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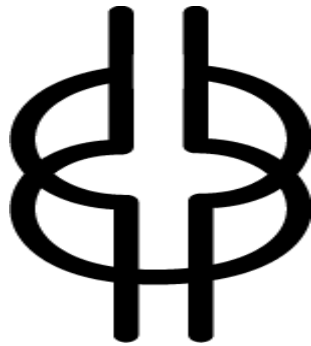
Content Matching of the Syllabus and the Official History Textbook of Senior High Schools in Ghana

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Abstract

The senior high school History syllabus was redesigned in 2010 to reflect the 2007 education reform in Ghana while the 1993 History textbook designed after 1987 education reform continue to be used to support the implementation of the 2010 History syllabus. Reasonably, it is important to investigate the alignment between the 2010 History syllabus and the 1993 official History textbook. This paper, therefore, examines the alignment between the History syllabus and its official textbook used in senior high schools in Ghana in the post-2007 reform era. The case study approach was employed, using a combination of in-depth interviews and content analysis to elicit the needed responses. It was found that there was a disconnect between the History syllabus and the official History textbook. The study also found that the official History textbook was perceived as not containing detailed information on the selected topics in the syllabus. The implications of the findings are discussed in the main text. It is recommended that curriculum developers must ensure both harmony between the two curriculum documents and a more comprehensive coverage of the selected topics in the official History textbook.

Key words: Senior High School, History textbook, history syllabus, reform, alignment

Introduction

Some misinterpretations exist over the distinction between syllabus and textbook, since the terms are used differently on either side of the Atlantic. Generally, 'syllabus' refers to that sub-part of curriculum which is concerned with the specification of the units to be taught in the classroom (Brumfit, 1984). In the Ghanaian education

system, the senior high school History syllabus is a document that specifies the rationale, aims and objectives, contents, teaching methods, teaching-learning resources and assessment instruments to be used for the teaching of the History subject (Oppong, 2009). Textbook, on the other hand, "is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning" (Graves 2000, p. 175). For instance, the History textbook in Ghana contains information on the History topics specified in the History syllabus. In spite of the different meanings of syllabus and textbook, they occupy significant space in any educational enterprise.

Syllabus and textbooks, in particular those designed for History teaching, provide both a space for the creation of a summarised knowledge which is considered to be germane to a specific society, and a means by which claims to social legitimacy may be made (Carrier, Fuchs, Eckert & Messinger, 2015). Through the History syllabus, classroom practices are connected to the larger goals of education of a particular jurisdiction. The connection enables teachers to create an appropriate 'engagement' between theory and practice, and between educational ideals and educational practices of a country (National Council of Educational Research and Training, 2006). Perhaps, the syllabus is the road map for the attainment of the national education goals.

More importantly, much of the 'discourse' between theory and classroom practice is enhanced through the History textbook because it provides extra information that may not be contained in the History syllabus. Arguably, the History textbook is developed on the basis of the written History syllabus (Mahmood, 2011) and expands the topics in the syllabus with detailed information. Berisha, Jashari and Thaqi (2015), for instance, note that the principal function of any school textbook is to provide accurate information on the respective subject syllabus for teachers and students. Within the instructional frame, History textbooks remain a significant source of content knowledge for both teachers and learners (Sewall, 2004). Therefore, the History textbook is developed in such a way that the content presented in it aligns with the syllabus document. If there is no alignment between the textbooks and syllabus, it may perhaps be difficult to achieve national education goals to the desired extent and this may affect the whole system of education (Saeed & Rashid, 2014).

The degree of alignment between syllabus guidelines and textbooks would, therefore, lead to educational accomplishment (Saeed & Rashid, 2014). As Ornstein (1994) argues, the History textbook is accepted as a suitable document for instruction as long as it is kept in proper perspective with the History syllabus. What is more important is for the textbook to reflect other aspects that the syllabus intends to achieve (Fan, 2010) in order to ensure effective implementation. In particular, the nexus between syllabus topics and textbook topics are supposed to be more coherent in countries where the education system is more centralized and the publishing of school textbooks is completely controlled by the government, as is the case in Ghana. Consequently, it is appropriate to examine the alignment between the History syllabus and the textbook. This study, therefore, seeks to examine the alignment between the History syllabus and its official History textbook used in high schools in Ghana. Such a study is based on two justifications.

First, the curriculum reform in Ghana in 2007 provides grounds for this study. The education reform of 2007 in Ghana led to modifications in the entire education system. Some aspects of curriculum documents witnessed significant changes while others remained the same. For instance, the History syllabus was redesigned in 2010 to reflect the 2007 reform while the 1993 History textbook designed after the 1987 education reform continues to be used to support the implementation of the 2010 History syllabus. Reasonably, it is important to investigate the alignment between the 2010 History syllabus and the 1993 History textbook.

