
TEXT BOOKS AND STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN OBUDU LOCAL GOVERNMENT OF CROSS RIVER STATE. CURRICULUM PERSPECTIVE

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ABSTRACT

The paper examines Textbooks and Students Performance in Social Studies in Junior Secondary Schools in Obudu Local Government Area of Cross River State. Curriculum perspectives. The study used exfacto-design and made use 20 item questionnaire to measure the 2 variables, (Textbooks) two research questions and two hypotheses were used for the study comprise 200 hundred students and a simple random sampling technique was used to select 100 students and 50 teachers from five junior secondary schools. Two statistical instrument textbooks and students performance in social studies questionnaire t-test and multiple regression were used to analysis the data. The result show the null hypotheses were significant that textbooks influence students academic performance in Social studies, hence play a significant role in teaching and learning in Junior Secondary Schools.

INTRODUCTION

Textbooks have become curriculum in every course. Textbooks greatly reduce preparation time simplify the question of what to teach and provide a structure and continuity for the different subjects. Textbooks is consider by many as a key and essential aid and an important means of enlarging the experience of the pupil. It could be a potent and activating instrument of they are appropriate and complementary studies to arouse teaching and learning. Fafuwa (1967) reiterated that teachers reliability on text books, no appreciable change can take place in education until suitable books can be produce locally and until Africa teachers becomes extremely resourceful a claim a large that "books is worth a thousand word: Inyang Abia (1988) viewed that textbooks help to hold responsible for a minimum amount of information and knowledge. The excuse that they did not understand or hear cannot be effectively used if a certain chapter containing the materials has lean assigned. Behind every teacher-learner transaction lay an instructional product waiting to play a dual role as medium and message, in a way, the largely dictate the curriculum does not venture beyond the boundaries set by the instructional material. Textbook has become the curriculum of every course. They dictate which is taught how it is taught and when it is taught.

Statement of the Problem

Successful teaching and learning high mainly on effective and available reading material such as books for students to benefit from learning and teaching social studies content, the inability of students to pass public examination in social studies in as a result of dreach of

textbooks in the subject. The study is to provide empirical evidence of textbook as a resource to teaching and learning. Hence the need for the study.

Purpose of the Study

The purpose of the study is to investigate how textbook influence students performance in social studies in the Junior Secondary School in Obudu Local Government Area of Cross River State.

Specifically to:

- 1) determine the influence of textbooks on students performance in JSS,
- 2) ascertain the dearth of textbooks in the subject.

Research Questions

The following research questions guided the study

- 1) What are the constraints in the production of textbooks in the subject
- 2) Are teacher of the subject lacking?

Hypotheses

The following null hypotheses was formulated to guide the study were tested at 0.5 level of significance.

Ho₁

There is no significant difference between students who used textbooks and those who do not.

Ho₂

There is no significant difference between students who do have textbook and those who have.

METHOD

The research was a survey research and was designed to investigate textbook and students performance in social studies in Junior Secondary Schools in Obudu Local Government Area of Cross River State.

AREA OF STUDY

The area of study covers all Junior Secondary Schools in Obudu Local Government Area of Cross River State.

POPULATION OF STUDY

The population comprises 200 hundred JSS students and 50 teachers drawn from all the Junior Secondary Schools from the area.

SAMPLING AND SAMPLING TECHNIQUE

Sampling was carried out through random sampling technique.

Validity and Reliability of the instrument. The instrument used for the study were questionnaire title Book and Student Performance (BSPSSD) test conducted by experts in measurement and Education to ascertain face relidity of the instrument using non empirical approach. The data obtained was statistically analyses and there liability estimate obtained.

METHOD

To enable the researcher’s easy access to the sample schools in the area. The questionnaire was administer by the researchers using teachers who teach the subject. And the data collected were analyzed using t-test and all hypotheses were tested at 0.5 level of significance.

Research Question 1:

There is no significant difference between academic performance of students who use textbook and those who do not.

Table 1:

Textbooks	N	X	SD	Calt
	62	40.832	4.611	2.03
	534	39.524	4.525	

Significant at 0.05 probability level. The table 1 above shows that calculated t-value of academic performance for students who used text books in learning social studies is 2.03. the calculated t-value at 2.03 is greater than the critical t-value of 1.06 and significant at 0.05 probability level with 594 degree of freedom that the calculated t- is statically significant. The students who use textbooks perform academically better than those who do not use textbooks.

