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PERCEPTION OF TEACHERS AND PUPILS ON THE INFLUENCE OF TEXTBOOK PROVISION ON EDUCATIONAL DEVELOPMENT IN SOUTH-WESTERN NIGERIA.

By

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Abstract

This study assesses the relevance of textbooks in educational development in secondary schools, determines the effect of textbooks on the performance of pupils in secondary schools and assesses the level of satisfaction of both teachers and pupils with the quality of textbooks available for their use. Based on questionnaire survey from a sample of senior secondary schools students and senior secondary school teachers the results show that both pupils and teachers ascertained the relevance of textbooks in teaching and learning and in the educational development in secondary schools.

However, the results further show that textbooks are not readily available to both students and teachers. Also, both the pupils and teachers were not satisfied with the quality of textbooks available for their use. The study recommends an improvement on the quality of books coming out from the Nigerian book publishing industry, a reduction in the high cost of textbooks, provision of subsidy and tax free to book publishers on some major inputs of book publishing to ensure that the books get to the market at reasonable prices. Also, it was recommended that book publishers should increase their production level to ensure availability of textbooks in the market.

Introduction

The importance of textbook in the education development of a nation cannot be over-emphasized. Textbooks are important for the development of mind just as food is for body development. Competent and meaningful development is achieved early in the environment where books are valued and utilized. Thus, Adesola (2020) sees textbooks as catalyst for educational and national development.

Textbooks are considered as instruments of intelligence and are of immeasurable value in both educational and national development. The level of development of a nation is a

reflection of the level of development of her people. Real development leads to educational advancement, sound health, increased output, effective exploitation of human and natural resources, technological advancement, functional communication system, availability of diverse recreational facilities and good government.

Also, books are seen as the highest delight in the highest civilization where real development is experienced. However, development can start with the change of attitude, such as change of attitude towards public affairs. Book publishers can bring about this type of change through the publication of works on public enlightenment, informal education and research. Therefore, as intellectual establishment, book publishing houses are oriental in the rejuvenation and re-enforcement of people's intellectual knowledge for the purpose of national development.

In the present era, the purpose of education is to have a better understanding in the social economic and political fields and to have better equipment supported with good books to fulfill as much innovation as are being introduced in the field of education. The technology of teaching, programmed learning, the use of mass media in education, open university, teaching correspondence, television and radio, pre-school education, cannot be successful without the availability of suitable and relevant books. No formal or informal education is thinkable in the absence of books. Thus, any serious bid to achieve serious educational development means the serious attention must be paid to book development.

The UPN government in the South West Nigeria (1979-83) recognizes the importance of textbooks provisions to the success of their free education programme, as to educational development in the Southwest, thus they made provision for free textbook as well for the pupils.

This study therefore, focused on the perception of teachers and pupils on the influence of textbook provision on educational development. The validity of the fact that formal education cannot be meaningful without textbooks is also taken into consideration. The survey, therefore, seeks to find answers to the following questions:

- To what extent has textbooks been able to influence the educational development of pupils in the study location?
- What is the level of textbooks possession among senior secondary school students. What are the factors limiting students position of textbook?
- What is the level of satisfaction of teachers with the quality of textbook available

Objectives of the study

The objectives of the study include:

- Assessing the level of textbook possession among senior secondary students in south western Nigeria.

- Assess the relevance of textbooks in education development in secondary schools.
- To determine the effects of textbooks on the performance of pupils in secondary schools.
- To assess the level of satisfaction of the teachers with the quality of textbooks available.
- To identify the various factors limiting students' ability to possess textbooks

Methodology

The population for this study comprises the Senior Secondary School pupils and teachers in all Secondary Schools in South Western Nigeria. However the sample population was drawn from 30 Senior Secondary School across the 6 states that made up South West, Nigeria. Five schools were chosen from each states. Two types of questionnaire were designed to collect the data for the study. The first type (TYPE A) was designed to solicit information from the teacher while the second type (TYPE B) was designed to gather information from the students.

A total of 600 copies of questionnaire were administered on the respondents. 300 copies of questionnaire were administered on each category of respondents. Out of the 300 copies of questionnaire administered on the teachers, only 227 copies were returned with useful responses which gave a response rate of 75.7%. Also, 263 copies of questionnaire administered on the pupils were returned with useful responses, out of the 300 copies administered on the pupils. This also gave a response rate of 87.7%. These response rates were considered good enough for the analysis. The descriptive method of analysis was adopted for the analysis. The descriptive method of analysis was adopted for the analysis of the data.

Literature Review

Textbooks are most important tools of teaching and learning in schools. They help teachers in organizing their teaching as well as guide students work. Styra (1994) emphasized that textbooks are desired to provide an authoritative pedagogue version of an area of knowledge. Textbooks play important role in the development of education because of their close relation to classroom instruction. They identify the topics and order them in a way study should explore them and also attempt to specify how classroom lessons can be structured with suitable exercises and activities. Textbooks provide an interpretation to teachers, students and their parents (Valverde, et al, 2002). Textbooks are critical factor with respect to educational opportunities as a mediator between systems goals and the realities of classrooms.

Moreover, the importance of the role of textbooks as the least expensive and most effective way of improving academic standards is universally accepted. According to Read (1990),

textbooks are perhaps the most vital element in educational programme and educational development process and are important for technological and educational development as they provide oriental knowledge and know-how, supplement the teacher and make self help possible.

