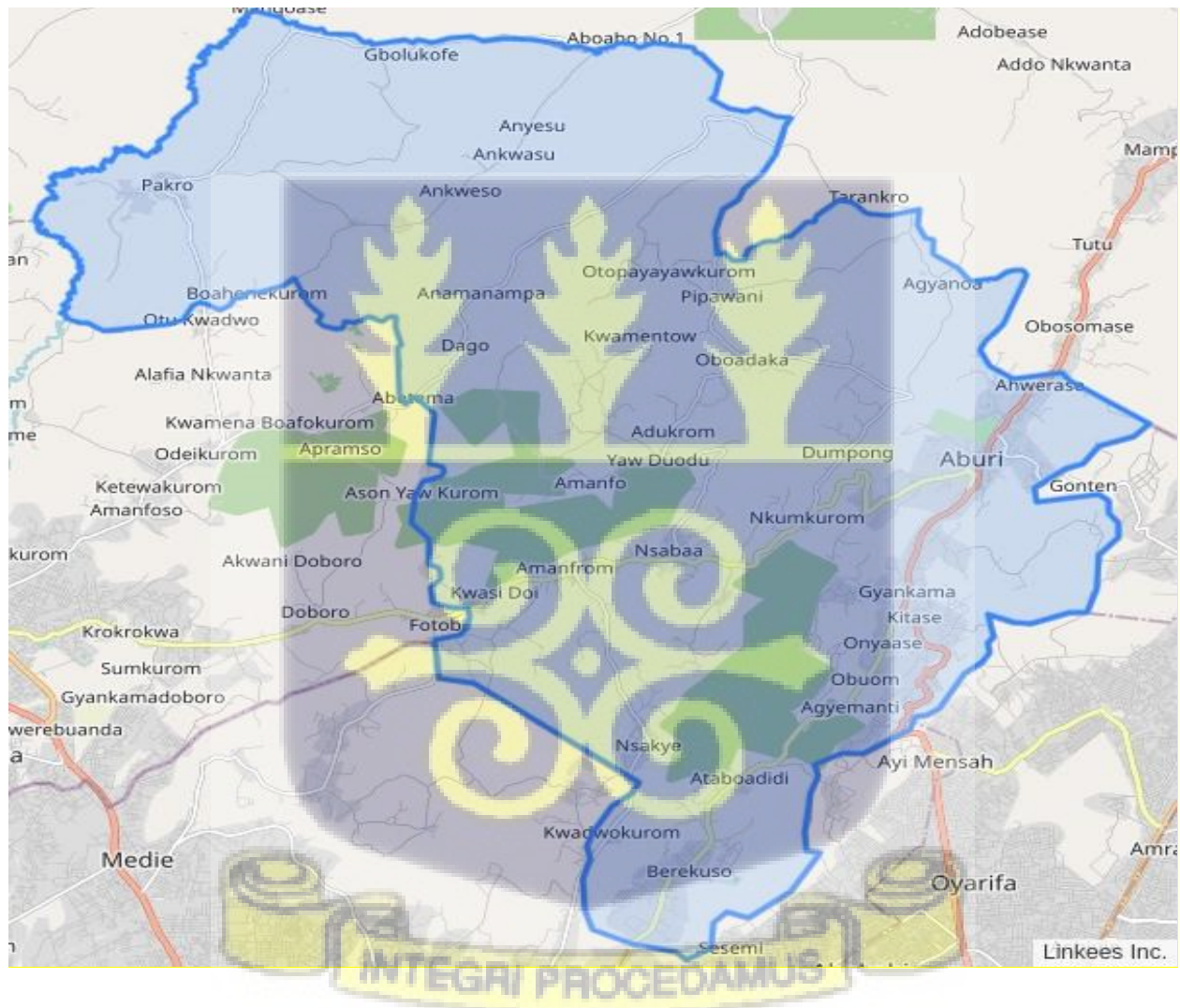


Figure 2 Map of Akwapim-South Municipal

Source: Districts Maps of Ghana, 2024

3.5 Population

Population is the total of all items in the group that the researcher wants to study (Sarantakos, 1997). According to the Akuapem South Education Directorate, the district has 108 public basic schools. The target population would be the Municipal Director of education, teachers, and heads of schools.

3.5.1 Sample and Sampling Technique

The sample size refers to the number of individuals chosen from the target population for this study. Gravetter and Wallnau (2008) define a sample as “a set of individuals selected from a population, usually intended to represent the population in a research study” (p. 5). According to Neuman (2012), the population size serves as a useful guideline for determining an appropriate sample size for surveys. Sampling is defined as the selection of precise data sources from which data is collected to address the research objectives (Gentles, Charles, Ploeg, & McKibbin, 2015). Determining the sample size is a crucial step in research design, ensuring that the study has enough statistical power to detect meaningful effects or relationships.

The researcher used purposive sampling based on the location of schools in rural and urban areas. The data collection concluded at the ninth school, as the responses at that point demonstrated a clear pattern of repetition and consistency, indicating saturation. Moreover, purposive sampling was used to select the three respondents for each school. These three respondents include two core subject Teachers and the Headmaster. Purposive sampling allowed the researcher to select the above-named respondents who have relevant and detailed information on the subject matter.

3.6 Source of Data Collection

3.6.1 Data Needs and Sources

The data needed would be both primary and secondary. Primary data would be obtained from administrators, headmasters, and teachers of the targeted schools through questionnaires and interviews, while secondary data would be obtained from any published data from journals, books, and articles.

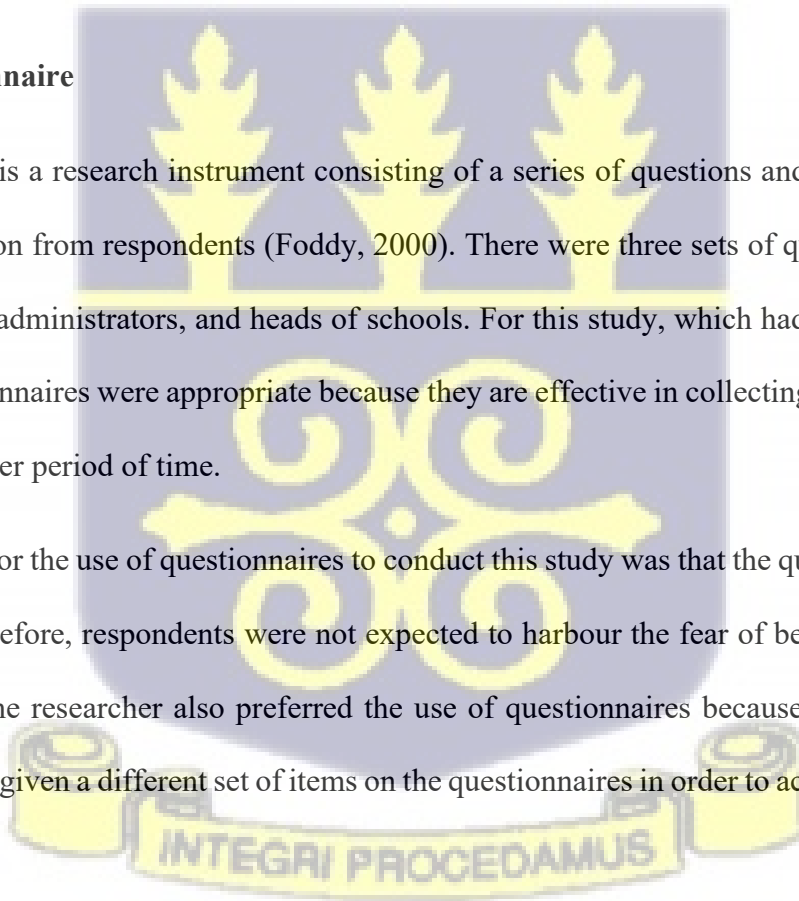
3.6.2 Instrument of data collection

Questionnaires and interviews were used as the main instruments to collect the data.

