

Full Length Research

Stakeholder's Perception of Textbook Utilisation in Senior Secondary Schools in Oyo State, Nigeria

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Textbooks are indispensable tools for the acquisition of knowledge. They are the most vital elements in educational programmes and the entire developmental processes of countries are books which are essential for teaching and learning. This study investigated the influence of stakeholders' perception on textbook utilization in senior secondary schools in Oyo State, Nigeria. The study adopted the descriptive survey research design. Multi-stage sampling technique was used. Three research questions were asked and answered. Data were analysed using descriptive statistics, t-test and Analysis of variance. The results of the findings revealed that without studying the policy on education, textbook publishers cannot meet the needs of schools; Stakeholder perceived that it is necessary that only recommended textbooks are to be used in teaching and learning in senior secondary schools in the state; There is no significant difference between the teachers and their various qualifications in their perception; There is a significant difference among teachers from various locations in their perception. Book utilisation was however impaired as a result of high cost and non-availability in school libraries. It was recommended that there should be subsidy and price reduction in textbooks, while schools should endeavour to acquire recommended textbooks to school libraries. There should be a monitoring group from ministries of education to go round and inspect senior secondary schools to ensure that approved textbooks are utilised by both teachers and students in schools.

Key words: Textbook utilisation, Stakeholders' perception. Senior secondary schools

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INTRODUCTION

Secondary education is the form of education children receive after primary education. The broad aims of secondary education within Nigeria's overall national objectives are preparation of students for useful living within the society and for higher education. The secondary school education is six years in duration and is structured in two stages: the Junior Secondary School (JSS) and the Senior Secondary School (SSS), Each

stage is of three years duration.

The senior secondary school is for those able and willing to have a complete six-year secondary education. It is comprehensive but has a core curriculum designed to broaden students' knowledge and outlook. The core curriculum is the group of subjects which every student must take in addition to the specialties. They are: English Language, Mathematics, one Nigerian Language, one of

the following alternative subjects: Physics, Chemistry and Biology, one of the Literature in English, History and Geography, Agricultural Science or a vocational subject. The core subjects are basic subjects which will enable a student to offer arts or science in higher education. Higher education covers the post-secondary section of the national education system which is given in universities, polytechnics, colleges of technology, colleges of education and such allied institutions of learning.

There is no doubt that books remain essential tool for preserving and diffusing the world's revolutionary changes in education and far-reaching programmes of expanded school enrolment. Planning is required to ensure an adequate textbook component for the development of educational system. Books play the major role in eradicating illiteracy. For functional literacy to be effective and lasting, it must be sustained by infrastructure that does not only provide literate citizens with abundant reading matters, but also maintain their taste for learning and broadening their horizons.

The Federal government recognised that the implementation and the full actualisation of the National Policy on Education depends, in part, on the provision and use of textbooks. Therefore, under section 2, 14C (ii) of the National Policy on Education, it is stated that the government "shall produce textbooks in Nigerian languages" and section eleven 101(d) states that:

...there shall be a national book policy which shall devise strategies for book development in the country. Some of the functions of the Nigerian Education Research and Development Council (NERDC) shall be the promotion of the development, production and distribution of books for all levels of education, and the encouragement of indigenous authorship.

Learning outcomes, especially at the primary and secondary levels of education depend on the interactions between three major components in the teaching and learning setting which are the pupils, teachers and textbooks (institutional materials). Textbooks are used to enhance, enrich and actualise the curriculum, especially at these levels of education. Without textbooks not much of effective teaching and learning can be done. Therefore, textbooks are designed and published to meet the curricular and teaching needs of the schools there by promoting the aims and objectives of the National Policy on Education.

The Nigerian educational system, like in most developing countries, according to Ekpenyong (2006), was designed and developed and revolves around curricula which emphasis the provision of textbooks as the basic raw materials that students use to obtain the necessary information for educational, emotional and

mental development. Textbooks are used to actualize the curriculum, particularly in the classroom, by students and teachers. There is no doubt that without a dynamic book industry it would be difficult, if not impossible, for Nigeria to realise her national aims and objectives of education. The elements of the curricula in an educational system are expressed in the contents of textbooks. There are so many materials like teachers notes, cybercafés, electronic journals, reference materials, grey literature, audio-visual materials and textbooks that are used for teaching and learning but the Nigerian educational system, like that of most developing countries is formed and developed on curriculum that put the provision of text-books as the most basic instructional materials for teaching and learning.