The national aspiration and effort to build a sustainable textbooks provision system in Nigeria climaxed in the 1980-89 with a national policy statement on the 4th national development plan (1981-85) stipulating 100% local production of all textbooks at both primary and secondary level and 50% of all educational materials at tertiary and professional levels (NERDC, 1990). However, the projected target has not been met Ivowi (1998) summarized reasons for inadequate provision of textbooks in Nigeria, to include, among others:

- (a) High cost of production leading to unaffordable books
- (b) Poor distribution due to low performance by booksellers.
- (c) Low income of parents who pay for the instructional materials.
- (d) Inadequate quantities of available materials either in the finished raw form, and
- (e) Low capital base for marketers.

The level of textbooks availability determines the kind of educational experiences a country is able to provide. Hynemann (1986) corroborated this by emphasizing that country that spend more per student on instructional materials may anticipate producing students who arise strong and become fully productive participants in a rapidly changing economy. Conversely, the absence of textbooks in the process of education is usually detrimental both to teaching and learning. The availability of textbooks and their printed materials in one of the more consistent indicators of higher achievement.

However, the provision of textbooks for all levels of any country's education system is no small undertaking. According to Makhubu (1995), developing countries like Nigeria are said to be grappling with a major problem of providing textbooks in sufficient numbers, in order to stem the decline in education quality.

Analysis and Interpretation of Data

Table 1: Pupils opinion on textbooks for all subjects offered

Response	Frequency	Percentage (%)
Yes	121	46.0
No	142	54.0
Total	263	100.0

Table 2: Teachers' opinion on students' possession of all the recommended textbooks

Response	Frequency	Percentage (%)
Yes	93	46.9
No	134	59.1
Total	227	100.0

Results from table 1 and 2 reveal that a larger number of the teachers 134 (59.1%) attested that pupils do not have all the required / recommended textbooks for their study. 121 (54.0%) of the pupils supported the opinion of the teachers. This implies that there is inadequate level of textbooks possession among senior secondary school students.

(b) **Factors hindering/limiting textbook possession among pupils.**

Table 3: Pupils' opinion on factors that usually hinder them from having textbooks for all subject offered.

Reasons	Frequency	Percentage
No enough fund to purchase all the textbooks.		
The recommended textbooks are not in the market		
The textbooks are of inferior quality.		
No special reasons		
Total	263	100.0

Table 4: Teachers' opinion on factors that limit pupil's textbook possession ability.

Factors	Frequency	Percentage (%)
Textbooks are expensive	68	30.0
Textbooks are not readily available	121	53.3
I don't know	38	16.7
Total	227	100.0

Table 3 and 4 above present information on factors hindering textbooks possession by pupils in secondary schools. The results show that a large proportion of the pupils (42.6%) and teachers (53.5%) affirmed "lack of ready availability of textbooks in the market as major factor limiting textbooks possession among the pupils. Other factors as affirmed by the pupils include, inferior quality of textbooks and lack of enough fund for textbook purchase.

(30.0% and 27.4%) respectively, of the pupils population attested to these facts. Also, (30.0%) of the teachers affirmed the expensive nature of the textbook as one of the factors limiting textbook possession among pupils. Scarcity/ unavailability and high costs of textbooks are major factors hindering students possession of required textbooks for their study.

(c) **Effect of textbooks on the performance of pupils in secondary schools.**

Table 5: Pupils opinion on the effect of textbooks utilization on the academic performance of pupils.

Performance rating	Frequency	Percentage (%)
There is a significant improvement on the academic performance of the pupils	163	62.0
There is no significant improvement on the academic performance of the pupils	24	9.1
I can't say	76	28.9
Total	227	100.0

Tables 5 and 6 above reveal that a significant number of both pupils (117 or 51.6%) and teachers (163 or 62.0%) affirmed that textbooks utilization has brought about a significant improvement on the academic performance of the pupils. Use of textbooks in teaching and learning has a positive effect on the performance of pupils.

Discussion of Findings

The study reveals the importance of textbook to teaching and learning in secondary schools. Textbooks are confirmed to be very useful to teaching and learning in secondary schools even though majority of the pupils do not have all the recommended textbooks required for their study. This is due to lack of adequate fund and scarcity of books in the market. The teachers confirmed the inability of the students to afford and possess textbooks which is due to the expensive nature of the textbooks. Despite the fact pupils, the teachers are nevertheless, not satisfied with the quality of textbooks being produced by the Nigerian book publishing industry.

Conclusion

The study affirmed the importance of textbook to educational development. There has been an increase in the performance of the pupils which is due to the integration of textbooks in the learning and teaching process in the secondary schools. This corroborated Read (1990) views that textbooks are very important to teaching, learning and educational

development. The study further affirmed the poor level of quality of output from the Nigerian book publishing industry.

Recommendation

The Nigerian book publishing industry should improve on the quality of books being published and also try and work on the high cost of textbooks by making sure that the books get to the market at very reasonable prices that can be afforded by the people. Moreover, government should also assist pupils by providing incentives such as book subsidy grant and bursary to enable the students purchase all the textbooks recommended required for their study.

Nigerian book publishing industry should also increase their production, especially in the area of educational materials to ensure availability of textbooks in the market while parents also should consider the provision of textbooks for their wards, as very important, hence they should ensure that the pupils have all the recommended/required textbooks for their study. Government should also encourage the Nigerian book publishing industry by subsidizing the purchase of some materials as well as granting them tax free on some materials that are very key to book production as well as to the improvement of academic performance of pupils in secondary schools.

The implication of this study is that it has revealed the importance of textbooks to teaching and learning in the secondary schools as well as in improving the academic performance of the pupils.

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