3.6.3 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents (Foddy, 2000). There were three sets of questionnaires: one set for teachers, administrators, and heads of schools. For this study, which had a relatively short duration, questionnaires were appropriate because they are effective in collecting large data within a relatively shorter period of time.

Another reason for the use of questionnaires to conduct this study was that the questionnaires were anonymous; therefore, respondents were not expected to harbour the fear of being identified and taken to task. The researcher also preferred the use of questionnaires because each category of respondents was given a different set of items on the questionnaires in order to achieve the research objectives.



3.6.4 Interviews

In qualitative research, interviews are the most common way to collect data. They are useful for exploring how people live and what they experience (Yin, 2012). According to Creswell (2014), an interview is a data collection in which the researcher records responses provided by the participant for the study. In this study, semi-structured interviews were used, allowing the researcher to ask questions that fit different participants. The researcher used a small tape recorder during the interviews to capture the conversations while taking minimal notes. This helped the researcher stay engaged in the discussion and later review the material before transcribing it for analysis. Only the Municipal Director of Education was interviewed for this study. After the interviews, parts of the recordings were played back to ensure everything was captured correctly. The researcher assured the interviewee that her identity would be kept confidential to protect her privacy.

3.6.5 Procedure for Data Collection

Before the administration of the questionnaires, the researcher visited each school. During this time, the school authorities were informed of the purpose, significance, and nature of the study. The time and date on which the researcher would administer the questionnaires were agreed upon. The researcher personally administered the questionnaires by distributing them among the respondents. She advised respondents to answer the questionnaires carefully, honestly, and independently. She urged them to answer each question on the questionnaires without fear or favour and assured them of the confidentiality of their responses. After completion, the researcher collected the questionnaires on the spot and took them away for data analysis. The researcher, before the interview, introduced herself and appreciated the respondents' time and acceptance to be interviewed. She seeks permission to record the answers of the respondent to enable her to

transcribe for her analysis. After the interview, she asked further questions to help clarify some of the answers given by the respondents.

3.6.6 Data Processing and Analysis

The data obtained from research is worthless until it is processed into information needed for making decisions (Emery & Couper, 2003). In analysing the data, it underwent processing, storage, and management after collection. The recorded interviews were transcribed word-for-word and saved on the researcher's laptop. To ensure a backup, a copy of the transcriptions was also emailed to the researcher in case of any issues. To analyse the data, data editing was conducted to identify possible mistakes and omissions. The transcribed interviews were subsequently coded and categorised into themes and subthemes based on the research questions and objectives. The themes and subthemes served as the foundation for analysing, interpreting, and discussing the data., which involved comparing the field data with information from the literature. A codebook was developed to guide the coding process. The code book was developed by identifying the themes, sub-themes, definitions and examples from respondents.

The data analysis process adopted a thematic analysis style by going through the following steps:

The researchers read and re-read the interview transcripts to become familiar with the data (Braun & Clarke, 2013). The researchers used Atlas.ti software to code the data, using the open coding method. Friese, S. (2012) asserts that Atlas.ti is a powerful tool for qualitative data analysis that offers a wide range of features and functions to support the analysis process. Moreover, Corbin & Strauss (2015) opined that open coding is a process in qualitative data analysis where the researcher assigns initial codes to the data without any preconceived notions or hypotheses. It is

an inductive approach that allows the data to speak for itself, and the codes emerge from the data itself.

The researchers then identified themes and sub-themes from the coded data, which was used for interpretation. The responses were then analysed using the themes and sub-themes in relation to the research objectives and literature review.

3.7 Ethical Consideration

During the data collection, the researcher introduced herself to the respondents and explained the purpose of the study and its objectives to the respondents. The researcher again assured the respondents that the information given would only be used for the thesis and that their names would not be mentioned in any part of the work. Particular attention was paid to identifying false expectations among the respondents as to why they were chosen for the study. They also were assured that their schools would be identified solely by codes.

3.8 Summary of Chapter Three

In this chapter, the researcher provides a comprehensive overview of the research methods employed in this study. The primary objective of the study was to investigate the influence of teaching materials, specifically textbooks, on students' academic performance through the implementation of the NTDD. The study adopted a qualitative approach and methods for sampling, analysis, and presenting findings. An overview of the study area and detailed information encompassing the research strategy, target population, sample selection and sampling techniques, data collection procedures, and the methods employed for data analysis are included. Additionally, careful consideration was given to various factors to ensure that the data collection methods were suitable for obtaining in-depth insights into the researched topic.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the study's findings after they have been analysed. Interviews were used to collect data for this study. The data analysis and interpretation were undertaken in accordance with the study's objectives.

4.2 Demographics Characteristics of respondents

4.2.1 Representatives of Respondents

The study involved 28 people, including 1 Municipal Director of education, 9 headmasters, and 18 teachers. The nine schools covered were all public schools in the district. The inclusion of diverse groups of respondents ensures that various perspectives are considered, from administrative to teaching viewpoints. The results are in the table below for your below.

Table 1: Representatives of Respondents

Respondents	Number of Respondents	Percentage %
Teachers	18	64.28
Headmasters	9	32.15
Municipal Director of Education	1	3.57
Total	28	100.00

Source: Field data, 2024

4.2.2 Teaching Experience

For teaching experience levels of respondents, the majority (16 respondents) have been teaching between 16-20 years, while 10 of them have been teaching between 11-15 years, with only 2 respondents having teaching experience of between 6-10 years. The majority (16) having 16-20 years of teaching experience ensures that respondents possess in-depth knowledge of educational practices, policies, and textbook utilization. Having taught for 11-20 years, respondents likely witnessed changes in educational policies, including textbook development, allowing them to provide insightful feedback.

Table 2: Teaching of Experience

Years	Number of Respondents	Percentage %
6-10	2	7.15
11-15	10	35.71
16-20	16	57.14
Total	28	100

Source: Field data, 2024

4.3 Study's Findings

The study identified several key issues in the textbook distribution process within the Akuapem South Municipality. Despite the presence of structured procedures and a dedicated committee to oversee the distribution of educational materials, the quantity of textbooks supplied by regional authorities was frequently inadequate, leading to insufficient access for students.

Significant delays in the delivery of textbooks to public schools were also noted, often leaving both students and teachers without necessary resources for prolonged periods. These delays were attributed to logistical and financial constraints, which impeded the municipality's ability to distribute materials efficiently. As a result, students often had to share textbooks, with an average ratio of one textbook per two students.

Moreover, while most schools had some workbooks, the quantities were generally insufficient to meet the needs of all learners. Although various teaching and learning resources were available, none of the sampled schools possessed the required science equipment for practical activities. Additionally, there was a lack of consistent training on the effective use of textbooks across schools.

Despite these challenges, textbooks were regarded as highly beneficial by both students and teachers, significantly enhancing teaching practices and learning outcomes. Students who utilised textbooks more frequently than other educational resources developed important research skills and critical thinking abilities. Teachers expressed satisfaction with the quality of the textbook content, noting its substantial impact on improving students' academic performance. However, the persistent delays in receiving textbooks were identified as a major obstacle to the successful implementation of the textbook distribution policy.

4.3.1 Process and procedures for books distribution

The first specific objective of the study was to examine the process and procedures in the distribution of textbooks to schools. Below are the findings and discussions on the first specific objective of the study.

