

**AUTHORSHIP, QUALITY AND PRICE AS FACTORS INFLUENCING
UTILISATION OF TEXTBOOKS IN PRIMARY SCHOOLS IN OYO STATE,
NIGERIA**

BY

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ABSTRACT

Textbooks play central role in teaching and learning in schools, particularly, in primary schools. Difficult and poorly written textbooks in the early grades contribute to the high drop-out rate of pupils in Nigeria. Utilisation of textbooks may be influenced by several factors, especially authorship, quality and price. However, there is a dearth of information on how the factors relatively and jointly influence utilisation of textbooks in primary schools in Nigeria. The study, therefore investigated the influence of authorship, quality and price on textbook utilisation in primary schools in Oyo State.

The *ex-post facto* type of descriptive survey research design was used. Multi-stage sampling technique was adopted to select 7 out of the 8 educational zones in Oyo State. Eight schools each were selected from the 7 zones. Fifty-six head teachers, 130 teachers, one arm (intact class) of primary five pupils (1,680) and parents/guardians (1,680) were randomly selected in the schools. Furthermore, four sessions of Key Informant Interview (KII) were conducted with authors, publishers, Officials of the Ministry of Education and State Universal Basic Education Board. Three instruments were used: Teachers' Textbook Assessment Scale ($r=0.95$); Parents' Textbook Assessment Scale ($r=0.95$), and Pupils' Textbook Assessment Scale ($r=0.77$). Data were analysed using descriptive statistics, Pearson Product Moment Correlation and multiple regression. Content analysis was used for the qualitative data.

Daily percentage usages of textbooks by the pupils were: mathematics (83.2%), English Language (74.4%), basic science (38.1%) and social studies (33.9%). Authorship, quality and price had significant influence on utilisation of textbooks ($F=(10, 19), 4.858 p<0.05$) and contributed 85% to the variance of the independent variable. The relative contributions were as follows: authorship, ($\beta =-.546; t=-2.621$), quality ($\beta =-.421; t=-2.183$), price ($\beta =.282; t=1.171$). Also, significant relationship existed between quality and utilisation of textbooks: ($r=0.72$) for mathematics textbooks; ($r=0.67$) for English Language textbooks; ($r = 0.66$) for science textbooks and ($r=0.40$) for social studies textbooks. Significant relationship existed only between authorship and utilisation of English Language textbooks ($r=0.83$) while none existed

for others. There were significant differences in quality and price of mathematics, English Language and social studies textbooks by different publishers. The average prices of textbooks across publishers as at the time of this study were as follows: (N660) for mathematics, (N555) for English Language, (N537) for science and (N457) for social studies. The authors were highly qualified as majority (69.0%) of them were Ph.D. holders who wrote in their areas of specialisations. This reflected in the high quality textbook produced. The KII revealed that all the publishers indicated their authors' qualifications and experience as important criteria for selection. More than half of the authors (78.6%) were male. Approximately, 60% of the production cost was on paper procurement.

Authorship, quality and price influenced utilisation of textbooks in Oyo State. Therefore, government should ensure evaluation in respect to authorship and quality of textbooks by experts before they are adopted for schools in Oyo State. The government should also reduce taxes on raw materials that publishers use in textbook production.

Key words: Textbook utilisation, Textbook evaluation, Primary schools, Book publishers, Textbook prices.

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CERTIFICATION

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DEDICATION

This work is dedicated to **GOD** most high, the great and mighty one who manifested His Omniscience, Omnipotence and Omnipresence from the foundation to the full accomplishment of this work.

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LIST OF ABBREVIATIONS

Africana	Africana First Publishers Nig Ltd
EFA	Education for All
Evans	Evans Brothers Nigeria PLC
HEBN	HEBN Publishers Nig Ltd
IEA:	International Association for the Evaluation of Educational Achievement
Longman	Longman Publishers Nig Ltd
MacMillan	MacMillan Publishers Nig Ltd
MLA	Monitoring of Learning Achievement
NERD	National Educational Research and Development Council
Onibonoje	Onibonoje Publishers Nig Ltd
SIMs	Second International Mathematics Study
UBEC	Universal Basic Education Commission
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPL	University Press Plc

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the key to national development. It is the most powerful weapon that can be used to change the world (Mandela, 2006). The central role of education as an instrument for social transformation and national development is globally acknowledged. It is fairly certain that education will perform this role more effectively if it is qualitative. Oshosanya (2004) avers that education is the future of Nigeria and the only way out of poverty. It is the greatest power man has developed (Ukeje, 1991). Education is the most potent factor of individual group or societal growth and development, leading to actualisation of societal dreams.

The Nigerian educational system derives principally from the nation's philosophy that seeks to enhance dignity, worth and self-actualisation of every citizen. The policy of education was meant to provide the legal framework for the educational system. Basically, one of the goals is to ensure the promotion of the physical, emotional and psychological development of all children, and acquisition of competencies necessary for self-reliance (Federal Government of Nigeria, 1998). Primary education, in particular, is the level of education that develops in the individual the capacity to read, write and calculate. It is the core of development and progress in modern societies. In other words, it helps to eradicate illiteracy, one of the strongest predictors of poverty (Bruns, Mingat and Rakotamalala, 2003). Lassa (1995), in Oduolowu (2004), asserts that the formal education system recognises the primary education level as the foundation on which the entire education is built. The Federal Government of Nigeria (1998) in NPE conceives primary education as the education given in institutions for children from age six. Primary education is the first formal concrete education which an individual can be exposed to. It is the bedrock of all other levels of education.

Mantu (2005) asserts that sound basic education is important for the overall development of the country. According to him, primary education is the foundation of learning. If children do not receive quality primary education, they cannot be properly equipped to advance to secondary schools or universities. Tahir (2005) also acknowledges the fact that basic education is the foundation upon which all levels of societal development are predicated. To ensure the production of good scientists,

engineers, lawyers, astronauts, accountants, architects, geologists, politicians and other professionals, there must be qualitative primary education.

Eniyansoro (2004) describes early childhood education as the only reliable means of ensuring the future of young ones and, by extension, the future of Nigeria. Primary education is the instructional base of the educational pyramid on which the success or otherwise of other systems of education and, by implication, manpower development, national advancement and growth depend. Since the rest of the educational system is built upon it, the primary level is the key to the success or failure of the value system. Therefore, primary education must be firmly rooted in quality. The Federal Government of Nigeria sees education as the instrument *par excellence* for effecting national development ((Federal Government of Nigeria, 1998). Hence, primary education must be given all necessary attention through the provision of up-to-date facilities.

Education is the backbone of national development, and books are the principal element in the educational process. Books are vital for both teaching and learning at the primary level of education. Books are used by teachers at this level as tools for passing knowledge to their pupils (Oyebola, 2003). Basic reading, writing skills acquisition, all sustainable, more complex use of reading and writing are, in turn, dependent on what is taught, how it is taught and what is available to teach and sustain such skills. Books (as well as other print media) are the basis of further learning and social participation. Textbooks, in particular, are essential learning tools, especially in print-poor environment, where they may be the only reading material a child or adult may use to acquire literacy skills. The importance of books to education cannot be overemphasised. Books are critical to the success of the educational process. Research works have indicated that textbooks deliver the curriculum and they are the single most important instructional material available to the teachers and children in developing nations (Lockheed and verspoor, 1991). Nothing could replace the printed word as the key element in the educational process. As a result, textbooks are central to schooling at all levels (Altbach, 1983).

The supervision of primary school in every state is being controlled and supervised by the Universal Basic Education Board. This board has a branch in every state, which oversees the organisation and control of education in each state. There

are also prominent boards that see to the standard or quality of education in Nigeria. Among such boards is the National Educational Research and Development Council (NERDC), charged with the responsibility of curriculum development and implementation in Nigeria. NERDC has six Academic Centres, namely; Book Development, Curriculum Development, Education Research, Language Development, Library and Informatics, and Special Programmes. In Oyo State, the Universal Basic Education Board is responsible for the organisation and control of all the schools in the state.

Basic education is used almost universally to convey the importance of skills and knowledge acquired in elementary or primary schools (World Bank, 2002). These skills and knowledge are acquired through the teaching and learning of some basic subjects, such as foreign language (English – in Nigeria), writing, mathematics, science and social studies. The Federal Government of Nigeria believes that the learning of English language will inculcate permanent literacy while the teaching of mathematics will enhance numeric skill in primary school pupils. The learning of science will lead to the achievement of the second objective of primary education, the laying of a sound basis for scientific and reflective thinking, while social studies and citizenship education teaching at the primary school level will lead to the achievement of the third objective, the basis for effective participation in and contribution to the life of the society (Federal Government of Nigeria, 1998)

In Nigeria, the review and selection of suitable textbooks for use by pupils/teachers is done by the Ministry of Education in each state. As a first step, an advertisement is made in national newspapers, inviting publishers and authors to submit their titles. Some of the criteria used in selection include: 1. Conformity with the national curriculum; 2. Quality of print and illustration; 3. Students' exercise; 4. Currency of edition; 5. Quality of production (bond paper, binding, size and so on.); 6. Cover price/Affordability; 7. Availability throughout the state. The expanded ambition of the Federal Government of Nigeria, with regard to the Universal Basic Education (UBE) and the recent proposed radical changes in the educational policies and structure of the educational system, particularly at the primary and secondary school levels, necessitates the sourcing of relevant information from which informed decisions can be made. Findings from empirical researches could be useful sources of enduring information for such important decisions by the Federal Government.

Furthermore, as necessary offshoots of government's effort, other federal government parastatals, such as the Universal Basic Education Commission (UBEC), engaged in such activities focusing on the provision of appropriate instructional materials for primary schools. Research efforts have shown that UBEC had embarked on such activities for which scholars were invited to evaluate and recommend textbooks for adoption and distribution to selected primary schools in the country. The results of such studies like the present one could shed informed light on or create awareness of the factors that could determine the authorship, quality, price, availability and utilisation of children's textbooks in Nigeria. In addition, the results could influence the development of pertinent criteria for evaluation of primary school textbook for recommendation and adoption in Nigeria.

Books are the basic means for the storage and transfer of information, knowledge and education (UNESCO, 2005). Though there are other means, such as electronic media, in comparison to other mass media, books are durable and can be used many times without requiring any technology. Heyneman *et al.* (1978), cited in Searle (1989), claim that: "From the evidence we have so far, the availability of books appears to be the single most consistently positive school factor in predicting academic achievement. In fifteen of the eighteen statistics, it is positive; this is, for example, more favourable than the thirteen out of twenty-four recently reported for teacher training". In Nicaragua and Philippines, for example, research finding indicates that students with textbooks scored significantly higher, by about one-third of a standard deviation, than students without those resources (Psacharopoulos and Woodhall, 1985; Lockheed, 1993). It is widely accepted that the provision of basic textbooks in poor countries is the most effective means of improving learning. It is also recognised that, since textbooks are likely to be the sole print material available, they are likely to have much greater impact in poor developing countries than elsewhere in the world (Heyneman, 2004). According to UNESCO (2005) - Comprehensive Strategy for Textbooks and other Learning Materials (2005):

In its support of the right to quality education for all, textbooks for the 21st century must reflect more inclusive pedagogies and diversified content which not only impact academic knowledge, but also engage learners in interaction leading to the acquisition of life skills and universally shared values. It is also important to recognise that in a

rapidly changing world, the need for people of all ages to grasp new concepts, understand different perspectives, and acquire more complex technical skills is more pressing than ever before. Hence, it is increasingly important to respond to learners in ways that acknowledge their life experiences, abilities and knowledge of the world and to equip them with the tools needed to become life-long learners.

Textbooks often determine what learners learn and what they should be taught. Teachers base their lessons on and choose lesson content from what textbooks contain. They are usually the only reading material students have access to and examinations are often, to a considerable extent, based on the ability to reproduce what is found in textbooks. Without textbooks, many teachers may not be able to teach effectively. In many developing countries, where teachers might be inadequately trained, textbooks are indispensable resource. It is often perceived as the sole authority for what is to be taught. Meanwhile, in developed countries, where a greater variety of books and reading materials are available, it may only be a supplement to learning. Research has shown that textbooks are a cost-effective means of improving educational achievement, especially in the short to medium terms (Altbach ,1987, Fuller, 1987, Altbach and Kelly 1988). In countries where reading materials are scarce, textbooks have important roles to play. Learning can be enhanced even when there is only one textbook for every 2 to 3 students. Even when not mediated by a qualified and experienced teacher, textbooks can have a significant impact on educational achievement. The importance of book development as an essential prerequisite for social and economic development is neglected nationally. Textbooks are fundamental resources for educators, students and educational practitioners. Educators often use textbooks to guide course planning and to determine what topics that should be covered. Textbooks convey to students what substantive areas should be understood for competent practice. The knowledge, attitudes, values and skills believed to be essential for this practice are exemplified in their context (Lemmer, Edwards and Rapule, 2008)

Recent research has made it clear that the textbook is one of the most important and vital elements for effective and efficient teaching - learning process. Textbooks remain essential tools for preserving and diffusing the world's storehouse of

knowledge and wisdom. “Textbooks command attention because they not only provide the basic source of the school instruction but also transmit culture, reflect values and serve as springboards for the intellectual development of individuals and the nation” (Aggarwal, 2001). Classroom teaching depends heavily on textbooks. In situations in which the teacher is not well qualified, the textbook is a guide and a support to teaching. For the pupils, textbooks serve as a basis for systematic learning, for reinforcement, review and further study. Altbach (1983), rightly avers that: “nothing has ever replaced the printed words as the key element in the educational process and, as a result, textbooks are central to schooling at all levels”

A textbook is a constant companion of a student. It guides the student in learning - in the school and at home. Students are expected to use textbooks continuously and constantly. It is different from a general and reference book which a student consults once in a while. Textbooks are not only to be read by students, but they are also expected to be understood. A textbook is a self - teaching device. It enables a student to learn through his/her own efforts. It provides an opportunity to a student to reflect and evaluate. A student can find the specific information he/she needs in a book. He/she can review materials he/she has read from time to time to clear uncertainties. He/she can move ahead as quickly or as methodically as his/her individual capacities for comprehension permit. A textbook generates educational interaction. It plays a crucial role in generating educational interaction in the classroom between the teacher and the learner and also between a learner and other co-learners as a result of which learning occurs in a group. “The textbook is, in fact, the heart of the school and without the ubiquitous text, there would be no schools, at least as we know them” (Oakes and Saunders, 2004).

Textbooks, according to Ubong (2001), constitute a very important component in the educational system. Emanogu (1998) sees textbooks as the key ingredient in the curriculum and a crucial component in the survival of the educational system. The textbook is the most important teaching tool because it can determine what to teach and how to teach it. Textbooks that are for use in the primary schools must be of good quality. Although published in a particular culture, they have universal characteristics.

Aggarwal (2001) identifies five important characteristics of a textbook. These are selection, its organisation, presentation, verbal communication language and visual

communication illustration. According to Areo (2001) a book of good quality must be curriculum compliant, arranged in a logical sequence, clearly laid out, contains appropriate and well –labelled illustrations with adequate revision exercises.

The characteristics of the text also include the message code, the message content and the treatment. These have implications for the element and structure, level of discussion of the content, and message treatment. All of these taken together could affect the communication capacity or features of a textbook. A textbook must provide opportunity for high fidelity in communications for the reader to comprehend what is read. According to Berlo (1960),

Given a purpose for communicating, a response, which is to be elicited, a communicator hopes that his communication will have high fidelity. By fidelity, we mean that he will get what he wants. A high fidelity encodes is one that expresses the meaning of the source perfectly.

This implies that factors, such as communication skills, attitudes, knowledge level and socio-cultural system can constitute noise and affect the fidelity of the text.” These factors are attributes of both the author and the reader; therefore, in the areas of expression are reception by the author and the reader. Noise and fidelity are two sides of the same coin. Eliminating noise increases fidelity; the production of noise reduces the fidelity of a text. The structure of the text has to do with the ways in which ideas are connected in a logical pattern, logical coherence or cohesion in terms of use of language as well as linkages of references, thought and content (Ubong, 2001). The qualification and communication competence of the authors will determine the quality of the contents of the textbook. The contents of the textbook must be such that it meets the needs of primary school children. Thus, quality textbooks should not only serve as the main source of knowledge but they also need to help in developing the student’s personality, in respect of his/her individual skills, stimulating interest in learning, and in supporting interactivity. On the basis of these identified attributes or qualities, textbook experts state that the quality of a textbook is determined by the extent to which it fulfils didactic functions. Reints (2002) argues that:

The assessment of the quality of a certain product means that we have a clear idea about the functions of the product. The instructional functions of teaching materials depend on various aspects: their

target group, curricular area, textbook type, and the manner in which teachers intend to use these materials.

Rogiers and Gerard (1998) also claim that the functions of the textbook depend on users, textbook focus as well as the environment in which the textbook was created. According to Mikk (2000), the most important function of a textbook is to motivate students to learn. These and other experts (such as Zujev, 1986) have broadened the scope of the didactic functions of textbooks and ranked them in order of importance.

The book must

be written at a level of concept, content, and vocabulary that is appropriate for the majority of pupils at the grade level and in a way that, ideally, will interest and motivate them. It must be consistent in approach, method, and explanation. It should be of use to the less qualified teacher but allow the good teacher to expand upon its content. Writing a good textbook requires the skills of a subject specialist, a curriculum expert, a good teacher with classroom experience, and an imaginative author, and, as a result, the writing of such books is increasingly a team effort (Zujev, 1986).

Books that are used in schools in many parts of the world fall below these standards. Olajide (1995) identifies the problems of textbooks used in Nigerian primary schools. These problems include: inappropriate language level and lack of sensitivity of language to cultural norms which the children are used to and which the society expects in textbooks. Montagnes (1999) asserts that communicating in writing is hard work. It demands special skills. The printed message will not communicate clearly if the words are inaccurate, difficult to understand, poorly organised, spelled incorrectly or arranged ungrammatically, too general or too vague, too numerous, inconsistent in what they state or in their forms, uninteresting or unsuitable for the reader.

The importance of books in the lives of children is not open to debate. Books are essential for the intellectual, social, moral and spiritual development of children. The personalities of the children who are adequately exposed to good books early in life are incomparable with those who are not exposed or are inappropriately exposed (Okwilagwe, 2005). Books are principal sources of cognition, information and

intellectual growth. The importance of books in the life and development of man cannot be overemphasised.

When the provision of textbooks is inadequate, the quality of education, especially at schools in disadvantaged and poor communities, where buying a textbook is not an option as these are not easily available, will be constrained. English, mathematics and the sciences are identified as critical subjects that affect students' overall performance.

The availability, acquisition and effective utilisation of children's books can be greatly influenced by three factors, authorship, quality and price. The authorship manifests in communication skills, knowledge level, cultural background and attitudes of the author. The quality is highlighted by the treatment of the content, depth and scope of the content. The quality is also manifested in author's logical argument, depth of research, quality of materials used in the production of the book, handling and packaging (Okwilagwe, 2005; and Berlo, 1960).

It is important that publishing in Nigeria be regarded as a strategic industry, because publishing is not just another business but one of the fundamental pillars of a country's educational system. A viable publishing industry contributes significantly to the development of the country. Authors of children's books are very important, as they can either mar or build the lives of those that read their books. Books for children are the most important tools for sustainable educational and social growth. Textbook authors must ensure that learner activities are challenging and contribute to the learning of the content, scientific skills, and processes (Lawal-Solarin, 1999). The textbooks should cover the core knowledge in appropriate depth and with scientific accuracy. The author creates or originates ideas, packaged into a book by the publisher. According to Montagnes (1999), there are rules the author must observe. The rules for writing are not just someone's ideas. They come from a good deal of research into how readers behave: What encourages them to read and what stops them from reading, what makes it easy for them to understand what they are reading and what blocks that understanding.

Indigenous authors write the majority of the textbooks used in public primary schools at present in Nigeria today. Authors of children's books are supposed to bear in mind the following: the age range of the pupils, the purpose of the book, its scope

and accuracy. The presentation of the author also matters in his/her style of writing. Authors need to be objective. The author's language must be appropriate for the age range of the pupils that are going to use the book. When writing for children, the authors need to bear in mind the mental and chronological age of the children. The authors need to hold the interest of the pupils throughout the book. Lack of adequate and suitable learning materials is one of the factors affecting quality primary education in Nigeria (*New Nigeria, 1987*).

There is the need to ensure the quality of textbooks in terms of content production (physical attributes) being used by pupils in primary schools. Quality can be defined as a degree of excellence. Kopp, Martin, and Rafii (1996) describe quality as continuous improvement, a systematic approach to the closing of gaps between customer expectations and the characteristics of process outputs. Dreckmeyer, Maarschalk and McFarlane (1994) and Hubisz (2003), comment on technical aspects of textbooks and emphasised the quality of the book itself as well as of the illustrations, sketches and graphs. Stressing that text should be well laid out and readable. Lemmer and Edwards (2007) add that textbooks should provide for cultural and gender differences and different learning abilities and styles.

Taylor (2003) asserts that quality books could withstand the test of time; their content and physical appearance will still be impressive, intact and beautiful even after many years of usage. One of the ways of achieving good reading habit in children is by making books fascinating to them through good cover design and attractive inside illustrations. Illustration goes a long way in enhancing communication between the author and the reader.

Making sure that the author's message reaches the intended readers clearly and effectively involves more than words (Banjo, 1999). There must be the assurance that: the words are supported when necessary by illustrations; the appearance of the publication supports the message (design), the typesetting and printing should be clear, clean and economical (production management) and the message reaches the potential readers (distribution and promotion). The other important factor that could also add to what determines the utilisation of children's textbook is quality emanating from design and production of the textbook. Quality of a textbook could be gleaned from the result of testing the design of a particular textbook against questions such as: Is the type a suitable face? Are the size of type, length of the line, and spacing suitable for

easy reading? Is the page an appropriate size for the intended user? Is the binding appropriate for the intended user? Are illustrations well-planned so that details can be reproduced, does the design fit within the budget? Will it attract the intended readers? (Montagness, 1991).

The content and quality of primary school textbooks could, to a large extent, determine their acceptance and utilisation. In summary, the paper, colour, page size, binding typeface(s), type size spacing, heading styles, layout style, type area margins, and grid pattern all combine to determine the quality of primary school textbooks in Nigeria and other countries of the world.

However, Nigerian children's books, despite their exorbitant prices, are not properly produced. Following being used for a short period, they tend to fall apart, often textbooks begin to crack, colour chips away, and spines weaken with less stress. The textbooks soon appear aged, worn and outdated. Fayose (2000) asserts that the most locally produced children's textbooks have soft covers and the binding is usually wire stitching. These textbooks cannot, therefore, be used for library purposes neither can they be used for a long period by the children. The importance of pricing a book is that price has implications for the entire business of publishing. It determines who buys and uses a textbook, and the success of business of publishing. Thus, to a considerable extent, pricing determines the availability of a textbook. The publisher decides on the price, being guided by the cost of production and the purchasing power of the end users. The price of primary school textbooks is one of the factors influencing their usage. According to Olaniyan (2001), price is the monetary value a seller places on a good or service needed by the buyer. In a depressed economy, textbooks take an inferior rating in people's priority of needs – behind food, shelter, and security. Thus, there is little expendable income to purchase books. Moreover, there are factors influencing the price of children's textbooks, such as high cost of inputs like paper and other materials that are used in publishing. Omoniyi (1991) views paper as the most important raw material for book production. It forms about 60 per cent of production cost. Most Nigerian publishers traditionally invest in substantial paper stocks imported from overseas to guarantee consistent paper availability in optimum sheet sizes for their own publication. The cost of production, that is overhead cost, in addition to the required level of profitability, guides every

firm in setting its product price. All price-setting parameters are cost-based (Olaniyan, 2001).

In the publishing industry, the cost structure of firms is as follows: material cost (text paper and cover board) and the origination cost, that is the editorial, typesetting, illustration, cover design, layout, colour separation, paste-up, printing, royalty and overhead. Besides, about ninety percent (90%) of the materials used in publishing industry are imported (Olajide, 2005 and Ojeniyi, 1999). Most times, the price of a textbook determines the number parents can purchase for their children. If the price is high, the demand by parents will be low; but when it is low, the demand is high, other things being equal.

Publishers of children's textbooks in Africa, particularly Nigeria, still face difficulties, such as infrastructural problems, poor economy, dearth of authors and illustrators of children's books, poor distribution facilities and poor reading habits. Ubong (2001) asserts that quite a number of textbooks used in schools are of poor quality. Many children's books in Nigeria, according to Olajide (1995), have the following inadequacies: awkwardness of the format and layout, inadequate representations and illustrations, and insufficient boldness of the print. Also, most of these books are not durable, in view of the length of time they are expected to be used. Studies on quality of textbooks repeatedly report poor instructional design, difficult and inconsistent reading materials, and poor progression among other weaknesses. Poorly designed and hence, difficult books, have been found to contribute to early dropout in a number of countries (Montagnes, 2001).

The poor performance of Nigerian primary school pupils in international assessment test call for an improvement in primary school textbooks. Nigeria took part in the Monitoring of Learning Achievement (MLA) between 1996 and 2003. The project measured students' learning competencies in literacy, numeracy and life skills at the primary 4 and primary 6 levels across a number of Sub-Saharan and North African countries, such as Tunisia, Kenya, Morocco, Mauritius, Uganda, Madagascar, Zimbabwe, Cameroon, Malawi, Botswana, Mali, South Africa, Namibia, Burkina Faso, Senegal, Togo, Cote d'Ivoire, Zambia, Niger, Zanzibar, Gambia and Nigeria. Out of the 22 Sub-Saharan and North African countries that participated in the MLA Project of the 1990s, the learning achievement of students in Nigeria's primary schools were the lowest with national mean scores of 30 per cent compared with the 70 per

cent, the highest of Tunisia and with the median of 50.8 of Mali (Adekola, 2007 and Johnson, 2008).

The UBEC in 2003, carried out a curriculum - based national assessment of learning achievement in the core subjects at primaries 4, 5, and 6; the mean scores across the four core subjects (English, Mathematics, Primary Science and Social Studies) are low at each grade level with students able to answer correctly one in four test items in English and Social Studies and only able to answer correctly one in three questions in Science and Social Studies (UBEC, 2004).

Textbooks play a central role in the teaching and learning of the four afore stated core subjects. It is imperative that textbooks provide correct content and instructional support. They are also one of the most important and vital elements that aid effective and efficient teaching-learning process. However, Gilbert (1989) and Love and Pimm (1996), among others have pointed out a dearth of research into the use of textbooks. Despite the importance of books in emotional, mental and physical development of children, not much research has been done on the assessment of Science, Mathematics, Social Studies and English Language textbooks and the influence of authorship, quality and price on the use of textbooks in the primary schools in Nigeria.

1.2 Statement of the problem

There is ample evidence that the books used in schools in many parts of the world are below standard. Difficult and poorly written textbooks in primary schools were seen as contributing to the high early drop-out rate in many countries. Problems identified with textbooks used in Nigerian primary schools, include: inappropriate language level and lack of sensitivity of language to cultural norms which the children are used to and which the society expects in the textbooks, uneven print density and print images, barely legible, half-tones, poor finishing/binding and various other production flaws are now common in Nigeria. Most books produced in the country do not meet internationally acceptable standards in physical and visual quality, and /or in the quality of content. It is important to note and reveal that the quality of the visual, physical and content of primary school textbooks, communication competence, qualification and experience of authors, as well as the price affect their availability and utilisation. There seems to be inadequate skills among the authors and illustrators of

textbooks in Nigeria. The cost of raw materials that publishers use for production affects the price of textbooks, to this end, this study intends to examine whether authorship, quality and price exert any influence individually or collectively on the utilisation of primary school textbooks by children in primary schools in Oyo State, Nigeria.