Textbooks are widely accepted as major instruments of education. They are useful for teaching and learning purposes. Ogunwuyi (2002), submits that in most developing countries, books are the main or only learning aids. Textbooks are capable of conveniently packaging the curriculum for each subject, thus giving it appropriate interpretation. Books are, therefore, textual references and research materials which provoke further researches that promote human development.

Educational books in Nigeria are textbooks that are produced based on the National Policy on Education. They are useful for teaching, learning and evaluation (examination) of learning outcomes. Textbooks are capable of conveniently packaging the curriculum of each subject and give it appropriate interpretation. They serve as the most convenient means of giving full interpretation to the educational policy of the nation and provide one of the main channels for documenting and disseminating research findings to the school community, (Ekpo, 2007).

However, the value of textbooks goes beyond formal education. Textbooks teach, import and transport ideas across minds and lands, for mental development, moral improvement, cultural transmission and information dissemination. Also textbooks teach values and norms which enrich the human mind, enlarge coast, sharpen his vision and balance his world-view. The reduction of illiteracy is impossible without textbooks.

However, if there is a general favourable agreement on the need to achieve the national policy on education through the provision of the necessary infrastructures, particularly the provision of textbooks to meet the needs of the curricula, there is likely going to be national policy shift in favour of textbook provision and appropriate level of utilisation in secondary schools in Nigeria.

STATEMENT OF THE PROBLEM

There is no doubt that books remain essential tool for preserving and diffusing the world's revolutionary changes in education and far-reaching programmes of

expanded school enrollment. Planning is required to ensure an adequate textbook component for the development of educational system. Books play the major role in eradicating illiteracy. For functional literacy to be effective and lasting, it must be sustained by infrastructure that does not only provide literate citizens with abundant reading matters, but also maintain their taste for learning and broadening their horizons.

The rapid expansion of the education system and the frequent changes in educational policies in Nigeria has made the demand for textbook provision very high. Although, the general opinion of scholars is that textbook production needed to meet the needs of the nation's educational system which has been rather low and inadequate, the book scarcity could be responsible for the poor quality of teaching and learning observed in the system. But no empirical evidence exists to prove this assertion. Yet, textbook utilisation is based on the activities of the following stakeholders in the industry: teachers, guardians/parents, educational policy makers and students. Their activities are centered around the provisions of the National Policy on Education at different levels. It is necessary to know the opinion of these stakeholders as to the extent that textbooks are utilised in Senior Secondary Schools in Nigeria.

Thus, this study investigated stakeholder's perception of textbook utilisation in senior secondary schools in Oyo State, Nigeria.

RESEARCH QUESTIONS

The study was guided by the following research questions:

- 1) What is the perception of stakeholders (policy makers and teachers) on utilisation of textbooks in Senior Secondary Schools in Oyo State?
- 2) What is the perception of stakeholders (teachers and students) on the extent of utilisation of recommended textbooks in Oyo State?;
- 3) Are teachers' perception influenced by gender, academic qualification, teaching experience and location?

LITERATURE REVIEW

When talking about the environment of book provision and utilisation, we are indeed talking of the factors that influence the production, distribution and sales of books. The educational system in Nigeria forms a vital and most important segment of the environment of the book publishing industry. Okwilagwe (2005) opined that the rapid expansion of the educational system has made the demand for textbooks very high. This situation was

placed tremendous pressure on the book industry in Nigeria, there are very serious gaps in the national book publishing action programme and inevitably in the publishing philosophies, strategies and programmes being developed, adopted and executed by a majority of Nigerian publishers. This is why very few Nigerian publishers can be certain that their titles are uniformly adopted and used in schools in a good number of states in the country. For instance, the technical educational system is a segment of the Nigerian educational sector that has been highly neglected in terms of textbooks publishing. The students and teachers in this educational sector depend on imported books, where and when such textbooks are not available they depend on making photocopies to meet their book needs.