On the process and procedures for book distribution, the study found that there are laid down processes and procedures at the district level to guide the textbook distribution. The availability of the laid down process and procedures ensures equity and fairness. The following were the procedures described by the district director:

1. The Director stated that *“before the beginning of the new academic year, each district submits a census to the regional office for onwards submission to the national headquarters of Ghana Education Service. Based on the district census that determines how many books to be received by the district.”*
2. She further noted that *“the books are collected from the office of the Eastern Regional Directorate of Education based on the total number of pupils in the district.”* She noted that the total number of books the district receives is not based on the exact number of pupils in the district.
3. The next step according to her, *“involves setting up a committee to see to the sharing and distribution of the books to all the basic schools in the district.”* The committee, according to her, includes some heads of schools in the district as well as some staff from the district education office.
4. She stated that the next step is the sharing stage, where mathematical formulas are used to arrive at how many books each school receives.” She said, *“The mathematical formula the committee uses is ratio and proportion. With this formula, each school is allocated some books based on the number of students in the school”*.

Textbooks sharing

The findings on how the textbooks are distributed revealed that a committee was set up to oversee the sharing and distribution of textbooks received for the district. The mandate of the committee is to ensure that the project is effectively implemented in the district. The District Director elaborated the process as follows: after knowing the number per subject for each school, the district office will then distribute the books to all the public schools in the district. According to the Director, the district only has one vehicle to distribute the books to all the schools in the district, which makes it impossible for the schools to have their copies at the right time. The director's explanation of book sharing and distribution highlights the use of mathematical formulas to allocate books. While this method aims for fairness, it may not address individual school needs.

Challenges facing the distribution process

The study found that the district faced some challenges with the book distribution process. The district faces significant challenges in managing the logistics of textbook distribution, including transportation, storage, and delivery. These logistical constraints have resulted in the inability to ensure timely delivery of textbooks to schools, which disrupts the educational process. Additionally, the district is struggling to meet the demand for textbooks due to insufficient supply. Compounding these issues is the lack of adequate funding to implement the distribution policy effectively, particularly concerning the costs associated with distribution. This financial shortfall further worsens the difficulties in providing necessary educational resources to students.

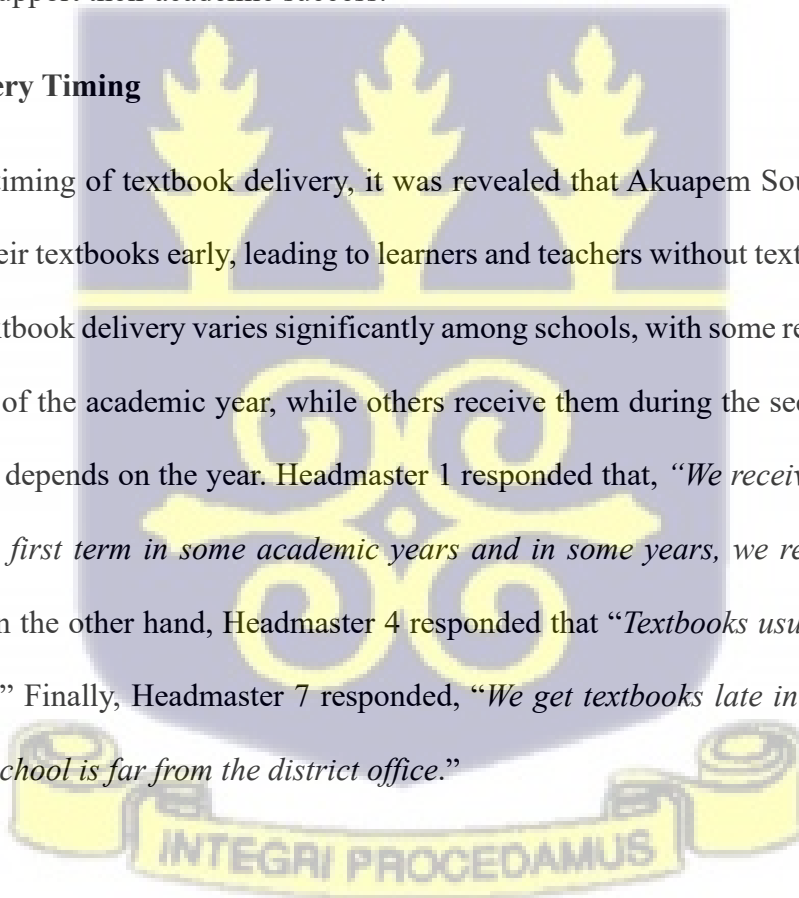
The identified challenges, including logistics constraints, inadequate funding, and textbook shortages, align with existing literature. This challenge is not different from what is happening in Kenya textbook policy. According to Muthama (2020), challenges such as inadequate funding,

delays in textbook delivery, and disparities in resource allocation across regions have hindered the full realisation of the policy's objectives in Kenya.

The District Director gave some recommendations to improve the distribution of textbooks in Ghana. She stated that, *“increasing the number of vehicles available in the districts is crucial to ensuring timely delivery of textbooks to schools”*. Secondly, it is necessary to provide an adequate supply of textbooks so that every child has access to the necessary educational materials. Lastly, *“sufficient funds must be allocated to the district to support the effective implementation of the distribution policy”*. Addressing these issues will help enhance the educational resources available to students and support their academic success.

Textbook Delivery Timing

Concerning the timing of textbook delivery, it was revealed that Akuapem South public schools do not receive their textbooks early, leading to learners and teachers without textbooks for months. The timing of textbook delivery varies significantly among schools, with some receiving textbooks at the beginning of the academic year, while others receive them during the second term or even later. The timing depends on the year. Headmaster 1 responded that, *“We receive textbooks at the beginning of the first term in some academic years and in some years, we receive them in the second term.”* On the other hand, Headmaster 4 responded that *“Textbooks usually arrive during the second term.”* Finally, Headmaster 7 responded, *“We get textbooks late in the term with the excuse that our school is far from the district office.”*



Duration Without Textbooks

From the study, it was realized that schools could be without textbooks for long periods. The duration that students go without textbooks ranges from one to six months, indicating significant variability in textbook availability. Headmaster 7 stated, *“Sometimes up to 3 months, especially for some subjects.”* On the other hand, Headmaster 8 replied *“Unfortunately, it can take up to a whole term which is a big challenge for us the students to have effective learning.”*

Textbook Sufficiency

The study revealed that all the sampled schools had some workbooks but were not enough for all the learners. Most schools reported insufficient textbooks, necessitating sharing or prioritization. In a quest to know whether textbooks supplied to schools were sufficient for the pupils, Headmaster 3 replied *“No, especially for popular subjects like mathematics and English”*, whereas Headmaster 5 said that *“Rarely, but we have to manage with what we get”*, and finally Headmaster 7 reported that *“it has always not been sufficient.”*

This scarcity undermines the effectiveness of teaching and learning, as students may not have equal access to essential resources. This emphasises the importance of adequate textbook provision for academic success. Schools should advocate for increased textbook funding and explore cost-effective alternatives to ensure sufficient textbook availability.

Sharing Decision-Making

The study revealed information relating to how decisions are made in the schools. Decision-making regarding textbook sharing varies among schools, with teachers, department heads, or

administrators making these decisions. Headmaster 1 responded that, *“decisions were made by the subject teachers in consultation with the department heads.”* Headmaster 2 made it known that it was *“the school administration, based on class size.”* Headmaster 3 confirmed that *“the department head, with input from teachers.”*

Textbook-to-Pupil Ratio

The study disclosed that, the average ratio for a textbook- to- students was 1:2. Textbook-to-pupil ratios vary significantly across subjects and schools, ranging from 1:2 to 1:5. A response from Headmaster 2 noted that the ratio of textbook-to-pupil’s is *“1:3 for all the subjects in my school.”* Headmaster 8 responded that, *“1:3 for JHS 1 class and 1:2 for JHS 1 and 2”*. This variability underscores the need for standardized textbook provision guidelines.