1.3 Objectives of the study

The major objective of this study is to find out the influence of authorship, quality and price on the utilisation of textbooks in the primary schools in Oyo State. Specifically, the study, tries to establish:

- (1) the criteria involved in the selection of authors by publishers of primary school textbooks in Oyo State ;
- (2) the profiles of primary school textbook authors in terms of gender, occupation, academic qualification, and years of experience;
- (3) the perception of teachers and pupils on the quality of recommended textbooks used by primary school children in Oyo State;
- (4) the price of recommended textbooks being used by primary schools pupils in Oyo State;
- (5) the status primary school libraries and means of accessing science, mathematics, social studies and English language textbooks by pupils in Oyo State;
- (6) the utilisation rate of core recommended textbooks used by primary school pupils;
- (7) the relationship between authorship and utilisation of textbooks;
- (8) the relationship between quality and utilisation of textbooks;
- (9) the extent to which price is related to the utilisation of textbooks in the state;
- (10) the relative influence of authorship, quality and price on the utilisation of textbooks in primary schools in the state;
- (11) joint influence of authorship, quality and price on the utilisation of textbooks in primary schools in the state.

1.4 Research questions

The study was guided by the following research questions:

- (1) What are the criteria involved in the selection of authors by publishers of primary school textbooks in Oyo State?
- (2) What are the profiles of primary school textbook authors in terms of gender, occupation, academic qualification, and years of experience?
- (3) What are the perceptions of teachers and pupils on the quality of textbooks being used in primary schools?
- (4) What are the prices of recommended textbooks for primary schools pupils in Oyo State?
- (5) What are the status of school libraries and means of accessing of science, mathematics, social studies and English Language textbooks by pupils in primary schools in Oyo State?
- (6) What is the frequency of use (utilisation rate) of core recommended textbooks (science, mathematics, social studies and English language) by primary schools pupils?
- (7) What is the relative influence of authorship, quality and price on utilisation of textbooks in primary schools?

1.5 Hypotheses

The following research hypotheses which guided the conduct of this study are tested at $\alpha = 0.05$ level of significance

Ho1: There is no significant relationship between authorship and utilisation of textbooks (English Language, social studies, science and mathematics) in primary schools in Oyo State, Nigeria.

Ho2: There is no significant relationship between quality of textbooks and utilisation of textbooks in Oyo State.

Ho3: There is no significant relationship between price and utilisation of textbooks in Oyo State.

Ho4: Authorship, quality and price will not significantly influence utilisation of textbooks.

1.6 Scope of the study

The study was carried out in the thirty-three (33) local government areas (LGAs) in Oyo State. It was limited to only public primary schools in the state. Pupils in primary 5 were involved in the study, because activities of the primary school are at climax at this level. Only recommended textbooks on the four core subjects of the Oyo State primary schools were used for the study, namely; English language, mathematics, social studies and basic science technology. Qualities of the content, physical durability, language, illustrations, pictures, diagrams, presentation – typeface, finishing, design, the booksellers' prices, and means of accessibility and utilisation of textbooks will be assessed. The relationships among the assessed variables will also be established.

1.7 Significance of the study

This study should provide empirical information about factors that influence utilisation of textbooks as well as useful information for policy makers on the quality of primary school textbooks in Nigeria. Furthermore, the study should provide useful information on cost minimisation for publishing houses. Besides, it should assist in improving, complementing and determining the criteria for evaluating and adopting children's textbooks by the Ministry of Education and Universal Basic Education. This study should assist the stakeholders to make careful selection of materials that reflect the needs of the learners and the aims, methods, and values of the teaching programme.

The expected finding of this study should also provide empirical basis for the improvement and development of the process of publishing children's books. It should also provide the Ministry of Education and school administrators with relevant information that will assist evaluation, recommendation and adoption of textbooks, as well as school librarians in the selection of appropriate books for public primary schools. This study should hopefully provide empirical information on the

appropriateness of illustrations in primary school textbooks and facilitate possible means of improvement

Empirical information from the study should encourage and hopefully prompt the Federal Government to develop a national policy for the production of high quality primary school textbooks; anticipated finding of the study should stimulate authors and publishers of primary school textbooks to re-assess and review their textbooks; Research information on the perception of users (teachers and pupils) should be a veritable feedback to authors and publishers.

1.8 Operational definitions of terms

Some terms in this study are used for specific and actual operational details. Stated below are the terms with the meanings they connote in the study.

Authorship: The intellectual process of research, development and writing of a textbook by authors and publishers to meet the needs of pupils, teachers premised on the prescription of the curriculum.

Curriculum: Planned learning experiences by the school, directed at the learner to enable him/her acquire essential basic skills, competencies knowledge and appropriate behaviour changes for effective functioning in his/her society.

Price - The cost of the textbook. It is that which the buyer gives up in exchange for something that provides satisfaction.

Quality of Textbook: The appropriateness of the message (element and message code, message content and treatment) in meeting the needs of the user and the level of satisfaction the user derives from the textbooks as well as the standard of design and production.

Textbooks: Books written mainly for the use of children in primary schools, Mathematics, Primary Science, English Language and Social Studies. They are the dominant instruction media in the classroom. They must show relationship to the curricula.

Utilisation: The number of the textbooks possessed and the rate or frequency of use of recommended textbooks in the primary schools to acquire knowledge. It refers to the availability of textbooks for pupils, and their acceptance in terms of reading interest and understanding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains review of related literature on authorship, quality and price as factors influencing utilisation of textbooks in primary schools in Oyo State. The literature has been reviewed under the following headings:

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2.2 The influence of books on children's development

When life is absorbing, books can enhance our sense of its significance (Arbuthnot and Sutherland, 1972). When life is difficult, they can give a momentary relief from trouble, afford a new insight into our problems or those of others or provide the rest and refreshment we need. Books have always been sources of information, comfort and pleasure for people who know how to use them. This is true for children and adults. In addition, books remain the most efficient and dominant means of appealing to the individual's intellect bringing about transformation.

Through the reading of written materials, revolutionary changes take place in the individual and the society, especially since books preserve past knowledge, disseminate present-day knowledge and forecast future directions (Durotoye, 2005). Unlike other media, books allow the individual to relate intimately with the author's message which though dominant in form, contains meaning that is alive (Arnold and Johnson, 1997).

Nowadays, children read for many reasons: to dream, to learn, to laugh, to enjoy the familiar and explore the unknown. They read for sheer pleasure and they absorb in their reading those facets of books that reflect the development values that are appropriate to the individual readers at each of the stages of their growth. Moreover, children need books to widen their horizons, deepen their understanding and give them broader social insights.

Since the invention of printing, books have served humanity in several ways. They provide information as well as educate. Books add in no small way to the emotional, cultural, educational and psychological development of children. Read (1990) and Adelekan (1999) aver that book is the most vital element in educational programmes in the entire developmental process of developing countries. Children's books are very important instruments for educational, emotional, psychological and cultural growth. According to Maduagwu (2000), books give children adequate literacy foundation.

Maduewesi (1999), notes that the first five years of life are times of incredible growth and learning, as the stem is bent so the tree will grow. Give me a child at the age of one and I will give you a man at the age of seven. Children cannot be introduced to books too early. The earlier the better for developing a life-long interest in books and reading. Books are principal sources of cognition, information and intellectual growth. It is generally believed that books can affect positively or otherwise the attitude and behaviour of children. Experts in childhood education have opined that learning influences experience. Interacting with quality books can stir up a child's curiosity or stimulate his/her consciousness. Learning can also affect his attitude to life. A child, through interaction with relevant books, can have a better understanding of himself/herself and other people.

The education of a child is very important to the existence of any nation because the child of today grows into tomorrow's adult and, thus, the continuity and

survival of the nation is ensured (Jam, 1996). Investing in the early education of children has great benefits for the society as a whole. Children have a right to live and to develop to their full potential. If development is hindered and nothing is done to prevent it, a basic human right has been violated. Results of scientific research have shown that the early years are critical in the development of intelligence, personality and social behaviour. Humans transmit their values through children and that begins at infancy. Success at school depends, to a large extent, upon the foundation laid in the early years.

Arbuthnot and Sutherland (1972) assert that children need books to widen their horizon, deepen their understanding and give them broader social insight. They also need books that minister to their merriment and increase their appreciation of beauty. They need heroism, fantasy and down-to-earth realism. Books help children build a concept of society in which they live and locate and situate their role in that society. Books shape and sharpen children's concept about other people and relationships. Bulter (1980) claims that books play a prominent part in children's lives from infancy. Access to books through parents and other adults greatly increase the child's chance of becoming a happy adult. From the moment a baby opens his/her eyes, he/she is learning. Sight, sound and sensation together spark off a learning process that will continue to the end of his/her life and determine, to a large extent, the sort of person he/she will become.

Approximately half of a person's ultimate intelligence is developed by the age of four, with another 30 percent accruing by the age of eight. Clearly, what happens during these years matter. Hence, there is the need for early stimulation of the child's interest. Early childhood is a time children are at their most engaging moment, when learning process may be seen with utmost clarity. Children's books are the most important tools for sustainable educational and social growth and we must consistently strive to realise this objective by catching them young and educating them thoroughly not only through formal education but also by encouraging the habit of reading for information and pleasure (Lawal-Solarin, 1999). Developing interest in reading and nurturing this interest into adulthood is very important (Fayose, 2003). The more children read, use libraries and other information centres, the better consolidating skills and developing life-long interest in books- becomes. According to UNESCO (2005), there are 680 million children enrolled in primary schools around the world.

According to Okebukola (2002), a book with all its complexities exerts profound influence on the human mind and the world became a changed place after the invention of books. Children's books should be such that meet particular needs and reading tastes. All over the world, children have similar tastes; they enjoy books that reflect their experiences and environment. A good children's book is one that uses language skillfully to entertain and to represent reality and stimulate the imagination of the child or to educate the emotion. In recent times, books have become more attractive than what they used to be, due to new techniques in photography and lithography. Books have the potential of engaging a child's mind and, as reading shapes the thought of the child, books give that in abundance. Children can explore their ideas and feelings about life by reading freely and fully. Because books illuminate the hardships and delight of life, they provide vicarious experience through which children can gain insight into their problems (Hennings, 1990).

Furthermore, children's books serve as an important aid to cultural assimilation or acculturation, language development and stability. They also develop positive and goal-oriented attitudes to life, liberal education, entertainment, relaxation and sharing of vicarious experiences of positive values. Moreover, the centrality of the value of books is recognised worldwide. It is in that line that the Draft National Book Policy (1992) recognises the place of books as follows:

- (i) The hub of the educational wheel and a potent agent in the overall development of the citizenry;
- (ii) The basic instrument for the preservation and transmission of cultural heritage and for development of scientific and technological knowledge or skills and socio-political and economic awareness;
- (iii) An instrument for enhancing national interaction, co-operation and understanding; and
- (iv) An agent for promoting the growth of well-informed and well-adjusted persons.

Some factors can encourage children's interest in reading. These include: an experienced author, excellent content, catchy title, good binding, readable type-face, good paper quality, attractive cover, affordable price, attractive design, good expression and good layout. According to Huck (1987), authors of children's books should be able to capture the attention of children; their writings should be able to

develop children's imagination and help them consider nature, people, experience or ideas in new ways. Good writing may pique the child's curiosity just as much as intriguing art. Authors need to keep interest and action alive in their books by using simple and direct language. The vocabulary must fit the age of the intended readers and the subject matter must be carefully considered. The content of the book must deal with objects, facts and situations the children are familiar with. Child psychologists have revealed the importance of books in the emotional, physical and mental development of children.

Charles *et al.* (1978) identified five principles of growth in children. These are discussed below:

The principle of environmentalism – This principle states that all human behaviours are shaped by the environment; children learn from their environment and adapt to it. The implication of this is that school should attract the interest/attention of the learners. Learning resources, such as books, should be provided in the school. Children should be exposed to quality books early and there must be a school library.

The principle of developmental growth - Human development is characterised by stages of development that is our needs, interest and abilities manifest themselves at certain stages or age level. Therefore, the books given to children to read must meet their needs and must be appropriate for their chronological age. Authors of children's books should bear in mind the target audience. Children learn through reading and learning must proceed from the known to the unknown, the simple to the complex.

The principle of readiness - Optimal learning takes place only when the learner is ready. Therefore, the right book for a child should be provided. The pre-school children should be exposed to picture, lap books, and well-illustrated books which can stimulate their interest in reading and thereby make them develop a reading habit. According to Okwilagwe (1999), reading of books plays a vital role in the development of personality; it helps in character formation and in the activation of intelligence, which makes an individual more mature.

The principle of unified growth - Human growth is an interrelated function of mental, physical and emotional development. Children's books can be written in such a way that they encourage / aid mental, physical and emotional development. This principle implies that the development of the whole child should be an important philosophy or aim of education.

The principle of individual differences - The basic assumption underlying this principle is that individual growth and learning rates vary within general developmental norms. There are no two persons that are exactly alike. Children develop at different rates as a result of hereditary and environmental influences. Therefore, chronological age may not be a valid indicator of a child's ability to perform a given task. Since individuals differ in their abilities, interest, needs, social and physical maturity, authors of children's books need to take into cognizance, the mental and chronological age of children. Children's books must meet the physical, mental and emotional needs of children. They must not be difficult to understand and the language must be suitable for the age range of the children. Books are no substitute for living, but they can add immeasurably to its richness.

There are four stages in children's cognitive development. The first stage: birth to age 2 (sensory-motor stage) is a period of visual and manipulative exploration of the physical environment. Therefore, picture books with good illustration would motivate a child and develop his/her interest in books. At this stage of development, authors need to be conscious of their level and write in such a way that children can be attracted to their books. The second stage is the pre-operational age (age 2 to 7 years). It is a period of rapid language development when the child begins to think with words, imitates adult behaviour and judges objects in concrete terms. Authors should bear in mind that children at this stage need words to develop their vocabularies and acquire the language of expression. According to Anderson and Grof (1972), the foremost determinant of literacy effectiveness is language. Words are the paint of the writer, who must dip into his or her pot to find the right combinations of sounds and meanings to create a harmonious verbal picture. The third stage of cognitive development is concrete operations, ages 7 to 11/ 12 years. It is a period when, through manipulation of objects, the child mentally transforms concrete data into generalisations about reality and concepts based on similarities and differences. The fourth stage is formal operations (12 – adult). At this stage, the child can go beyond the concrete to use language in abstract ways.

However, in developing a relevant text for children, writers must understand the psychological and social world of children. Good children's books entertain, stretch the imagination, help a child to identify with others, make him/her understand the world in which we live and inculcate in him/her moral and spiritual values, such as

love, selflessness, devotion to duty and responsibility (Segun, 1987). Moreover, when writing for children, their age should be considered; hence, they should be provided books that can retain their attention. Today, children are being distracted by television and video games. To grow reading culture, there is need to start having more interesting, relevant books and published books that can capture the attention of children. There is need for quality printing and attractive books, whose information is captivating. Publishers should make their books more child- and reader-friendly (Durotoye, 2005).

However, the qualification of the author also goes a long way in ensuring competency. Experience also counts in writing children's books, especially informative and subject books. The information in these books must be current, accurate and original. The author must cover the scope of the subject according to government's module/syllabus for primary school. The style of presentation must also be clear and simple. Primary school textbooks have to be of good quality in terms of appearance, design, cover page, format, content, durability and illustration. Primary school textbooks have to be attractive, of good quality paper, such that can withstand the rough usage children would subject them to. Thus, quality can be defined as the degree of excellence of a product or service (Adegboyega, 1998) or fitness for purpose and use (Juran, 1986). Quality should aim at the needs of the consumer, present and future (Deming, 1982). Studies have shown that children's books in Nigeria are of poor quality. According to Olajide (1995), there are the following inadequacies in Nigerian primary school books: inappropriate language with regard to level of language, correctness of language, sensitivity of language to cultural norms, the awkwardness of the formats and layout of some good books and inadequate visual representation and illustration as well as insufficient boldness of the print. Most of the books are not durable. Furthermore, Ifaturoti (1997) claims that, as regards quality of books, publishers have resorted to the use of low-grade materials (for example, newsprint instead of high grammage wood free paper) in book production, while editorial and design proficiency have fallen remarkably due to inadequate and poor training facilities.

Some books published in Nigeria have pages that are not straight and are smudged with large blobs of inks, uneven print density and print images, barely legible half tone, poor finishing/binding. Consequently, majority of the books produced in the

country do not meet the international acceptable standards, not only in the physical or visual quality but also in the quality of content. All Nigerian children's books, according to Fayose (2000), failed woefully with regard to their physical appearance. These books are of poor quality production, due to the use of poor quality paper and printing. The poor quality of production of children's books has an indirect and direct effect on its utilisation. Children are not attracted to these books due to their dull colours. The unappealing illustrations have also resulted to low interest in reading books.

According to Uwalaka (2000), the major factor that affects the quality of books in Nigeria is limited choice. Readership options will create competition and production options will encourage varieties in publication, leading to the elimination or reduction of low level design and production skills. The quality of existing books is, sometimes, lowered during reprints due to poor quality control, reduction in the number of colours used or by the use of substandard paper, in order to minimise cost.

2.3 Availability and utilization of textbooks in primary schools

In many developing countries, the textbook is the major, if not the only, medium of instruction. It is the main resource for teachers, setting out the general guidelines of the syllabus in concrete form, providing a guide and foundation to the content, order, and pacing of instruction, supplying exercises and assignments for students to practise what they have learned. It is both a source of essential information and the basis for examination and appraisal. The textbook retains its primacy because, in comparison to other educational technologies, books are cheap, easy to use, easily portable, and familiar. They can be used in districts where there is no reliable supply of electricity or communication (Montagnes, 2000).

The international, national and local goal of Education for All (EFA) has been to provide every student with a complete set of books in every subject free of charge. The target has been, at least, to get one book for each pupil. These goals are said to be ones achieved or achievable in current circumstances only in the wealthier industrialised countries. Where reports are available, they tend to give averages rather than the actual state of books at the disposal of individual children in classrooms. These reports show about like 32 per cent of pupils between grades 1 and 5 in seven Latin American countries (Bolivia, Colombia, Chile, Ecuador, Panama, Peru and

Venezuela) who had textbooks in 1990. Other studies reported that about 33 per cent of primary pupils in Brazil had access to textbooks in 1995 (Limage, 2005). Moreover, books were and are more readily available in urban than in rural areas, notably in Africa. Other disparities were recorded with respect to the availability of specific subjects, age groups or language versions of textbooks and their effective functioning in helping countries meet the basic learning needs of their population

Montagnes (2001) avers that, most government and most educators would like to provide every student with a complete set of school books in every subject free of charge. That, at least, is the ideal target – a textbook- pupil ratio of 1:1. It is a target imported from the industrialised nations which may be unnecessarily expensive. An often-quoted experiment in the Philippines suggests that when school books are the property of the school and are not taken home, there is only a marginal difference between ratios of 1:1 and 1:2, and some experts have suggested that a ratio of 1:3 should be regarded as satisfactory (Brunswic and Hajjar, 1992).

A survey of Bolivia, Colombia, Chile, Ecuador, Panama, Peru and Venezuela (members of SECAB, la Secretaría de Educación del Convenio Andrés Bello) in 1990-1991 found that only 32% of pupils between grades 1 and 5 had textbooks; variations between countries ranged from 64% in Chile to 20% or less in Ecuador, Peru, and Venezuela. In Mexico, the figure rose to 75%, thanks to a national textbook programme; in Brazil, it was estimated at about 33% (Lizarzaburu, 1995). In general, book provision was much better in the cities and towns than in rural areas, areas that were difficult to reach had the fewest books – sometimes none. The pattern of rural deprivation has been clearly documented in Africa. A summary of book sector studies in eight African countries found satisfactory good ratios in the elite schools.

Table 2.1: Textbook availability in primary schools

	Good Schools	Rural	Average
Angola	1:1–1:5	1:100	–
Côte d’Ivoire	2:3	1:10	–
Kenya	2:3	1:100	1.6
Mozambique	–	–	1:3
Nigeria	2:3	up to 1:100	–
Sierra Leone	–	–	2:5
Tanzania	2:3	up to 1:700	1:13
Zambia	1:6	1:30	–

Source: Buchan *et al.*, (1991)

2.4. Challenges of children’s books publishing

Darko-Ampem (2003) asserts that publishing is of central importance to the cultural, intellectual and educational life of a nation, and dissemination of information is of utmost importance for any civilisation. Publishing is a strategic industry in the development of the African continent and, without books, active literacy is near impossible. Illiteracy blocks education and lack of education stands in the way of development. Publishing is closely linked to culture and education; these are deeply rooted in national goals (Zell and Lomer, 1996). It is not advisable to rely on imported books.

Publishing efforts in Sub-Saharan African countries have been aimed at reducing illiteracy, improving the content of educational materials and enhancing the self-image of the region (Makotsi, 1998). However, book publishing is not equally distributed throughout the world. A few countries led by the United States, the United Kingdom, Japan, France and Germany dominate the world of publishing. These have the major multinational publishers, constitute the main international centres of publishing and have considerable influence beyond their borders. With the exception of China, India, Egypt, Mexico and Argentina, much of the developing world is peripheral to the publishing industry. Africa imports close to 70% of its book needs and exports less than 5% of its total output. Yet, publishers in the continent continue to operate in a suppressive environment characterised by poor infrastructure, low literacy

levels and poor reading habits. There is dearth of experience and lack of an appropriate forum to voice concerns, share experience and learn from more successful enterprises all over the world.

Moreover, competent persons must run book industries for them to function properly. Competition, entrepreneurship and innovation are important factors in stimulating them, and ensuring their diversity and rapid development. Books are manufactured commodity, an expression of identity and culture and a tool for national development. Without a constant flow of books in society, investment in economic development and effort to sustain social progress are undermined. Egunjobi (2002) argues that a publisher makes public an author's ideas which editors have worked on, the designer has designed, the printer has packed, the bookseller has put on the shelf and the reader has purchased. Book publishing of any kind, but especially the publishing of textbooks, is a capital-intensive business. It typically takes three years to identify authors, plan, write a textbook, edit it, pre-test it in classrooms, prepare it for printing, print and bind it and deliver it to schools. With luck, the process may take less time, but, more often, it takes longer time. During this time, staff and office expenses must be paid, paper and other materials will be bought, and printers must be paid. A competitive textbook market involves additional expenses for marketing and promotion. If the books are to be sold, it may take two to three years or more to recoup the capital investment.

The global recession of the 1980s and the policies of structural adjustment had a devastating effect on government budgets for education, especially on non-salary items, such as books. Between 1985 and 1990, real public expenditure per student fell at the primary level in seven out of nine Latin American countries for which data were available and in 13 out of 20 in Africa; it also fell at the secondary level in Africa (World Bank, 1995).

According to Stringer (2002), a viable book industry has been a characteristic of modern industrialised countries. In the developing world, particularly in Africa, the infrastructure for a successful book industry has been weak, the public and private sectors are still battling to resolve problems of illiteracy, and the absence of reading culture. Faye (1998), observes that over 60 per cent of the readership in Africa is made up of young people. In Nigeria, for example, the school population aged between 6 and 18 years is estimated at 20 million, making up over 75 per cent of the market.

Evaluating publishing of children's books in Africa, Faye (1998), claims that production of children's books was weak or non-existent in some countries. However, since 1987, there has been a spectacular growth in publishing children's books in European and African languages. In Kenya, for instance, the production of books for young people leapt from 5 titles in 1988 to 127 in 1998. Similarly, the study shows that, in Uganda and Nigeria, production of children's books have notably increased in the last 15 years.

2.5. The relationship among teachers, pupils' textbook and school curriculum

The textbook is usually defined as a standard workbook on a particular subject designed for classroom use with appropriate vocabulary, illustrations, student exercises, and teacher's aids (Deighton, 1971). Texts may be written for any range or sector of education but, at all levels, they are to provide an orderly introduction to a discipline or subject area. The textbook has a long history that some writers trace back to the poems of ancient Greece and Euclid's *Elements of Geometry* produced around 300BC. The invention of the printing press, however, made the widespread availability of written materials a practical proposition. It is in the modern world, notably from the 18th century, that school textbooks assumed a central position in mass education. Furthermore, previous research on textbooks and how teachers use of them show, among other things, that:

- (1) Topics in textbooks are most likely presented by the teachers (Freeman and Porter, 1989; Reys *et al.*, 2003);
- (2) Topics not included in textbooks are most likely not presented by the teachers (Freeman and Porter, 1989; Reys *et al.*, 2003);
- (3) Teachers' pedagogical strategies are often influenced by the instructional approach of the material (Reys *et al.*, 2003);
- (4) Teachers' sequence of instructions are often parallel to that of the textbook (Freeman and Porter, 1989).
- (5) Teachers report that textbooks are a primary information source in deciding how to present content (Schmidt *et al.*, 2001).

Westbury (1990) argues that, in all modern school systems, the textbook has long served not only to support instruction, but also to symbolise that instruction. In other words, the textbook defines the curriculum. Lockheed and Verspoor (1991)

claim that the pivotal role played by textbooks in the quality of education is clearly visible in the developing world where textbooks are the major - if not the only- definition of the curriculum. Textbooks determine the content for 75 to 90 per cent of classroom instruction across the United States.

According to Mani (2006) textbooks are a reservoir of information. Many stakeholders have contributed to the overall learning of the child. Thus, the importance of textbooks, as a reservoir of information cannot be ruled out. Besides the actual teaching done by the teachers, the children in many rural villages do not have any access to multimedia instruction but they can learn by making use of textbooks. They are essential to teaching literacy in many parts of the world where book hunger and even book famine is endemic. Books are, in short, essential to achieving the goal of education for all.

Curriculum can be defined as planned learning experience by the school, which are directed at the learner to enable him/her acquire essential basic skills, competencies knowledge and appropriate behaviour changes for effective functioning in his/her society. It is the traditional platform for translating the expectations of the society into knowledge, attitudes and skills that are expected to be developed or acquired by learners within the school system in formal and non-formal settings. The goal of this process is to foster the development of the society economically, socially, politically, culturally, scientifically and technologically.

In view of the dynamic roles played by education in nation building, all that a nation stands for, or is up to, is embedded in the school's curriculum, which occupies a crucial position in a socially formal educational process (Babalola, 2002). According to Leite (1999), a textbook is an interpretation of the curriculum, guided by the authors' worldviews, values and presuppositions.

The primary school teacher writes out his/her schemes of work in the class diary, copying from the suggested syllabus prepared by the State Ministry of Education and divides the items in the syllabus into terms as considered convenient (Olatunji, 1984). Most teachers utilise textbooks as their main source. Textbooks have been seen as substituting for gaps in teacher's knowledge or skill and complementing teacher's existing skills by acting as extra-resources that would increase their effectiveness (Altbach, 1983).

According to Heynemman *et al.* (1981), the use of textbooks can expose students to base written materials that may not be available in their immediate environment. Textbooks also enable students learn independently of the teacher through completion of homework. Lockheed *et al.* (1986), assert that the use of textbooks increases the efficiency of teachers in the classroom and that such efficiency results in a greater content coverage which, in turn, leads to a higher level of achievement. Johansson (2003) hints textbooks are designed to help teachers organise their teaching. In textbooks, they can find topics to be covered during the school year. Textbooks provide exercises and suggest activities to students. Remilland (2000), points out many differences in how teachers interact with Mathematics textbooks. She argues that teaching is a multi-dimensional activity.

Nevertheless, textbooks are important tools for teachers. They see textbooks as a guarantee of a stable quality of teaching. Textbooks help teachers keep their teaching at an appropriate level. However, pupil's textbooks must be logical and explicit, containing important basic facts and the task that are connected to everyday life. They must be motivating, colourful, with varied exercises. They should educate pupils to work hard.

Valverde *et al.* (2002), aver that textbooks are a critical factor, with respect to educational opportunities as a mediator between systems, goals and the realities of classrooms. In a comparative study of textbooks, Pepin and Hagarty (2002), examine textbooks and their use at the lower secondary level, in English, French and German classrooms. The preliminary result of the study, based on an analyses of textbooks, classrooms observations and interview with teachers, shows that Mathematics textbooks occupy an important position in English, French and German classrooms and education. Furthermore, Li (2000) makes an important assumption in his study, that "textbooks provide blueprint for content coverage and instructional sequences" (p. 236)

Research on teachers' use of textbooks shows an overwhelming majority use textbooks as their main curriculum guide and source of lesson plans, especially teachers at the elementary school level who are responsible for five or six subject areas. Moulton (1997) claims availability and use of textbooks are part of the more consistent indications of achievement. Researchers have shown that there is positive

effect of textbook supplies and utilisation on pupil's achievement in primary schools (Fuller and Clarke, 1994; Lockheed and Verspoor, 1991).