The Federal Government, through the activities and functions of the Book Development Centre (BDC) of the Nigerian Educational Research and Development Council (NERDC), also influences the textbook provision and utilisation in Nigeria. As backed by decree 53 of 1988, NERDC performs the following functions:

- a) formulates and implements a national policy on book development;
- b) undertakes and promotes book development and local authorship ensuring the provision of adequate infrastructural facilities for book manufacture;
- c) encourages the expansion of local printing and publishing industry in order to facilitate book production;
- d) encourage and promotes a reading culture through continuous research in the needs of Nigerian readers;
- e) develops an effective book distribution sector so as to ensure a nationwide circulation;
- f) encourages the establishment of and strengthens professional associations of the book industry; and
- g) serves as a centre for the exchange of information on books and all related issues.

The role of non-governmental agencies in the book industry is another factor that needs to be considered when talking about the environment of textbook provision and utilisation in Nigeria. Okwilagwe (2005) says 'in the creation of knowledge such as training, research writing, development of manuscripts, manufacturing of books and the utilisation of knowledge created and manufactured into books by way of distribution, dissemination of information and teaching; the internal (intra-industry) environment also influences book provision and utilisation'

If education is a catalyst for change, then books are the lubricant in this business of the mental expansion and elevation of the citizens. Textbooks are the tools of

learning, the preserver of knowledge and the medium of literature. Awoniyi (2008), declared that "Books are interesting neighbours, confidants, friends in need and indeed, counsellors, educators, instigators and builders".

THEORETICAL FRAMEWORK

The research is based on System theory, appreciating the usefulness of system theory in scientific studies. Ackoff (1976), observed that the systems approach to problems focuses on systems taken as a whole, not on their parts taken separately. Such an approach, as he argued, is concerned with total system performance even when a change in only one or a few of its part is contemplated because there are some properties of systems that can also be treated adequately from a holistic point of view. From the perspective of information cycle, information infrastructure is involved in the dynamic process by which information is created, disseminated and used in the society. Generally, creators of information embody their ideas in a product or physical form, traditionally, a book, article, printing-sheet, music, multi-media presentation in a database. There are many agencies (stakeholders) that perform the function of disseminator like wholesalers in that they acquire significant volumes of materials from distributors and disseminate the materials to individual users. Finally, there are the users, those who consume or use the information. The user may be an ordinary citizen or a business person who visits the local book store or library, a student visiting the school library or a researcher using a special collection in a government research centre or academic institution. The books produced are distributed by the publishers and the books are acquired and utilized by students in schools in preparation for important examinations like West African School Certificate Examination (WAEC), National Examination Council Examination (NECO) and Unified Tertiary Matriculation Examination (UTME)

RESEARCH DESIGN

The first category of population for this study consisted of principals and subject teachers in the core subjects of English Language and Mathematics. The principals of the 33 selected senior secondary schools and four teachers from each school selected made up this group. The principals provided information on textbook recommendation and adoption system, while subject teachers provided information on textbook utilisation.

The second category in the population is made up of students in senior secondary schools drawn from all the 33 local government areas of Oyo State. The students provide information on the utilisation of textbooks in

achieving the aims and objectives of the National Policy on Education. Thus, the relevance of textbooks used in the schools was assessed to determine the extent to which the objectives of the educational system are achieved.

To select both schools and students for the research study, all local government Areas of Oyo State were recognised. One school was randomly selected from each local government area.

SAMPLE AND SAMPLING TECHNIQUES

To select population for the teachers, from each school selected. Teachers of Mathematics and English Language were randomly selected whose names were written and put in a box and the first four names picked were selected, this was done in the presence of the principal and the teachers affected in each school. For the students, a multistage random sampling technique was adopted. This was to ensure equal representation of the samples of all local government areas. The names of all senior secondary schools in each local government area were written and put in a box and the first name picked was selected. At the end of this exercise, a total number of 33 senior secondary schools were selected for the study. In each school selected, the names of students in senior secondary class two were written and put in a box in the presence of their teachers and the names of the first fifty students picked were selected to give a total sample size of one thousand, six hundred and fifty students in all the schools.

The senior secondary class two students were selected because students in the senior secondary class three were busy, at that time, with their final examinations at hand thus did not have the time required to complete the questionnaire. Also students in senior secondary class one were regarded as not possessing the maturity required to satisfactorily respond to the research instrument compared to their senior secondary two counterparts.