4.3.2 Examination of teaching and learning resources used

The second specific objective of the study was to examine teaching and learning resources used in public schools for literacy development. This objective was analysed from the majority of the responses from the teachers.

Availability of Teaching and Learning Resources

The study revealed that all the schools had some sort of teaching and learning resources for teaching. Workbooks were widely available in most schools, but the numbers were not adequate for all the learners.

Activity books were available in half of the schools, indicating inconsistent availability. The inconsistent availability of activity books in only half of the schools is concerning, as these

materials support engaging and interactive learning experiences. Activity books foster creativity, critical thinking, and problem-solving skills, essential for holistic development.

The study identified that Teachers' Guides were not available in most schools, with some schools having few for some subjects.

Teaching and Learning Resources made by Teachers

1. Posters were widely available in most schools, supporting visual learning. The widespread availability of posters in most schools is a positive finding, as visual aids are essential for effective teaching and learning. Posters provide an engaging way to present information, promoting student interest and retention.

2. Charts were available in most schools, but some schools face shortages. The availability of charts in most schools indicates a commitment to providing visual learning aids. However, the shortages faced by some schools highlight the need for consistent resource provision. Charts are essential for illustrating relationships, processes, and concepts, and their absence can hinder students' understanding.

3. Flashcards were available in only four of the schools, indicating limited availability. The limited availability of flashcards in only four schools is concerning, as flashcards are a valuable tool for reinforcing vocabulary, concepts, and skills. Flashcards promote active recall, repetition, and spaced practice, essential for long-term retention.

4. Blocks were available in only a few schools, limiting hands-on learning. The scarcity of blocks in most schools restricts opportunities for hands-on learning, critical thinking, and problem-solving. Blocks are essential manipulatives for developing mathematical concepts, spatial awareness, and fine motor skills.

5. Puzzles were available in only two schools, indicating limited availability. The limited availability of puzzles in only two schools is disappointing, as puzzles foster critical thinking, problem-solving, and spatial reasoning. Puzzles promote cognitive development, persistence, and self-confidence.

6. Games were available in only two of the schools, limiting interactive learning. The scarcity of games in most schools restricts opportunities for interactive learning, engagement, and motivation.

7. Science equipment was not available in any of the schools, hindering hands-on science education. The complete absence of science equipment in all schools is alarming, as hands-on science education is essential for developing scientific literacy, critical thinking, and problem-solving skills.

Training on textbook usage

On the training on textbook usage, it was found that there was no uniform training on effective uses of the textbooks provided. Teachers use their prior knowledge of the curriculum to use the textbooks. In ascertaining whether the teachers receive some form of training on textbook usage, the following were some of the responses. One of the respondents, Teacher 1 responded, “*No, we didn't receive any training on how to use the textbooks.*” highlights the lack of support for teachers in utilizing textbooks effectively. Moreover, Teacher 5 asserted that “*there was no training provided, but we managed to figure it out ourselves*” demonstrating teachers' resourcefulness. Three other teachers responded the same, indicating that they had not received any training specifically on textbook usage. Moreover, Teacher 9 noted that “*we only received a brief orientation, but no comprehensive training.*” This response suggests that brief orientations may be

insufficient for equipping teachers, as such Teachers require ongoing support to effectively integrate textbooks.

On the other hand, Teacher 12 responded that *“our school organized a workshop, but it was insufficient.”* This response indicates that some schools recognize the need for training but may not provide adequate support. Similarly, Teacher 15 asserted that *“no training was provided, and it's been challenging to use the textbooks effectively.”* This response underscores the importance of training to ensure teachers can utilize textbooks to enhance student learning

Textbook usage in teaching

In ascertaining the teachers' usage of textbooks, the study further found that textbooks were very useful in several ways for both teachers and students. The following were some of the responses: Teacher 2 responded, *“I use textbooks to plan lessons and ensure curriculum coverage. It makes teaching and learning effective and easy for learners to understand. I further set class exercises and give assignments from the textbooks.”* Teacher 6 also noted that *“Textbooks serve as a reference for me to explain complex concepts.”* This helps the teachers align textbooks with learning objectives. Teacher 13 also noted that *“Textbooks help me to structure my lesson preparation and delivery”*. This response illustrates how textbooks provide a framework for organizing lessons.

This demonstrates textbooks' function in clarifying complex ideas. Teacher 3's response supports this, highlighting textbooks' role in organizing teaching practices. Teacher 6's response, *“Textbooks serve as a reference for me to explain complex concepts,”* demonstrates this balanced approach.

Textbooks' influence on teaching

Concerning how using textbooks can influence teaching in schools, it was revealed that, textbooks contribute positively on teaching. Textbooks makes teaching and learning more effective. Teacher

3 explained that *“Textbooks make my teaching more organized and focused. These textbooks enhance my teaching organization and reduce stress through clear lesson planning”*. Likewise, Teacher 7 replied that *“Textbooks engage students and promote active learning,”* which demonstrates textbooks' potential to foster student engagement. He further noted that textbooks help him with interactive learning strategies and finally promote critical thinking and problem-solving in his class while teaching. Moreover, Teacher 11 affirmed that *“Textbooks provide a clear outline for teaching.”* This response illustrates textbooks' function in guiding teaching practices. Teacher 14 confirmed that *“Textbooks help me to assess student understanding.”* This shows how textbooks support assessment. Teacher 16 noted that *“Textbooks facilitate better classroom management.”* This response emphasizes textbooks' contribution to classroom organization.

Textbook usage time

The study revealed that textbooks were used several times each week. Each time has its purpose for usage, including reading, homework, and group work among others. The teachers provided information on the period in which students used the textbooks provided. According to Teacher 4, *“Students use textbooks during lessons and for homework assignments.”* This indicates textbooks' role in both classroom instruction and homework and the importance of textbooks in reinforcing learning outside the classroom. This means that there's a need for teachers to design engaging homework activities. Also, Teacher 8 asserted that *“Pupils use textbooks mainly during classroom instruction”*, emphasizing textbooks' primary use during lessons. Teacher 5 responded that *“Students use textbooks for individual reading and research”* which helps in supporting independent learning. Moreover, Teacher 9 mentioned that *“Textbooks are used during group work as reference materials and projects”* which helps in collaborative learning whereas Teacher 17

asserted that *“Pupils use textbooks as the main resources for reading and comprehension work”* which helps to reinforce basic reading skills for students.

Textbooks’ usage duration

The study further revealed that students use the textbooks most of the times during lesson times. The duration ranges between 30 minutes and an hour per period. This is what some of the teachers have to say on that. Teacher 1 noted that, *“Students use textbooks for about 30 minutes per lesson.”* This emphasizes the importance of balancing textbook instruction with other activities and the need for teachers to monitor student engagement and adjust instruction. Teacher 3 also noted that *“Students use textbooks for about 30 minutes per lesson of one period.”* This response provides insight into textbooks' usage duration. Teacher 6 stated that *“Textbooks are used throughout the lesson (60 minutes).”* This response highlights textbooks' central role in lessons. Teacher 10 stated that *“Pupils use textbooks for 45 minutes, then engage in activities.”* Teacher 13 replied, *“Textbook usage varies, but typically 20-40 minutes.”* This response demonstrates variability in textbook usage. Moreover, Teacher 15 responded that *“Students use textbooks for the entire period”* emphasizing textbooks' dominant role in lessons.