Second, several studies have been conducted to establish the alignment between curriculum documents such as the syllabus and relevant textbooks (Hashmi, Hussain & Shoaib, 2018; Hutchins, 2016; Mahmood, 2010; Nakawa, 2012; Salehi & Zamanian, 2012; Saphir, 2001; Shah, 2012). For instance, Saphir's (2001) study on the teaching of History in Ghana, reports that the History textbook aligns with syllabus guidelines yet teachers find it necessary to give reading beyond the government recommended textbook since it is not detailed enough for most topics. Two perspectives become obvious from Saphir's study. The first perspective is the belief that topics in the History textbook align with the topics in the History syllabus. This observation may be related to the fact that the two curriculum documents analysed were all planned and designed based on the 1987 education reform in Ghana.

Therefore, the alignment between the syllabus and textbook is expected.

The second perspective is that Saphir's finding suggests that though there is an alignment between textbooks and syllabus in general, textbooks do not contain much detailed information therefore teachers make use of other supplementary materials. Ogah's (2017) study confirms Saphir's observation. Ogah (2017) examined the implementation of the History curriculum in senior high schools in the Asuogyaman District in Ghana. The author indicated that History teachers use supplementary textbooks as a result of the lack of details in the government prescribed History textbook in Ghana. It is important to note that the use of supplementary materials also has some disadvantages especially if such materials are not sanctioned by the appropriate authority.

Ghana is not alone in this experience. In Iran, Salehi and Zamanian (2012) indicated that most of the teachers did not like the idea of using supplementary materials at schools. However, the authors mentioned that the insipidness and the lack of enough information in the recommended textbooks compelled teachers to use supplementary textbooks. Perhaps, most teachers use supplementary textbooks to complement government recommended textbooks when such reasons, insipidness and lack of enough information in recommended textbook, exist in their context. This observation had been made by Lubben, Kasanda, Kapenda, Gaoseb & Kanjeo-Marenga (2003). These authors claimed that the prescribed textbook was not referred to during class activities, because there was lack of adequate information in prescribed textbooks.

In France, Hutchins (2016) stated that because teachers want to adhere to the curricula so that national education goals could be achieved, textbook publishers tend to follow the syllabus specifications very closely. Even so, the publishers have freedom in their approach to most topics, as the syllabus does not provide extensive explanations of the topics to be covered. It is, therefore, admitted that, in France, there is flexibility in textbooks development. However, because national education goals are concerned, textbooks are developed to suit the syllabus. This furthers the argument that for purposes of achieving national education goals, syllabus and textbooks ought to have a common ground of alignment. In Texas, however, different

arrangements exist. Hutchins notes that for textbook to be approved, technically, textbook publishers only need to include half of the material in the State's curriculum guidelines and they are free to include materials that are not required. This requirement suggests that all the issues in the curriculum may not be addressed in the textbook. Arguably, the textbook may not comprehensively align with the materials or topics in the curriculum. In the end, the State education goals may not be achieved as expected.

Similar observation has been made by Hashmi, Hussain and Shoaib (2018) that reflects Hutchins' (2016) finding in France. The authors reported in a study that investigated the alignment between Mathematics curriculum and textbook in Punjab that textbook was aligned with the curriculum. The congruence between the textbook and the curriculum in Punjab may perhaps ensure the accomplishment of educational objectives as Saeed and Rashid (2014) had argued. The match between the two documents may also reflect the educational system and its requirements in Punjab. Perhaps, it is the system requirement in Punjab that textbooks developed to support curriculum implementation should align with the curriculum. In such situation, the educational objectives may be easily achieved as envisaged in policy documents.

Nakawa (2012) examined the alignment between mathematics textbooks and its syllabus in Zambia and found that the ideal objectives in mathematics textbooks were not reflected in the syllabus. The study further established that the textbooks highlighted mathematical knowledge and skills but these were not reflected in the syllabus designed by the Zambian Education Ministry. Nakawa therefore concluded that while the objectives of Mathematics education syllabus advocated for the ability for communication, pupils' activities described in the textbooks were mostly restricted to the writing process. In Pakistan, similar observations have been made by Schmidt, McKnight, Houang, Wang, Wiley, Cogan, and Wolfe (2001) and Shah (2012). In the two studies, the authors indicated that English textbooks did not align with the curriculum. Mahmood (2010) also reported in a study on textbook evaluation that Mathematics textbook approved by the Ministry of Education did not align with the curriculum. Mahmood noted that the finding reflected inconsistency among the government approved textbooks with respect to required level of understanding demanded in the curriculum. This suggests a mismatch between

curriculum intent and provisions in the textbook. Thus, there is lack of compliance with objectives of the curriculum and the consistency with regard to the level of understanding demanded by the approved textbooks (Mahmood, 2010). In the same research report, Mahmood indicates that textbooks approved by the government of Pakistan for the subject of Science do not completely cover the scope of contents mentioned in the curriculum. This implies that curriculum content requirements are not met in approved textbooks. Arguably, Saphir (2001) and Ogah's (2017) observation may reflect the situation in Pakistan. That is, teachers are likely to use other supplementary textbooks to satisfy curriculum requirements. Jijji (1980) had also indicated that in Iraq the syllabus is not always in tune with the real needs of learners and that the textbooks' writers have not focused properly on the objective of the syllabus. This suggests that the textbook and the syllabus may have been prepared and designed in isolation, without a consideration of a possible alignment.