INSTRUMENTATION

Questionnaire of items was designed for the study. The questionnaire was named; Student's Assessment of Textbooks Questionnaire (SATQ).

The questionnaire for the teachers was divided into three parts; the first part (Section A) focused on general questions about the personality of the respondents and the location of the school of the respondents. Part B focused on questions about adoption of recommended textbooks to secondary schools in Oyo State, while Part C asked questions on students utilisation of recommended textbooks.

Table 1: Stakeholders perception on utilisation of textbooks in senior secondary schools in Oyo State

S/N	Perception	SA	A	D	SD	\bar{X}	Std
8	Without studying the policy on education, textbook publishers cannot meet the needs of schools.	70 (45.0)	68 (40.0)	- (0.0)	8 (5.0)	3.2	.92
9	Only recommended textbooks are usually adopted by the school for the students.	43 (25.0)	110 (65.0)	8 (5.0)	- (0.0)	3.05	.89
10	The school that fails to adopt recommended textbooks are always sanctioned by government.	93 (55.0)	68 (40.0)	8 (5.0)	- (0.0)	3.50	.61
11	National Policy on Education regulates publishing activities in the area of senior secondary school textbooks.	85 (50.0)	68 (40.0)	17 (10.0)	- (0.0)	3.4	.68

Table 2: Perception of stakeholders on the extent of utilisation of recommended textbooks in senior secondary schools in Oyo State

S/N	Perception	SA	A	D	SD	Mean	Std.D
	Recommended textbooks promote education at senior secondary schools.	265 (15.0)	703 (40.0)	527 (30.0)	263 (15.0)	1.95	1.10
	There is need for teamwork between publishers and educational writers as a necessary solution to producing attractive and pedagogically sound book.	1670 (95.0)	87 (5.0)	- (0.0)	- (0.0)	3.95	.22
	When non-recommended textbooks are adopted and used, they tend to disrupt educational policies and retard the progress of education in the state.	967 (55.0)	703 (40.0)	87 (5.0)	- (0.0)	3.50	.61

Another questionnaire item was designed for students in senior secondary class two in Oyo State, which sought information about the relevance, accessibility and effective use of books for teaching and learning.

RESULTS AND DISCUSSIONS

Research Question 1: What is the perception of stakeholders (policy makers and teachers) on utilisation of textbooks in the senior secondary schools in Oyo State?

Table 1 reveals that stakeholders agreed that; without studying the policy on education, textbook publishers cannot meet the needs of school (mean= 3.2); only recommended textbooks are usually adopted by the school for students (mean= 3.05); the school that fails to adopt recommended textbooks are always sanctioned by government (mean= 3.50) and that national policy on education regulates publishing activities in the area of senior secondary school textbooks (mean= 3.4).

The weighted average of the table 1 is 3.29 which indicate that the perception of the stakeholders about

publishing and use of textbooks is positive.

Research Question 2: What is the perception of stakeholders (teachers and students on the extent of use of recommended textbooks in the senior secondary schools in Oyo State?

Table 2 shows that publishers agreed that there is the need for teamwork between publishers and educational writers to be able to produce attractive and pedagogically sound books (\bar{X} =3.95); Also, stakeholder perceived that it is necessary that only recommended textbooks are to be used in teaching and learning in senior secondary schools in the state.

Research Questions 3: Are teachers' perceptions influenced by gender, academic qualification, teaching experience and location?

Table 3a shows that there is no significant difference between male and female teachers in their perception ($t=0.146$; $df= 110$; $p>0.05$). This implies that teachers' perceptions are not influenced by their gender.

Table 3a: Summary of t-test on teachers' gender and their perception of the relationship between curriculum and textbook development

Variable	N	Mean	Std.D	T	df	Sig. (P)	Remark
Teachers' perception							
Male Teachers	49	51.02	9.11				
				.146	110	.884	Not sig.
Female Teachers	63	51.28	9.83				

Table 3b: Summary of ANOVA on teacher's experience and their perception on relationship between curriculum and textbook development