Ways the students use textbooks

The study revealed that students use textbooks more often than any other teaching and learning resource. The responses were as follows: Teacher 7 responded *“Pupils complete exercises and worksheets from the textbooks.”* Whereas Teacher 2 confirmed that *“Students read and take notes from the textbooks.”* This response highlights the traditional approach to textbook usage, where students engage with the material through reading and note-taking. This approach supports the development of critical thinking and comprehension skills. This response demonstrates how

textbooks provide structured activities for students to apply their knowledge. This approach reinforces learning and helps develop problem-solving skills. Teacher 11 said, “*Students use textbooks for research and projects.*” His response showcases textbooks as a valuable resource for in-depth learning. By using textbooks for research, students develop research skills and critical thinking. Teacher 14 admitted to the fact that “*Textbooks help students review and revise concepts.*” Her response underscores textbooks' role in reinforcing learning. Regular review and revision enable students to solidify their understanding and build upon previous knowledge. Teacher 16 remarked, “*Students use textbooks to complete homework assignments, reading for more information.*” This helps in supporting homework and independent learning. By completing homework assignments, students develop time management and self-directed learning skills.

4.3.3 Effectiveness of the textbooks on student performance

The third specific objective of the study is to evaluate the effectiveness of the textbooks on student performance. The responses for analyzing this objective came from the respondents.

Satisfaction with textbook usage

From the responses given, it was realized that the teachers were satisfied with the contents of the textbooks they received. Their satisfaction connotes the quality of the textbooks. Some of the respondents gave their opinions. Teacher 3 said, “*I'm satisfied with the textbooks' content and structure, it helps me in teaching the students very well in terms of difficulties in my teaching in class.*” This response indicates teacher satisfaction with textbook quality. Well-structured textbooks enhance teaching effectiveness and support student learning. Teacher 8 made known that “*Textbooks are helpful, but some areas need improvement.*” This response suggests teachers value textbooks but recognize room for improvement. Teacher 12 stated, “*I'm moderately satisfied;*

textbooks could be more engaging and bring more ideas.” This response highlights the importance of engaging textbooks. Incorporating interactive elements and real-world examples can enhance student motivation. Still, Teacher 17 claimed that *“Textbooks are essential, but needs improvement in terms of content.”* This finding underscores textbooks' significance while acknowledging concerns about content. Regular updates ensure textbooks remain relevant and effective. Also, Teacher 4 supported by indicating that *“I'm very satisfied; textbooks enhance teaching effectiveness.”* The response demonstrates teacher confidence in textbooks' ability to support teaching. Effective textbooks streamline lesson planning and promote student learning.

Learners' ability to access textbooks

It was observed from the study that not all students in the schools had access to textbooks. This shows the inadequacy of textbooks for students in the studied schools in the District. Inadequacy affects the smooth learning process as students have to share a few copies they have. This is what some of the teachers have to say about the above findings. Teacher 5 commented, *“No, students struggle to get textbooks for all subjects, this demotivates them.”* This response highlights textbook scarcity concerns. Insufficient textbooks hinder student learning and equity. Teacher 9 replied, *“Not all the students get copies of the textbooks we receive in our school, for some subjects, three students share a copy.”* It was further explained that students struggle during sharing time just to get a personal copy. This response underscores financial barriers to textbook access. Affordable textbook solutions or alternatives are necessary. However, Teacher 15 stated that *“Textbooks are scarce, especially for core subjects, students become happy when there is poor attendance since each present students would get their copies.”* This response demonstrates scarcity concerns, particularly for specialized subjects. Prioritizing textbook procurement for core subjects is essential. Teacher 1 remarked, *“Due to its insufficiency, I am unable to give the textbooks to*

learners to go home for homework.” This response highlights disparities in textbook availability across subjects. Ensuring equal access requires addressing textbook shortages. Teacher 6 stated, *“Students share textbooks due to limited availability which sometimes leads to it being spoilt due to struggling to use the book.”* This response showcases coping mechanisms for textbook scarcity. Sharing textbooks, however, may hinder individual learning. Their research highlights the concern about textbook scarcity. Teacher 5's response corroborates this issue, underscoring the need for policymakers to prioritize textbook procurement.

Textbooks' influence on student's academic performance

It was found from the study that the availability of textbooks helps to improve the academic performance of students. Textbooks serve as a compliment to effective learning which results in improving the academic performance of the students. The above findings are supported by Teacher 2 who stated that *“Textbooks have improved students' understanding and retention.”* This response demonstrates textbooks' positive impact on academic performance. Effective textbooks enhance comprehension and retention. Teacher 10 said, *“Textbooks provide a structured learning approach, it has helped students to improve their reading skills.”* This response highlights textbooks' role in organizing learning. Structured approaches promote clarity and coherence. Teacher 13 confirmed that *“Textbooks facilitate better teacher-student interaction.”* This response showcases textbooks as a tool for enhancing teacher-student relationships. Interactive learning strategies foster engagement. Teacher 16 affirmed that *“Textbooks help students prepare for exams, again, students depend on the textbooks when teachers are not in class.”* This response emphasizes textbooks' function in supporting assessment preparation. Relevant textbooks ensure students are well-prepared.

Moreover, Teacher 18 disclosed that “*Textbooks improve students' overall academic achievement, students can score higher marks in exercises and text and as well as in terminal exams.*” This finding demonstrates textbooks' comprehensive impact on academic achievement. Effective textbooks promote holistic learning. However, Teacher 15's response, “*Textbooks lack relevance to the local context,*” highlights ongoing concerns.

4.4 Policy Rating in the District

The policy was rated by the director as part of the study. When asked to rate the policy in the district, The District Education Director noted that, despite the policy challenges, she can rate the policy at 70%. The director's 70% policy rating indicates room for improvement.

Challenges encountered with the policy

From the teachers' responses, the challenges encountered by the policy were communicated. Delay in receiving the books was identified as the major challenge of the policy. Teacher 3 mentioned that “*Insufficient textbooks for all students is preventing the policy from achieving its objectives.*” This response highlights textbook scarcity concerns, echoing previous responses. Policy revisions should prioritize textbook procurement. Teacher 7 admitted that “*Textbooks are often outdated.*” This response underscores concerns about textbook relevance. Regular updates ensure textbooks remain relevant and effective. Teacher 11 articulated that “*Distribution delays hinder teaching. Sometimes it will take almost a whole term without a textbook for teaching, which makes teaching and learning very difficult since there is always no material to refer to*” This demonstrates logistical challenges in textbook distribution. Efficient distribution systems are crucial. Again, Teacher 15 also claimed that “*Textbooks lack relevance to the local context.*” This response highlights concerns about textbook cultural sensitivity. Contextualizing textbooks enhances

relevance. Then, Teacher 9 commented, *“The insufficiency of the textbooks makes teaching very difficult since learners are not able to do independent work to assess their understanding.”* This response emphasizes financial barriers to textbook access. Affordable textbook solutions or alternatives are necessary.

Measures to curb the challenges

In receiving feedback from the respondents on measures to curb the enumerated challenges, several suggestions were made by the respondents. Teacher 1 expressed the need to *“Increase textbook funding so that more textbooks can be printed so each child gets a copy.”* Teacher 5 voiced *“Regularly review and update textbooks so it becomes very relevant to the 21st-century child.”* Moreover, Teacher 12 mentioned, *“Improve distribution logistics.”* Furthermore, Teacher 17 added the need to *“Involve teachers in textbook development.”* Teacher 4 advised: *“Digitalize textbooks.”*

4.5 Discussion

This section critically analyses the findings of this study in relation to existing literature and theoretical frameworks, focusing on the implementation of Ghana’s National Textbook Development and Distribution Policy (NTTDP) and its implications for equitable education. The discussion is organised around key themes, including textbook distribution procedures, challenges, resource sufficiency, and their impact on teaching and learning outcomes.

Process and procedures in the distribution of textbooks

On the process and procedures for book distribution, the study found that there are laid down processes and procedures at the district level to guide the textbook distribution. Laid-down processes and procedures are key to program implementation. With the district having a laid-down process and procedures is a determinant factor that the policy can be effectively implemented in

the district when it comes to distribution. This will help ensure that textbooks received are kept in the district storerooms without it being implemented.