Heynemman *et al.* (1983) studied a sample of 61 schools in Uganda, where they created gauges of school quality and compared them to student's achievement, which they measured by testing 17 graders. Availability of textbooks was one indication of school quality. The researchers found that school quality, of which textbook availability was an indicator, was a powerful determinant of student's achievement. Lockheed *et al.* (1995), report their analysis of longitudinal data centring pre-tests and post-tests study of textbook use in Thailand. They analysed data from the Second International Mathematics Study (SIMs) conducted by the International Association for the Evaluation of Educational Achievement (IEA). In that study, textbook use was a variable in a multivariable analysis. Teachers reported how often they used published textbooks and material.

Lockheed and Komenan (1989) analysed the use of textbooks in Nigeria and Swaziland. As in Thailand, they used the SIMs data collected by the IEA. The researchers found different results in the two countries. In Nigeria, use of published materials was positively related to achievement. In Swaziland, material inputs were unrelated to achievement. They argue that the difference might have been methodological (sampling, data quality and reliability).

2.6. The process of textbook evaluation, adoption and utilisation in primary schools

Educational evaluation may be regarded as a process of gathering information to be used in making educational decisions. The decisions may relate to regulating pupil's progress, passing instructions, providing guidance or determining the effectiveness of methods and materials in instructing. One of the important functions of evaluation is to measure the quality of the curriculum in use, in terms of meeting the purpose(s) for which it was originally designed. One of the most useful starting points in any textbook evaluation is an analysis of the author's and publisher's credentials.

Another important factor that relates to the choosing of a textbook is cost. Additional practical concerns are accessibility and availability. In order for a textbook to be purchasable, for instance, it must be currently in print and readily available.

Moreover, the publisher should be accessible for additional information, teaching demonstrations and order requests. Other practical considerations are quality and value for money; the textbook should be of high-grade, durable paper and the presentation of information should be clear, concise and user-friendly. The book should also contain several charts, models, and photographs that help clarify and contextualise information; the presence of hand-drawn pictures portrays a friendly and humorous atmosphere (Litz, 2005)

Hodges (2006) claims that poor education quality is a major threat to America as a nation and, by extension, any nation. This poor education quality is partly caused by error-laden science textbooks and unacceptable Mathematics teaching method. According to him, some years back, rigorous school textbooks were developed by authors who were widely recognised as top experts of the subjects. In recent years, so many textbooks have been developed by committees with questionable agenda not controlled by subject experts. Kosemani (1984) asserts that, in the Nigeria science teacher's participation at every stage of the curriculum process appears to be negligible.

There must be a way of ensuring that all books recommended by the government for use in schools meet minimum standards. There must be a process of evaluation and authorisation that is not only objective and through cooperation of trained evaluators, but also include teachers from different parts of the country. There should be open invitations to submit manuscripts; the procedures must guarantee anonymity in submissions and confidential for the name and reports of the evaluators.

The South African criteria for selection have been described by one publisher (Horwitz – Gray, 1999) as arbitrary and sometimes bizarre. In the Philippines, publishers complained that approvals were inconsistent and evaluators also tended to reject textbooks that exceeded the minimum learning competencies. The director of the government body that supervised evaluations admitted that evaluators were sometimes appointed through friendship rather than merit and that there had not been enough time to train them. In America, books are sanitised to avoid offending anyone who might complain at textbook – adoption hearings in big states. Such complaints include; they are poorly written, they are burdened with irrelevant and unedifying content and they reach for the lowest common denominator. As a result of all this, they undermine learning.

In his research, Whiteman (2006) observes that the textbook adoption process in California, Texas, Florida and other states had wrapped the quality of textbooks. Editors were instructed to avoid or delete anything that might offend feminists, conservative religious groups, disability groups, ethnic activists or any other imaginable group. The most important factor in adopting textbooks is the need to ensure that students receive the most relevant, thorough and effective educational materials available.

The selection of a basic textbook for adoption is of such tremendous significance that a careful professional evaluation of all available textbook materials must be made prior to the adoption. In the United States of America, the California State curriculum commission developed a procedure of textbook evaluation involving the following four major steps:

1. The development of a set of criteria by which a book may be judged.
 2. The formation of a source and based on the assignment of numerical value to the items of the criteria.
 3. The completion of a series designed to secure data with respect to the relative merits of the books on all the items of the criteria.
 4. The interpretation and utilisation of these data in rating the books on the score card.
- There must be relevance of content to subject, specific objectives, accuracy and correctness of the subject matter, appropriateness to the level of the learner in primary textbooks in Nigeria.

2.7. Authorship and utilisation of primary school textbooks

Education is the backbone of national development and the book is the principal element in the educational process. The book is the passport to the world, an indispensable vehicle of science, a storehouse and conveyor of culture and information and an independent tool for development. Textbooks still take the centre stage in the educational process in spite of development of audio and visual teaching aids; they have remained central to teaching in learning process (Ubong, 2001). Textbooks retain their primacy, because, in comparison to other educational technologies, books are cheap, easy to use, easily portable and familiar. Moreover, textbooks may be the only introduction to reading for pupils who come from homes without books. Primary school textbooks are, in a nutshell, essential to achieving the goal of education for all.

Therefore, primary school textbooks must be written at a level of concept, content, and vocabulary that is appropriate for majority of pupils. When authors of primary school textbooks write in this way, pupils will be interested, motivated and captivated (Montagnes, 2001). The author is the creator or originator of the ideas to be given to a book, through the arrangement of the words, pictures, charts, and tables in it (Smith, 1990). The author is an important factor in the production of primary school textbooks. Okwilagwe (1991), commenting on the publishing trends in Nigeria, states that the trend of book publishing in Nigeria does not indicate any form of specialization. Rather, publishers spread their energy on publishing all categories of books. The size of an audience for a particular book determines the viability of its project. The publisher's closest partner in business is the author. According to Lawal-Solarin (1999), writers of children's books need to keep the interest and action in the book alive by using simple and direct language. The vocabulary must fit the age level of the intended readers and the subject matter must also be carefully considered. The contents of the book must deal with objects, facts and situations that the children are familiar with, especially at the very tender age. However, in developing a relevant text for children, writers must understand the psychological and social world of the child.

An author of children's books must be able to communicate ideas with clarity to sustain children's interest in reading. In case of non-fiction books, the author must have a full command of his/her subject, so that he/she can write with authority about it. In addition, he/she must have acceptable qualifications for writing the book. There should also be originality of information; books must be written in a straightforward fashion; young readers need no palliative with books on science. When a book meets the need of children, it creates a deep interest in reading. Umukoro (2001) argues that there is real development when there is intellectual development.

The importance of reading in a developing society cannot be overstressed. However, when an author does not write clearly, he/she will not communicate with the users of the textbooks effectively. Mohammad and Kumari (2007) carried out a research on the use of textbooks in rural Pakistan. Their review uncovers various gaps in textbooks, for example, lack of clarity of language as well as inadequacy of information given in the textbook. It was noticed in some instances that the language used in the textbook did not clearly define the concepts presented and since teachers

were also unable to understand it, they inadequately communicated the given information to the students. There were also examples where the information provided in the textbook were either incorrect or misprint, creating a barrier to understanding the concept.

The language used by authors of primary textbooks should be clear. Pupils can develop interest in certain subjects as a result of presentation of the author. Pupils' can develop interest in Mathematics. Mathematical language development is an important aspect of learning mathematics. Certain words or expressions in mathematics convey a complex web of ideas which form a mathematical concept (Lee, 2006). When children learn how to use the Mathematics vocabulary and notation, they are able to articulate their mathematical ideas effectively (Forsythe, 2010). Improving children's problem - solving skills is an important aim of mathematics education. While solving problems, students not only use the mathematical knowledge they already gained (Wyndham and Saljö, 1997), but also improve their knowledge and understanding, leading them to a better Mathematical insight.

Barwell (2010) discusses three tensions which occur in multilingual Mathematics classrooms; between Mathematics and language, between using formal and informal language to talk about Mathematics and between the learners' home (or first) language and the official language of schooling. What appears to be significant is the level of proficiency multilingual learners have in all (or any) of their languages with low levels of proficiency, putting the learners at a cognitive disadvantage, and high levels of proficiency in more than one language indicating cognitive advantage (Cummins, 2010).

Irez (2009) avers that the textbooks have impact on learning, because textbooks are one of the primary sources from which students obtain knowledge, the inadequate and inconsistent scientific knowledge presented in science textbooks will negatively affect students' ideas. He also argues that uniformed ideas presented in a textbook could affect students' learning in a direct or an indirect way.

Research in the last 30 years has shown that it is common for students to have misconceptions or other learning difficulties with different science concepts at all levels of education, from primary to university level. Students' misconceptions can have different sources (Examples of these are: teachers' inadequate teaching, students' low attention while following the educational process, students' superficial individual

learning of the material from personal notes, students' inaccurate reading of the textbooks, and also poorly prepared textbooks by the author(s) (Devetak ,Vogrinc and Glažar, 2010). According to Montagnes (2001), it is difficult to find good authors in most countries, and many books continue to be written by subject specialists or curriculum developers in the Ministry of Education or one of its agencies. Most of such authors are still oblivious or indifferent to the experience and abilities of the intended users.

Workshops on how to use textbooks effectively is essential in the provision of textbooks. These workshops should be conducted by textbook authors (subject specialists) to show teachers how textbooks could be used to support various teaching strategies and the desired outcomes prescribed in the syllabus. This will be an efficient way of providing teaching materials and pedagogical skills to teachers under the constraints of time, resources and manpower.

2.8 Quality and utilisation of textbooks

A textbook is intended to convey the curriculum; its successful translation of broad guidelines is complex. Textbooks should be written in a language understood by teachers and learners, with clear concepts, content and vocabulary, that are accessible to majority of students at a certain grade-level. Hopefully, the way in which the curriculum is conveyed will also be interesting and motivating. A successful textbook also has to be consistent in approach, method and explanation. It needs to be flexible enough to support poorly qualified teachers as well as provide further resources for more experienced ones. Quality textbooks are produced by a team of subject specialists, curriculum expert, good practising teacher and an imaginative writer (Limage, 2005). High-quality textbooks and instructional materials can provide valuable structure to classroom activities and simplify the many decisions involved in planning instruction. In fact, they are often the main source of lesson content and strongly influence how content is taught. The central role of instructional material in teaching and learning turns the selection and adoption of resources into an ideal opportunity to further the learning outcomes defined in standards (House and Taylor, 2003).

The translation of broad curriculum outlines to a concrete book is no simple task. The book must be written at a level of concept, content and vocabulary that is

appropriate for majority of pupil's at the grade level and in a way that will interest and motivate them. It must be consistent in approach, method and explanation (Montagnes, 1999). Thus, the writing of such books is a team effort. The textbook is the critical element in the quest for quality in teaching and learning. The development of effective textbooks offers the best solution to achieve quality in education and training. In developing quality textbooks, quality teaching and learning are supported. Hussain and Mahmood (2002), assert that the extensive utilisation of textbooks engenders high level expectations for textbook contents, especially with respect to: comprehension in terms of content and pedagogy, including a gradual increase in the level of vocabulary utilised and expressions and sentence structures that are ambiguity free and relevant, attractive and self explanatory illustrations; natural and pleasant design including horizontal and vertical coordination.

Montagnes (2001) report, that in 1990, there was ample evidence that the books used in schools in many parts of the world fell below these standards. They suffered from poor instructional design, particularly in the scope and sequence of material. Lockheed's (1993) study of textbooks for grades 1, 3 and 5 in 15 countries observe that, for the earlier grades, the materials in Mathematics and reading were difficult but the reading books would have been more suitable for students in grades 2 and 3. Textbooks in Pakistan were characterised by poor language grading from one level to another and even between subjects at the same level. Teachers said the books were difficult for their students. Difficult books in the early grades were seen as contributing to high early drop-out rate in many countries. Devetak *et al.* (2010) investigated the content of textual and pictorial material of Slovenian science textbooks. The results of the analysis of educational material from two randomly selected publishers for students aged 6 to 14 years in the Slovenian primary and the lower secondary school reveal that few similarities exist between the textbooks (number of pages, type of items) but some differences could be detected when comparing the type of images in the textbooks. The content analysis of the selected textbooks also shows that they retain the content directed by the national curriculum, but the ways (examples, content of the images and so on.) in which authors present the topic differ.

A study of textbooks in Mozambique found that, while they followed the established curriculum, they were generally too theoretical and lacked sufficient

linkages to the everyday experiences of the target users (Sida, 1996). Neumann (1980), quotes a Deputy Minister of Education in the Philippines as saying that textbooks in his country should be aimed towards the schools in poor villages; nevertheless, most of the officially approved school books in the 1980s catered for the urban elites. Textbooks also suffered from errors in fact and grammar, inappropriate illustrations and a poor choice of language or script. In many African countries, books were written in English while in Pakistan, children could not read fluently the Arabic style (Lockheed, 1993). As a result, they depended on their teachers to read the books for them and summarise the lessons. In text and illustrations, the books tended to reinforce traditional views of men and women. Lockheed and Verspoor (1991) cited various studies showing girls or women in passive roles.

In most countries, the physical quality of the books was below standard (Buchan *et al*, 1991, Lockheed, 1993). Imported paper is expensive, binding facilities limited and machinery old and in need of repair. As a result, books are often pirated on low-graded paper and only black and white illustrations of varying qualities are used. According to Whiteman (2006), the main problem of textbooks today is quality and the use made of them are certainly a critical factor in a child's education. Hodges (2006) claims that science, mathematics and listing textbooks in America contain volumes of errors and misinformation. This has resulted into impacting of unacceptable education quality in public schools and also one of the reasons US students score below most of their counterparts in developed nations in Mathematics and science.

Books are undeniably one of the most important means of accelerating development. They make the transfer and dissemination of knowledge and techniques possible and bring about economic, social and cultural changes (UNESCO, 1981). According to the report, bad proofreading can ruin a well-written, well-edited and well-designed book, just as good proofreading can improve the quality of a book. The evaluation of a textbook is a major and highly desirable academic exercise because we are, in effect, examining the usability of the tools with which our learners have to work. When we realise that the future academic potential of our children depends on the types of books to which they are exposed in their formative years, the quality of the books may make all the difference between their success and failure in life. The development and production of textbooks is a continuous process which needs

continuous and rigorous research and development. Evaluation/review of textbooks based on field-testing and research will yield results leading to quality textbooks (Mahmood , Iqbal and Saeed, 2009).

There are six yardsticks that can be used to evaluate the usability and general quality of any book. The first is the extent to which the text reflects the approved curriculum. The second criterion is the language employed in children's books. The language must be appropriate and fit the age of the learners. If the language employed is too low, the book will become boring to the learners; if it is too high, the children will not be able to understand the concept being taught. Third, there is the factor of the quality of editing. The extent to which the house editors of each publishing house are able to detect errors of orthography, punctuations, spelling and grammar, which might be found in the three stages of writing, typesetting and final printing, affect the value of the book. The fourth is the quality of illustrations. Children learn and comprehend better when a book is copiously illustrated. The quality of the diagrams, pictures or drawing used must conform to the common day-to-day experience that are concrete and can be easily understood by the children. The fifth is the adequacy of the exercise provided in information books. Children should be able to find them very stimulating and attractive to their levels of thinking. The sixth is the quality of the printing, trimming, binding and the kind of paper used. The quality of production would determine how attractive the book would be to the users and how long the book will last in the hands of youngsters. While adults might not mind the type of print used, children are attracted by the elegance of the types of paper utilised by the printer. Children view newsprint as dull, unattractive and unappealing. Besides, newsprint are fragile and prone to tear off in a short time.

Publishing is to make public, to send forth among the people, the words and pictures creative minds have produced, the editors have worked on, and that printers have reproduced. Book editing, design and production function to transmit the author's message to the reader in the best possible way. This means creating a product that can be profitably sold as well as satisfying the authors and readers (Okwilagwe, 2001). The development and successful application of International Standard Bibliographic Description (ISBD) add to the total elements that determine the quality of a book. This means it is not only the physical and the typographic elements that determine the

quality of a book. Although the ISBD is a bibliographic element, it is also an editorial element that must be present in a book for it to be recognised (Okwilagwe, 2005).

According to Bolodeoku (1995), a publishing company, in most cases, is a business organisation engaged in the production of books for the public, like schools, bookshops and libraries. In so doing, it does not only make profit but also contributes to the overall development of the society, particularly the educational sector. However, the success of any book in the market depends, to a large extent, on its quality; the quality of the manuscripts sourced; and the quality of the production processes crowned with the marketing programmes adopted to communicate the intrinsic value of the book produced to the users. Book quality is measured in terms of the grade of the material used, such as paper, ink, films, plates, separation of colour; the technical perfection of design (editorial functions); and the standard of production like typesetting, printing and finishing.

Utility, which is the amount of satisfaction a customer derives from the use of a product may be attributed to the quality of that product. Quality plays an important role in influencing customer's decision. Therefore, there is the need to develop, improve and sustain the capacity of the Nigerian publishing industry for the production and distribution of high quality books (Adelekan, 1999). Quality has been defined as fitness for a purpose; it can also be defined in terms of added value, satisfaction of the user. *Oxford Advanced Learner's Dictionary* defines quality as the standard of something, when it is compared with other things like it. Okonkwo (2001) avers that the quality of books in content and forms are of great importance in the publishing and marketing of African books and that imported books tend to have advantage over indigenous ones because of the quality in content and finishing. A sizeable percentage of the books produced locally in Nigeria are of low quality, while the design may be beautiful at conception, the printing, binding and finishing leave much to be desired (Adelekan, 1999). This view is also shared by Tijani (2005), Pers. com. who opines that the success of any book in the market depends to a large extent on its quality, that is, the quality of the manuscripts, the quality of the production processes crowned with the marketing programmes adopted to communicate the intrinsic value of the book produced for the users.

Similarly, Mclellan (1967) affirms that quality and reliability are necessary ingredients associated with an attribute of a product at a discrete time, while reliability

relates to the performance of that product over a period of time. In other words, the quality increases its reliability and reliability enhances performance, which results in the increase of sales volumes, profitability and continuous existence in the market. There is the need for the production of culturally relevant books for Nigerian children and technical expertise, particularly in the area of illustrations. There is no institution in Nigeria for training book illustrators (Segun, 1987).

Garvin (1988) categorises definitions of quality existing in the literature. He lists five approaches to defining quality: transcendent; product-based; user-based; manufacturing-based; and value-based. In the transcendent approach, quality is defined as achieving or reaching for the highest standard as against being satisfied with the sloppy or the fraudulent. The product-based approach identifies specific features or attributes that can be measured to indicate higher quality. In the user-based approach, the user determines the quality of the goods. The product or service that best satisfies the user is the higher quality product. Juran (1986) refers to the user-based approach as fitness for use. Crosby (1980) describes the manufacturing-based approach as conformance to requirements. The value-based approach introduced the element of price. Broh (1982) defines quality as the degree of excellence at an acceptable price and the control of variability at an acceptable cost. Garvin (1988), identifies eight dimensions of quality as:

- Performance
- Features
- Reliability
- Conformance
- Durability
- Serviceability
- Aesthetics
- Perceived quality

Table 2.2: Indicators of quality textbook with respect to Garvin's dimensions of quality product

Indicator	Description of the indicator according to Garvin for quality products	Description of the indicator for quality textbook
1. Performance	Primary operating characteristics e.g. speed, comfort, ease of use etc. for multiple performance features, and the relative importance of each.	Textbook's performance refers to traits that help students in achieving the learning outcomes laid down in curriculum, and cater for individual cognitive, social, cultural, religious, ethnic and other needs
2. Features	Extras, add-ons, or gimmick that enable a customer to somewhat customise a product.	Textbook's qualities include traits that promote student thinking and suggests activities for further study through Teachers' Guide, Teaching Kit, E-material, and Assessment.
3. Reliability	Probability of a product malfunctioning or failing within a specified time period.	Expected usefulness of a textbook and nothing will be wrong with it within a time period for which it is being used. Textbook provides updated and accurate information-valid for the period for which it is prescribed, and offers clarity in conveying same meanings to every reader.
4. Conformance	Degree to which a product's design and operating characteristics meet pre-established standards.	Extent to which a textbook meets pre-set standard; public and education policies, curriculum guidelines and objectives/standards, national

		ideology and culture, etc. The textbook also covers scope of the content given in the curriculum guidelines.
5. Durability	Length of time, or extent of use, before the product deteriorates and must be replaced; durability is a function of the product's operating environment and reliability. Durability has both economic and technical dimensions.	Economic dimension refers to physical state of textbook and technical dimension refers to content matter in textbook. Physical durability – paper quality and binding -is acceptable, amount of use student gets from a textbook before it deteriorates, and guarantees content durability - matter in textbook, validity of information before it becomes obsolete
6. Serviceability	Speed, ease, and convenience of making maintenance work or repairs and the courtesy and competency of service people.	Textbook serviceability refers to review of textbook and its delivery in classroom. From review dimension, serviceability refers time to time review to keep the textbook valid without changing its basic structure and from delivery dimension; serviceability refers to availability of the textbook's teacher guide for classroom instruction. It takes up: a) the review of textbook - fit for long term use through midterm and minor, reviews and updating, and b) availability and capacity of professionals and

		reviewers
7. Aesthetics	Look, sound, smell, feel, or taste of the product based on personal taste; though subjective, some aesthetic judgments tend to be common.	For textbooks, aesthetic dimension refers title, layout, format, illustrations, and other graphics-acceptability with respect to age / level / relevant to content and context. Good looking title that attract students of the age and grade for which it has been developed. So aesthetics of textbook includes: a) title, binding, font size, page layout/format and illustrations, and b) other graphics-acceptability with respect to age / level / relevant to content and context.
8. Perceived Value	Subjective opinion about the product based on images or attitudes formed by advertising and/or the reputation of the producer.	For textbooks, perceived quality refers to positive perceptions of teachers, parents, and students regarding textbook appearance, content and publication quality

Source: Mahmood *et al.*, (2009)

Furthermore, Adeleke (2001) defines quality as fully satisfying agreed customer requirements at the lowest internal price. It is often used to signify excellence of a product or service. It can also signify reliability, durability and relative absence of defects. Quality books, according to Taylor (2003) withstand the test of time, offer many years of usages, their content and physical appearance can still be impressive, intact and beautiful. According to Portway and Lane (1997) a quality textbook should

be acceptable; as attractive as other textbooks to hold attention; of high quality, well presented and lavishly illustrated; be up to date; available on time; have a clear role in course design, with appropriate and recognised; able author's credentials and must be able to encourage students to learn. Nogova and Huttova (2010) opine that quality textbooks not only serve as the main source of knowledge, they also need to help in developing the student's personality, in respecting his/her individual skills, stimulating interest in learning and in supporting interactivity. Quality books are timeless; they can be used for many years. It is rather unfortunate that Nigerian children's books, despite their exorbitant prices, quickly begin to fall apart. The finishing soon begins to crack, colour chips away, spines weaken with little stress. The books soon appear aged, worn and outdated.

Okwilagwe (2000), gives an estimate of 16.7 million pupils in primary schools but, despite the large population of pre-primary and primary pupils in Nigeria, the quality of children's books production is poor. Concern has been expressed that information in textbooks is not always found to be accurate (Clifford, 2002). It is also important to emphasise that teachers, as facilitators of learning, should be aware of the problems and limitations of the textbooks their students are using (Haggarty and Pepin, 2002). Fayose (2000) asserts that most locally produced children's books have soft covers, and the binding is usually wire stitching. Therefore, books cannot be used for library purposes; neither can they be used for a long period by the children. Sometimes, publishers use very poor quality paper (newsprint or bound with low grammage). Quite a number of children books have poor design and careless make up and trimming which result in very wide margins on some pages and hardly any margin on others. The production of easy-to-read books must be geared toward the intended audience and designers need to select large typefaces and design a layout that allows plenty of space around the text or light coloured background.

2.9 Illustration, design and utilisation of primary school textbooks

According to Lawal-Solarin (1999), the essence of children's books is in the design and illustration. It is the only way children's interest in the book can be engaged. It will really be unthinkable to publish children's books without ample, attractive and vivid illustrations. The role of an illustrator in the communication setting is as vital as those of the authors and editors. Okwilagwe (1991) conceives illustration as a visible

mark on paper that communicates knowledge without the use of words. Illustrations in children's books enhance its quality and readability. Apart from giving the children an endless pleasure, their contribution to learning by providing more than one medium of meaningful, critical thinking cannot be overemphasised. He adds that illustrations are generally grouped into four; namely;

1. Informative
2. Suggestive
3. Decorative and
4. Representative

Illustrations go a long way in enhancing communication between the author and the reader. Therefore, the illustrations in children's books must possess intrinsic communication qualities. King (1991) views illustrations as descriptive matters devised to enhance understanding. He further identifies 11 functions of illustrations in books:

1. Provides more direct concrete experience
2. Creates greater interest
3. Increases retention of learning
4. Creates a semblance of immediate experience or reality
5. Provides better informational background for thinking
6. Produces clearer, better understanding
7. Develops desirable attitudes
8. Provides a means of reviewing and summarising information
9. Increases the speed of learning
10. Supplements reading and teaching and also provides variety to learning and teaching
11. Stimulates participation.

Banjo (1999) argues that one of the ways of achieving reading habit in children is by making books fascinating to them through good cover design and attractive inside illustration. The illustrator is the essential link between the written word and the reality in the books. Illustration in children's books aims at creating visual equivalents of things or situations, which have been described in words. Between the ages of 3 and 6 years, children who are learning to read are very sensitive to form and colour. The styled drawing, simple, and clear in lively colours, helps the child to get acquainted with objects, animals and shapes in his environment. As he/she gets older

between the ages of 7 and 11 years, he/she becomes more pretentious; the illustration ceases to be exclusively informative and becomes an object of observation.

The illustration and the design of a book make up the totality of the book. The designer is the architect of the book; he/she designs the physical structure of the book and specifies other details in the book, such as page size, type size and points, width of margins, type position on the page, line spacing, chapter arrangements, headings, page numbering, plan for illustrations and tables, kind of paper, binding style and type, colour of cloth and everything in that book (Smith, 1990). According to Huck (1987), the format of a book includes its size, shape, the design of paper and binding. Smith (1990) and Adegboyega (1998), defines book design as the planning, origination and specification of the physical and visual attributes of books. The design outline/layout of any book is a marriage of the contributions of the author and the editor.

2.10 Price and utilization of primary school textbooks

Textbooks and learning materials used by schools should meet the educational needs and abilities of the students, without imposing an undue financial burden on parents. The prices of children's books also play a vital role in their utilization. Prices, according to Olaniyan (2001), is the monetary value a seller places on a good or service needed by the buyer.

In a publishing industry, the cost structure of firms is as follows: material cost (text paper and cover board), origination cost (editorial, typesetting, illustration, cover design/layout, colour separation, paste up), printing cost, royalty and overhead. All these amount to production cost. Bolodeoku (1988), notes that the cost of paper has become the central issue in book production in Nigeria. The average cost of paper in book production has been put at 60%, while Read (1990), puts it at 75%. Priestly (1993), enumerates factors that contribute to the increase in the price of book – lack of marketing data, poor distribution outlets, inefficient transportation, limited purchasing power of potential readers and government's involvement in book distribution. According to Ojeniyi (1999), the prices of books in Nigeria are made up of production cost: 30 to 35%; average trade discount: 15 to 20%; royalty: 10 to 12%; overheads: 27 to 30%; profit: 5 to 10%. The cost of production has direct effect on the prices of children's books. Publishing is a capital-intensive venture but banks and other money-lending institutions often do not give it any priority (Chakava, 1996). The high cost of

printing in several colours, scarcity of colour- separation facilities in the country and fewness of good Nigerian book illustrators are affecting the quality of children's books produced in Nigeria (Banjo, 1999).

