

Educational Publishing and Provision of Quality Primary School Textbooks in Kenya

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Abstract

The aim of the study was to establish the views of teachers and pupils on the quality of primary school textbooks within the Kesses Division, Uasin Gishu County in Kenya, and to make recommendations on issues that need to be addressed by stakeholders in the textbook publication industry. Forty four (44) public primary schools within the Kesses Division were sampled for the study. Questionnaires were used to collect data from subject teachers and a cross section of pupils. Also, interview schedules were used to collect data from Ministry of Education officers. The findings revealed that there was disjointed communication between the Kenyan Ministry of Education and textbook publishers and users. The study also established that the evaluation and vetting process of primary school textbooks was not transparent respect of the appointment of panel members. Important recommendations include: the establishment of feedback mechanisms by the Ministry of Education to enable response to complaints presented by textbook users, establishing open and transparent guidelines on the appointment of members to the evaluation panel and that vetting committee members and educational publishers be given adequate time to develop textbooks for primary schools.

Keywords: Education publishing, Primary school textbooks, Kenya

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