The studies discussed above have been carried out in different contexts largely outside Ghana. Thus, with the exception of Saphir's (2001) study, all the other studies on alignment have been carried out in different jurisdictions as well as on different subjects especially Mathematics and English – not on History. It seems obvious, therefore, that very limited efforts have been made on this issue in Ghana, particularly in History education. Thus, the conceptual field between the History syllabus and its official textbook has not been explored after the 2007 education reform in Ghana. It seems worthwhile, therefore, to examine the alignment between the History syllabus and the official History textbook used at the high school level. This article has taken a step further by adding another dimension to alignment research by investigating how the high school History textbook provide detailed information on the topics in the History syllabus. The study is, therefore, organised around two questions, namely:

1. How do the topics specified in the high school History syllabus align with those in the history textbook in Ghana?
2. Does the History textbook provide detailed information on the topics in the History syllabus?

In this paper, alignment is defined as the degree to which topics in the History textbook are in agreement with the topics outlined in the History syllabus in the Ghanaian context (Webb, 2002). The two

curriculum documents being examined are the government of Ghana developed documents for History education in high schools.

Analytical framework

Webb's (2007) Alignment Model is adapted as the analytical framework for the study. This Model provides strategies that are used to measure alignment between curriculum documents. It highlights the correspondence between curriculum documents such as syllabus, textbooks, teachers' guide, among others. In this model, Webb suggests that the sequential development of curriculum materials enable researchers to measure curriculum documents to support educational systems. The Model is appropriate to use if the documents being measured to determine the degree of alignment are developed in different time periods. This implies that the Model is appropriately applied when documents are developed in a sequence. That is, the first document developed is used as a blueprint to develop subsequent documents (Shah, 2012). In the Ghanaian education system, the syllabus of the various subjects are developed first, and are then used by textbook developers as a blueprint to determine the structure and content of the respective subject's textbooks (Case, Jorgensen, & Zucker, 2008). During the development process, textbook developers can identify the topics that correspond to each topic in the syllabus, thereby providing thorough evidence of alignment (Case, et. al., 2008). In his Alignment Model, Webb (2007) provides four aspects of the Model that can be used to assess different issues about curriculum documents. These include categorical concurrence, depth of knowledge consistency, range of knowledge correspondence, and balance of representation. Categorical concurrence evaluates the similarity between the topics in different documents. Depth of knowledge consistency compares the content complexity of related documents required by the curriculum. Range of knowledge criterion is used to judge whether a comparable span of knowledge expected in the textbook is the same as, or corresponds to, the span of knowledge in the syllabus (Webb, 2002). Balance of representation compares the emphasis given to certain topics and objectives in curriculum documents (Webb, 2007).

Two aspects of the Model have been adapted as the basis of analysis to address the two research questions formulated: *categorical concurrence* and *range of knowledge correspondence*. The categorical

concurrence would enable the determination of the general indication of alignment, if both the History syllabus and History textbook have the same topics or otherwise. Therefore, alignment is achieved when the History syllabus and the textbook have the same topics. The range of knowledge would also lead to the determination of the expected details in the History textbook to correspond to the span of knowledge in the History syllabus that students need in order to answer standardized assessment items in History.

Methodology

This is a qualitative case study conducted within the interpretivist paradigm. By making use of this paradigm, descriptive data in the context of the Ghana History syllabus and textbook were collected with the intention of developing an understanding about what is being studied (Nieuwenhuis, 2007). These two curriculum documents were purposively selected based on the fact that they are the officially prescribed materials for use in the teaching and learning of History in Ghana. It is important to state that the History syllabus in use was published in 2010 after the reforms in 2007 while the official textbook in use was published in 1993 after the 1987 reforms. Usually, once a new History syllabus is developed, as was the case in 2010, the expectation is that a new History textbook to support classroom implementation would be published. However, as indicated earlier, that was not the case.