Ojeniyi (2001), defines production cost as what the publisher pays as price to produce a book. The prices of most primary school textbooks are high due to the cost of production and the distribution channels, which are the bookshops. Adelekan (1999), claims that, in spite of the discount and credit facilities granted to booksellers, many of them still jerk up the prices of books. Primary school textbooks have to be affordable in order to promote the reading culture. The economic situation in Nigeria has reduced people's purchasing power. People's purchasing power is limited by the high cost of the requirements of the basic necessities of life, thereby reducing the amount of books parents can buy for their children. Nwankwo (1992) observes that in a depressed economy, books take an inferior rating in people's priority of needs, behind food, shelter, and security. The economic situation has reduced the purchasing power of people (Okonkwo, 2001). There is, therefore, little income to purchase books.

The importance of early childhood education for the full development and later education of the child is now being realised. Thus, the responsibility of providing necessary and suitable reading materials for children must be taken seriously. The joy of reading and the love of books are an essential foundation, but if the books are not suitable, much damage can be done. The writing and publishing of suitable books for the use of our children will improve, to a great extent, the quality of education in our schools. Some children have been disillusioned by the books available to them either because they are unsuitable for their age or the illustrations are inappropriate. The selling price of a book stems principally from the number of copies that are printed, which, in turn, depends upon the publisher's estimate of the likely demand for the book.

Few children's books are bought directly by children, parents often buy them. But in countries with low per capital income and an already heavy burden of family expenses for the purchase of required textbooks, there is not much leeway (Smith, 1990). For children's books to be attractive and get the attention of children, they have to be full of beautiful illustrations. These can represent a large part of the total cost of producing children's books. To make illustrations beautiful, there is need to add

colour, especially four-colours on good quality paper. Apart from the quality of products, pricing is a competitive weapon used in book marketing in Nigeria.

The distribution chain also exercises influence on the price of children's books. Some of the major channels used in getting books to the end users are booksellers/bookshops, schools, book contractors, libraries and the government. The cost of production materials also affects the price of children books. About 90% of the materials used in the publishing industry are imported with paper alone taking between 40 and 45 per cent, as a result, the prices of books are high. Isiade (2009), (Pers. Com.) claims that there are few printing presses with standard colour - separation equipment in Nigeria. Where they are available, they are rendered useless by poor maintenance arising from non-availability of either professionals to repair them or non-availability of the required components. Consequently, a lot of books are badly produced. Okowkwo (2001) buttresses this point, arguing that there is low quality production due to obsolete printing facilities.

2.11 Theoretical framework

A theoretical framework is a structure that guides research by relying on a formal theory, constructed by using an established, coherent explanation of certain phenomena and relationships. The identification of relevant theory is important in any research because it will show where a study can be located in the body of knowledge.

MODEL OF TEXTBOOK USE BASED ON ACTIVITY THEORY

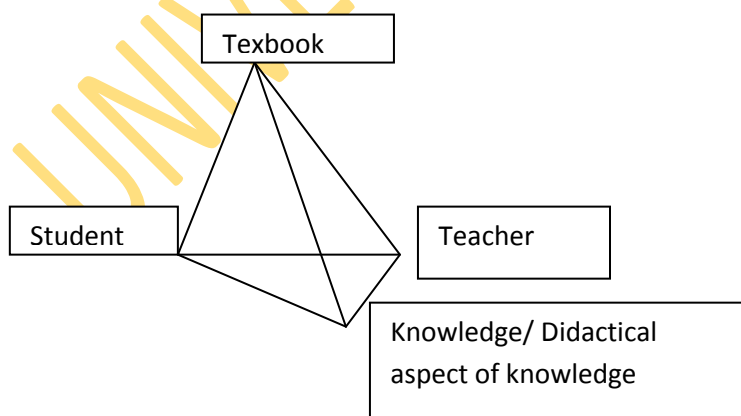


Figure 2:1: Tetrahedron model of textbook use based on Activity Theory

Source: Rezat (2006)

2.11.1 A model of textbook use based on activity theory

Rezat (2006) avers that this model includes another major dichotomy of the textbook, namely the dichotomy with regard to the nature of the knowledge represented in textbooks. But this time it appears at one of the vertices. This conforms with Engeström (1999), who describes dichotomies to be characteristic for all vertices of the activity model. With regard to the two major subjects that are using textbooks – the teacher and the pupil – Fig. 2:1 represents a more comprehensive model of textbook use. The tetrahedron represents the use of textbooks in class. Each of the triangular faces of the tetrahedron reveals another aspect of textbook use.

(1) Student – teacher – textbook

The student is the acting subject in this triangle and the textbook is the object of his activity. The teacher mediates the use of the textbook.

(2) Student – textbook – knowledge of the subjects (English Language, mathematics, social studies and basic sciences)

The student in this triangle uses the textbook on his/her own initiative without mediation by the teacher. The object of his activity is knowledge of the subjects in general. The textbook is regarded as the instrument to access the knowledge of the subjects. It mediates between the knowledge of the subjects and the student.

(3) Teacher – textbook – knowledge (didactical aspects)

This triangle describes the teacher's use of the textbook. While the teacher acts as a mediator of textbook use in the whole activity system, he/she is the subject of the activity in this subsystem. The object of his/her activity is the didactical aspects of the knowledge represented in the textbook.

(4) Student – teacher – knowledge

The traditional didactical triangle or, as stated by Chevallard (1991), 'the didactical system in the narrow sense' also appears in the tetrahedron-model of textbook use. It does not even include the textbook, but still must be considered as a subsystem of the activity 'textbook use'. It can be seen as the complement of triangle 3. The teacher implements the knowledge that is represented in the textbook without using the textbook overtly in the lesson. He/she acts as a mediator of the knowledge. Several studies substantiate this way of using textbooks (Hopf, 1980; Stodolsky, 1989; Woodward and Elliott, 1990; Valverde *et al.*, 2002).

The centrality and dominance of textbooks, especially in the context of developing countries, has been reiterated and highlighted by various writers. Maxwell (1985), for example, identifies their role as the *organising centres* for the instructional programme and as the most dominant element in classrooms apart from teachers, students and physical space: ‘The text determines what is taught, when it is taught, and how it is taught’. It has been identified that access to and availability of textbooks is a particularly significant factor in predicting academic achievement (Heyneman *et al.*, 1978). The use of a textbook is an activity that is situated in the context of institutional teaching and learning. Within that context, the use of textbooks is object-oriented and collective. The educational system itself is a historically and culturally formed system. The emphasis of activity theory is placed on “mediation of human action by cultural artefacts” (Engeström *et al.*, 1999) as well as the educational system. The textbook is a historically and culturally formed mediating artefact. The textbook is influenced by the educational system and the traditional concepts of teaching and learning.

2.11.2 Communication Theory and children’s books

Communication is the process of encoding and decoding a message. It can be described as the transmission of idea, facts and images. Effective communication implies that the message has similar meaning to both the sender and the receiver. In other words, authors and publishers need to work together with teachers and librarians in order to get best quality books across to the children. Quality children’s books can only be produced when the noise that hinders good communication between the reader and the writer is removed. This can be done only during the development and production processes of children’s books. Books are capable of contributing to human and physical development of a nation, when they possess an innate value capable of transforming the society through usage.

According to Umukoro (2001) writing is also essentially a powerful medium of communication through the pen or print. Communication, in turn, is the transmission of an enduring message, and the expectation of feedback in one form or the other. Hence, every meaningful writing, encodes an important message to be decoded by the reader.

2.11.3 Supply, demand and price theory

Supply, demand and price theory stresses the willingness and ability of buyers to purchase different quantities of a good at different prices during a specific period. The law of demand states that, as the price of a good rises, the quantity demanded of the good falls and as the price of a good falls, the quantity of the good demanded rises, *ceteris paribus*.

Quantity demanded is the number of units of a good that individuals are willing and able to buy at a particular price during a given period. The price of primary textbooks compared to the per capital income of parents will determine the number of primary textbooks parents can purchase for their children. However, how much of a good buyers are willing to buy depends on price. In other words, the number of books parents are willing to buy for their children depends on price. Supply refers to the willingness and ability of sellers to produce and offer to sell different quantities of a good at different prices during a specific period. That is, supply is the willingness of the publishing houses to produce primary textbooks before the beginning of each session.

The law of supply – The law of supply states that as the price of a good rises, the quantity of the good supplied rises, and as the price of a good falls, the quantity of the good falls, *ceteris paribus*. The price of a good and the quantity of the good supplied are directly related, *ceteris paribus*. This implies that, when there are enough primary textbooks in the market, it will be very difficult for pirates to pirate children's primary textbooks.

- (a) **Price of relevant resources:** Resources are necessary to produce books. In this instance, if the prices of paper, ink, plates and other items fall, the prices of primary textbooks will also fall, but when the cost of raw materials is high, the prices of primary textbooks will be high. A fall in the price of one of the raw materials for publishing will result in decrease in the per-unit cost of publishing primary textbooks (Arnold, 1992).

2.12 CONCEPTUAL MODEL

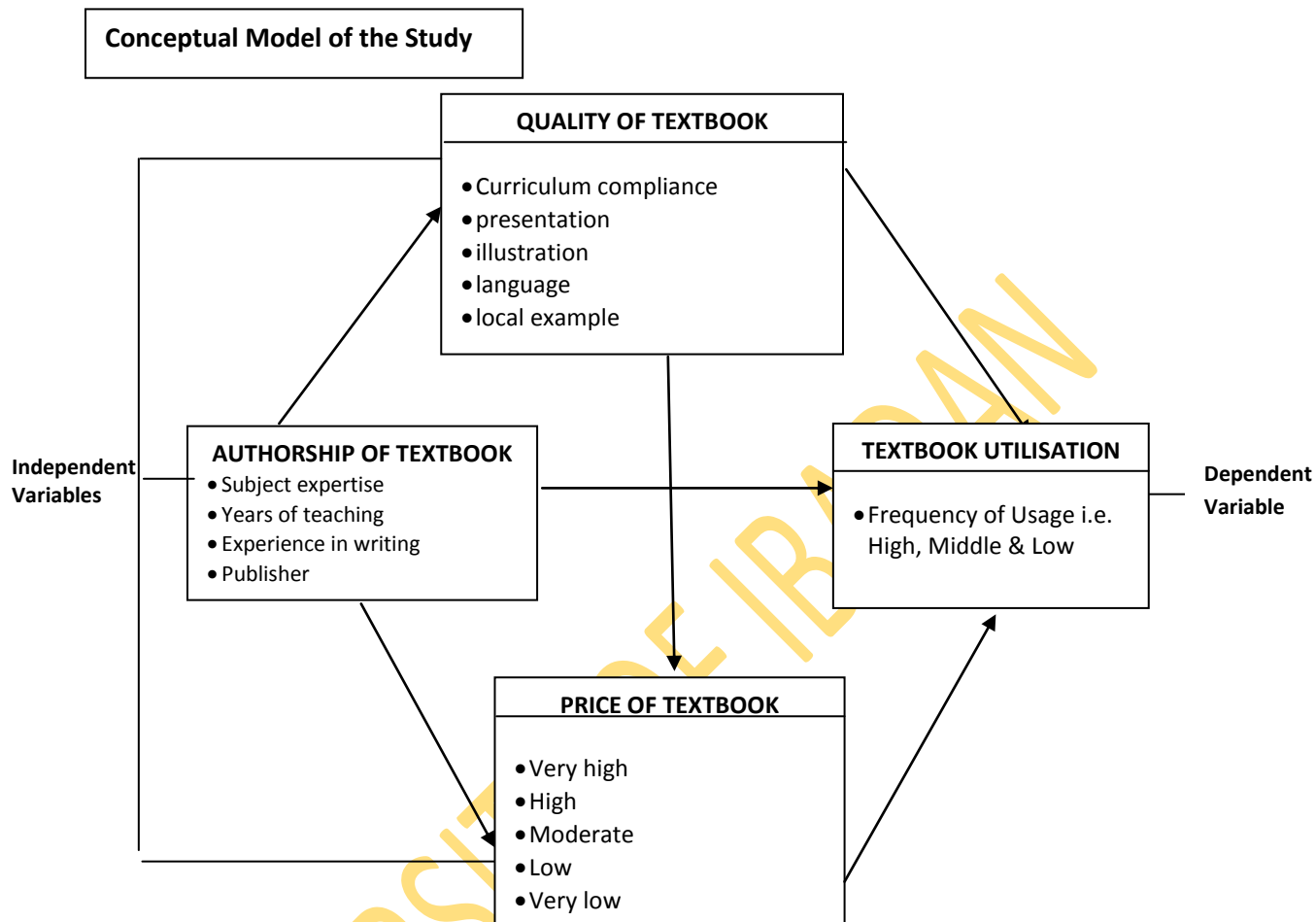


Figure 2.2: Authorship, Quality and Price as factors influencing utilisation of textbooks in primary schools.

Figure 2.2 shows the conceptual model of the present study. It is assumed that authorship quality and price could promote utilisation of textbooks.

2.13 Appraisal of Reviewed Literature

This review has shown that primary education is the instructional base of the educational pyramid on which the success or otherwise of other systems of education and, by implication, manpower development, national advancement and growth depend. Results of scientific research have shown that the early years are critical in the development of intelligence, personality and social behaviour. Children's books are very important instruments for educational, emotional, psychological and cultural growth. Books give adequate literacy foundation.

The reviewed literature shows the critical importance of textbooks as an essential requirement for quality teaching and learning in primary schools. The availability of books appears to be the single most consistent positive school factor in predicting academic achievement. The provision of basic textbooks in poor countries is the most effective means to improve learning.

Research on the teachers' use of textbooks also show that an overwhelming majority use textbooks as their main curriculum guide and source of lesson plan. Research has also shown that textbooks are a cost-effective means of improving educational achievement, especially in the short to medium terms. In countries where reading materials are scarce, textbooks have an important role to play.

The qualification and communication competence of the authors will determine the quality of the contents of the textbook. The contents of the textbook must be such that meet the needs of primary school children. Thus, quality textbooks should not only serve as the main source of knowledge, but they also need to help in developing the student's personality, in respect of his/her individual skills, stimulating interest in learning, and in supporting interactivity. However, books that are used in schools in many parts of the world fall below these standards. Studies on textbook quality repeatedly report poor instructional design, difficult and inconsistent reading materials, and poor progression among other weaknesses. Poorly designed, and hence difficult books, have been found to contribute to early dropout in a number of countries.

The price of primary school textbooks is one of the factors influencing their usage. According to Olaniyan (2001), price is the monetary value a seller places on a good or service needed by the buyer.

The review has revealed that there is a dearth of research information on the influence of authorship, quality and price on utilisation of textbooks in the primary schools in Nigeria especially in Oyo State. It is this gap in research that this study set out to fill.

UNIVERSITY OF IBADAN

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methods and procedures employed by the researcher in carrying out the study. The methodology will be discussed under the following headings:

- 3.2 Research design
- 3.3 Variables of the study.
- 3.4 The population of the study
- 3.5 Sampling techniques and sample size
- 3.6 Data collection instruments
- 3.7 Validity of the instruments
- 3.8 Reliability of the instruments
- 3.9 Data collection procedure
- 3.10 Method of data analyses

3.2 Research design

This study adopted descriptive survey research *design of ex-post-facto* type. This design was considered appropriate since the variables of interest are studied as they are. The researcher did not manipulate any of the variables but studied the dependent variable in terms of the retrospective influence as a result of the independent variables.

3.3 Variables of this study

The independent variables are authorship of textbooks, qualities of textbooks and prices of textbooks. The dependent variable is pupils' utilisation of textbooks.

3.4 The population of the study

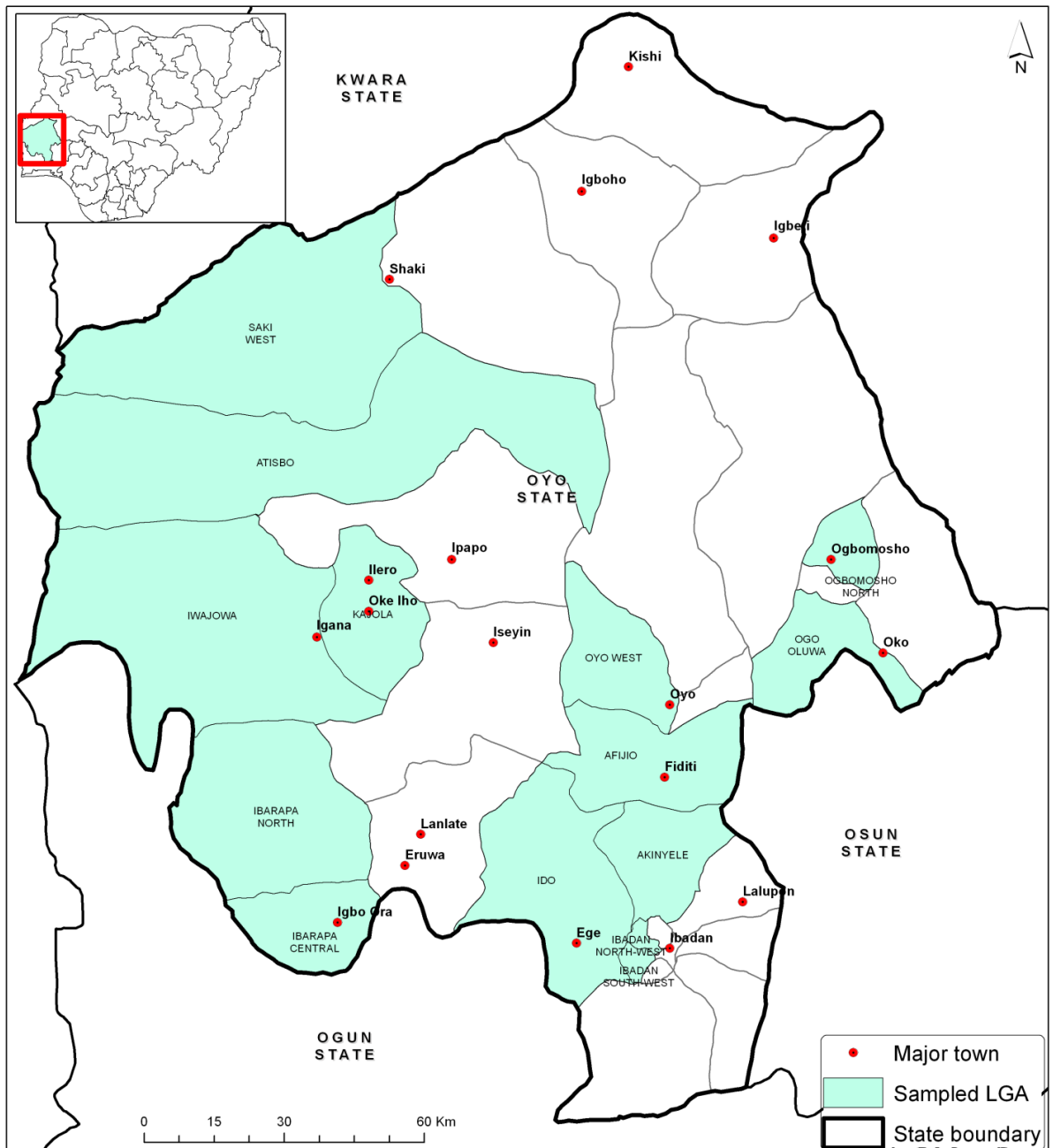


Fig.3.1. Geographical map of sampled LGAs, Oyo State.

In this study, the target population were 59,467 primary five pupils in public primary schools distributed across all the 33 Local Government Areas (LGAs) of Oyo State

(Figure 3.1). Their class teachers (4,729), head teachers (2,024) parents (59,467), authors (50) and publishers (7) of textbooks in use also constitute part of the population. This study focused on primary five pupils because they were more stable

and mature than primary one to four pupils. They were at the climax of basic education and have been exposed to a larger part of the primary school curriculum. In addition, they focused on the textbook they were using in the school more than primary six pupils who would be preparing for common entrance examination. The number of textbooks possessed by pupils is related to their parents' income because pupils were not working. Therefore, parents are expected to buy textbooks for their children. Publishers of primary school textbooks were also part of this study because they were the ones that selected authors that wrote the textbooks being used in the state.

3.5 Sampling techniques and sample size

The multi-stage sampling technique was adopted to select subjects for this study due to the nature of the population. Although there are 33 local government areas (LGAs) in Oyo State with eight educational zones: Ogbomoso, Ibarapa, Ibadan city, Ibadan less city, Oyo, Iseyin, Saki and Irepo. Seven out of eight educational zones were randomly selected in order to have a full representation of the state. In each of the seven sampled educational zones, two LGAs were selected using equal allocation method, from the each of the two selected LGAs, four schools were randomly selected using equal allocation method. Moreover, only one arm (intact class) of the primary five pupils were randomly selected in each of the four schools selected, giving a total sample size of 1,680 pupils. The total sampled size of the pupils' parents was 1,680, 130 primary five teachers in each of the four selected schools were covered, in addition, 50 authors and seven publishers in Oyo State that wrote and published their study texts in four core subjects, mathematics, English language, social studies, and basic science and technology were also covered in the study. The distribution of the selected pupils by the educational zones and LGAs is presented in Table 3.1.

Table 3.1: Sampled local government areas, number of primary schools and pupils covered in the study

Educational zones	LGAs in the eight (8) educational zones in Oyo state	No of schools in the LGAs	Two LGAs each was selected from seven educational zones	No of schools selected	No of Primary 5 pupils in the selected LGAs	Primary 5 pupils Selected
1.Ogbomosho	Ogbomosho North,	24	Ogbomosho North	4	3619	120
	Ogbomosho South Oriire Ogo Oluwa Surulere (5-LGAs)	18 112 55 102	Ogo Oluwa	4	3388	120
2. Oyo	Oyo East	43	Oyo West	4	4880	120
	Oyo West Atiba Afijio (4-LGAs)	44 68 63	Afijio	4	3932	120
3. Ibadan less city	Akinyele	112	Akinyele	4	4402	120
	Oluyole Lagelu Egbeda Iddo Ona-ara (6-LGAS)	110 82 73 75 94	Iddo	4	3657	120
4.Iseyin	Iseyin ,	87	Kajola	4	5881	120
	Itesiwaju Iwajowa , Kajola (4-LGAs)	51 34 55	Iwajowa	4	3186	120

5. Ibadan city	Ibadan North, Ibadan NE, Ibadan NW	74 73 43	Ibadan NW	4	3796	120
	Ibadan SW Ibadan SE	79 62	Ibadan SW	4	4243	120
6. Ibarapa	Ibarapa North, Ibarapa East, Ibarapa Central	43 50 47	Ibarapa North, Ibarapa Central	4 4	3412 2332	120 120
	7. Saki	Atisbo, Saki West, Saki East	38 63 40	Atisbo, Saki West	4 4	5436 2738
8. Irepo	Olorunsogo	34	-	-	2213	-
	Oorelope	38	-	-	2352	-
	Irepo	28	-	-		
Total	33	2024	14	56	59467	1680

Source: Oyo State Primary Education Board

3.6 Data collection Instruments

Five research instruments were developed by the researcher and used in this study. They are Teachers' Textbook Assessment Scale (TTAS); Parents' Textbook Assessment Scale (PTAS); Pupils' Textbook Assessment Scale (PUTAS) ;Head Teachers' Interview Guide (HTI) and Key Informant Interview Guide (KII).

Teacher's Textbook Assessment Scale (TTAS)

Section A elicits background information such as name of school, LGA, age, highest academic qualification and teaching experience. Section B is on items that centre on the use of textbooks in primary schools. The reliability coefficient established was 0.88. Section C centres on qualities of textbook. It consists of items on which the qualities of the textbooks were rated. The reliability coefficient established on this section was 0.95, using Cronbach Alpha method. Section D presents items such as consistency approach used by the authors, relevance of textbooks to the needs of pupils, relevance of knowledge, objective/skill objective, factual accuracy, and learner's centeredness, the overall reliability coefficient established on this scale was 0.95 using Cronbach Alpha method. This implies that the entire instruments are highly reliably to assess the textbooks used by primary schools.

Parent's Textbook Assessment Scale (PTAS)

The instrument was developed by the researcher. It comprises three sections. Section A seeks information on pupils' and parents' backgrounds, that is location, sex, age, qualification and the occupation of the parents. Section B elicits information on the usage frequency of recommended textbooks on the four major subjects, namely Mathematics, English Language, Social Studies, and Basic Science and Technology. The reliability coefficient established on this section using Cronbach Alpha method was 0.85, meaning that the items measuring the usage of different recommended textbooks were sufficiently reliable. Section C seeks information on the cost of the recommended textbooks for the four primary school basic subjects. Reliability coefficient was 0.92, using Cronbach Alpha method. This implies that the items were highly reliable to measure the construct that centres on the costs of textbooks. This implied that the instrument is highly reliable to obtain information from parents on the recommended textbooks of their children in primary schools.

Pupils' Textbook Assessment Scale (PUTAS)

The instrument consists of two sections. Sections A elicits information on background information such as names of schools, LGA, age, gender, class, number of the children of parents (father), and their parents' occupation. Section B comprises items centred on textbooks possession and usage, place of usage, appropriateness in terms of language, level of usage, and opinion of pupils about the textbooks. The overall reliability analysis coefficient established on pupils textbook assessment scale was 0.77, using Cronbach-Alpha method.

3.7 Validity and reliability of the instruments

In order to ensure the face validity of the self-developed instruments, they were given to researcher's supervisor, experts in the departments of Library Archival and Information Studies, Teacher Education, Institute of Education, University of Ibadan and three experienced primary school teachers for vetting and modification. The observation and comments made by them necessitated the restructuring of some of the items, addition and removal of ambiguities. This ensured the content and face validity of the instruments. The instruments for pupils were administered to some pupils who were in primary 5 (pilot study). This group of pupils did not participate in the main study. The pupils took home copies of the parents' questionnaire to their parents, while copies of the teachers' questionnaire were give to primary five teachers to fill. Cronbach Alpha reliability method was used to compute the reliability co-efficient of the instruments.

3.8 Data collection procedure

Copies of the questionnaire were personally administered together with research assistants per zone making seven of them. They were informed on the objectives of the study and trained on how to administer the instruments. They were also trained on how to translate the questionnaires into Yoruba language when and where this is necessary. The letter of introduction from the researcher's department facilitated the collection of data. In each of the schools visited, the researcher and

assistants met with the head teachers, introduced themselves and explain the purpose of their visit. The researcher and the assistants were then taken to the classrooms for introduction. Only one arm (intact class) of the primary five pupils, randomly selected, was then used for the study. The pupils took home copies of the parents' questionnaire to their parents, while copies of the teachers' questionnaire were give to primary five teachers to fill. Key informant interviews were personally conducted by the researcher for publishers of textbooks in use on four core subjects, officers of Oyo State Universal Basic Education, and the Curriculum Development and Evaluation Division of Oyo State Ministry of Education. Data collection exercise lasted five months (February-June, 2010).

3.9 Method of data analysis

The data gathered were analysed using descriptive and inferential statistics. Correlation and multiple regression analysis were also used because the study is a multivariate one that seeks to determine the composite (joint) and relative effects of the independent variables on the dependent variable. Data relating to research questions were analysed using descriptive statistics, such as mean, frequency count, percentages. The hypotheses were tested using Pearson Correlation and Multiple regression analysis at 0.05 level of significance. Content analysis was used for the qualitative data. The results obtained through the analysis were presented and discussed in chapter four.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter is devoted to the results of the data analysis and their interpretation. The results are presented in form of descriptive data and tested hypotheses. The descriptive data are presented in tabular form, bar and pie-charts. Frequency counts and percentages were also used in presenting the results. The null hypotheses postulated were tested at 0.05 level of significance using Person Moment Correlation and Multiple regression analysis.

4.2 The response rate of questionnaires

One thousand six hundred and eighty copies of pupils' questionnaire were administered while, 1,363 (81.1%) were retrieved and found usable. One hundred and thirty copies of teachers' questionnaire were administered while 101 (77.7) were retrieved and found usable. Also, 56 questionnaires were given to head teachers while 43 copies (76.8%) were retrieved and found usable. One thousand six hundred and eight copies of parents' questionnaire were administered out of which 1198 (71.3%) were retrieved and found usable (Table 4.1).