Notwithstanding the above findings of having a laid-down process and procedures at the district level to ensure timely delivery, the study further ascertained that the schools in the district do not receive their textbooks early, leading to learners and teachers without textbooks for months.

This inconsistency highlights the need for a standardised delivery schedule to ensure that all students have access to textbooks at the same time. This affirms the study by Wanjiru (2017) that logistical challenges related to transportation and storage have affected the timely delivery of textbooks to schools, particularly in rural areas (Wanjiru, 2017). Again, this finding aligns with what GNA (2023) revealed: most basic schools in the country received some textbooks in June 2023, six months after the commencement of the academic year in January 2023. Schools should explore alternative resource provision strategies, such as digital textbooks or supplementary materials, to mitigate the effects of textbook shortages.

The study further revealed that textbooks received by the studied schools were not sufficient for the learners. This resulted in schools receiving fewer books than the total number of learners in each school, causing some inconveniences in effective lesson delivery. This scarcity undermines the effectiveness of teaching and learning, as students may not have equal access to essential resources. This emphasises the importance of adequate textbook provision for academic success. In probing further to ascertain the causes of the insufficiency, it was revealed that the central government is not able to fund the total cost of the textbook production to meet the total demand for the entire country. Research emphasises the importance of adequate textbook availability for effective learning. The above findings contradict what MoE (2002) asserts: “To ensure the availability of school books in schools, the policy shows the government’s commitment to

achieving a textbook-to-pupil ratio of 1:1 for core subjects.” Schools should monitor textbook-to-pupil ratios and advocate for increased funding to achieve optimal ratios, supporting enhanced student learning outcomes.

The study revealed some challenges in relation to the process and procedures for textbook distribution. The identified challenges, including logistics constraints, inadequate funding, and textbook shortages, align with existing literature. This challenge is not different from what is happening in Kenya textbook policy. According to Muthama (2020), challenges such as inadequate funding, delays in textbook delivery, and disparities in resource allocation across regions have hindered the full realisation of the policy's objectives in Kenya.

Textbook Distribution Challenges

The findings reveal significant inefficiencies in textbook distribution processes, particularly delays in delivery and regional disparities. For instance, schools in rural and underserved areas often receive textbooks later than their urban counterparts, echoing similar patterns reported by Owen et al. (2005). Such inequities perpetuate systemic educational disadvantages for marginalised students, as noted by UNESCO (2021), which emphasises that timely access to textbooks is critical for achieving educational equity.

This study also identified lapses in monitoring and accountability mechanisms as major contributors to distribution inefficiencies. Weak oversight has led to cases of textbook hoarding and poor storage conditions, aligning with Acheampong et al. (2020), who documented similar issues in Ghana. The rational choice perspective (O'Toole Jr. & Meier, 2004) offers an explanation: policymakers and administrators may prioritise logistical expedience or political incentives over equitable resource allocation, particularly when faced with budgetary constraints. Addressing these

challenges requires targeted investments in logistics and the establishment of robust monitoring systems to ensure that textbooks reach all students promptly and in good condition.

Teaching and learning resources used in public schools

Teaching and learning resources are essential components of teaching and learning. The study revealed that there were some teachings and learning resources in most of the schools in the district. Oppong-Frimpong (2017) asserts that teachers' ability to meaningfully incorporate teaching and learning resources into their lessons and create opportunities for children to engage with and manipulate them is central to the provision of quality education. The widespread availability of workbooks in most schools is a positive finding, indicating a commitment to providing essential learning materials. However, the inadequate numbers for all learners raises concerns about equity and access. Insufficient workbooks may lead to shared materials, hindering individualised learning and potentially impacting student performance. However, the absence of activity books in some schools may disadvantage students, limiting their opportunities for hands-on learning and exploration.

Moreover, the study further revealed the scarcity of teachers' guides in most schools, which is alarming, as these resources are crucial for effective teaching and learning. Teachers' guides provide pedagogical support, content knowledge, and lesson planning strategies, enabling educators to deliver high-quality instruction. The limited availability of teachers' guides may hinder teacher confidence, instructional effectiveness, and ultimately, student achievement.

The study found a lack of proper training in the use of textbooks. This lack of training aligns with literature highlighting the importance of teacher training for effective textbook integration. According to Johnson & Smith (2019), inadequate teacher training further compounds this

challenge, as educators may struggle to leverage TLMs effectively to enhance student learning experiences. This self-directed learning approach may lead to inconsistencies in textbook usage, underscoring the need for formal training. This oversight may lead to inadequate integration of textbooks into teaching practices, reduced effectiveness of textbooks in enhancing student learning, and finally increased teacher frustration and decreased confidence.

Educational games were not available in most of the schools, according to the findings of the study. It was really scarce to find them in the schools. Its scarcity in most of the schools creates a big vacuum for effective learning. According to Thompson (2020), educational games and manipulatives make learning fun and interactive, allowing students to explore concepts through hands-on activities and experiential learning.

Finally, access to basic science equipment was not found in any of the sampled schools. The lack of basic science equipment meant that science is taught theoretically without any practice for learners to experience the reality of science. This finding affirms literature by Essuman et al. (2015), who noted that access to science equipment is a major problem for disadvantaged Ghanaian schoolchildren.

Textbook Sufficiency and Accessibility

The findings indicate that the textbook-to-pupil ratio in many classrooms falls short of the 1:1 target set by the NTTDP, with some classrooms reporting ratios as high as 1:3. This insufficiency hampers students' ability to engage with learning materials independently, consistent with observations by Opoku-Amankwa (2010) and Armah-Attah (2012). The reliance on shared textbooks disproportionately affects rural schools, exacerbating existing educational inequalities.

The psycholinguistic theory of reading (Goodman, 2014) underscores the importance of individual access to textbooks, as reading comprehension involves iterative processes of hypothesis generation and confirmation. Without direct access, students are less likely to engage deeply with the material, hindering their cognitive development and academic performance. This finding aligns with Dewey's (1966) assertion that active interaction with learning materials fosters meaningful knowledge acquisition. Addressing textbook shortages should therefore be a priority, with an emphasis on leveraging public-private partnerships to enhance production and distribution efficiency, as recommended by African Education Watch (2021).

Impact on Teaching and Learning

The study highlights the pivotal role of teaching and learning materials (TLMs) in enhancing classroom instruction and student outcomes. Teachers reported that the unavailability or inadequacy of textbooks limits their ability to implement student-centred pedagogical approaches. This finding aligns with Papadakis et al. (2020), who argue that TLMs are indispensable for fostering active engagement and achieving lesson objectives.

Moreover, the qualitative data reveal that even when textbooks are available, they are often not culturally relevant or aligned with the curriculum, a challenge also noted by Essuman et al. (2015). Such misalignments undermine the effectiveness of textbooks as tools for standardising curriculum delivery (Taylor & Green, 2017). The findings further emphasise the need for localised content development to ensure that textbooks resonate with students' cultural contexts and learning environments.

The integration of digital resources, though limited in this study's context, represents a promising avenue for addressing textbook insufficiencies. Digital textbooks, as highlighted by Smith et al.

(2021), offer interactive and adaptive features that can enhance student engagement and comprehension. However, their implementation in Ghana requires substantial infrastructural investment and teacher training to bridge the digital divide, particularly in rural areas.

Evaluation of the effectiveness of the textbooks on student performance

Since the end product of the policy is to ensure improved academic performance, the final objective of the study seeks to explore the extent to which the policy has improved the academic performance of the learners.

The study revealed that the available textbooks were not enough for all the learners. In most of the schools, learners have to be paired, whereas in some schools more than two learners have to share one textbook. Inadequacy affects the smooth learning process as students have to share a few copies they have. This goes contrary to the first aim of the policy, which states that “the sustainable achievement of target 1:1 textbook-pupil ratios.”

