

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

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**AN EVALUATION OF ZIMBABWE'S SECONDARY SCHOOL MATHEMATICS
TEXTBOOKS.**

BY

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ABSTRACT

The aim of this paper is to highlight the role quality Mathematics textbooks have on high student achievement. The statement to the problem shows the high failure rates in Mathematics yet there are two textbooks that have been in use for a long period of time, these are, Focus on Maths and New General Mathematics. The Literature Review shows related studies which link the role of textbooks to high student performance and also documents the importance of Mathematics in life. The research took more of a qualitative approach with the population being teachers and pupils from 10 schools in Bulawayo. The sample size comprises of 26 participants and data from these was collected through interviews, questionnaires and observation, where secondary data was also consulted. The main findings of this research revealed that indeed, these two textbooks are used by the schools but are not learner centred and do not satisfy teacher, pupil and examination needs. Conclusions present that this exclusion of learner participation has affected the learner's attitude towards the subject and has acted as a hindrance for learners to strive to pass Mathematics. This paper recommends that more involvement of the learner be recognized in the textbooks through activity based learning, which would prove beneficial to both the teacher and student, and ultimately, equip learners with the necessary skills for examination purposes.