Table 4.1 Questionnaires administration and response rate

Category of Respondents	Number of Questionnaires Administered	Number of Questionnaires Usable	Percentage of Questionnaires Usable
Pupils	1680	1363	81.1
Parents	1680	1198	71.3
Teachers	130	101	77.7
Head Teachers	56	43	76.8

Table 4.2: The response rate of questionnaire distributed in the selected schools

Education al zone	Local Governme nt Area	Name of School	Head Teacher	Teach er	Pupil s	Paren ts		
1.Ogbomo so	1.Ogbomo so North	1.Okelerin Baptist Pry School, Apake	1	4	30	29		
		2.United Baptist Pry Sch.Aaja-Ikosi	1	2	30	28		
		3.School for the Blind	1	2	4	-		
		4.Are- Ago D.C School.1	1	5	30	30		
	2.Ogo Oluwa	1.Baptist Basic Sch, Obada, Odo Oba		4	13	94	87	
				1	2	30	30	
			2.Comm Basic Sch Aararomi	1	2	10	10	
			3.Obada Methodist school	1	2	30	28	
		4.DC school, Ibapon	1	2	5	5		
				4	8	75	73	
2.Oyo	3.Oyo West	1. Comm. Pry School, Iyaibeji	1	2	10	10		
		2. ADS Model (SP) Pry School I, Akeetan, Oyo	1	2	30	30		
		3. St. Phillip Anglican Pry School Fasola	1	2	30	30		
		4.St. Mary ANG School	1	2	30	30		
Oyo	4.Afijio	1.Baptist Sch Farm Settlement	4	8	100	100		
			1	1	9	6		
		2. Baptist School, Imimi Afijio	1	1	4	4		
		3.AD School, Ilorá	1	2	30	30		
3.Ibadan less city	4.Afijio	4. St. Peter Anglican School, Jobele	1	3	20	15		
			4	7	63	55		
		1. St. Mathias Anglican Pry. School, Orogun	1	3	30	27		
		2. St. David Ang.School, .Aroro	1	2	28	21		
	5.Akinyele	3. St. John Pry. School, Igbooloyin		1	1	30	26	
				-	2	30	28	
		6.Iddo	4. Community Pry. School, Sasa		3	8	118	102
					1	2	30	27
			1.IDC Pry. School, Awotan	1	2	30	27	
			2. St. Peters Pry. School I, Apete	1	2	30	29	
3. Community Pry. School, Olumo	1	2	30	26				
4. Methodist Pry. School, Ayegun	-	1	25	20				
	3	7	115	102				

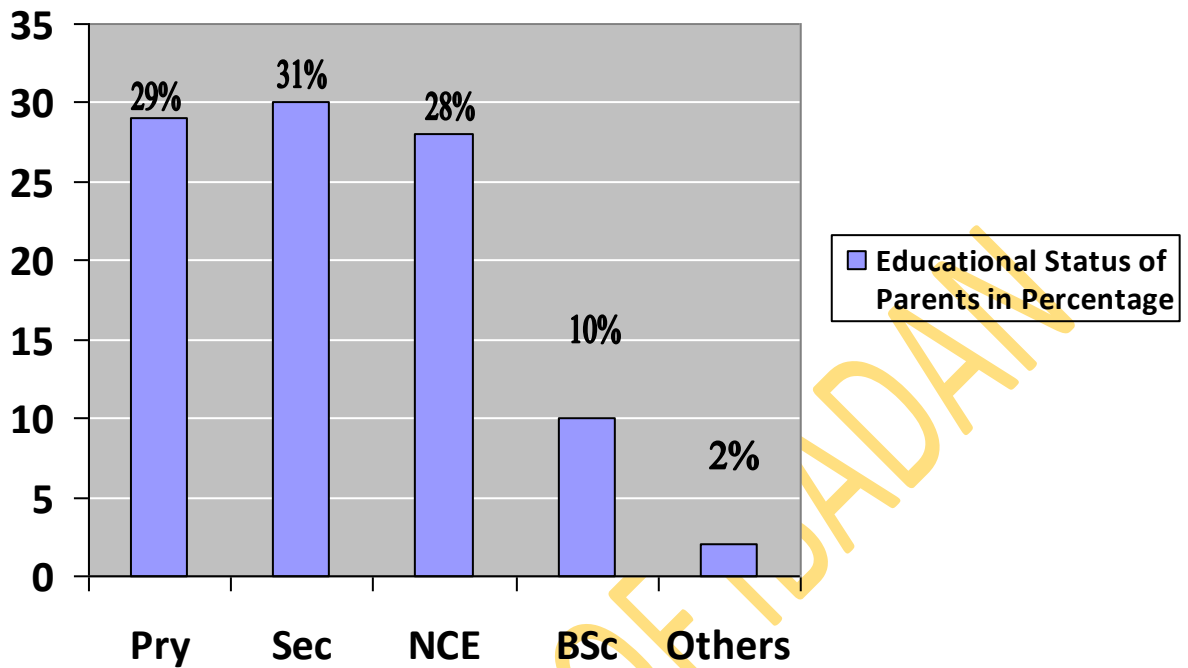
4.Iseyin	7.Iwajowa	1.L. APry. School,. Idiko Ago	1	1	29	24	
		2.L. A School,.Ilaji-ile	1	1	30	16	
		3.St Bernarrd RC.M School,Iwere ile	-	1	26	10	
	8.Kajola	1.LA Basu School 1(Special), Olele, Okeho		2	3	85	50
				1	2	30	24
			2.1st ADS Pry School, Gbelakale, Ilero	1	2	30	23
			3. Local Authorithy, Ilero	1	2	30	28
		4.LA Basu School III, Olele, Okeho		-	2	30	26
				3	8	120	101
				1	3	30	27
5.Ibarapa	9.Ibarapa Central	1.AUDC School II	1	3	30	27	
		2.Baptist School II Idere	1	2	30	28	
		3.Baptist School 1 Idere	-	2	30	30	
		4.Methodist School I Igboora	1	2	30	27	
	10.Ibarapa North	1.ADI Tapa		3	9	120	112
				1	2	30	27
				1	2	30	28
		2.AD School 1		1	2	30	29
				1	2	30	29
				-	2	30	27
6.Saki	11.Saki West	1.Army Children School	3	8	120	111	
			1	2	30	28	
		2.Baptist Model, Ayegunle	1	2	30	26	
		3.Community Pry School, Ekokan	1		30	29	
	12.Atisbo	4 DTC PRY Sch.		1	1	30	24
				4	5	120	107
				1	2	30	27
		2.St. Mary Roman Cath. Mission pry School, Oke odo		1	2	30	30
				3	7	120	117
				1	1	30	30
7. Ibadan city	13Ibadan South West	Baptist Pry School, I Aresa oke	3	7	120	117	
			1	2	29	25	
	14.Ibadan North West	St. Willikin Cath. Pry School II Oke Ado		1	2	30	12
				2	4	59	37
		1.Anwar-ul-Islam Pry School 3		-	4	24	15
				1	2	30	29
	2.Salvation Pry Sch II, Ekotedo (U)	1	6	54	44		
		43	101	1363	1198		

4.3 Demographic characteristics of respondents

The gender of the respondents (pupils) was almost equal, with the females 687(50.4%) having a slight edge over the males 676 (49.6%). The median age group was 11 to 13 years, while the least age group was 17 years and above with only 13 respondents. The gender of parents that responded to the questionnaire followed a similar pattern to that of pupils as males 606 (50.6%) and females 592 (49.4%) were almost equal but unlike that of the pupils, the males, was slightly above that of the females. The head teacher had more males as respondents, with 65.1%.

Table 4.3: Frequency distribution of respondents according to demographic characteristics

Pupils Gender	Frequency (%)
Male	676 (49.6)
Female	687 (50.4)
Total	1363 (100)
Pupils Age Category	
8 -10 yrs	457 (33.5)
11 – 13yrs	760 (55.7)
14 – 16 yrs	133 (9.7)
17 and above	13 (0.9)
Total	1363 (100)
Parents Gender	
Male	606 (50.6)
Female	592 (49.4)
Total	1198 (100)
Head Teacher	Frequency (%)
Male	28 (65.1)
Female	15 (34.9)
Total	43 (100)



N=1198

Fig.4.1: Educational status of parents of the respondents (pupils)

Approximately, 60 % of the parents who responded to the survey had secondary school qualification and below, while the rest had NCE and above.

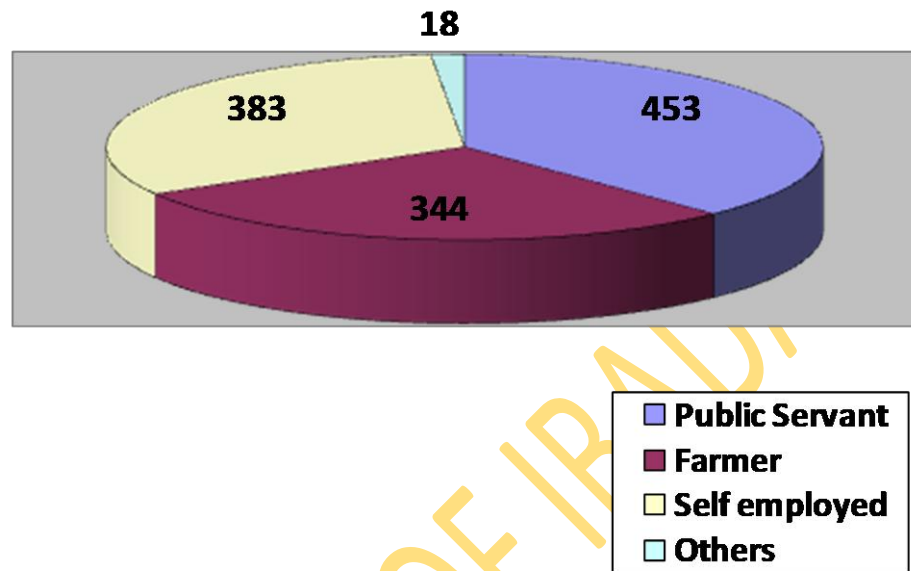


Fig.4.2: Occupational status of parents of the respondents (pupils)

N=1198

Out of the four groupings of the occupational status of parents, the highest proportion were public servant (37.8%) followed by self-employed, (32%) while the least (1.5%) were other occupations.

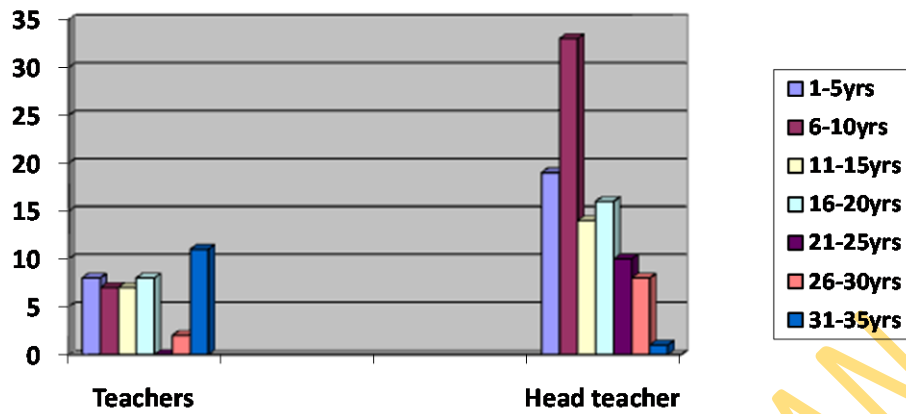


Figure 4.3: Years of experience of respondents (Teachers and Head Teachers)
Teachers N=101, Head Teacher N=43

The head teachers had more years of experience compared to the class teachers. Nevertheless, with the grouping, the median group for the head teacher was 6 to 10, while that of the teachers was 31 to 35 years.

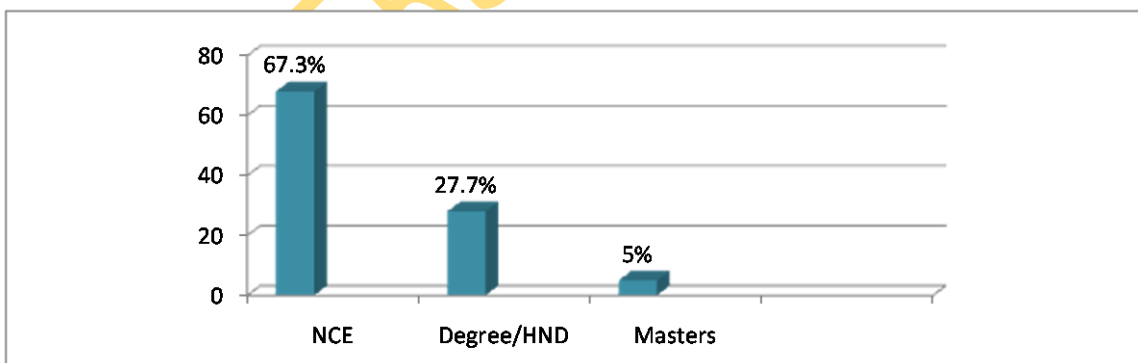


Figure 4.4: Academic qualification of teachers in the public schools sampled

N=101

The minimum academic qualification of teachers was NCE and 67.3% of the teachers had this qualification. Approximately, 5.0% had masters' degree while the rest belong to the Degree/HND grouping.

4.4 Research question one

What are the criteria used in the selection of authors by publishers of primary school textbooks in Oyo State?

The interview approach was adopted to answer research question 1. The results of the interviews conducted for the seven publishers are as shown in Tables 4.4 and 4.5.

Table 4.4: Criteria for selection of authors by publishers of primary school textbooks in Oyo State

Criteria	MacMillan	Longman	Evans	UPL	Africana	HEBN	Onibonoje
Qualification	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Gender equality	No	No	No	No	No	No	No
Proximity of author	No	No	No	No	No	No	No
Popularity of the author	Yes	Yes	No	Yes	No	Yes	No
Experience as a primary/secondary school teacher	Yes	Yes	No	No	Yes	Yes	Yes
Lecturers in the college of education and university	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject specialist	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Geographical spread	Yes	Yes	Yes	Yes	No	No	Yes
Experience as an author	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Total	7	7	5	6	5	6	6

Table 4 .5: Summary of criteria for selection of authors by publishers of primary school textbooks in Oyo State

N/O	Publisher	No of criteria	Indicated criteria
1	Macmillian	7	Qualification, popularity of the author, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author, geographical spread.
2	Longman	7	Qualification, popularity of the author, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author, geographical spread.
3	Evans	5	Qualification, popularity of the author, lecturers in the colleges of education and universities, subject specialist, experience as an author
4	UPL	6	Qualification, popularity of the author, lecturers in the college of education and universities, subject specialist, experience as an author, geographical spread
5	Africana	5	Qualification, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author
6	HEBN	6	Qualification, popularity of the author, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author
7	Onibonoje	6	Qualification, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author

From Table 4.5, the summaries are Macmillan and Longman, seven that is, Macmillan and Longman use seven criteria in selecting authors of primary school textbooks. The figures for the other publishers are, Africana and Evans, five; while HEBN, UPL and Onibonoje uses six. However, the most paramount criteria in selection of authors by all the publishers are qualification of the author/area of specialization, and years of experience as an author. Next in line is experience as a classroom teacher. It is interesting to note that none of the publishers use gender and proximity of authors as criteria in selection of authors.

4.5 Research question two

What is the profile of primary school textbook authors in terms of gender, occupation, highest academic qualification, and years of experience?

Table 4.6 Frequency distribution of respondents based on authors profiles of recommended textbooks

Authors' profile	MacMillan (%)	Longman (%)	Evans (%)	UPL (%)	Africana (%)	HEBN (%)	Onibonoje (%)	Total (%)
Gender								
Male	6 (85.7)	7 (87.5)	10 (76.9)	2 (50.0)	3 (75.0)	3 (100.0)	2 (66.7)	33 (78.6)
Female	1 (14.3)	1 (12.5)	3 (23.1)	2 (50.0)	1 (25.0)	0 (0.0)	1 (33.3)	9 (21.4)
Total	7 (100)	8 (100)	13 (100)	4 (100)	4 (100)	3 (100)	3 (100)	42 (100)
Occupation								
Lecturer	6 (85.7)	8 (100.0)	10 (76.9)	3 (75.0)	4 (100.0)		3 (100.0)	34 (81.0)
NERDC						3 (100.0)		3 (7.0)
Sch. Teacher	1 (14.3)		3 (23.1)	1 (25.0)				5 (11.9)
Total	7 (100)	8 (100.0)	13 (100)	4 (100)	4 (100)	3 (100)	3 (100)	42 (100)

Area of specialization

Science Edu.	2 (28.6)	3 (37.5)	2 (15.4)				1 (33.3)	8 (19.0)
Maths Edu.	2 (28.6)	5 (62.5)			1 (25.0)			
Soc. Stud. Edu	1 (14.3)		5 (38.5)				2 (66.7)	13 (31.0)
Eng. Edu.	2 (28.6)		3 (23.1)	4 (100)	1 (25.0)			6 (14.3)
Eng. Ling					2 (50.0)			
Text. Dev			3 (23.1)			3 (100)		10 (23.8)
Total								2 (4.8)
								3 (7.1)
	7 (100)	8 (100)	13 (100)	4 (100)	4 (100)	3 (100)	3 (100)	42 (100)

Highest academic qualification

B.ED								
B.A	1 (14.3)							1 (2.4)
B.Sc				1 (25.0)				1 (2.4)
M.Sc			1 (7.7)					1 (2.4)
Ph.D		2 (25.0)			1 (25.0)	3 (100)	1 (33.3)	
Total	6 (85.7)	6 (75.0)	3 (23.1)		3 (75.0)		2 (66.7)	10(23.8)
				3 (75.0)				29(69.0)
	7 (100)	8 (100)	13 (100)	4 (100)	4 (100)	3 (100)		42(100)

Year of experience

1 – 5			3 (23.1)					3 (7.1)
6 – 10	2 (28.6)					2 (66.7)		8 (19.0)
11 – 15	4 (57.1)		4 (30.8)		1 (25.0)			
16 – 20						1 (33.3)		7 (16.7)
21 – 25	1 (14.3)	1 (12.5)	1 (7.7)				1 (33.3)	1 (2.4)
26 – 30			1 (7.7)		2 (50.0)		2 (66.7)	4 (9.5)
		5						

31 – 35	(62.5)							10(23.8)
36 – 40	2 (25.0)	2 (15.4)	4 (100)	1 (25.0)				5 (11.9)
Total		2 (15.4)						4 (9.5)
	7 (100)	8 (100)	13 (100)	4 (100)	4 (100)	3 (100)	3 (100)	42 (100)

Table 4.6 shows that more than half of the authors (78.6%) were males while 21.4% were females. Based on occupation, the table reveals that majority of the authors of recommended textbooks (81.0%) were lecturers while 7.0% and 11.9% were NERDC officials and school teachers respectively. As shown in Table 4.6, authors from Longman, Africana and Onibonoje were all lecturers.

The breakdown of the number of authors who were lecturers in each publishing house is as follows: (i) Evans Brothers 10 (29.4%), (ii) Longman 8 (23.5%), (iii) MacMillan 6 (17.6%), (iv) Africana 4 (11.8%), (v) Onibonoje 3 (8.8%) (vi) UPL 3 (8.8%), 34 (100%).

Based on Area of Specialisation, the analysis reveals that 31.0% of the authors were from mathematics education, 23.8% are from English language, 14.3% were from social studies, 19.0% were from science education, 7.1% were from social studies/textbook development department, while 4.8% were from English linguistics department.

Based on Highest educational qualification, the result shows that 69.0% of the authors were Ph.D holders while 23.8% and 7.2% had masters and first degrees, respectively. The breakdown of authors who were Ph.D holders in each Publishing House is as follows: Evans - 9 (31.0%), Longman - 6 (20.7%), MacMillan - 6 (20.7%), UPL - 3 (10.3%), Africana - 3 (10.3%), Onibonoje - 2 (6.9%).

Further analysis on highest educational qualification of authors based on area of specialisation reveals that most of the Ph.D holders were specialists in mathematics-

9 (31.0), followed by English language - 8 (27.6%), science education 6 (20.7%), social studies - 4 (13.8%) and English linguistics – 2 (6.9%).

Authors' profiles

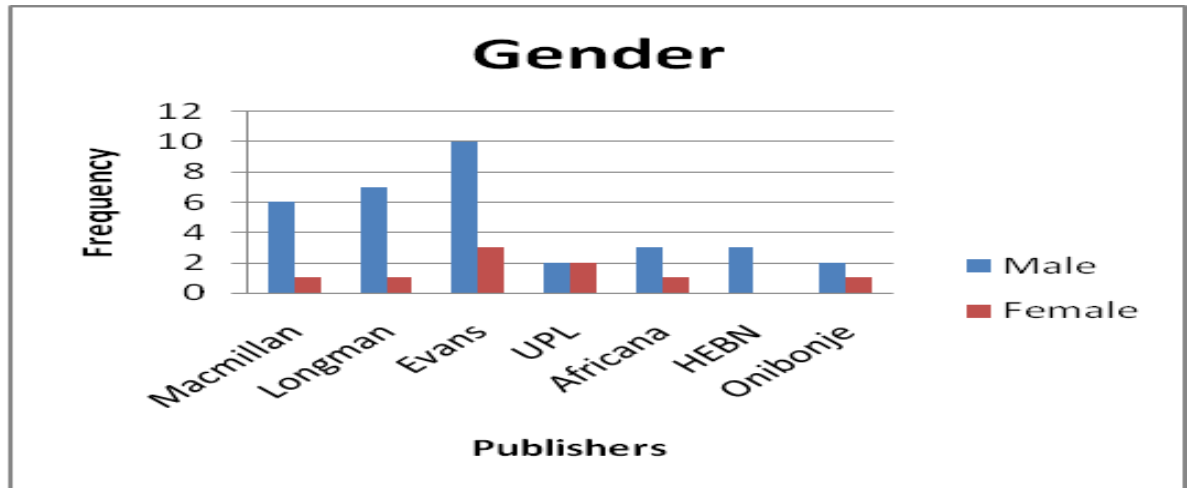


Figure 4.5: Gender of authors

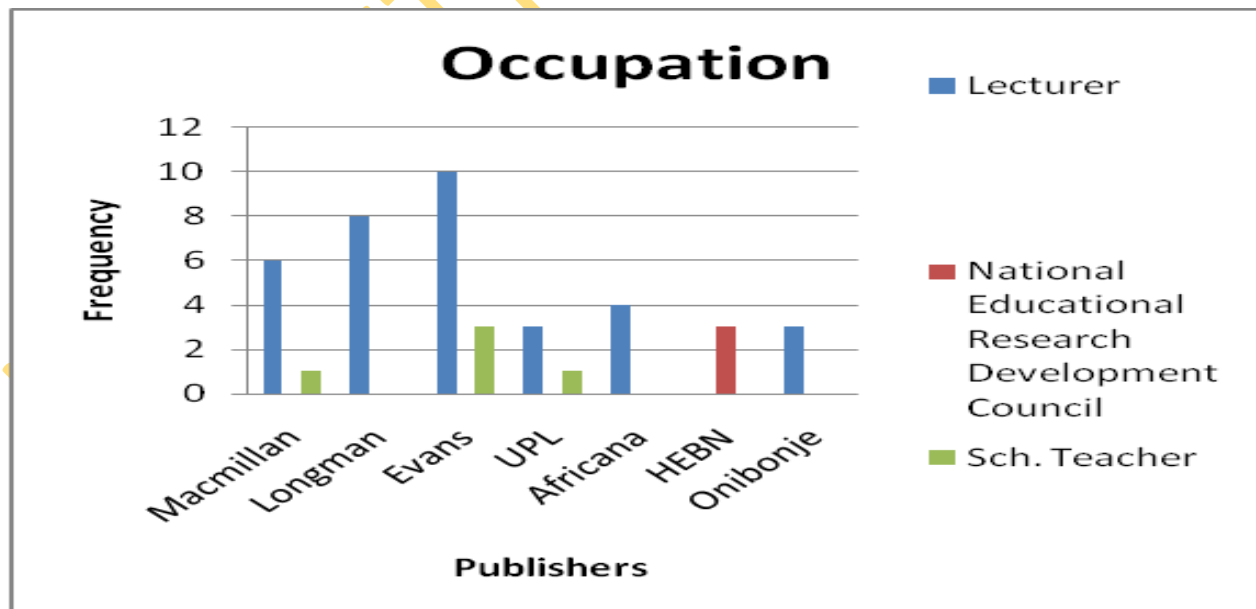


Figure 4.6: Occupation of authors

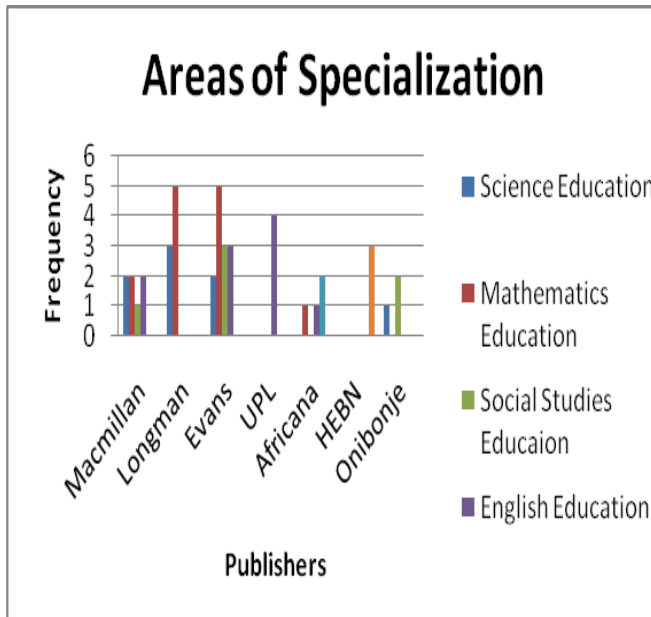


Fig. 4.7: Authors' areas of specialization of authors

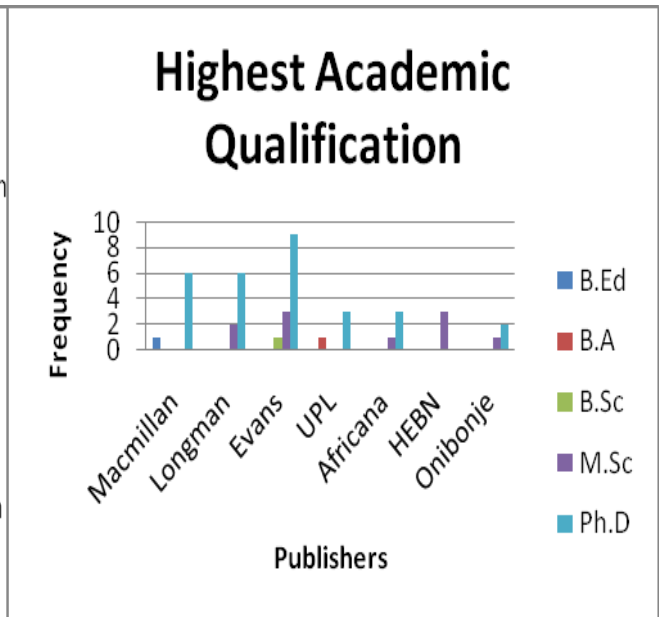


Fig.4.8: Educational status of authors

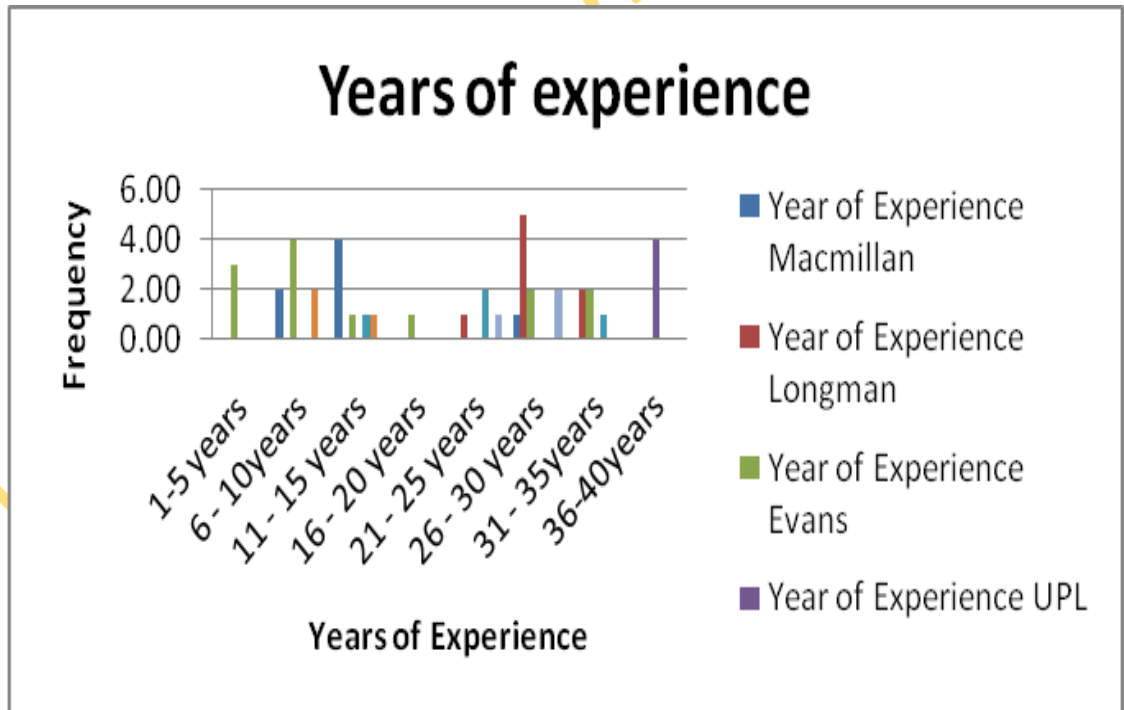


Fig.4.9 years of experience

Table 4.7: Frequency distribution of authors' highest educational qualification based on area of specialisation

Number of Ph.D holders in publishing house	Area of specialization						Total (%)
	Science Edu (%)	Maths Edu (%)	Social Stud. (%)	English Edu. (%)	English Ling (%)	Soc. Stud. Text Bk Dev (%)	
Longman	2 (33.3)	4 (44.0)	-	-	-	-	6 (20.7)
Macmillian	2 (33.3)	1 (11.1)	1 (25.0)	2 (25.0)	-	-	6 (20.7)
Evans	1 (16.7)	3 (33.3)	2 (50.0)	3 (37.5)	-	-	9 (31.0)
UPL	-	-	-	3 (37.5)	-	-	3 (10.3)
Africana First	-	1 (11.1)	-	-	2 (100.0)	-	3 (10.3)
Onibonje	1 (16.7)	-	1 (25.0)	-	-	-	2 (6.9)
Total	6 (100)	9 (100)	4 (100)	8 (100)	2 (100)	-	29 (100)

Table 4.7 shows the distribution of Ph.D holders in each publishing house based on Area of Specialisation. In science : 4 publishing houses had Ph.D holders; they are Longman - 2 (33.3%), MacMillan – 2 (33.3%), Evans - 1 (16.7%) and Onibonoje – 1 (16.7%). In mathematics: 4 publishing houses had Ph.D holders, they are Longman - 4 (44.0%), MacMillan – 1 (11.1%), Evans - 3 (33.3%) and Africana first – 1 (11.1%). In Social Studies: Only 3 publishing houses had Ph.D holders; they are Evans - 2 (50.0%), MacMillan -1 (25.0%) and Onibonoje – 1 (25%). In English

language : Only 3 publishing houses had Ph.D holders; they are, Evans - 3 (37.5%), UPL- 3 (37.5%) and MacMillan 2 (25.0%). In English Linguistic: Only 1 publishing house (Africana first) had English language authors with English linguistics as area of specialisation. The total number of authors they have in this area were two and the two were Ph.D holders. Only HEBN has authors from Nigeria Educational Research Development Council (NERDC) on social studies. There were three authors which were M.Sc holders.