Ten out of the 19 History teachers in the Accra Metropolis were selected for the in-depth interviews (IDIs). The use of 10 History teachers reflected Creswell's (1998) argument that "interviews with up to 10 people" is a recommended number to reach saturation (p. 65). The purposive sampling technique was used to select the sample because of the central phenomenon underlying the study (Creswell, 2008). The selection of History teachers took two factors into consideration: (a) years of teaching History, and (b) role in examining students. In terms of years of teaching, only teachers who have had 10 years and above of teaching experience were selected. In terms of role in examining students, History teachers who were examiners for the West African Examination Council were considered. These two factors guided the selection because it was assumed that teachers selected on such grounds would be in better position to provide information as to the extent to

which the History textbook contains detailed information to support the implementation of the syllabus. Also, it was assumed that teachers who serve as examiners are in a position to evaluate the details of the History textbook considering the fact that they are privy to marking scheme requirements.

The analysis of the documents took into consideration the view that qualitative researchers who use written texts such as syllabus, textbooks, teachers' guide and other curriculum documents as their materials do not try to follow any predefined protocol in executing their analysis (Denzin & Lincoln, 2008). Rather, such researchers try to write down their themes by reading and rereading the study materials thereby drawing a picture of the presuppositions and meanings that constitute the cultural world of which the textual material is a specimen. In line with this perspective, a bricolage of qualitative content analysis within the categorical concurrence aspect of Webb's model was used as means to explore the alignment between two curriculum documents. The approach to content analysis involved the following procedure: By reading the two documents, specific data were generated from the relevant sections of the History syllabus and the chapters in the History textbook that dealt with the topics in the syllabus. This analysis was done in a manner that the History textbook produced certain discourses on the topics in the syllabus in line with the purpose of the investigation. The content matching approach was adopted for the analysis. Under this approach, the relevant topics in the syllabus were matched with the specific topics in the textbook as required by the categorical concurrence. The units of analysis therefore comprised the topics in both documents.

In-depth interviews (IDIs) were conducted to elicit responses on how the History textbook provides detailed information on the topics in the History syllabus. The interviews were recorded and transcribed for analysis. As the interviews were transcribed, trends and statements that responded to research Question Two were noted within the range of knowledge of the Alignment Model. Before the analysis, a list of codes was created for the responses about the detailed information the History textbook provides, and the rationale for using other supplementary History textbooks. Codes were assigned to highlight some excerpts. After the initial analysis, narratives were written that described the respondents' responses. These narratives provided an overview of the respondents' responses and enabled the identification of patterns.

Findings and Discussion

Alignment between the History syllabus and the History textbook
The analysis revealed that the History textbook follows the structure of the syllabus. This was obvious as the two documents were both organised into three sections. The three sections in the two documents represent the various Grades or Forms in the high school system - Forms One, Two and Three. In the first sections of the documents, the textbook had ten topics for Form One students while the syllabus provided nine topics as indicated in Fig. 1. Civilisation of Nilotic Sudan from 3000 BC is not in the 2010 History syllabus. This means that a topic in the History textbook is not captured in the History syllabus. Therefore, in Form One the topics in the textbook, to an extent, do not conform to the latest syllabus guidelines implemented in 2010.

Year One Topics

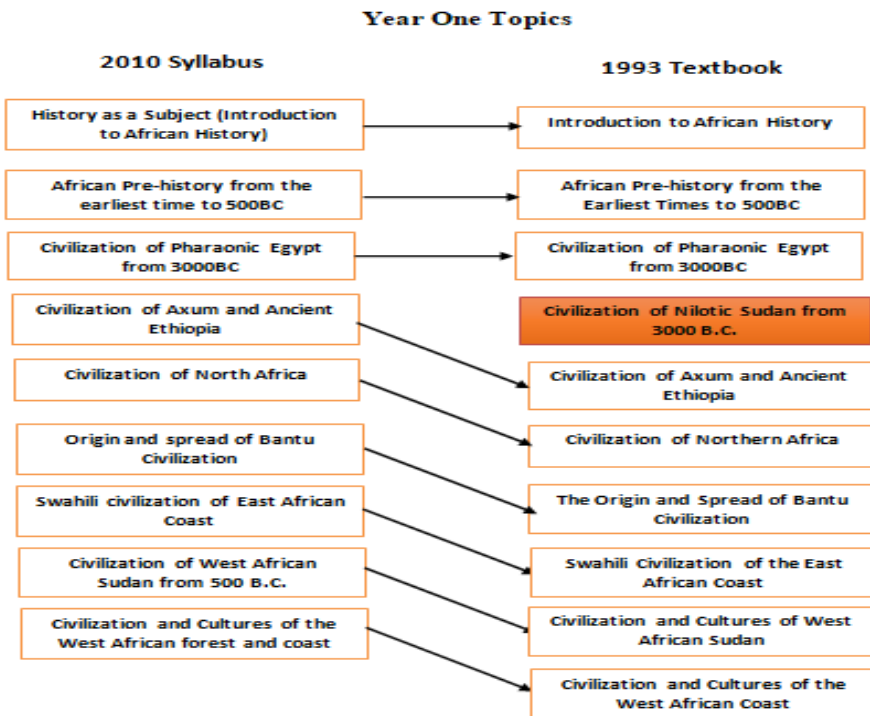| 2010 Syllabus	1993 Textbook
History as a Subject (Introduction to African History)	Introduction to African History
African Pre-history from the earliest time to 500BC	African Pre-history from the Earliest Times to 500BC
Civilization of Pharaonic Egypt from 3000BC	Civilization of Pharaonic Egypt from 3000BC
Civilization of Axum and Ancient Ethiopia	Civilization of Nilotic Sudan from 3000 B.C.
Civilization of North Africa	Civilization of Axum and Ancient Ethiopia
Origin and spread of Bantu Civilization	Civilization of Northern Africa
Swahili civilization of East African Coast	The Origin and Spread of Bantu Civilization
Civilization of West African Sudan from 500 B.C.	Swahili Civilization of the East African Coast
Civilization and Cultures of the West African forest and coast	Civilization and Cultures of West African Sudan
	Civilization and Cultures of the West African Coast