It was found from the study that the availability of textbooks helps to improve the academic performance of students. The availability of textbooks plays an important role in improving the academic performance of students by providing them with a comprehensive and structured learning resource. The study findings align with research by Martinez & Johnson (2020), which highlights the positive relationship between access to quality teaching and learning resources and student performance across diverse subjects and educational levels. Textbooks offer a well-organised and coherent presentation of subject matter, allowing students to grasp complex concepts and ideas more effectively. With textbooks, students can review and reinforce their understanding of classroom instruction, identify areas where they need additional support, and develop study habits that foster academic success. The availability of textbooks also enables

teachers to plan and deliver instruction more efficiently, ensuring that students meet learning objectives and standards. Furthermore, textbooks facilitate self-paced learning, allowing students to work at their own speed, revisit difficult concepts, and explore topics in depth, thereby promoting autonomy, critical thinking, and problem-solving skills. This affirms a study by the National Centre for Education Statistics (2019) that found that students who had access to textbooks showed significant improvements in reading and math scores. Again, this also confirms research by the World Bank (2018), which revealed that textbook provision increased student learning outcomes by 15-20%.

Policy Implications

The findings have significant implications for policy design and implementation. The rational choice perspective (Van Meter & Van Horn, 1975) highlights the role of incentives and disincentives in shaping policy outcomes. In the case of the NTTDP, the absence of strong accountability mechanisms and clear performance incentives for stakeholders undermines the policy's effectiveness. This is consistent with global best practices, which emphasise the importance of aligning policy objectives with institutional incentives to drive successful implementation (World Bank, 2022).

Furthermore, the study underscores the need for decentralised textbook distribution systems that empower local authorities to address logistical challenges more effectively. As noted by Acheampong et al. (2020), localised approaches can enhance responsiveness and ensure that resources are allocated equitably. Additionally, the adoption of a mixed-resource strategy, combining printed and digital textbooks, could mitigate the challenges of resource shortages and distribution delays.

Broader Educational Implications

The challenges identified in this study are not unique to Ghana but reflect broader systemic issues in textbook distribution across low- and middle-income countries. Comparative studies (Lee & Jackson, 2019) highlight similar bottlenecks in resource allocation and monitoring, underscoring the need for global collaboration and knowledge sharing. Leveraging international partnerships and donor funding could provide Ghana with the technical and financial support needed to modernise its textbook distribution system.

Finally, this study contributes to the growing body of literature emphasising the centrality of equitable access to educational resources in achieving the Sustainable Development Goals (SDGs). By addressing the gaps in the NTTDP, Ghana can make significant strides toward SDG 4, which aims to ensure inclusive and equitable quality education for all.

4.6 Summary of Chapter Four

This chapter identifies and focuses on the study's findings and integrates the study's findings with existing literature and theoretical frameworks, highlighting the systemic processes and procedures, challenges, and opportunities within Ghana's textbook distribution policy. By critically analysing the implications for teaching, learning, and policy, the study offers actionable recommendations for addressing resource gaps, improving accountability, and leveraging innovative solutions to enhance educational outcomes. These insights contribute to broader debates on education policy and equity in resource-constrained settings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings of the study. The chapter also presents conclusions and suggestions.

5.2 Summary of Findings

In summary, this study examined the procedures and challenges surrounding textbook distribution in the Akuapem South Municipality. It was found that structured processes are in place at the municipal level to manage the distribution of textbooks, supported by a designated committee responsible for overseeing the reception and dissemination of educational materials within the municipality. Despite these frameworks, the quantity of textbooks received from the regional authorities was frequently insufficient, resulting in inadequate access to textbooks for each student. Further findings revealed significant delays in the delivery of textbooks to Akuapem South public schools, with learners and teachers often lacking essential resources for extended periods. Logistical and financial constraints were identified as contributing factors to these delays, limiting the municipality's ability to distribute materials promptly to individual schools. Consequently, students across sampled schools had to share textbooks, with an average textbook-to-student ratio of 1:2.

Additionally, while most schools possessed some workbooks, the quantities were generally inadequate to serve all learners. Similarly, the study observed that each school had access to various teaching and learning resources; however, none of the sampled schools had science

equipment necessary for practical science activities. Moreover, it was noted that uniform training on the effective utilisation of textbooks was lacking across schools. Nonetheless, textbooks were perceived as beneficial for both students and teachers, positively influencing teaching practices and learning outcomes. Students, who reportedly used textbooks more frequently than other educational resources, developed valuable research skills and critical thinking abilities through their interactions with these materials. Teachers expressed satisfaction with the content quality of the textbooks provided, noting that their availability contributed significantly to enhancing students' academic performance. A central challenge identified in the study was the persistent delay in receiving textbooks, which emerged as a primary obstacle to the effective implementation of the textbook distribution policy.

5.3 Conclusions

Based on the findings of the study, the following conclusions are made.

One specific objective, is to examine the process and procedures in the distribution of textbooks to schools, the following conclusions are made:

The distribution of textbooks to schools in Akuapem South Municipality follows established processes and procedures but faces challenges such as logistical and financial constraints. The study revealed that the distribution of textbooks to schools in Akuapem South Municipality adheres to established processes and procedures. Specifically, the municipality has a committee responsible for overseeing textbook distribution, ensuring that textbooks are allocated to schools based on enrolment numbers. However, despite these efforts, logistical and financial constraints persist, hindering timely and efficient distribution. These challenges underscore the need for targeted interventions to address systemic bottlenecks and ensure seamless textbook delivery.

Again, the committee responsible for textbook distribution plays a crucial role in ensuring textbooks reach schools, but delays and shortages persist. The committee tasked with textbook distribution plays a vital role in facilitating the process. However, findings indicate that despite their efforts, delays and shortages remain pervasive. This discrepancy highlights the need for enhanced support systems, capacity building, and resource allocation to enable the committee to effectively execute its mandate.

Moreover, the timely distribution of textbooks remains a significant challenge, with schools often receiving textbooks months after the academic year begins. Timely textbook distribution is critical for effective teaching and learning. Unfortunately, the study found that schools in Akuapem South Municipality frequently receive textbooks long after the academic year commences. This delay compromises teaching and learning, as educators and students lack essential resources. Addressing this challenge requires proactive measures to streamline distribution processes and ensure textbooks reach schools promptly.

With regards to Specific Objective Two which is, to examine teaching and learning resources used in public schools for literacy development, the following were the conclusions made.

To begin with, public schools in Akuapem South Municipality lack adequate teaching and learning resources, particularly science equipment, hindering effective literacy development. Public schools in Akuapem South Municipality face significant resource constraints, particularly regarding science equipment. This shortage limits educators' ability to provide hands-on learning experiences, essential for literacy development. The absence of science equipment also undermines the integration of Science, Technology, Engineering, and Mathematics (STEM) education, critical for fostering 21st-century skills.

Moreover, textbooks are the primary teaching and learning resource, but shortages force learners to share, compromising learning outcomes. Textbooks remain the primary teaching and learning resources in public schools. However, shortages necessitate sharing among learners, compromising individualised instruction and learning outcomes. This sharing also increases the risk of textbook damage, further exacerbating shortages.

Finally, despite limitations, schools utilise available resources, including workbooks, to support literacy development. Notwithstanding resource constraints, schools demonstrate resilience by leveraging available materials, such as workbooks, to support literacy development. This adaptability underscores educators' commitment to providing quality education. However, supplementing existing resources with additional materials and infrastructure would enhance teaching and learning.

The specific objective three is to evaluate the effectiveness of the textbooks on student performance. Here are the conclusions drawn.