4.6 Research question three

What are the perceptions of teachers and pupils on the quality of textbooks being used in primary schools?

The perception of teachers and pupils on the quality of recommended textbooks used by primary school children in Oyo State

This section deals with the perception of teachers and pupils on the quality of recommended textbooks. Based on pupils perception, quality indicators, like, simplicity of language, attractive back-cover, pictures and diagrams were used to elicit information from pupils while quality indicators such as major content contained in the curriculum (CMC), bold print, quality of paper, illustration, exercises, diagrams, pictures, language, local example, colour combination, back cover, size, durability, presentation, font size, binding, and finishing, were used to elicit detailed information on teachers' perception .

Table 4.8: Frequency distribution of pupils' perception on the quality of recommended textbooks

Subject	Quality indicators					
	Language (Difficulty)		Attractive colour		Positive impact of pictures and diagram	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Maths	398(29.2)	965(70.8)	1,150(84.4)	213(15.6)	1,169(85.8)	194(14.2)
English	498(36.5)	865(63.5)	1,186(87.0)	177(12.9)	1,231(90.3)	132(9.7)
Basic science	355(26.0)	1,008(74.0)	1,040(76.3)	323(23.7)	1,048(76.9)	315(23.1)
Social studies	413(30.3)	950(69.6)	1,052(77.2)	311(22.8)	1,057(77.5)	306(22.4)

Table 4.8 shows that more than half of the respondents gave a positive perception on the following quality of recommended textbooks:

Difficulty of Language: 70.8% indicated that the language used in Mathematics textbook is not difficult, 63.5% in English, 74.0% in Basic Science and 69.6% in Social Studies.

Attractive colour of back cover: 84.4% indicated that the back cover of Mathematics textbook is attractive, 87.0% in English, 76.3% in Basic Science and 77.2% in Social Studies.

Impact of pictures and diagrams in understanding content of textbook: 85.8% affirmed the effectiveness of pictures and diagrams in understanding the content of Mathematics textbook, 90.3% on English textbook, 76.9% on Basic Science textbook and 77.5% on Social Studies textbook.

The qualities of textbooks, that is simplicity of language, attractive back cover and impact of pictures and diagrams) all account for the recommendation and utilisation of the four textbooks.

4.6 Research question three

What are the perceptions of teachers and pupils on the quality of textbooks being used in primary schools?

Table 4.9: Perception of teachers on the quality of recommended English language textbooks

S/N	Quality Indicators	Rating	MacMillan New Eng.C (%)	Africana Better Eng. (%)	UPL Oxford Eng. (%)	Evans Modular Eng. (%)	Publisher Ranked highest
1.	C MC	Good	80 (79.2)	35 (34.6)	29 (28.7)	13 (12.9)	MacMillan
		Poor Book not in use	4 (4.0) 17(16.8)	3 (3.0) 63 (62.4)	7(7.0) 65 (64.4)	2 (2.0) 86 (85.1)	
2	Bold Print	Good	75 (74.2)	31 (30.6)	29 (28.7)	11 (10.0)	MacMillan
		Poor Book not in use	9 (8.9) 17(16.8)	5 (5.0) 65 (64.4)	7(7.0) 65 (64.4)	5 (5.0) 86 (85.1)	
3	Quality of Paper	Good	75 (74.2)	29 (28.7)	32 (31.6)	11 (11.0)	MacMillan
		Poor Book not in use	9 (8.9) 17(16.8)	5 (5.0) 66 (65.3)	3 (3.0) 66 (65.3)	4 (4.0) 86 (85.1)	
4	Illustrations	Good	70 (69.3)	32 (31.6)	27 (26.7)	10 (10.0)	MacMillan
		Poor Book not in use	12 (11.9) 19 (18.8)	4 (4.0) 65 (64.4)	9 (8.9) 65 (64.4)	4 (4.0) 87 (86.1)	
5	Exercises	Good	81 (80.1)	29 (28.7)	27 (26.7)	13 (12.9)	MacMillan
		Poor Book not in use	3 (3.0) 17(16.8)	7 (7.0) 65 (64.4)	8 (7.9) 65 (64.4)	2 (2.0) 86 (85.1)	

6	Diagrams	use					
		Good	78 (77.2)	31 (30.6)	28 (27.7)	12 (11.9)	MacMillan
		Poor	6 (6.0)	5 (5.0)	8 (7.9)	2 (2.0)	
Book not in use	17(16.8)	65 (64.4)	65 (64.4)	87 (86.1)			
7	Pictures	use					
		Good	80 (79.2)	29 (28.7)	26 (25.7)	10 (9.9)	MacMillan
		Poor	5 (5.0)	7 (6.9)	10 (9.9)	5 (5.0)	
Book not in use	16 (15.8)	65 (64.4)	65 (64.4)	86 (85.1)			
8	Languages	use					
		Good	74 (73.2)	26 (25.7)	20 (19.8)	13 (12.8)	MacMillan
		Poor	10 (9.9)	10 (9.9)	14 (13.9)	1 (1.0)	
Book not in use	17 (16.8)	65 (64.4)	67 (66.3)	87 (86.1)			
9	Local Example	use					
		Good	73 (72.2)	24 (23.7)	31 (30.6)	13(12.9)	MacMillan
		Poor	11 (10.9)	12 (11.9)	5 (5.0)	1 (1.0)	
Book not in use	17 (16.8)	65 (64.4)	65 (64.4)	87 (86.1)			
10	Colour Combination	use					
		Good	72 (71.2)	27(26.7)	29 (28.7)	12 (11.9)	MacMillan
		Poor	12 (11.9)	9 (8.9)	5 (5.0)	2 (2.0)	
Book not in use	17 (16.8)	65 (64.4)	6 (66.3)	87 (86.1)			
11.	Back Cover	use					
		Good	76(75.2)	25 (24.7)	31 (30.6)	12(12.0)	MacMillan
		Poor	9 (8.9)	10 (9.9)	4(4.0)	-	
Book not in use	16 (15.8)	66(65.3)	66(65.3)	89 (88.1)			
12.	Size	use					
		Good	79 (78.2)	28(27.7)	33 (32.6)	14(13.8)	MacMillan
		Poor	6 (5.9)	6 (6.0)	3(3.0)	-	
Book not in use	16 (15.8)	67(66.3)	65 (64.4)	87(86.1)			
13.	Durability	use					
		Good	73 (72.3)	30 (29.7)	29(28.7)	11	MacMillan

							(10.9)
		Poor	10 (9.9)	6 (6.6)	7 (6.9)	2 (2.0)	
		Book not in use	18 (17.8)	65 (64.4)	65 (64.4)	88 (87.1)	
14.	Presentation	Good	77(76.2)	26(25.7)	29(28.7)	12 (11.9)	MacMillan
		Poor	8(7.9)	10 (9.9)	7 (6.9)	1(1.0)	
		Book not in use	16 (15.8)	65 (64.4)	65 (64.4)	88 (87.1)	
15.	Font size	Good	75 (74.2)	33(32.6)	28 (27.8)	12 (11.9)	MacMillan
		Poor	10 (9.9)	3(3.0)	8(8.0)	1 (1.0)	
		Book not in use	16 (15.8)	65 (64.4)	65 (64.4)	88 (87.1)	
16.	Binding	Good	69 (68.3)	27(26.7)	27 (26.7)	8(8.0)	MacMillan
		Poor	16 (15.8)	7(7.0)	9 (8.9)	5 (5.0)	
		Book not in use	16 (15.8)	65 (64.4)	65 (64.4)	88 (87.1)	
17.	Finishing	Good	76 (75.2)	26 (25.7)	21 (20.7)	12 (11.9)	MacMillan
		Poor	9 (8.9)	9 (8.9)	15 (14.5)	1 (1.0)	
		Book not in use	16 (15.8)	6 (7(66.3)	65 (64.4)	88 (87.1)	

***CMC – major content contained in the curriculum**

Table 4.9 shows the frequency distribution of teachers perception based on quality indicators of recommended English textbooks. Based on 17 quality indicators used as yardstick in evaluating English textbook, *MacMillan's New English Course English* was ranked highest followed by *Africana Better English*, *UPL's, New Oxford English Course* and lastly *Evans's Modular English*

Table 4.10: Perception of teachers on the quality of recommended social studies textbooks

S/N	Quality Indicators	Rating	Evans Modular (%)	HEBN (%)	Onibonoje (%)	MacMillan (%)	Publisher Ranked highest
1.	C MC	Good	54(53.4)	42(41.5)	29(28.7)	13(12.9)	Evans
		Poor	2(2.0)	6(5.9)	8(7.9)	4(4.0)	
		Book not in use	45(44.6)	53(52.5)	64(63.4)	84(83.3)	
2	Bold Print	Good	47(46.5)	44(43.5)	33(32.6)	11(11.0)	Evans
		Poor	8(8.0)	3(3.0)	8(7.9)	6(6.0)	
		Book not in use	46(45.5)	54(53.5)	64(63.4.)	84(83.2.)	
3	Quality of Paper	Good	53(52.4)	40(39.6)	32(31.6)	15(14.9)	Evans
		Poor	1(1.0)	6(5.9)	5(5.0)	(1.0)	
		Book not in use	47(46.5)	55(54.5)	64(63.4.)	84(83.3)	
4	Illustrations	Good	51(50.4)	48(47.5)	28(27.7)	14 (13.8)	Evans
		Poor	4(4.0)	4(4.0)	8(7.8)	5(5.0)	
		Book not in use	46(45.5)	53(52.5)	65(64.4.)	82(81.2)	
5	Exercises	Good	46(45.5)	43(42.5)	24(23.7)	8(8.0)	Evans
		Poor	8(7.9)	5(5.0)	13(12.9)	5(5.0)	
		Book not in use	47(46.5)	53(52.5)	64(63.4)	88(87.1)	
6	Diagrams	Good	45(44.5)	43(42.5)	32(31.6)	14 (13.8)	
		Poor	8(8.0)	(5.0)	(5.0)	5(5.0)	
		Book not in use	48(47.5)	53(52.5)	64(63.4)	82(81.1)	

7	Pictures	use						
		Good	48(47.5)	40(39.6)	27(26.7)	10(9.9)	Evans	
		Poor	6(5.9)	7(6.9)	10 (9.9)	1(1.0)		
8	Languages	Book not in use	47(46.5)	54(53.5)	64(63.4.)	84(83.2)		
		Good	48(47.5)	44(43.5)	29(28.7)	12(11.9)		
		Poor	7(6.9)	4(4.0)	6(6.0)	4(4.0)	Evans	
9	Local Example	Book not in use	46(45.6)	53(52.5)	66(65.5)	85(84.2)		
		Good	46(45.6)	43(42.5)	30(29.7)	10(9.9)	Evans	
		Poor	8(7.9)	5(5.0)	6(6.0)	5(5.0)		
10	Colour Combination	Book not in use	47(46.5)	53(52.5)	65(64.4.)	86(85.1)		
		Good	46(45.6)	43(42.5.)	31(30.6)	8(7.9)	Evans	
		Poor	8(7.9)	3(3.0)	5(5.0)	9(9.0)		
11.	Back Cover	Book not in use	47(46.5)	55(54.5.)	65(64.4.)	84(83.2)		
		Good	50(49.5)	39(38.9)	26(25.7)	12(11.9)	Evans	
		Poor	5(5.0)	8(7.9)	10(9.9)	4(4.0)		
12.	Size	Book not in use	46(45.6)	54(53.5)	65(64.4.)	85(84.2)		
		Good	47(46.5)	39(38.9)	24 (23.7)	10(9.9)	Evans	
		Poor	12(11.9)	9(8.9)	10(9.9)	7(6.9)		
13.	Durability	Book not in use	42(41.5)	53(52.5)	65(64.4.)	84(83.2)		
		Good	53(52.5)	41(40.5)	29(28.7)	12(11.9)	Evans	
		Poor	2(2.0)	7(7.0)	6(6.0)	5(5.0)		
		Book not in use	46(45.5)	53(52.5)	66(65.3)	84(83.2)		

14.	Presentation	Good	50(49.5)	38(37.6)	27(26.7)	13(12.9)	Evans
		Poor	5(5.0)	10(9.9)	10(9.9)	3(3.0)	
		Book not in use	46(45.6)	53(52.5)	65(64.4.)	85(84.2)	
15.	Font size	Good	53(52.5)	36(35.6)	26(25.7)	11(11.0)	Evans
		Poor	2(2.0)	11(10.9)	10(9.9)	6(6.0)	
		Book not in use	46(45.6)	54(53.5)	65(64.4.)	84(83.2)	
16.	Binding	Good	45(44.5)	40(39.6)	31(30.6)	8(7.9)	Evans
		Poor	10(9.9)	8(8.0)	5(5.0)	8(7.9)	
		Book not in use	46(45.6)	53(52.5.)	65(64.4.)	84(83.2)	
17.	Finishing	Good	46(45.6)	37(36.6)	31(30.6)	13(12.8)	Evans
		Poor	9(8.9)	11(10.9)	5(5.0)	3 (3.0)	
		Book not in use	46(45.6)	53(52.5)	65(64.4.)	85(84.2)	

Table 4.10 shows the frequency distribution of teachers' perception based on the quality of recommended social studies textbooks. Based on 17 indicators used as yardstick, Evans' Modular social studies textbook was ranked highest, followed by HEBN's *primary social studies*, Onibonoje *Primary social studies* and the lowest ranked social studies text book is MacMillan's *primary social studies*.

Table 4.11: Perception of teachers on the quality of recommended basic science textbooks

S/N	Quality Indicators	Rating	Longman (%)	MacMillan (%)	Onibonoje (%)	Publisher Ranked highest
1.	C MC	Good	45(44.5)	30 (29.7)	22(21.7)	Longman
		Poor	5(5.0)	4 (4.0)	4(4.0)	
		Book not in use	51 (50.5)	67(66.3)	75 (74.3)	
2	Bold Print	Good	44(43.5)	31(30.6)	17(16.8)	Longman
		Poor	7(7.0)	2(2.0)	7(7.0)	
		Book not in use	50 (49.5)	68 (67.3)	77 (76.2)	
3	Quality of Paper	Good	40 (39.6)	31(30.3)	18(17.8)	Longman
		Poor	10 (9.9)	2 (2.0)	7(6.9)	
		Book not in use	51 (50.5)	72(71.3)	76(75.2)	
4	Illustrations	Good	41(40.5)	28(27.7)	23(22.7)	Longman
		Poor	9(8.9)	5(5.0)	3(3.0)	
		Book not in use	51(50.5)	68 (67.3)	75(74.3)	
5	Exercises	Good	39(38.6)	24(23.7)	21(20.7)	Longman
		Poor	8(7.9)	10(9.9)	4(4.0)	
		Book not in use	54(53.5)	68(67.3)	76(75.2)	
6	Diagrams	Good	40(39.6)	25(24.7)	21(20.7)	Longman
		Poor	11(10.9)	6(5.9)	5(5.0)	
		Book not in use	50(49.5)	70(69.3)	75(74.3)	
7	Pictures	Good	42(41.5)	25(24.7)	20(19.8)	Longman
		Poor	8 (7.9)	8 (7.9)	6(5.9)	
		Book not in use	51(50.5)	68(67.3)	75(74.3)	
8	Languages	Good	45(44.5)	26(25.7)	24(23.7)	Longman
		Poor	5(5.0)	5(5.0)	1 (1.0)	
		Book not in use	51(50.5)	70(69.)	76(75.2)	
9	Local Example	Good	42(41.5)	30(29.7)	21(20.7)	Longman
		Poor	9 (8.9)	3(3.0)	3(3.0)	
		Book not in use	50 (49.5)	68 (67.3)	77(76.2)	
10	Colour Combination	Good	40(39.6)	27(26.7)	16(15.8)	Longman
		Poor	13(12.9)	6(5.9)	10(9.9)	
		Book not in use	48(47.5)	68 (67.3)	75(74.3)	
11.	Back Cover	Good	40(39.6)	32(31.6)	22(21.7)	Longman
		Poor	11(10.9)	1(1.0)	3(3.0)	

		Book not in use	50 (49.5)	68 (67.3)	76(75.2)	
12.	Size	Good	42(41.5)	30(29.7)	16(15.8)	Longman
		Poor	9(8.9)	3(3.0)	10(9.9)	
		Book not in use	50 (49.5)	68 (67.3)	75(74.3)	
13.	Durability	Good	43(42.5)	28(27.7)	24(23.7)	Longman
		Poor	8 (7.9)	10(9.9)	2(2.0)	
		Book not in use	50 (49.5)	72(71.3)	75(74.3)	
14.	Presentation	Good	44(43.5)	26(25.7)	23(22.7)	Longman
		Poor	7(6.9)	7(7.0)	3(3.0)	
		Book not in use	50 (49.5)	68 (67.3)	75(74.3)	
15.	Font size	Good	43(42.5)	27(26.7)	16(15.8)	Longman
		Poor	8 (7.9)	6(5.9)	10(9.9)	
		Book not in use	50 (49.5)	68 (67.3)	75(74.3)	
16.	Binding	Good	42(41.5)	24(23.7)	23(22.7)	Longman
		Poor	9(8.9)	9(8.9)	3(3.0)	
		Book not in use	50 (49.5)	68 (67.3)	75(74.3)	
17.	Finishing	Good	44(43.5)	24(23.7)	23(22.7)	Longman
		Poor	7(6.9)	9(8.9)	3(3.0)	
		Book not in use	50 (49.5)	68 (67.3)	75(74.3)	

Table 4.11 shows the frequency distribution of teachers' perception based on the quality of recommended basic science textbooks. Based on 17 indicators in evaluating science textbooks by the teachers, Longman textbook was ranked highest, followed by that of MacMillan and Onibonoje .

Table 4.12: Perception of teachers on quality of recommended mathematics textbooks

S/N	Quality Indicators	Rating	Africana First (Understanding maths) (%)	Evans Modular Maths (%)	Longman New method Maths (%)	Publisher Ranked highest
1.	C MC	Good	72 (71.3)	45 (44.5)	30 (29.7)	Africana
		Poor Book not in use	2(2.0) 27(26.7)	4 (4.0) 53(52.5)	9 (8.9) 62 (61.4)	
2	Bold Print	Good	68(67.4)	45 (44.5)	30 (29.7)	Africana
		Poor Book not in use	3(3.9) 29(28.7)	3(3.0) 52(51.5)	9 (8.9) 62 (61.4)	
3	Quality of Paper	Good	73(72.2)	46 (45.5)	26(25.7)	Africana
		Poor Book not in use	1(1.0) 27(26.7)	3(3.0) 52(51.5)	13(13.0) 62 (61.4)	
4	Illustrations	Good	62 (61.3)	47(46.5)	28(27.7)	Africana
		Poor Book not in use	8 (7.9) 31 (30.7)	2(2.0) 52(51.5)	11(10.8) 62 (61.4)	
5	Exercises	Good	69 (68.3)	44(43.5)	29 (28.7)	Africana
		Poor Book not in use	4 (4.0) 28 (27.7)	5(5.0) 53 (52.2)	10 (9.9) 62 (61.4)	
6	Diagrams	Good	64 (63.3)	39(38.6)	28 (27.7)	Africana
		Poor Book not in use	10 (9.9) 27 (26.7)	9(8.9) 53(52.2)	9 (8.9) 64 (63.3)	
7	Pictures	Good	62(61.3)	35(34.6)	29 (28.7)	Africana
		Poor Book not in use	12(11.9) 27 (26.7)	14(13.9) 52(51.5)	10 (9.9) 62(61.4)	
8	Languages	Good	67(66.3)	41(40.5)	26 (25.7)	Africana
		Poor Book not in use	7(6.9) 27 (26.7)	8 (7.9) 52(51.5)	11(10.9) 64(63.4)	
9	Local Example	Good	43(42.6)	44(43.5)	30 (29.7)	Africana
		Poor Book not in use	14 (13.9) 30(29.7)	5 (5.0) 52 (51.5)	9 (8.9) 62(61.4)	
10	Colour	Good	67(66.3)	40	28(27.8)	Africana

	Combination			(39.6)		
		Poor	6 (6.0)	9 (8.9)	11(10.9)	
		Book not in use	28(27.7)	52 (51.5)	62(61.4)	
11.	Back Cover	Good	66(65.3)	39 (38.6)	28 (27.8)	Africana
		Poor	7 (6.9)	10(9.9)	12 (11.9)	
		Book not in use	28(27.7)	52 (51.5)	62(61.4)	
12.	Size	Good	65 (64.3)	39 (38.6)	34 (33.6)	Africana
		Poor	8 (7.9)	9 (8.9)	5 (5.0)	
		Book not in use	28(27.7)	53(52.5)	62(61.4)	
13.	Durability	Good	61 (61.3)	41(40.5)	31 (30.7)	Africana
		Poor	10 (9.9)	8 (7.9)	8 (8.0)	
		Book not in use	29 (28.7)	52 (51.5)	62(61.4)	
14.	Presentation	Good	63 (62.3)	43 (42.5)	30 (29.7)	Africana
		Poor	10 (9.9)	6 (6.0)	9(8.9)	
		Book not in use	28 (27.7)	52 (51.5)	62(61.4)	
15.	Font size	Good	62(61.3)	46 (45.5)	23 (22.8)	Africana
		Poor	9 (8.9)	3 (3.0)	16(15.9)	
		Book not in use	30 (29.7)	52 (51.5)	62(61.4)	
16.	Binding	Good	62(61.3)	37 (36.6)	25 (24.7)	Africana
		Poor	11(10.9)	12 (11.8)	14 (13.8)	
		Book not in use	28(27.7)	52 (51.5)	62(61.4)	
17.	Finishing	Good	64(63.3)	37 (36.6)	24 (23.8)	Africana
		Poor	8 (8.9)	12 (11.9)	15(14.8)	
		Book not in use	28(27.7)	52 (51.5)	62(61.4)	

Table 4.12 shows the frequency distribution of teachers' perception based on the quality of recommended mathematics textbooks. Based on 17 indicators, Africana's *Understanding Mathematics* has the highest recommendation; followed by Evans' *Modular Mathematics* and Longman's *New Method Mathematics*.

4.7 Research question four

What is the price of the different recommended textbooks being used by primary schools pupils in Oyo State?

Table 4.13: Average prices of recommended textbooks in four core subjects in public primary schools in Oyo State

Subjects	Average prices in Naira and US\$													
	MacMillan		Longman		Evans		UPL		Africana		HEBN		Onibonoje	
Price	₦	US\$	₦	US\$	₦	US\$	₦	US\$	₦	US\$	₦	US\$	₦	US\$
Mathematics	715	4.55	575	3.7	800	5	-	-	500	3.5	-	-	-	-
English Language	675	4.2	575	3.7	862	5.4	700	4.4	520	3.3	-	-	-	-
Social studies	465	2.9	-	-	600	3.8	-	-	-	-	412	2.6	350	2.2
Science	485	3.0	650	4.1	662	4.2	-	-	-	-	-	-	350	2.2

Table 4.13 shows the average prices of recommended textbooks in naira and US dollar equivalent used by primary school in Oyo State (The conversion rate used was ₦150). Based on subjects, average prices of textbooks are as follows:

In mathematics: Four publishers were selected, with the cheapest text book from Africana (₦500), followed by Longman (₦575), MacMillan (₦715); and the highest from Evans (₦800). Using the cheapest as the benchmark price, the most expensive was 160% of its cost.

In English; Five publishers were selected, with the cheapest textbook from Africana (₦520) followed by Longman (₦575), MacMillan (₦675), UPL (₦700); and the highest from Evans (₦862). The most expensive English Language textbook had a difference of ₦342 .00 above the cheapest textbook which was about 70% of the cost of the cheapest textbook.

In social studies: Four publishers were selected, with the cheapest textbook from Onibonoje (₦350), followed by HEBN (₦412), MacMillan (₦465); and the highest from Evans (₦600).

In basic science: Four publishers were selected with the cheapest textbooks from Onibonoje (₦350), followed by MacMillan (₦485); Longman (₦650); and the highest from Evans (₦662).

Only Evans and MacMillan had all the four subjects, but all the MacMillan textbooks were cheaper compared to Evans' textbooks. Overall, the most expensive textbooks are from Evans publishers.