Fig. 1: Year One Topics

In Form Two, both documents contain nine topics. However, it was noticed that two separate topics in the textbook are combined in the

syllabus as: "The Peopling of Ghana and The Rise of States and Kingdoms". In this case, the topics in the syllabus should have been eight, but "Social and Political Developments: 1500-1900", Form Three topic has been added to Form Two topics making it nine topics in the syllabus as Fig. 2 provides. Notwithstanding the alteration in Form Two, there is no alignment between the topics in the textbook and the syllabus, as established in the Model. Thus, there is a topic in the syllabus which is not captured in the textbook.

Year Two Topics

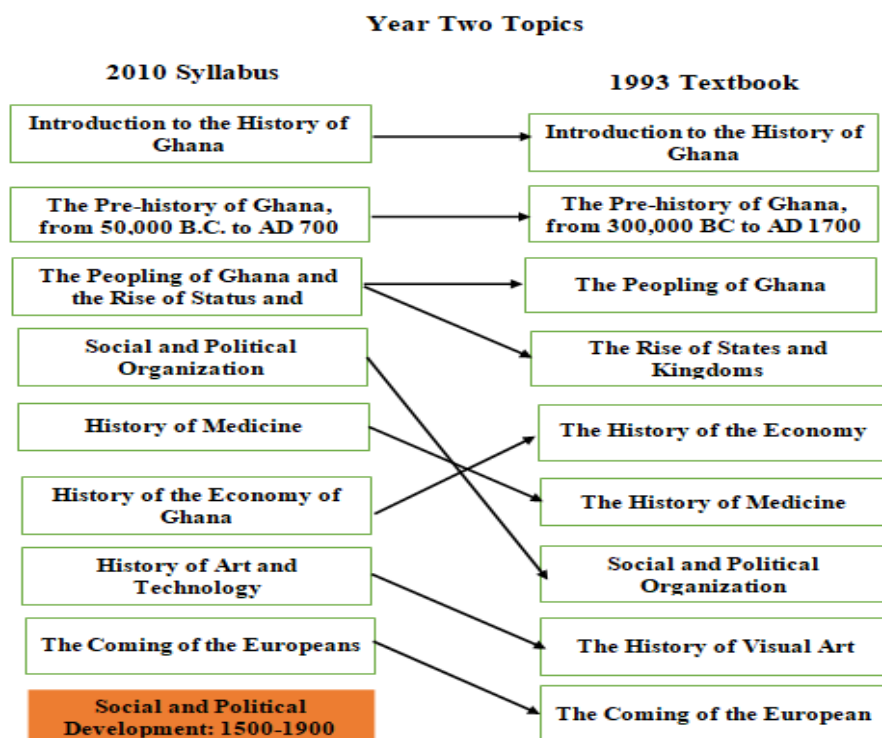| 2010 Syllabus	1993 Textbook
Introduction to the History of Ghana	Introduction to the History of Ghana
The Pre-history of Ghana, from 50,000 B.C. to AD 700	The Pre-history of Ghana, from 300,000 BC to AD 1700
The Peopling of Ghana and the Rise of Status and	The Peopling of Ghana
Social and Political Organization	The Rise of States and Kingdoms
History of Medicine	The History of the Economy
History of the Economy of Ghana	The History of Medicine
History of Art and Technology	Social and Political Organization
The Coming of the Europeans	The History of Visual Art
Social and Political Development: 1500-1900	The Coming of the European