Research Question 2:

There is no significant difference between academic performance of students who have text book and those who do not.

Table 2:

Textbooks	N	X	SD	Calt
	62	38.623	3.611	2.03
	534	35.424	4.421	

Significant at 0.5 Probability Level

Table 2 above shows that the calculated t-value for academic performance of student who have textbooks in the learning social studies is 2.03. the calculated t-value is greater than critical t-value at 1.96 and significant at 0.05 probability level with 594 degree of freedom

that calculated t is statistically significant. The students who have textbook perform academically better than those who do not have.

DISCUSSION

Textbooks contains a valuable wealth of knowledge acquired down the ages with regards to a given content area. Hence, it is the teacher's principal source of information to communicate to learners. Text books are also essential in the life and development of a child. It is a stimulus to the intelligence and imagination, an incentive to independent thinking, sources of information and enjoyment. Textbooks are indispensable tools in education and a child who has learned to use and enjoy then better able to continue his studies when he leaves school. According to Umoren (1995) textbooks are morable instructors who services are instant when intelligently and judiciously used. They are salt to patatable dich Clossh, (1981). Textbooks are considered by many as key and essential aid an important means of enlarging the experience of the pupil. It could can a potent and activating instrument if they are appropriate and complimentary to their studies to arouse teaching and learning DODD (1978:17-21) is of the view that students can strive more than with the use of adequate textbooks. They can retain until examination given the opportunity, they will search time and books for references to satisfy their appetite and harnessed by the teacher for organized learning. At the lowest level some activity is possible pupil can obtain information for themselves, and even if only from textbooks it stimulate more activity from the learner. Therefore, textbooks are considered by many as a key and essential aid and an important means of enlarging the experience of the pupils. It could be a potent and activity instrument if they are appropriate and complementary to their studies. Also, Mkpa (1985:32D) asserted that textbooks containing a valuable wealth of knowledge acquire down the ages with the regard to a given content area. It is the principal sources of gathering information to communicate to learners, the students on its own part, need textbooks, for without it, the teacher is bound to come his only source of academic information that supplement the ideas got from a given textbook for further information. It is also important to note also that textbooks stimulate learners interest.

CONCLUSION/RECOMMENDATIONS

The study reveled that textbooks are very important both in Nigeria and globally to realize the effectiveness of teaching and learning in the junior secondary school. Since textbooks play an role in the mental development of a child, he imbibe the reading culture in him and equally use these competences posses in reading a book to development the student mental capacity to be independent in absence of teachers in that subjects hence textbook is vital factor in teaching and learning

The following recommendations are established as follows;-

- Individuals and policy makers in education should liase with publishing houses and publish books in social studies
- Teachers in the subject Social Studies should come together and publish books in Social Studies. This will improve on the knowledge, acquire to arouse teaching and learning of the subject.

- Social Studies teachers association should hold regular conferences to analyze the curriculum and suggest appropriate recommendation on the subject.
- The curriculum of Social Studies be made to reflect the current issues such as climate change, security challenges, economic recession affecting the nation electoral violence and secretariat problems be deviling the nation. This will go way in promoting teaching and learning in Junior secondary schools in the country.

PERSPECTIVE OF THE CURRICULUM

According to (Bude, 1992:41) the 21st century has seen steadily more interconnected world, bringing profound changes in socio/political/economic arrangements. In developing nations like Nigeria these changes are often experienced as difficult challenges. Nigeria educational curricula need to be examined in terms of loud they reflect, integrate and respond to these new global "the curriculum implication will have to be handled at school and village levels, what teachers, villagers, ignorant teachers educators and ministry officials are involved. Awukah (2004 and 18) review that the curriculum development or what we may term rethinking of education is extremely important, especially in the shaping of an education system of a dynamic society like Nigeria. Even when there is broad agreement on the curriculum and its direction as we have in the NPE, there is always need for review and updating in the height of societal needs and emerging global challenges. Generally, the curriculum could be seen as fulfilling the planned work and successful accomplishing the objective of the subject matter. But if the curriculum of social studies have successful accomplish and students pass Junior school certificate well, means it has been accomplish. This mean the curriculum is implemented in which the relevant plans and programmes are brought directly in contact with the audience. Conclusively, the curriculum is the hib on which the educational system revolves. It provides solution to some societal problems and houses in its contents relevant skill know how, valves, attitude and competencies for overall development of the human resources of the nation. Eya, (2003).

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