4.8 Research question five

What is the means of access to science, mathematics, social studies and English Language textbooks by pupils and status of primary school libraries in Oyo State?

Table 4.14: Frequency distribution of respondents based on inventory of school libraries in Oyo State

S/N	Inventory of School Library	Available & Adequate (%)	Available but not Adequate (%)	Not Available (%)	Total
1	Library	4 (9.3)	9 (20.9)	30 (69.8)	43 (100)
2	Library books	4 (9.3)	8 (18.6)	31 (72.1)	43 (100)
3	Maths textbooks	25(58.1)	13 (30.2)	5 (11.6)	43 (100)
4	Science textbooks	12(27.9)	20 (46.5)	11(25.6)	43 (100)
5	Social textbooks	18(41.9)	13 (30.2)	12 (27.9)	43 (100)
6	English textbook	25(58.1)	11 (25.6)	7 (16.3)	43 (100)
7	Relevant textbooks	6 (14.0)	18 (41.9)	19 (44.2)	43 (100)
8	Story books	8 (18.6)	8 (18.6)	27 (62.8)	43 (100)

9	Dictionaries	5 (11.6)	12(27.9)	26 (60.5)	43 (100)
10	Encyclopaedia	1 (2.3)	5 (11.6)	37 (86.0)	43 (100)
11	Information books	2 (4.7)	7 (16.3)	34 (79.1)	43 (100)

Table 4.14 shows the status/inventory of school libraries in Oyo State. More than half of the respondents, 30(69.8%), indicated non – availability of school libraries in the state. Another 31(72.1%) reported that library books were not available while 27(62.8) confirmed that story books were not available. With reference to dictionaries, encyclopaedia and information book, 26 (60.5%), 37 (86.0%) and 34(79.1) respectively reported their non-availability. The only few books readily available were core textbooks which include Mathematics textbook 58.1% and English 58.1%.

Table 4.15: Frequency distribution of respondents based on means of access to recommended textbooks

Source of textbook	Subjects			
	Mathematics (%)	English (%)	Basic Science (%)	Social Studies (%)
Library	48 (3.8)	57 (4.3)	138 (15.1)	106 (11.5)
Parents	72 (5.7)	103 (7.8)	65 (7.1)	146 (15.9)
School	1072 (84.3)	1127(85.4)	511 (55.8)	483 (52.4)
Borrowed	79 (6.2)	33 (2.4)	201 (22.0)	186 (20.2)
Total	1271(100.0)	1320(100.0)	915 (100.0)	921 (100.0)

Table 4.15 shows the level of availability of textbooks to pupils in primary school. Out of 1,363 respondents, 1,271 (93.3%) had access to mathematics textbooks, with a greater part, 1,072 (84.3) indicating that their school is the main

source of supply. One thousand three hundred and twenty (1,320, 96.8%) had access to English textbook, with a greater part 1,127 (85.4) indicating their school as the main source of supply. Further, 915 (67.1) had access to Basic science textbook, while 921 (67.6%) had access to social studies. The table also shows that, greater parts of mathematics and English language textbooks were made available by the school and the parents in terms of quantity while only few borrowed from other sources and the library.

4.9 Research question six

What is the frequency of use (utilisation rate) of core recommended textbooks (science, mathematics, social studies and English Language) by primary schools?

Table 4.16: Frequency distribution of utilisation of core recommended textbooks by public primary school pupils in Oyo State

Subjects	Frequency of use (Weekly)					
	Daily (%)	Four times (%)	Three times (%)	Two times (%)	Once (%)	Never Used (%)
Mathematics	1,134 (83.2)	98 (7.2)	34 (2.5)	24 (1.8)	31 (2.3)	42 (3.1)
English Language	1,014(74.4)	69 (5.1)	163 (12.0)	46 (3.4)	62 (4.5)	9 (0.7)
Basic Science	520 (38.1)	84 (6.2)	357 (26.2)	175 (12.8)	170 (12.5)	57 (4.2)
Social Studies	462(33.9)	291(21.3)	439 (32.2)	95 (7.0)	44 (3.2)	32 (2.3)

Table 4.16 shows the frequency distribution of the rate of utilisation of core textbooks by pupils. The result indicates that 1,134 (83.2%) of the pupils use the mathematics textbook on daily basis, while 1,014(74.4%) of them use the English

Language textbook daily. A good number of the pupils utilised the textbooks for class/homework on weekly basis.

4.10 Research question seven

What is the relative influence of authorship, quality and price on utilisation of textbooks in primary schools?

Table 4.17: Relative contributions of authorship, quality and price on utilisation of textbooks

Model		Coefficients ^a			T	Sig.	RANK
		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta			
1	(Constant)	24.632	8.459		2.912	.009	
	Quality	-.003	.002	-.421	-2.183	.042	8
	Price	.035	.030	.282	1.171	.256	1
	Highest Academic qualification	.325	.826	.095	.393	.698	3
	Area of Specialisation	-.174	.291	-.123	-.600	.556	9
	Years of experience as a classroom teacher	-.042	.284	-.039	-.147	.885	10
	Years of experience as an author	-.552	.269	-.564	-2.048	.055	6
	Year of first publication	-.451	.172	-.546	-2.621	.017	7
	Years of experience as a primary school examiner	.022	.044	.117	.504	.620	2
	Number of books	.010	.030	.066	.350	.730	4

written

Occupation -2.125 1.080 -.600 -1.967 .064 5

Dependent Variable: PUPILS' UTILISATION

The Beta weights which, from Table 4.17, indicates the relative contributions of authorship variables, quality of textbooks and price on utilisation of textbooks, price with β value .282, predicts utilisation most, followed by Years of experience as a primary school examiner, with β value .117; highest educational qualification, with β value 0.095; and number of books written, with β value .066, among the predictors, only quality and year of first publication significantly predicts utilisation, while others do not significantly predict utilisation of textbooks.

4.11: Testing of Hypotheses

This section presents the results of the testing of null hypotheses formulated for the research work. The results are presented in sequence.

4.11 .1: Hypothesis 1

There is no significant relationship between authorship and utilisation of textbooks (English Language, social studies, science and mathematics) in primary schools in Oyo State, Nigeria.

Table 4.18: Summary of multiple regression analysis of the relationship between authorship and utilisation of English Language textbooks in primary schools in Oyo State

Multiple R	R Square	Adjusted R Square	Std. Error of the Estimate
.832	.693	.577	2.04646

Table 4.18 shows the multiple regression correlation coefficient ($R = .832$), with the adjusted $R^2 = .577$ which reveals that the predictor variable accounted for 57.7 % of

the total variation in the dependent measure (that is English Language textbook utilization). Other factors and residuals accounted for the remaining 42.3%.

Table 4.19: Regression analysis of the relationship between authorship and utilisation of English Language textbooks in public primary schools in Oyo State

Source of variation	Sum of squares	Df	Mean square	F	Sig. (P-Value)
Regression	75.496	3	25.165	6.009	.019
Residual	33.504	8	4.188		
Total	109.000	11			

Table 4.19 shows that F-ratio of the regression analysis is significant $F(3, 8) = 6.009$ $p < 0.05$. Hence, there is significant relationship between authorship and utilisation of English Language textbooks.

(b) There is no significant relationship between authorship and utilisation of social studies textbooks in public primary schools in Oyo State, Nigeria.

Table 4.20: Summary of multiple regressions analysis of the relationship between authorship and utilisation of social studies textbooks in public primary schools in Oyo State

Multiple R	R Square	Adjusted R Square	Std. Error of the Estimate
.687	.472	.075	3.08431

Table 4.20 shows the multiple regression correlation coefficient ($R = .687$), with the adjusted $R^2 = 0.075$ which reveals that the predictor variable accounted for 7.5% of the total variation in the dependent measure (that is social studies textbook utilization). Other factors and residuals accounted for the remaining 92.5%.

Table 4.21: Regression analysis of the relationship between authorship and utilisation of social studies textbooks in public primary schools in Oyo State

Source of variation	Sum of Squares	Df	Mean Square	F	Sig. (P-Value)
Regression	33.948	3	11.316	1.190	.420
Residual	38.052	4	9.513		
Total	72.000	7			

Table 4.21: Shows that F-ratio of the regression analysis is not significant $F(3,4) = 1.190$ $p > 0.05$. Hence, there is no significant relationship between authorship and utilisation of social studies textbooks.

c) There is no significant relationship between authorship and utilisation of science textbooks in public primary schools in Oyo State.

Table 4.22: Summary of multiple regression analysis of the relationship between authorship and utilisation of science textbooks in public primary schools in Oyo State

Multiple R	R Square	Adjusted R Square	Std. Error of the Estimate
.808 ^a	.653	.392	.72185

Table 4.22 shows the multiple regression correlation coefficient ($R = .808$), with the adjusted $R^2 = .392$ which reveal that the predictor variable accounted for 39.2 % of the total variation in the dependent measure (that is science textbook utilisation). Other factors and residuals accounted for the remaining 60.8%. Therefore, the null hypothesis is accepted.

Table 4.23: Regression analysis of the relationship between authorship and utilisation of science textbooks in public primary schools in Oyo State

Source of variation	Sum of Squares	Df	Mean Square	F	Sig. (P-Value)
Regression	3.916	3	1.305	2.505	.198
Residual	2.084	4	.521		
Total	6.000	7			

Table 4.23 shows that F-ratio of the regression analysis is not significant $F(3,4) = 2.505$, $p > 0.05$. Hence, there is no significant relationship between authorship and utilisation of science textbooks.

(d) There is no significant relationship between authorship and utilization of mathematics textbooks in public primary schools in Oyo State, Nigeria

Table 4.24: Summary of multiple regression analysis of the relationship between authorship and utilization of mathematics textbooks in public primary schools in Oyo State

Multiple R	R Square	Adjusted R Square	Std. Error of the Estimate
.518 ^a	.268	.024	1.61305

Table 4.24 shows the multiple regression correlation coefficient ($R = .518$), with the adjusted $R^2 = .024$ which reveals that the predictor variable accounted for 2.4% of the total variation in the dependent measure (that is mathematics textbook utilisation). Other factors that are outside the consideration of this study accounted for the remaining 97.6%.

Table 4.25: Regression analysis of the relationship between authorship and utilisation of mathematics textbooks in public primary schools in Oyo State

Source of variation	Sum of squares	Df	Mean square	F	Sig. (P-Value)
Regression	8.583	3	2.861	1.100	.399
Residual	23.417	9	2.602		
Total	32.000	12			

Table 4.25 shows that F-ratio of the regression analysis is not significant $F(3, 9) = 1.100$. $p > 0.05$. Hence, there is no significant relationship between authorship and utilisation of mathematics textbooks.

4.12 Hypothesis 2

There is no significant relationship between quality of textbooks and utilisation of textbooks in public primary schools in Oyo State

Table 4.26: Correlation analysis showing the relationship between quality of textbooks (mathematics, English Language, social studies and science) and utilisation

Variables	N	Mean	Std. Deviation	R	Sig. (P-Value)
Utilization	100	26.6100	12.52706		
Quality of mathematics textbooks	91	1.2329E2	70.88775	.720**	0.000
Quality of English language textbooks	91	1.1644E2	65.13204	.671**	0.000
Quality of science textbooks	83	1.1325E2	63.00055	.667**	0.000
Quality of social studies textbooks	86	86.5233	52.24709	.407**	0.000

d**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.26 shows that, (a) there is significant positive correlation between quality of mathematics textbooks and its utilisation ($r = 0.720$; $p < 0.05$).

(b) There is significant positive correlation between quality of English textbooks and its utilisation ($r = 0.671$; $p < 0.05$).

(c) There is significant positive correlation between quality of science textbooks and its utilisation ($r = 0.667$; $p < 0.05$).

(d) There is significant positive correlation between quality of social studies and its utilisation ($r = 0.407$; $p < 0.05$).

Hence, the null hypothesis is rejected and the alternative is accepted.

4.13 Hypothesis 3

There is no significant relationship between price and utilization of textbooks in Oyo State.

Table 4.27: Correlation analysis showing the relationship between average price of textbooks (mathematics, English language, social studies and science) and utilisation

VARIABLES	N	mean	SD	R	Sig.(P value)
Average price	17	5.8506E2	146.19912	-.258	.159
PUPILS UTILIZATION	1307	18.4759	3.94836		NS

*NS=Not significant.

From the Table 4.27, there is an indication of negative correlation between average price of textbooks and sum of pupils' utilisation of textbooks. However, the indicated correlation is not significant. P-value = 0.159 and is greater than the acceptable level of 0.05. $R = -.258$ implies that there is no significant relationship between price and utilisation of textbooks. Therefore, the null hypothesis, that there is no significant relationship between price and utilisation of textbooks in Oyo State, is accepted. The negative sign nevertheless shows the direction the relationship would have followed,

which could have been according to the law of demand and supply, the higher the price, the lower the demand and utilisation.

4.14 Hypothesis 4

Authorship, quality and price will not significantly influence utilisation of textbooks.

Table 4.28: Summary of multiple regression analysis showing the joint influence of authorship, quality and price on utilisation

Multiple R	R ²	Adjusted square	Std Error of the Estimate
.848	.719	.571	1.48386

Table 4.28 shows the multiple regression correlation coefficient (R= .848). This R-value indicates that there is positive multiple correlation among the predictor variables (when combined) and textbook utilisation. The predictor variables are authorship, quality and price.

The R-value also shows that the factors are relevant to the determination of the dependent variable. The adjusted R² = .571 reveals that the predictor variable accounted for 57.1% of the total variation in the dependent measure (textbook utilisation). Other factors that are outside the consideration of this study accounted for the remaining 42.9%.

Table 4.29: Regression analysis of the joint influence of authorship, quality and price on utilisation

Source of Variation	Sum of Square	Df	Mean Square	F	Sig. (P-Value)
Regression	106.965	10	10.697	4.858	.002
Residual	41.835	19	2.202		
Total	148.800	29			

Significant at $P < 0.05$

Table 4: 29 shows that F-ratio of the regression analysis is significant $F(10, 19) = 4.858$ $p < 0.05$. Hence, there is significant composite effect of authorship, quality and price on utilisation.

4.15 Discussion of findings

The discussion is organised in line with the major findings from the research questions and hypotheses.

Textbook adoption process in Oyo State

The findings of the study revealed that the review and selection of suitable textbooks for use by pupils/teachers is done by Oyo State Ministry of Education. As a first step, an advertisement is made in national newspapers, inviting private publishers and authors to submit their titles. Some of the criteria used in selection include: conformity with the national curriculum; quality of print and illustration; students exercise; currency of edition; quality of production (bond paper, binding, size etc.); cover price/affordability; and availability throughout the state. The textbooks are developed by publishing houses in the private sector, following the curriculum. This finding is in line with the adoption process of countries like United States of America

(Whiteman, 2006), Namibia (National Institute for Educational Development, 2007), Czech Republic (Sikorova, 2004) Pakistan (Mahmood, 2009) and Republic of Korea (Gim, 2010) Textbooks are primary sources used by teachers in teaching the content and skills prescribed in the curriculum. (Chiappetta *et al.*, 1991; Hubisz, 2003; Leite, 1999; Stoffels, 2005).

Publishers' criteria for selection of authors

The finding of this study showed that the publishers (Evans, Macmillan, UPL, HEBN, Onibonoje, Africana First and Longman) solicit for manuscript from experienced and renowned authors. None of these publishers wait for authors to bring their manuscripts; but they search for competent authors that can write for them. Most of the publishers do not receive manuscripts from young authors; most of the successful textbook projects are commissioned projects. Commissioned authors were usually recruited from the following categories: dedicated classroom teachers who are familiar with current educational developments, current curriculum; lecturers in colleges and universities; well - known authors; curriculum developers and Nigerian association of authors. HEBN selected all her Social Studies textbook authors from NERDC. UPL, Longman, Onibonoje, Evans, Africana First search for seasoned authors.

There are seven major criteria, namely qualification, popularity of the author, experience as a primary/secondary school teacher, and lecturers in the colleges of education and universities, subject specialist, experience as an author. Macmillan and Longman uses seven (7) of these criteria in selecting authors. Other publishers like Evans, UPL and Africana utilises five; while HEBN and Onibonoje utilises six. However, the most paramount criteria in selection of authors by all the publishers are qualification of the author/area of specialisation, and years of experience as an author. Next, in line is experience as a classroom teacher. None of the publishers use gender and proximity of authors as criteria in selection of authors. Furthermore MacMillan, UPL, and Evans indicated that they use geographical spread in selection of authors in order for the textbooks to have national acceptance. This corroborates with the assertion of Areo (1995), if a good textbook is published without the name of an

author in a particular state, the Ministry of Education of that state may, on that account, evaluate the textbook negatively. In other countries such as Pakistan, authors are selected on merit through advertisements and, sometimes, by interview (Mirza, 2006).

The profile of primary school textbook authors in term of gender, occupation, highest academic qualification, and years of experience

The result of the study revealed that more than half of the author of English language, mathematics, social studies and science textbooks are male (78.6%) while only 21.4% are female. There seems to be no gender balance. There is similarity between the finding of this study and that of Mirza (2006) in Pakistan. The percentage of female authors at primary level was 34.7% with up to 61.8% in science; 47.2 % in English; and 30% in social studies. In mathematics, the percentage of female writers was 22.8%, while the percentage of female authors dropped sharply from 34.7% at primary level to 15.8% at secondary level. At secondary level, the highest percentage of female authors (27%) was found in English. Similarly, Sabir (2010) carried out a review of Moroccan school textbooks. The result of the textbooks reviewed, showed that 239 authors (86%) were male, while only 37 (14%) were female.

Furthermore, the study reveals that the majority of the authors are university lecturers, only few are primary and secondary school teachers, while some are working with NERDC. The study also revealed that publishers select authors with discipline relating to each subject. Their areas of specialisation are on the subjects they are given to write. Expectedly, English Language authors are from English Education and English linguistics.

Based on area of specialisation, the findings revealed that 31.0% of the Authors are from mathematics education, 23.8% are from English , 14.3% are from social studies, 19.0% are from science, 7.1% are from social studies/textbook development department. While 4.8% are from English linguistic. This implies that the publishers of the core recommended textbooks (English language, mathematics, social studies and science) used authors that are subject specialists to write these textbooks. This suggests that the authors gave their best in terms of insight and relevant experience in their subject areas.

On the highest academic qualification, the study revealed that 69.0% of the authors are Ph.D holders while 23.8% and 7.2% have masters and first degrees respectively. Authors who are Ph.D holders in each publishing house are as follows: Evans, 9 (31.0%); Longman - 6 (20.7%); MacMillan - 6 (20.7%), UPL - 3(10.3%), Africana - 3 (10.3%), and Onibonoje - 2 (6.9%).

Further analysis on highest academic qualification of authors based on area of specialization revealed that most of the Ph.D holders are specialists in mathematics education 9(31.0), followed by English language - 8 (27.6%), science - 6 (20.7%), social studies - 4 (13.8%) and English Linguistics- 2 (6.9%).

The perception of pupils on the quality of textbooks in the public primary schools

Perceived quality refers to perceptions of teachers, parents and students regarding textbook appearance, content and publication quality. More than half of the respondents gave a positive perception on the quality of recommended textbooks.

Difficulty in Language; Approximately 70.8% indicated that the language used in their mathematics textbook is not difficult, 63.5% in English Language, 74.0% in basic science and 69.6% in social studies. The most important function of a textbook is to motivate students to learn (Mikk, 2000). Thus, this finding is in accordance with the assertion of Nogova and Huttova (2010), that quality textbooks should not only serve as the main source of knowledge, but they also need to help in developing the student's personality, in respect of his/her individual skills, stimulating interest in learning, and in supporting interactivity. This implies that the pupils found it easy to interact with their textbooks.

Attractive colour of back cover: More than four of every five respondents indicated that the back cover of mathematics textbook is attractive, 87.0% in English, 76.3% in basic science, and 77.2% in social studies.

Impact of pictures and diagrams in understanding content of textbook

Approximately, 85.8% attested to the effectiveness of pictures and diagrams in understanding the content of mathematics textbook, 90.3% for English textbook, 76.9% for Basic Science textbook and 77.5% for social studies textbook. Okwilagwe (1991) conceived illustration as a visible mark on paper that communicates knowledge without the use of words. Illustrations in any children's books enhance

their quality and readability. According to Lawal-Solarin (1999), the whole essence of children's books is in the design and illustration. It is the only way the children's interest in the book can be engaged. It will really be unthinkable to publish children's books without ample, attractive and vivid illustrations. Banjo (1999), argued that one of the ways of achieving reading habit in children is by making books fascinating to them through good cover design and attractive inside illustration. Portway and Lane (1997) listed characteristics of a quality textbook, according to them, textbook should be acceptable; be as attractive as other textbooks to hold attention; of high quality, well presented and lavishly illustrated; be up to date; available on time; have a clear role in course design; with appropriate and recognized author's credential and; encourage students to learn.

The perceptions of teachers on the quality of textbooks being used in public primary schools

Quality indicators, such as contain major content in the curriculum (CMC), bold print, quality of paper, illustration, exercises, diagrams, pictures, language, local example, colour combination, back cover, size, durability, presentation, font size, binding, and finishing, were used to elicit detailed information on teachers' perception.

Based on 17 quality indicators used as yardstick in evaluating English textbooks, the MacMillan *New English Course* was ranked highest while Evans *Modular English* was the least ranked. This is similar to the finding of Devetak *et al.* (2010) in Slovenia, where some publishers were better rated than others with reference to quality. This is an indication that significant difference exists among the textbooks covering various subjects even among major publishers like those in this survey. If the issue of other minor publishers are to be considered, then the implication of quality for the foundation education of children may be staggering. According to Whiteman (2006), the main problem of textbooks today is quality and the use made of them are certainly a critical factor in a child's education. Mantu (2005) asserted that sound basic education is important for the overall development of the country. According to him, primary education is the foundation of learning. Similarly, if children do not receive quality primary education, they cannot be properly equipped to advance to secondary

schools or universities. Hodges (2006) opined that poor education quality is a major threat to America as a nation and, by extension, any nation. The central role of education as an instrument for social transformation and national development is globally acknowledged. It is indisputable that education will perform this role more effectively, if it is qualitative.

On social studies textbooks, Evans Modular social studies textbook was ranked highest, while MacMillan's primary social studies was ranked least by the teachers. Similarly, Akinbote (1994) carried out a study on primary five school pupils, using different social studies textbooks. He concluded that, for the vast majority of classrooms, the textbooks is the Social studies curriculum and most teachers, for various reasons, teach directly from the textbooks, it will be necessary for authors' of primary school textbook to incorporate the instance-generality- inquisitory sequencing mode into their content organisation. This will help ensure the achievement of the overall objectives of social studies education in Nigeria.

On basic science textbooks, Longman textbook was ranked highest while Onibonoje was least ranked by the teachers. Concern has been expressed that information in textbooks is not always found to be accurate (Clifford, 2002). Therefore, teachers, as facilitators of learning should be aware of the problems and limitations of textbook their students are using (Haggarty and Pepin, 2002). Research findings have revealed the importance of science as the basic tool for industrialisation and national development. It is also recognised to play a vital role in contemporary society, thus indispensable for the healthy existence of any nation (Orukotan, 1999)

On mathematics textbooks, Africana's *Understanding Mathematics* was ranked the highest while the least ranked by the teachers was Longman's *New Method Mathematics*. Mathematical language development is an important aspect of learning mathematics. Certain words or expressions in mathematics convey a complex web of ideas which form a mathematical concept (Lee, 2006). When children learn how to use the mathematics vocabulary and notation, they become able to articulate their mathematical ideas effectively (Forsythe, 2010). Improving children's problem - solving skills is an important aim of mathematics. While solving problems, students not only use their mathematical knowledge they already gained (Wyndhamn and Saljö, 1997), but also improve their knowledge and understanding, leading them to a better mathematical insight.

Barwell (2010) discussed three tensions which occur in multilingual mathematics classrooms: between mathematics and language, between using formal and informal language to talk about mathematics, and between the learners' home (or first) language and the official language of schooling. What appears to be significant is the level of proficiency multilingual learners have in all (or any) of their languages with low levels of proficiency, putting the learners at a cognitive disadvantage, and high levels of proficiency in more than one language, indicating cognitive advantage (Cummins, 2000).

The fact that different publishers had their books well rated under different subjects, and no single publisher had the monopoly of the best quality in the four subjects tested is an indication that respective publishers have their areas of strength with reference to subject matter. Hence, the government may recognise those publishers with respect to their areas of strength and initiate projects, such as this every five years to evaluate materials being used in primary schools. Private schools will also need to make sure that only quality textbooks are recommended for use in their schools.

Due to the chain effect of evils of poor quality textbooks, it is suggested that production of poor quality textbooks should be checked, particularly at the foundational learning stage. To check this possible chain effect, an agency for minimum standard in quality of pupils' textbooks in different subjects, comprising intellectual/academics, authors and publishers, to scrutinise book for primary education should be established and it should be independent of any interference. Only books endorsed by such agency should be allowed for the training of pupils in primary schools.

The price of the different recommended textbooks in naira and dollar equivalent being used by primary schools pupils in Oyo State

The average prices of recommended textbooks used by primary school in Oyo State vary based on subjects. Average prices of textbooks are as follows: Mathematics; four publishers were selected with the cheapest textbook from Africana (₦550.0, \$3.5), followed by Longman (₦575.00, \$3.7), MacMillan (₦715.00, \$4.5) and the highest from Evans (₦800.00, \$5.1). Using the cheapest as the benchmark price, the most expensive was 160% of this cost. For English: five publishers were

selected, with the cheapest textbook coming from African (N520.00, \$3.3), followed by Longman and (N862.00). The most expensive English Language textbook had a difference of N342.0, \$2.1 above the cheapest textbook, which was about 70% above the cost of the cheapest textbook. for social studies; four publishers were selected with the cheapest textbook from Onibonoje (N350.0, \$2.2), followed by HEBN (N412.0, \$2.6), MacMillan (N465.0, \$2.9), and Evans (N600.0, \$3.8). The most expensive was N250.0 (\$1.5) higher than the cheapest. Basic Science; four publishers were equally selected with the cheapest textbook from Onibonoje (N350.0, \$2.2) followed by MacMillan (N485.0, \$3.0), Longman (N650.0, \$4.1) and the highest from Evans (N662.00,\$4.2).Only Evans and MacMillan have all the four subjects but all the MacMillan textbooks are cheaper than those of Evans. Overall, the most expensive textbooks are from Evans Publishers.

Accessibility of science, mathematics, social studies and English Language textbooks to pupils in public primary schools and primary school libraries in Oyo State

On the level of availability of textbooks to pupils in primary school, Out of 1,363 respondents; 1,271 (93.3%) had access to mathematics textbooks, with a greater part - 1,072 (84.3), indicating their school as the main source of supply. However, some pupils got their mathematics textbooks through their parents (72, 5.7%); others borrowed (79; 6.2%); and some did not have (92; 6.7%). The majority (96.8%) had access to English language textbooks, with a greater part 1,127 (85.4%) indicating their school as the main source of supply, while 103 (7.8%) got through their parents. Approximately 67.1% had access to basic science textbooks, while 921 (67.6%) had access to social studies textbooks. A greater part of mathematics and English language textbooks were made available by the school and the parents, respectively in terms of quantity. Only few borrowed from other sources and the library.

This finding implies that although the Oyo State government is operating a free textbook system, not all the pupils have access to textbooks in all the four core textbooks. This is similar to the findings of Van Graan *et al.* (2002) that only 62% of the pupils in senior primary classes have their own textbook for mathematics and English language. Howie (2001); also reported in South Africa, that the head teachers

of 45% of secondary schools surveyed indicated that the progress of their learners in science and mathematics was hampered by lack of textbooks.

More than half of the respondents reported that library books were not available. Reference materials were also not available. The only few books readily available were on the core textbooks, which include mathematics textbook - 58.1% and English - 58.1%.