Years of experience	N	Mean	Std.D	Source	Sum of Square	Df	Mean square	F	Sig. (p)	Remark
0-3	21	53.48	7.35							
4-6	31	50.61	10.12	Between groups	2779.09	4	694.771			
7-10	38	43.39	9.57					8.524	.000	Sig,
11-20	9	54.11	5.33	Within groups	9618.394	118	81.512			
21+	24	55.42	9.00							
Total	123	50.07	10.08	TOTAL	12397.48	122				

Table 3c: Summary of ANOVA on teachers' qualification and their perception on relationship between curriculum and textbook development

Qualification	N	Mean	Std.D	Source	Sum of Square	Df	Mean square	F	Sig. (p)	Remark
OND/HND/others	32	53.63	7.17							
NCE	28	46.36	10.12	Between groups	1010.04	5	202.009			
First Degree	39	49.41	12.29					2.076	.73	Not Sig,
P.G.D.E	14	48.64	9.35	Within groups	11387.4	117	97.329			
M.Ed.	7	52.14	4.18							
Total	120	50.07	10.08	Total	12397.48	120				

Table 3b shows that there is a significant difference among the teachers with various years of teaching experience in their perceptions ($F_{(4,118)} = 8.524$; $P < 0.05$). This implies that the teachers' perception is significantly influenced by their years of teaching experience. Those with more years of teaching experience (from 11 years upward) have higher perception mean score ($\bar{X} = 54.11$ upward) than those with less experience ($\bar{X} = 53.47$ or less).

Table 3c shows that there is no significant difference between the teachers and their various qualifications in their perception ($F_{(5,117)} = 2.076$; $p > 0.05$). This implies that teachers' perception is not significantly influenced by their qualifications.

Table 4 shows that there is a significant difference among

teachers from various locations in their perception ($F_{(2,118)} = 3.332$; $p < 0.05$). This implies that the teachers' perception are influenced by their school locations. Those in rural areas have the highest perception mean score ($\bar{X} = 53.54$) followed by those in semi-rural ($\bar{X} = 52.88$) while those in urban have the least ($\bar{X} = 48.8$).

SUMMARY

The following are summary of the findings;

- 1) The Stakeholders perceived that the National Policy on Education (NPE) is good and makes enough provision for curriculum as well as textbook production and utilisation.
- 2) Secondary school teachers, to some extent,

Table 4: Summary of ANOVA on teachers' location and their perception on relationship between curriculum and textbook development

Location	N	Mean	Std.D	Source	Sum of Square	Df	Mean square	F	Sig. (p)	Remark
Rural	14	53.64	4.47							
Semi-rural	24	52.88	8.35	Between groups	1258.301	2	314.58			
Urban	83	48.80	9.90					3,332	.013	Sig,
Total	121	50.07	10.08	Within groups	11139.18	118	94.40			

assist in textbook development, recommendations and uses in secondary schools in Oyo-state, Nigeria.

- 3) There is a significant difference among the teachers with various years of teaching experience in their perceptions. This implies that the teachers' perception is significantly influenced by their years of teaching experience.
- 4) There is no significant difference between the teachers and their various qualifications in their perception. This implies that teachers' perception is not significantly influenced by their qualifications.
- 5) The teachers' perception are influenced by their school locations. Those in rural areas have the highest perception mean score, followed by those in semi-rural, while those in urban have the least.

Ministries of Education to go round and inspect senior secondary schools to ensure that approved textbooks are utilised by both teachers and students in schools.

2. All approved textbooks should be compulsorily acquired by schools and put in their libraries and should be made available to students for utilisation.
3. School teachers should compulsorily give class assignments and home-work to students from approved textbooks.
4. Prices of textbooks should be affordable for students to purchase them. Government should make effort to liaise with members of Nigerian Publishers Association and booksellers and distributors to see the reduction of prices of textbook so that students and teachers could purchase them and utilize for academic activities.

CONCLUSION

The Nigerian educational system, like that of most developing countries, was formed and developed on curricula that put the provision of textbooks as the basic raw materials for use by students to obtain the necessary information for educational, emotional and mental development. The study reveals that the National Policy on Education, teachers and students strongly influenced textbook utilisation in the society. The National Policy on Education gives content, meaning, frame of reference and environment to the textbook by tacit consent to publishing industry and the necessary guidelines for textbook utilisation in the schools.

RECOMMENDATIONS

Based on the findings of this study the following recommendations are suggested:

1. There should be a monitoring group from

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