

ABSTRACT

Social Studies Textbooks in the Primary Schools of San Fernando - their Selection and Use, and the Relatedness of their Content to the Content of the Official Syllabus and the Common Entrance Examination.

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The most widely used social studies textbooks of the teacher and student for standards one, three and four were analysed to determine the extent to which their content are aligned to the syllabus. The standard four text which was also used by the standard fives was further analysed to establish its content inter-relatedness to that of the National Common Entrance Examinations.

These analyses are done using a parallel listing, checklist content analysis instrument, specially developed for this research. The texts analysed were chosen from books that were selected according to current textbook selection and usage practices of primary schools in San Fernando; in this respect teacher training - academic and professional, training to select and use textbooks, timetable scheduling, the need for the textbook, methods used to select textbooks, as well as teachers perception of social studies as it impacts on their teaching were also addressed.

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Findings of the analyses are evaluated in terms of planning needs for curriculum wholeness and curriculum renewal. They indicated that there is the need to mount update - teacher education programmes, and better equip teachers to select and use content material. As well, there is need to immediately address the timetable scheduling for the social studies. Social studies education must be monitored to ensure there is content inter-relatedness between the text, the syllabus and the examinations so that its goals and objectives are met.

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