Fig. 2: Year Two Topics

In Form Three, there is a mismatch. While the textbook contains eight topics, the syllabus has four topics. Considering the addition done to Form Two topics in the syllabus, it would have been understandable if the topics in the syllabus are seven. However, this was not the case. The difference is that the textbook has three more topics that are not captured in the syllabus as Fig. 3 indicates. These are "The World Situation by AD 1500", "The Changing Patterns of Trade", and "The Partition of Africa". It is, therefore, obvious that in Form Three, there

is lack of alignment between the two curriculum documents in History education in Ghana. This finding corroborates the findings of some earlier studies (e.g. Schmidt, et al., 2001; Nakawa, 2012; Shah, 2012; Jijji, 1980). All of these studies found lack of alignment between subjects' textbooks and the respective syllabi. This lack of alignment could be related to the absence of a new History textbook to reflect the changes made in the 2007 reforms which informed the designing of the 2010 History syllabus. Consequently, History teachers are not likely to use the History textbook.
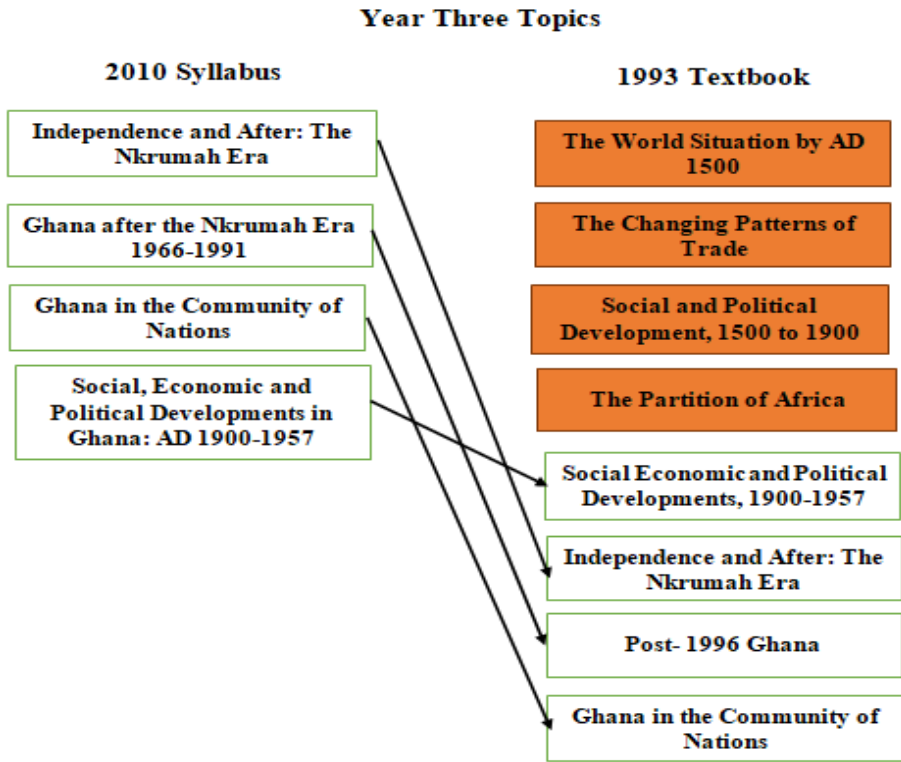
Fig. 3: Year Three Topics

Generally, the findings established that the topics in the History textbook did not adequately match the topics in the History syllabus. That is, the contents of the History textbook were not adequately congruent with the History syllabus. Reasonably, what appears as a lack of alignment between the textbook and the syllabus specifically in Form

Three may be attributed to the reforms carried out in 2007. These reforms made alterations in the content of the History syllabus. These alterations in the curriculum document may have led to the omission of topics and joining of topics in the 2010 History syllabus. However, the approved History textbook that ultimately provides detailed information on the topics in the syllabus, as noted earlier, has not been subjected to any changes since 1993 when it was published. It is obvious, therefore, that the History textbook that is currently in use continues to reflect the 1987 education reform. In the absence of a new History textbook to give effect to the 2007 reforms, the 1993 History textbook continues to be used in History classrooms in Ghana.

This practice needs attention, given the fact that when reforms are carried out, it is not only that all the related aspects of the reforms are planned and designed by only connecting each of the aspect. More importantly, what is required during education reforms is to match up all the related aspects with each other to identify possible alignment among them (Memoire, 2010). The finding has provided somewhat lack of alignment between the History textbook and the syllabus. This situation may have pedagogical implications. There is the likelihood that History teachers would use different materials produced by commercial publishers rather than the official History textbook. It is to be noted that materials produced by commercial publishers are not to be substitutes for government textbooks but are to be used as supplementary materials. Therefore, if teachers would only rely on supplementary textbooks because of the deficit in the government textbook, then the purpose of teaching History in schools may not achieve the ends for which History was introduced into the school curriculum in Ghana. Arguably, the perception that any material can be used to teach a subject is baseless. Textbooks have to be planned and designed in advance before classroom implementation of any reform or innovation. Textbooks are to fulfil certain requirements in order to achieve the goals set in the school curriculum.