The finding of this study is similar to the findings of Montages (2001) on the availability of books and learning materials in Africa, produced for the 2000 Education For All (EFA) Assessment. According to him, school libraries have the lowest of priorities in educational spending. The majority of schools possessed no library. Where some semblance of a school library did exist, it was often no more than a few shelves of outdated and worn out materials, inadequately staffed. Similarly, Shaibu (2001) asserted that school libraries are underfunded, understaffed, unstocked and unorganised in Nigeria. School libraries have a vital function in supporting learners to acquire, maintain and develop their literacy. Tahir (2005) averred that the school library enhances literacy and numeracy through access to a variety of relevant learning resources. Similarly, Nnadozie (2006) reported inadequacy of library resources and facilities in Nigerian schools. Mchombu and Cadbury (2010) opined that lack of investment in literate environments is currently one of the major shortcomings in efforts to achieve universal literacy. Every country of the world is working towards achieving the millennium development goals of achieving universal basic quality education by the year 2015, Nigeria is not an exception; the government should therefore invests more in universal basic education.

Rate of utilisation of core textbooks by pupils

The rate of utilisation of core textbooks by pupils shows that the textbooks frequently used on daily basis are ranked as follows: 1,134 (83.2%) used the mathematics textbook on daily basis, while 1,014(74.4%) used the English language textbook daily. A good number of the pupils utilize the textbooks for class/homework on weekly basis. The finding of this study corroborate the views of Woodward *et al.* (1988); Reys, Reys, and Chaves-Lopez, (2004); Johansson (2003), that the teaching of mathematics relies on textbooks more than any other subject area. Used in up to 90%

of mathematics lessons, the mathematics textbook is often the teacher's source of content, sequencing and instructional activities and ideas for lessons. The literature suggests that a teacher's belief about mathematics education is a primary factor influencing their decisions to use student textbooks. Specifically, the beliefs a teacher holds about mathematics education potentially influences how frequently textbooks are used, in addition to the manner in which they are used (Manouchehri and Goodman, 2000; Stipek *et al.*, 2001). According to Van Dormolen (1986), two important pedagogic functions are performed by mathematics textbooks, a curricular aspect or cursory preparation, creating a logical mathematical progression; and a conceptual aspect, conceptual preparation, embodying the development of cognitive structures in the learner.

Composite and relative effect of Authorship, Quality and Price on Utilization

The findings of the study revealed that there is a composite effect of authorship, quality and price on utilisation. This implies that the authors of the textbooks assessed, quality of the textbook and price have influence on utilisation. However, among the predictors, only quality and year of first publication of author significantly predicts utilisation, while others do not significantly predict utilisation of textbooks.

Relationship between authorship and utilisation of textbooks (English Language, Social Studies, Science and Mathematics) in primary schools in Oyo State, Nigeria

Authors of English language textbooks have significant influence on their utilisation, while other core subjects such as social studies, science and mathematics do not have any significant influence on utilisation. When authors of primary school textbook, write at a level of concept, content and vocabulary that is appropriate for the majority of pupils at the school, pupils become interested, motivated and captivated (Montagnes, 2001). The finding of the study agrees with assertion of Lawal-Solarin

(1999), who claimed that writers of children books need to keep the interest and action in the book alive by using simple and direct language. This finding corroborates the research of Mohammed and Kumari (2007) who carried out a research on the use of textbooks in Pakistan. Their review uncovered various gap in textbooks. It was discovered that the language used in the textbook did not clearly define the concept presented and since teachers were also unable to understand it, they inadequately communicated the given information to the students. There were also examples where the information provided in the textbook would either be incorrect or there would be misprint, creating a barrier to understanding the concept.

Relationship between quality of textbooks (mathematics, English language, social studies and science) and utilisation

The test of significant relationship between quality of textbooks (mathematics, English language, social studies, and. science) and utilisation showed that there is a positive relationship between the core textbooks and utilisation with Pearson product moment correlation value $r = 0.720$ ($p < 0.05$) for mathematics textbooks, $r = 0.671$ ($p < 0.05$) for English textbooks, $r = 0.667$ ($p < 0.05$) for social studies textbooks, and $r = 0.407$ ($p < 0.05$) for science. Hence, the null hypothesis is rejected and the alternative is accepted. This implies that the quality of all the core textbooks has a significant relationship with utilisation. Textbooks play a central role in the teaching and learning of science, mathematics, social studies and English Language. It is imperative that these textbooks provide correct content and instructional support. They are also one of the most important and vital elements that aid effective and efficient teaching-learning process. Primary education is the fundamental base of the educational pyramid on which the success or otherwise of other systems of education and, by implication, manpower development, national advancement and growth depend. Since the rest of the educational system is built upon it, the primary level is the key to the success or failure of the value system. Therefore, primary education must be firmly rooted in quality.

Aggarwal (2001) identified five important characteristics of a textbook. These are selection of the content, organisation of the content, presentation of the content, verbal communication language, visual communication illustration. The components of each are : (1) Selection of the content, relevant content; adequate coverage of the

content; adequate content of each topic; authentic content; up-to-date content; integrated content and content linked with life; (2) Organisation of the content, division into suitable units, division into suitable sections, physiological approach to the content; (3) Presentation of the content: attractive and appropriate title, motivating presentation, creative and interesting content (4) Verbal communication (Language): appropriate vocabulary, short and simple sentences, correct spelling, correct punctuation; (5) Visual Communication (Illustration). According to Lawal-Solarin (1999), the whole essence of children's books is in the design and illustration. It is the only way the children's interest in the book can be engaged. It will really be unthinkable to publish children's books without ample, attractive and vivid illustrations. Illustrations are the basis of visual learning in the science classroom and include representations found in typical science textbooks, such as photographs, diagrams, charts, graphs, drawings, and tables (Cook, 2008). Garvin (1988) identified eight dimensions of quality as performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality. Textbooks, according to Ubong (2001), constitute a very important component in the educational system. Emanogu (1998) sees textbooks as the key ingredient in the curriculum and a crucial component in the survival of the educational system.

Development and production of textbooks are a continuous process, which needs continuous and rigorous research and development. Evaluation/review of textbooks based on field-testing and research will yield results leading to quality textbooks (Mahmood, Iqbal and Saeed, 2009). The quality of a textbook depend on content, such as coverage, objectivity, emphasis and organisation of subject matter, presentation, appropriateness for classroom situation, suitability of language, motivational factors as well as design and illustrations, suitability of format, use of colour, balance between text and illustrative materials, typography and paper quality (Bgoyya, Billany, Noonah, Paajanah and Syrjanen, 1997)

The primary level of education provides the foundation for the educational structure and, thus, provides the key to the success or failure of the whole educational system. Olajide (2010), citing Cooper (2000), opined that the importance of language in literacy development and the process of acquiring language is continuous and unending. In the Nigerian educational system, Lemmer and Edwards (2007) contend

that textbooks should provide for cultural and gender differences and different learning abilities and styles.

Relationship between price and utilisation of textbooks in Oyo State

The finding of this study indicated a negative correlation between average price of textbooks and pupils' utilization of textbooks. Notably, the indicated correlation is not significant. (p-value of $0.159 > 0.05$. $R= 0-.258$). Hence, there is no significant relationship between price and utilisation of textbooks. The implication is that as the prices of textbooks are increasing, the quantity demand is decreasing. Publishers often complain about high taxes on textbooks and raw materials as being the only crucial obstacle to the publishing business (Bgoyya *et al.*, 1997). There is a need for the government to find a way of reducing the cost of production, which include raw materials of the publishing house, by reducing the tax on paper, the major raw material used by publishers. Nigeria has to import most of the raw materials used for publishing of textbooks. The interview with publishers revealed that most of them have to result into printing abroad because of the cost of paper. Supply, demand and price theory stresses the willingness and ability of buyers to purchase different qualities of a good at different prices during a specific period. The law of demand states that, as the price of a good rises, the quantity demanded of the good falls and as the price of a good falls the quantity of the good demanded rises, *ceteris paribus*. The amount allocated to educational materials and price a publisher is willing to sell to the government will also determine the quantity which the government can buy. All over the world, ability to allocate enough funds to a programme remains the greatest challenge that a programme can have. This is also the case with the funding of the Universal Basic Education in Nigeria. Between 1999, when the country returned to participatory democracy, and 2009, the central government has spent more than 1.13 trillion naira on the education sector alone, with little to show for such expenditure (Labo-Popoola, Bello and Atanda, 2009).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion, recommendations, contributions to knowledge, limitation of the study and suggestions for further research based on the findings of this study.

5.2 Summary of findings

The major findings of this study are highlighted below:

1. There are seven major criteria used in selecting authors, namely; qualification, popularity of the author, experience as a primary/secondary school teacher, lecturers in the colleges of education and universities, subject specialist, experience as an author and geographical spread. Most of the publishers do not receive manuscripts from young authors; most of the successful textbook projects were commissioned projects. Commissioned authors are usually recruited from the following categories; dedicated classroom teachers who are familiar with current educational developments, current curriculum; lecturers in colleges and universities, well known authors, curriculum developers and Nigerian Association of Authors.
2. More than half of the author of English language, mathematics, social studies and science textbooks are male (78.6%) while only 21.4% are female. There seems to be no gender balance. The majority of the authors are university lecturers. Only a few are primary and secondary school teachers while some are working with NERDC.
3. Quality indicators, such as containing major content in the curriculum (CMC), bold print, quality of paper, illustration, exercises, diagrams, pictures, language, local example, colour combination, back cover, size, durability, presentation, font size, binding, and finishing were used to elicit detailed information on teachers' perception. Based on 17 quality indicators used as yardstick in evaluating English textbooks, MacMillan's *New English Course* was ranked highest, while Evans' *Modular English* was the least ranked. On social studies textbooks, Evans' *Modular social studies* textbook was ranked highest while MacMillan's *Primary Social Studies* was least ranked by the teachers. On Basic Science textbooks, Longman's textbook was ranked

highest while the least ranked was Onibonoje's book by the teachers. On Mathematics textbooks, Africana's *Understanding Mathematics* was ranked the highest, while Longman New Method Mathematics was ranked lowest by the teachers.

4. Using the cheapest as the benchmark price, the most expensive book was 160% of its cost. Only Evans and MacMillan have all the four subjects. But all the MacMillan textbooks were cheaper than those of Evans. Overall, the most expensive textbooks were from Evans Publishers.

5. The finding on status/inventory of school libraries in Oyo State showed that the majority of the respondents indicated that they do not have school libraries. More than half of the respondents reported that Library books were not available. Reference materials were also not available. The only few books readily available were on core textbooks which include mathematics textbook 58.1% and English 58.1%. A greater part of mathematics and English Language textbooks were made available by the school and the parents. Only few pupils borrowed from other sources and the library.

6. The result of the study revealed that 1,134 (83.2%) of the pupils use the mathematics textbook on daily basis while 1,014(74.4%) of them use the English Language textbook daily. A good number of the pupils utilised the textbooks for class/homework on weekly basis.

7. When taken separately quality and authorship significantly influenced utilisation of textbooks in public primary schools in Oyo State Nigeria.

8. Authors of English Language textbooks have significant influence on their utilisation, while authors of other core subjects such as social studies, science and mathematics do not have any significant influence on utilisation.

9. Considering the significant relationship between the quality of textbooks (mathematics, English Language, social studies and science) and utilization, the result showed that the quality of core textbooks was significantly related to utilisation.

10. The relationship between average price of textbooks and pupils' utilisation of textbook was negative.

11. When taken together authorship, quality and price significantly influenced utilisation of textbooks in Oyo State primary schools.

5.3 Conclusion

From the findings of this study, it could be concluded that authorship, quality and price of primary school textbooks, exert significant influence on the utilisation of these textbooks individually and collectively. The result of this study has revealed that there are differences in the quality of textbooks by different publishers. Price had a negative relationship with utilization of textbooks, in line with direction of the law of demand and supply which states that as the price of textbooks increased the quantity demanded also decreased, implying that the higher the price, the lower the quantity of textbooks demanded.

The result of the study also revealed that most of the pupils use mathematics and the English Language textbooks on daily basis. There was also significant relationship between quality and utilisation of textbooks. Primary school libraries are not adequate in Oyo State; those that are available are not well stocked. Although the government is practising a policy of free textbooks distribution, these textbooks are not enough for the pupils.

Since education is the backbone of national development, textbooks are the principal element in the educational process. Books are vital for both teaching and learning at the primary level of education.

5.4 Recommendations

On the basis of the findings in this study, the following are recommended;

1. The Ministry of Education should advise textbook publishers: To take into account cultural diversity of Nigeria (ethnic and geographic) when choosing pictures and illustrations.
2. Policy makers on primary school textbooks should insist on the principle of gender equality both in picture/drawings, in order to avoid negative gender stereotypes that

can affect female pupils' aspiration, ability, attitude and knowledge in the production primary school textbooks.

3. Considerable efforts should be made by authors of primary school textbooks to facilitate the use of the textbooks by the teachers and the pupil.

4. There should be textual, pictorial, and other graph logical devices to support the use of books.

5. Textbooks should be well-structured, and inter-spaced with evaluative devices, which make it easy for the learners to practise on their own.

6. The government should establish an agency to ensure minimum standard in quality of pupils' textbooks in different subjects comprising intellectual/academics, authors and publishers.

7. The government should also monitor textbooks used in schools for primary education. Only books endorsed by such agency should be allowed for the training of pupils in primary schools.

8. Textbooks should be field-tested in the schools before final production, selection and distribution in the state.

9. Adequate funds should be allocated for the purchase of quality textbooks by the Oyo State government.

10. The Federal Government of Nigeria should resuscitate the paper mills in the country.

11. There should be reduction in the taxes of raw materials used by publishers' in order to reduce cost of textbooks and also increase the quality of the textbooks in the country.

5.5 Contributions to knowledge

This study has contributed to knowledge in the following areas:

1. The study used different theories such as activity, communication, demand and supply theories to explain the interrelationship among authorship, quality and price of primary school textbooks, in order to improve the performance of teachers and pupils using them.
2. Provided empirical information on the perception of users concerning the quality of primary school textbooks thereby giving a feedback to authors and publishers.
3. Provided empirical information that would stimulate authors and publishers of primary school textbooks to re-assess and review the quality of their textbooks.

5.6 Limitations of the study

The study only considered one out of the 36 states that make up Nigeria. This limited coverage was caused by time and financial constraints.

Secondly, the respondents chosen for the study were restricted to pupils in public primary schools. Further study can include pupils in private primary schools in Oyo State.

5.7 Suggestions for further studies

1. This study can be replicated in private primary schools in Oyo State.
2. A comparative study can be carried out using variables of the study in both public and private primary schools in Oyo State and other parts of Nigeria.
3. The study can be replicated in the six geo-political zones of Nigeria, in order to assess the authorship, quality and price of primary school textbooks in other zones.

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UNIVERSITY OF IBADAN

APPENDIX I

DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES, UNIVERSITY OF IBADAN, IBADAN.

Dear Respondent,

Kindly respond to the statements by appropriately indicating your opinion regarding the statements given. All information given will be used strictly for academic/research purpose only. To ensure confidentiality of responses and respondents, no names are to be indicated on the questionnaire.

Thank you for your assistance and cooperation.

Teacher's Textbook Assessment Scale (TTAS)

Section A

Background Information

Instruction

Please, put a tick (✓) or indicate in the space provided the required information.

1. Name of School:
2. Year of establishment:
3. Local Government
4. Age:
5. Highest Academic Qualification: Grade II Teacher certificate () NCE ()
B.Sc. () others (specify).....
6. Teaching Experience (years).....

Section B: Please indicate under frequency of use column, how frequently the books are used in teaching in the classroom. Tick (✓) on appropriate spaces provided: 4 = very frequently, 3 = frequently, 2 = sometimes, 1

= never

Subject	Title of books	4	3	2	1
1. Mathematics	<i>Understanding Mathematics</i>				
	<i>Modular Primary Mathematics</i>				
	<i>New Methods Mathematics</i>				
	<i>Lacombe New Primary Mathematics</i>				
	<i>Others.....</i>				
2. English Language	<i>Macmillan Primary English Course</i>				
	<i>Better English</i>				
	<i>New Oxford English Course</i>				
	<i>Modular English</i>				
	<i>Others.....</i>				
3. Social Studies	<i>Onibon-Oje Primary Social Studies</i>				
	<i>Heinemann Primary Social Studies</i>				
	<i>Modular Social Studies for Primary Schools B</i>				
	<i>Macmillan Primary Social Studies</i>				
	<i>Others.....</i>				
4. Basic Science & Technology	<i>Onibon-Oje Science for Beginners</i>				
	<i>Longman Primary Science</i>				
	<i>Macmillan Primary Science</i>				
	<i>New Primary Science</i>				
	<i>Others.....</i>				

Section C: Please rate each of the children's books listed against the qualities indicated in the columns.

5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor

Subjects	Title of Books	Contain major content	Bold Print	Quality of Paper	Illustration	Exercises	Diagrams	Pictures	Language	Local Example	Colour combination	Back cover	Size	Durability	Presentation	Font size	Binding	Finishing
1. Mathematics	<i>Understanding Mathematics</i>																	
	<i>Evans Modular Mathematics</i>																	
	<i>Longman Primary Mathematics</i>																	
2. English Language	<i>Macmillan Primary English</i>																	
	<i>Africana Better English for Primary School</i>																	
	<i>UPL New Oxford English Course</i>																	
	<i>Modular English</i> <i>Others.....</i>																	
3. Social Studies	<i>Onibon-Oje Primary Social Studies</i>																	
	<i>Heinemann Pry Social Studies</i>																	
	<i>Evans Modular Social Studies for Pry. Schools</i>																	
	<i>Macmillan Social Studies</i> <i>Others.....</i>																	
4. Basic Science & Technology	<i>Onibon-Oje Science for Beginners</i>																	
	<i>Longman Primary science</i>																	
	<i>Macmillan Primary Science</i>																	

Section D

Please, Kindly rate the textbooks you are using by putting a tick (√) on the appropriate space provided

4 = Excellent; 3= good, 2 = Fair, 1 = Poor.

Subject	Titles of books used mostly	Content Quality	4	3	2	1
1. Mathematics	e.g. <i>Understanding Mathematics</i>	Consistency in approach				
		Relevance of knowledge objective				
		Relevant skills objectives				
		Contents reflect current knowledge and culture				
		Factual accuracy				
		Free of religious biases				
		Free of cultural biases				
		Learners' centredness				
		Content clearly understood				
		Suitable for above average children				
		Suitable for average children				
		Suitable for below average children				
	Suitable for all levels					

Section D

Please, Kindly rate the textbooks you are using by putting a tick (√) on the appropriate space provided

4 = Excellent; 3= good, 2 = Fair, 1 = Poor.

Subject	Titles of books used mostly	Content Quality	4	3	2	1
2. English Language	e.g. <i>Macmillan Primary English Course</i>	Consistency in approach				
		Relevance of knowledge objective				

		Relevant skills objectives				
		Contents reflect current knowledge and culture				
		Factual accuracy				
		Free of religious biases				
		Free of cultural biases				
		Learners' centredness				
		Content clearly understood				
		Suitable for above average children				
		Suitable for average children				
		Suitable for below average children				
		Suitable for all levels				

Section D

Please, Kindly rate the textbooks you are using by putting a tick (✓) on the appropriate space provided

4 = Excellent; 3= good, 2 = Fair, 1 = Poor.

Subject	Titles of books used mostly	Content Quality	4	3	2	1
3. Social Studies	e.g. Heinemann <i>Pry Social Studies</i>	Consistency in approach				
		Relevance of knowledge objective				
		Relevant skills objectives				
		Contents reflect current knowledge and culture				
		Factual accuracy				
		Free of religious biases				
		Free of cultural biases				
		Learners' centredness				
		Content clearly understood				
		Suitable for above average children				
		Suitable for average children				
		Suitable for below average children				

		Suitable for all levels				
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Section D

Please, Kindly rate the textbooks you are using by putting a tick (√) on the appropriate space provided

4 = Excellent; 3= good, 2 = Fair, 1 = Poor.

Subject	Titles of books used mostly	Content Quality	4	3	2	1
4. . Basic Science & Technology	e.g. <i>Macmillan Primary Science</i>	Consistency in approach				
		Relevance of knowledge objective				
		Relevant skills objectives				
		Contents reflect current knowledge and culture				
		Factual accuracy				
		Free of religious biases				
		Free of cultural biases				
		Learners' centredness				
		Content clearly understood				
		Suitable for above average children				
		Suitable for average children				
		Suitable for below average children				
	Suitable for all levels					

APPENDIX II

DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES, UNIVERSITY OF IBADAN, IBADAN.

Dear Respondent,

Kindly respond to the statements by appropriately indicating your opinion regarding the statements given. All information given will be used strictly for academic/research purpose only. To ensure confidentiality of responses and respondents, no names are to be indicated on the questionnaire.

Thank you for your assistance and cooperation.

Yours Faithfully,

B.O. Fagbola.

Pupils' Textbook Assessment Scale (PUTAS)

Instructions: This questionnaire contains items about textbooks. Please answer the questions as truthfully as possible by selecting the correct option(s).

Personal Data: Section A

- 1) Name of School:
- 2) Year of establishment:
- 3) Local Government Area:
- 4) Age:
- 5) Sex: Male () Female ()
- 6) What is your father's occupation?
 - A. Farming () B. Trading () C. Teaching ()
 - D. Religious Leader () E. Civil Servant ()
 - F. Artisan (Carpenter, Bricklayer, Tailor).....
 - G. Others (please specify).....
- 7.) What is your Mother's occupation?
 - A. Farming () B. Trading () C. Teaching ()
 - D. Religious Leader () E. Civil Servant ()
 - F. Artisan (Carpenter, Bricklayer, Tailor).....
 - G. Housewife ()
 - H. Others (please specify).....
- 8.) What is the highest educational qualification of your parents or guardian?

	Farther	Mother	Guardian
--	---------	--------	----------

No formal education			
Primary education			
Secondary education			
Tertiary education(NCE,BA,BSC,M.ED,MA,M.SC, Ph. D)			
Others please specify.....			

SECTION B

9) Do you have all recommended textbooks in the following subjects?

Tick the ones you have among the four subjects listed below and the supplier

PL/Tick the ones you have now	Supplier			
	Library	Parents	School	Borrowed
Subjects				
English Language				
Mathematics				
Basic science Technology				
Social Studies				

10) How often do you use the following textbooks in the classroom?

PL/Tick how often you use these textbooks	Frequency of use					
	Daily	4x a week	3x a week	2x a week	Once a week	Never used
Subjects						
English language						
Mathematics						
Basic science Technology						
Social Studies						

11) How often are you given homework from the following textbooks?

PL/Tick how often you use these textbooks	Frequency of use					
	Daily	4x a week	3x a week	2x a week	Once a week	Never used
Subjects						
English language						
Mathematics						
Basic Science Technology						
Social Studies						

12) How many textbooks do you have in each of the four subjects?

0 1 2 3 4 5

English Language						
Mathematics						
Basic science Technology						
Social Studies						

13) Why do you not have them?

- A. The textbooks are not available in the bookshops ()
- B. My parents cannot afford to buy them ()
- C. My parents do not buy textbooks. ()

14) Which ones will you like to have?

- English Language
- Mathematics
- Primary science
- Social Studies

15)

	English Language		Mathematics		Basic science Technology		Social Studies	
	Yes	No	Yes	No	Yes	No	Yes	No
The language of these books is simple								
The language of these books is difficult?								
The back covers of your books are attractive								
The pictures and diagrams in your textbooks help you to understand your books								

APPENDIX III

DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES, UNIVERSITY OF IBADAN, IBADAN.

Head Teachers' Interview Guide (HTIG)

Section A

1. Name of School:
2. Year of establishment:
3. Local Government Area:
4. Gender : Male () Female ()
5. Age:
6. Highest Academic Qualification: NCE () B.Sc. () B.ED () BA() MSC () M.ED ()
Others (specify).....
7. Years of experience as head teacher
8. Are you involve in the selection of textbooks to be used in your school?.....

9. What is the level of your involvement in textbooks selection?.....

10. Kindly indicate by ticking (√) the state of the following for primary five pupils

Materials/Facilities	Available adequate	and	Available but not adequate	Not available
Library				
Library books				
Mathematics textbooks				
Basic science Technology textbooks				
Social Studies textbooks				
English Language textbooks				
Relevant textbooks				
Story books				
Dictionaries				
Encyclopaedias				
Information books				

APPENDIX IV

DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES, UNIVERSITY OF IBADAN, IBADAN.

Dear Respondent,

Kindly respond to the statements by appropriately indicating your opinion regarding the statements given. All information given will be used strictly for academic/research purpose only. To ensure confidentiality of responses and respondents, no names are to be indicated on the questionnaire.

Thank you for your assistance and cooperation.

Yours Faithfully,

B.O. Fagbola.

Parents' Textbook Assessment Scale (PTAS).

Section A

Parents' Background

1. Sex: Male () Female ()

2. Age (years):

3. Educational Qualification:

Primary Six Certificate ()

Secondary School Certificate ()

N.C.E. ()

B.Sc. ()

Others (specify).....

4. Occupation:

Public servant ()

Farmer () Self-employed ()

Others (specify)

.....

Section B

Please indicate under frequency of use column, how frequently your children use these books at home. Tick the appropriate space provided.

4 = Very frequently

3 = Frequently

2 = Sometimes

1 = Never

5) How often do your children use the following textbooks at home?

PL/Tick how often you use these textbooks	Frequency of use					
	Daily	4x a week	3x a week	2x a week	Once a week	Never used
Subjects						
English language						
Mathematics						
Basic science Technology						
Social Studies						

Section C

Please indicate your opinions about the prices of the following textbooks

1= Very cheap; 2 = Moderate; 3 = Costly; 4 = Very costly

Subject	Title of books	4	3	2	1	Current market price (₦)
1. Mathematics	<i>Understanding Mathematics</i>					
	<i>Modular Primary Mathematics</i>					
	<i>New Methods Mathematics</i>					
	<i>Lacombe New Primary Mathematics</i>					
	<i>Others.....</i>					
2. English Language	<i>Macmillan Primary English Course</i>					
	<i>Better English</i>					
	<i>New Oxford English Course</i>					
	<i>Modular English</i>					
	<i>Others.....</i>					
3. Social Studies	<i>Onibon-Oje Primary Social Studies</i>					
	<i>Heinemann Primary Social Studies</i>					
	<i>Modular Social Studies for Primary Schools</i>					
	<i>Macmillan Primary Social Studies</i>					
	<i>Others.....</i>					
4. Basic Science & Technology	<i>Onibon-Oje Science for Beginners</i>					
	<i>Longman Primary Science</i>					
	<i>Macmillan Primary Science</i>					
	<i>New Primary Science</i>					
	<i>Others.....</i>					

APPENDIX V

**DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES,
UNIVERSITY OF IBADAN, IBADAN.**

Key informant interview guide (publishing house)

- 1) Name of publishing house.....
- 2) Date of establishment.....
- 3) What is the nature of your publishing business (1) Educational..... (2) Religious..... (3) General....., (4) All the above....., (5) others pls specify?
- 4) How would you assess the commitment of your company to publishing children's books?
(i)Excellent (ii) Very good (iii) Good (iv) Fair (V)Poor
- 5) What are the criteria for author selection in this Establishment?
- 6) Do you have specific criteria for each subject?
- 7) What are the range of qualifications of the selected authors e.g WACE(), Msc ()Ph.D(), Others ()
- 8) What is the minimum experience (in years) of selected authors with reference to primary school textbook?.....
- 9) Do you consider gender during author selection?
- 10) Is gender a criterion in author selection?
- 11) Is proximity of authors a factor in their selection?
- 12) Is consideration given to classroom teaching experience?
- 13) If yes, what is the minimum number of years?
- 14) Is it possible for your company to adopt other strategies of production that can reduce the cost of primary school textbooks?
- 15) If yes, kindly list some of the strategies below:

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APPENDIX VI

**DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES,
UNIVERSITY OF IBADAN, IBADAN.**

Key informant interview guide (Authors' profile)

Name of publishing house.....

Gender: Male () Female ()

Occupation:

Highest Academic Qualification: OND () NCE () HND () B.ED () B.A () B.SC ()

MSC () M.ED () MA () PhD () others (specify).....

Areas of specialization.....

Years of experience as a classroom teacher ()

Years of experience as an author ()

Years of experience as a primary school examiner ()

Number of books written ()