Textbooks positively influence student performance, enhancing research skills, critical thinking, and academic achievement. Textbooks play a pivotal role in enhancing student performance. Findings indicate that textbooks foster research skills, critical thinking, and academic achievement. By providing structured content, textbooks facilitate student engagement, promoting deeper understanding and improved learning outcomes.

Again, the availability of textbooks improves student engagement and motivation, leading to better learning outcomes. Textbook availability significantly impacts student engagement and motivation. When learners have access to textbooks, they exhibit increased enthusiasm and interest

in learning. This heightened engagement translates to improved learning outcomes, underscoring the importance of timely and adequate textbook provision.

Finally, it is concluded that delays in receiving textbooks and shortages undermine the potential benefits, highlighting the need for timely and adequate textbook provision. While textbooks enhance student performance, delays and shortages compromise these benefits. Inadequate textbook provision hampers teaching and learning, undermining academic achievement. Therefore, addressing distribution challenges and ensuring timely textbook delivery is crucial for maximising the potential benefits of textbooks.

5.4 Policy Implications

Prioritising textbook procurement and funding is necessary to ensure timely and equitable access to quality educational materials. This involves allocating sufficient budgets for textbook purchase and distribution, as well as exploring innovative funding models. Policymakers can address existing shortages and promote academic excellence by prioritising textbook funding. This can be achieved by introducing public-private partnerships or donor-supported models to diversify funding streams and ensure sustainability.

Furthermore, one policy implication is that efficient distribution of logistics are vital for ensuring textbooks reach their intended recipients. This involves streamlining delivery processes, identifying cost-effective transportation methods, and monitoring distribution progress. Through developing and implementing efficient logistics, policymakers can reduce delays and ensure timely textbook access. This could lead to reforms such as digitising distribution systems, using

GPS-enabled delivery tracking, and delegating textbook distribution to local-level agencies or zonal depots for faster access.

Another policy implication is that, Teacher training is essential for optimising textbook effectiveness. This involves providing professional development opportunities focused on integrating textbooks into lesson plans, promoting critical thinking, and fostering student engagement. By training teachers on textbook usage, policymakers can enhance textbook utilisation and improve educational outcomes. Training to different subject areas and education levels will make textbook use more effective and engaging.

Finally, collaborative textbook development processes involve educators, policymakers, and stakeholders in creating context-specific materials. This approach ensures textbooks align with local curricula, address regional needs, and reflect diverse perspectives. Encouraging collaborative development, policymakers can promote relevance and effectiveness. This approach would allow the policy to promote decentralised and contextualised textbook creation, ensuring that materials are culturally relevant and pedagogically sound.

5.5 Recommendations

Based on the conclusions, the following recommendations are proposed:

Schools should advocate for increased textbook funding and explore cost-effective alternatives to ensure sufficient textbook availability.

In addition, context-specific textbooks address local needs, reflect regional perspectives, and align with national curricula. Developing such materials requires collaborative efforts among educators,

policymakers, and stakeholders. This can enable educators to enhance relevance and effectiveness.

There should be a comprehensive training that should cover textbook content, pedagogy, and assessment. Brief orientations may be insufficient for equipping teachers and supporting literature emphasising comprehensive training.

Textbook review and update mechanisms that ensure materials remain relevant and accurate. This involves establishing review cycles, soliciting feedback, and revising content. Policymakers can promote curriculum alignment and academic excellence by establishing these mechanisms.



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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF GHANA

CENTER FOR SOCIAL POLICY STUDIES

This questionnaire is meant for academic purposes only. All information will be kept anonymous and confidential. Your name will not appear anywhere in the research.

Please tick where appropriate and provide your answers in the space provided. My research topic is Assessing the effectiveness of the National Textbook Development and Distribution Policy.

QUESTIONNAIRE FOR TEACHERS

SECTION A: Demographic questions

1. Gender

a. Female []

b. Male []

2. Which of the age categories do you belong to? (in years)

a. 20 -25

b. 25-30

c. 30-35

d. 35 and above

3. How many years of experience do you have?

.....



SECTION B: Please tick by indicating whether the following Teaching and Learning Resources are available or not available in your school.

	Types of Teaching and Learning Resources	Available	Not Available
1	Workbook		
2	Activity Books		
3	Teachers' Guide		
4	Posters		
5	Charts		
6	Flash Cards		
7	Blocks		
8	Puzzles		
9	Games		
10	Science Equipment		

SECTION C: Interview

1. List the subjects that have textbooks

.....

.....

2. Training on textbooks usage/ teachers guide ?.....

3. How do you use the textbook in teaching?

.....

.....

4. How does the text books affect your teaching?

.....

.....

5. When do the pupils use the textbooks?

.....

.....

6. How long do they use the textbooks within a period?

.....

.....

7. How do the students use the text books?

.....

.....

8. How satisfied are you in the use of Textbooks in teaching?

.....
.....

9. Are the learners able to get a copy for themselves for all the subjects? Yes No

If No, how does it affect the learners?

10. how has the text books helped the academic performance of the learners in your school?

.....
.....

11. What challenges have you encountered from the policy?

.....
.....

12. What would you suggest as measures to curb the challenges enumerated above?

.....
.....

APPENDIX B: QUESTIONNAIRES FOR HEADMASTERS

UNIVERSITY OF GHANA

CENTER FOR SOCIAL POLICY STUDIES

This questionnaire is meant for academic purpose only. All information will be kept anonymous and confidential. Your name will not appear anywhere in the research.

Please tick where appropriate and provide your answers in the space provided. My research topic is Assessing the effectiveness of National Textbook Development and Distribution Policy.

QUESTIONNAIRES FOR HEADMASTERS

SECTION A : Demographic questions

1. Gender

a. Female []

b. Male []

2. Which of the age categories do you belong to? (in years)

a. 20 -25

b. 25-30

c. 30-35

d. 35 and above

3. How many years of experience do you have?

.....

SECTION B:

1. Which term do you normally receive text books for your students?

.....

2. How long does students' school without access to text books?

.....
.....

3. Are the books you receive enough for all the students in your school? Yes No

If No to the above question, what directives do you give to the subject Teacher on how to go about the situation?

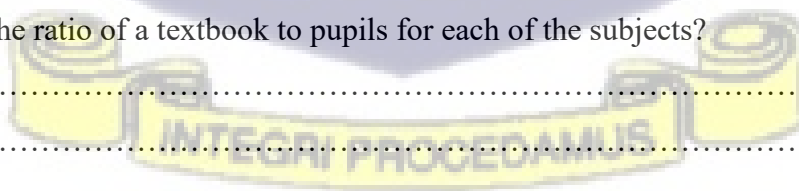
.....
.....
.....

4. Who determines how sharing should be done?

.....
.....

5. What is the ratio of a textbook to pupils for each of the subjects?

.....
.....



**APPENDIX C: INTERVIEW GUIDE FOR DISTRICT DIRECTOR OF
EDUCATION**

UNIVERSITY OF GHANA
CENTER FOR SOCIAL POLICY STUDIES

This questionnaire is meant for academic purpose only. All information will be kept anonymous and confidential. Your name will not appear anywhere in the research.

Please tick where appropriate and provide your answers in the space provided. My research topic is Assessing the effectiveness of National Textbook Development and Distribution Policy.

INTERVIEW GUIDE FOR THE DISTRICT DIRECTOR OF EDUCATION

SECTION A : Demographic questions

1. Gender

a. Female []

b. Male []

2. Which of the age categories do you belong to? (in years)

a. 20 -25

b. 25-30

c. 30-35

d. 35 and above

3. How many years of experience do you have?

SECTION B: INTERVIEW

1. Breakdown of the process and procedures for book distribution
2. How do you share the books you receive with all the schools in your care?
3. How would you rate the policy in your Municipality?
4. What are some challenges facing the distribution process?
5. What would you suggest as measures to curb the challenges enumerated above?