The finding also suggests the existence of curriculum reform gap in History education in Ghana. At the global level, the reform gap may cast a '*slur*' on the education enterprise of Ghana. It is obvious that reforms should include all aspects that matter to a particular subject's curriculum. However, the finding has indicated that the History syllabus has been altered to reflect changes made in the 2007 education reform while the History textbook has not witnessed any modifications

in line with the new dimensions the reform brought. This may create an impression in international readers or audience that stakeholders lack understanding in curriculum reforms, innovation and change. It is accepted worldwide that textbooks influence classroom practices more than any other instructional material (Valverde, Bianchi, Wolfe, Schmidt & Houang, 2002). Textbooks are organised in a purposeful way, and consequently their content and structure are very important for the realisation of specific objectives of History education in any country (O'Keeffe & O'Donoghue, 2009). Therefore, the absence of a History textbook to reflect the current History syllabus in Ghana is not appropriate. Given the central role of textbooks in curriculum reform and change, it is prudent that care be taken at policy-making levels to see to the designing of new History textbooks that align with the syllabus' content embodied in the 2007 reforms, and is 'fit for purpose'.

The detailed nature of the History textbook

As noted in the methodology, 10 History teachers were interviewed to address this subheading. There was unanimity in the responses gathered. All the History teachers acknowledged the lack of detailed information in the official History textbook. Some of the comments are as follows:

> *the history textbook currently in use is not comprehensive enough to support classroom teaching. The information in the textbook is not adequate considering the marking schemes used over the years in marking final examination questions. I realised that a lot of the information required to answer examination questions are not found in the textbook* (History teacher B).

Similarly, History teacher D noted that:

> *I use supplementary textbook when teaching. The obvious reason is that the government recommended history textbook does not adequately provide detailed information on the topics in the syllabus. Most of the explanations in the textbook are very brief, therefore if I rely on it alone, students are likely to lose".*

History teacher E also said that:

> *Explanations in the textbook are not comprehensive at all. I have been marking examination for 15 years for the exam council and the requirements of the marking scheme show that the government history textbook is not detailed enough. Though, I know that the history textbook cannot contain everything but some relevant little information that ought to be in the textbook are not there. And this is serious, because a lot of senior high schools in Ghana do not have school libraries let alone books and internet accessibility to supplement the teaching and learning of history.*

These findings suggest that the official History textbook is not detailed enough to achieve the desired expectations. The interviews uncovered the lack of depth of information in the textbook to support the implementation of the History syllabus. For that reason, History teachers make use of supplementary textbooks. Possibly, the absence of a corresponding History textbook to support the implementation of the 2010 History syllabus may also account for this practice.

The lack of detailed information in the official History textbook may provide assumption that the textbook is not 'fit for purpose', and that it is obsolete to the current History syllabus. This finding supports those of Saphir (2001), Hutchins (2016) and Ogah (2018). These studies acknowledged that textbooks do not provide extensive explanations of materials in subjects' syllabi. Though, it is admitted that textbooks cannot contain everything, it is important that certain required details are provided in the textbook; the practice should be the case for developing countries where there are a lot of rural schools that cannot readily access extra information through other alternatives. This makes the History textbook very essential for quality education in developing countries. An important conclusion of researchers on the relevance of textbooks is that the availability of required information in textbooks in schools in developing countries is associated with students' achievement: students do better on tests when there are textbooks to support classroom instruction (Heyneman, Farrell & Sepulveda-Suardo, 1978; Fuller, 1987; Fuller and Clarke, 1993). Therefore, if the government History textbook is not comprehensive enough to serve its purpose, students' academic achievement could be effected.

The use of other supplementary History textbooks as claimed by the respondents was a concern. It was noted that these supplementary

History textbooks used by History teachers were not submitted for approval at the District Education Directorate as required by the Ghana Education Service. The following comments are worth noting. For instance, History teacher A said that:

> *The supplementary textbooks I have been using have not received any approval from the Education Directorate. I just bought them from the bookshop. Ideally, such books should have a seal from Ghana Education Service as an indication of approval. Again, preferably textbooks that are brought to the schools for sale, the publishers should come with approved letters from either the District Office or the headquarters. But in my case, these publishers do not have such approval letters because they [publishers] say they do not go for any approval. However, after perusing those textbooks, I realise they are good to support my lessons so I buy them.*

History teacher G stated that:

> *Those who bring supplementary textbooks to sell in the school do not have approval from the Education office because they say they do not go for such approval. So for me, I only go through the materials they bring and, if I am convinced that they are good materials, I buy one and recommend students to also buy them. This is all because the recommended history textbook does not contain adequate information on the topics in the history syllabus. More importantly, the supplementary textbooks help us to prepare students for their exams*

The findings imply that supplementary History textbooks used by these respondents do not have any official approval as required by policy. This calls for action, given the fact that the established procedure for using other supplementary textbooks in schools is not followed. Regardless of the benefits that may be derived from the use of supplementary textbooks in schools, requirements for the use of supplementary textbooks ought to be adhered to. It is possible that not all History teachers may possess the required competence to evaluate supplementary textbooks to determine their efficiency as noted. Even

those who claimed they assess the suitability of these materials do so in the light of examination questions. However, the government History textbook may have other educational values that students are expected to obtain apart from helping students to pass examinations.

It has been established in the findings of this study that the lack of comprehensive government History textbook makes teachers use other supplementary textbooks. These textbooks are produced by commercial publishers to augment government materials. The danger in this practice is that most supplementary textbooks are not developed in line with education policy and guidelines. For instance, in Ghana, it is a policy that all supplementary textbooks supplied by commercial publishers are approved by District Directorate of Education. The Education Directorate would ensure that these supplementary textbooks adhere to the government education policy, and also the content of the materials have a direct tie to the curriculum and supports the instructional programme. Similar arrangements also exist in the State of California. In California, teachers who intend to use other supplementary textbooks are expected to consult the District Superintendent or designee as necessary to determine the compliance of the material with District criteria (California Department of Education, 2000). The primary considerations should be the educational value, appropriateness, and relevance of the materials as well as the suitability of the material per the developmental stage of the students. However, as the finding suggests, the supplementary textbooks History teachers acknowledged they have been using were not approved by the established offices. Therefore, the current practice where publishers do not seek approval in line with policy ought to end for the purposes of ensuring quality History education.

Arguably, textbooks are not only developed for examination purposes. They may have other expectations in the school system. Therefore, teachers' use of supplementary textbook materials for examination purpose would deprive students of other equally important outcomes that the government textbook could offer them. Kuhn (1970) suggests that a prescribed school textbook provides the contemporary paradigm of the subject and its pedagogy, and further introduces novice teachers into the body of knowledge and the processes specific to the subject that other supplementary textbooks would not offer. Stray (1994) also emphasises that government prescribed textbooks have additional socio-economic values apart from examinations. Thus,

textbooks play an essential role in the transmission of multiple values about the field of knowledge, about pedagogy, and other relevant aspects of society (Lubben, Kasanda, Kapenda, Gaoseb & Kanjeo-Marenga, 2003).

Therefore, the practice of teachers using supplementary textbook alone is completely unacceptable but admittedly excusable because, the evidence suggests that teachers' use of supplementary textbooks in class is due to the absence of a prescribed History textbook that comprehensively addresses topics in the 2010 History syllabus. The current situation of the non-existence of a new prescribed History textbook to support the implementation of the current reform provides a reasonable justification for the use of supplementary History textbook. This means that the decision of History teachers in using supplementary textbooks is a pedagogical decision made by the teachers and a decision determined by the unavailability of government History textbook that reflects 2010 History syllabus.

Conclusion and Recommendations

What the researcher considers the most significant finding of this study is the somewhat mismatch between the content of the History syllabus and its official History textbook which the framework helped to elicit. This deficiency in History education at the senior high school level could constitute a hurdle in achieving the aims of the History curriculum in Ghana. This obvious gap must be filled. In this context, there is a concern the Ghana Education Service must respond to immediately. The concern is that new History textbooks have to be published to meet the implementation needs of the 2007 education reforms. Thus, the finding provides an implication in the sense that it offers feedback to curriculum developers and textbook authors to consider alignment between the History syllabus and the History textbook. For instance, in Malaysia, the Curriculum Development Centre revised the English syllabus in 2002 and new textbooks were published in 2003 (Mustapha, 2008) to reflect the issues in the syllabus. Findings from the interview also lead to the conclusion that the History textbook does not contain detailed information on the topics in the History syllabus. It is for that reason that History teachers make use of supplementary textbooks. What makes this practice more disconcerting is that these materials are not approved for use in schools.

Supplementary textbook materials are usually examination focused and do not contain other essential resources in government textbooks (Ogah, 2017).   Therefore, students are not likely to obtain other relevant values that a detailed government recommended History textbook would offer them. Though textbooks are not the only instructional resources required for attaining a country's educational goals, they are a major component of many curricula and education systems. The development of the History textbook can play a critical role in achieving and maintaining quality education. Delivering a quality, coherent and comprehensive History education to students does not happen in a vacuum. Therefore, to ensure that a quality History education is achieved, the History textbook to be developed must contain comprehensive and adequate information to support History teaching and learning in schools.

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