

**Parental Perception on Change in Recommended Texts and Book Procurement among
Private Primary School Pupils in Ona-Ara Local Government Area, Ibadan**

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Certification

This is to certify that **Elizabeth Mariam TIMOTHY** with Matriculation number **LCU/PG/002715** carried out this research work titled "**Parental Perception on Change in Recommended Text and Book Procurement among Primary School Pupils in Ona-Ara Local Government Area, Ibadan**" in the Department of Mass Communication & Media Technology, Faculty of Communication & Information Science, Lead City University, Ibadan, Oyo State, for the award of Master of Science (MSc) Degree in Mass Communication and that this has not been previously submitted.

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Dedication

I dedicate this thesis work to Almighty God who has been my helper, strength, wisdom, knowledge and understanding throughout this programme.

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Acknowledgement

I would like to express deep gratitude to God Almighty for sparing my life, for the wisdom he bestowed upon me, the strength, peace, and good health he granted me during this journey.

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Although, the institution and supervisors have assisted in the process of this research work, I alone stand responsible for the errors if any found in the work.

Abstract

The progress of any nation largely hinges on the education of its citizens, beginning at a young age. No society can truly realize its full potential until its citizens are adequately educated, with the foundation of this educational journey beginning at an early age. A crucial component of this educational process is textbook procurement, which plays a significant role in assuring quality education in schools. This study therefore aims to explore Parental Perception on Change in Recommended Texts and Book Procurement among Primary School Pupils in Ona-Ara Local Government Area, Ibadan. This research work is based on two theories: The Theory of Perception and Social Learning Theory. This study employed a descriptive survey research design, using a close-ended questionnaire for a comprehensive data collection which the population of the study consisted of parents of primary school pupils in Ona Ara Local Government Area. The finding of the study revealed that the weighted mean score of $\mu = 3.06$ indicates moderate positive perception of parental involvement in the procedures for changes in recommended texts. The weighted mean score of $\mu = 3.52$ indicates a highly positive perception of parents regarding the factors necessitating changes in recommended texts. Also, weighted mean score of $\mu = 3.49$ indicates a highly positive perception of parents regarding the influence of changes in recommended texts on textbook procurement behaviours. It was concluded that on average, parents tend to agree with the statements provided, reflecting a generally favourable view of how these changes impact their procurement behaviours, though there are some concerns, particularly regarding financial burdens and the challenge of acquiring new texts. They generally view the factors necessitating these changes favourably and agree that these changes impact their textbook procurement behaviours. However, there are some concerns, particularly regarding financial burdens and the challenges of acquiring new texts. It is recommended that schools improve communication and actively involve parents in decisions about changes in recommended texts to ease concerns and foster a more collaborative educational environment.

Keywords: Education , Textbook, Perception, Recommended texts, Pupils, Textbook procurement

Word Count: 300

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Chapter One

Introduction

1.1 Background to the Study

Education profoundly impacts human societies, serving as a cornerstone for individual and collective advancement. No society can truly realize its full potential until its citizens are adequately educated, with the foundation of this educational journey beginning at an early age. A crucial component of primary education is the procurement of textbooks, which significantly influences the quality of education provided in schools. Textbooks serve not only as essential learning tools but also as instruments that align with the educational objectives set forth by the curriculum. The role of publishers in this process is paramount, as they are responsible for producing high-quality textbooks that cater to the developmental needs of learners. In recent years, changes in recommended texts have raised questions about how these alterations affect textbook procurement decisions made by parents. Understanding this dynamic is vital, as it highlights the interplay between educational policy, parental choice, and the overall quality of primary education. This study aims to explore the influence of changes in recommended texts on textbook procurement by parents, thereby contributing to the broader discourse on educational quality and accessibility in primary school education.

The term 'pupil' refers to a child or young person engaged in formal learning, either at school or under the tutelage of an instructor⁴. Once a child becomes a pupil, they are thrust into a new environment, an educational institution, which introduces new challenges, changes their life rhythm, and shapes their character⁵. Schools are the spaces where children develop essential skills such as listening, speaking, reading, writing, problem-solving, communication, and creative thinking⁶.

Primary school education, the foundational level of education in Nigeria, equips learners with the necessary knowledge for secondary education and beyond⁷. It is within this stage that significant child development occurs, particularly in the areas of reading and literacy⁸. At the beginning of this stage, some children rely on sight vocabulary while developing their phonetic ability to sound out words. By the end of this stage, many children are capable of reading challenging books, utilizing high-quality non-fiction resources for research, and developing arguments¹⁰. In writing, students start with short sentences and teacher-led prompts, but by age 11, many are capable of writing, reading, and performing their speeches, presentations, and debates¹¹.

To facilitate learning, pupils require a recommended list of textbooks¹². Interacting with classmates, teachers, and participating in activities outside the classroom also contribute to the learning process. This fosters a child's physical activity growth, curiosity, and problem-solving abilities¹³. Therefore, teaching primary school children should align with their social, emotional, and physical development and linguistic growth¹¹.

The procurement of textbooks significantly impacts school management, affecting lesson delivery, and subsequently, pupils' performance⁹. This process can either enhance or hamper the organization of teaching and learning materials. The availability of textbooks and parental involvement in children's education are major factors influencing the quality of education. Other factors range from the physical conditions of schools to the quality of teachers¹⁰.

Textbook procurement should be meaningful, worthwhile, and responsive to the needs of both parents and pupils. It influences how learners acquire skills and the extent to which their education yields personal, social, and developmental benefits. Education is a multifaceted phenomenon that includes prerequisites like the availability of adequate teaching and learning

materials¹. The publishing process, however, is heavily influenced by changes in recommended texts. Every time there is a modification in the recommended texts, publishers must reevaluate, update, and republish textbooks to meet these new standards. This often incurs significant costs, which are frequently passed down to parents during the procurement process. Therefore, changes in recommended texts directly affect textbook production, ultimately influencing their availability, cost, and distribution.

Recommended texts are designed following the educational curriculum, which provides a blueprint for all educational materials¹¹. Curriculum development is a process that constructs knowledge and experience in a manner that enhances the student's spiritual, emotional, and academic growth⁸. In Nigeria, curriculum development is facilitated by several agencies, including The Nigerian Educational Research and Development Council (NERDC), Tertiary Education Trust Fund (ETF), and the Universal Basic Education (UBE). These agencies are responsible for providing basic infrastructure in schools, curriculum development, providing grants/funds, and approving textbook lists for use in primary and secondary schools¹⁴.

The role of publishing in this educational ecosystem cannot be overstated. Publishers are responsible for producing high-quality textbooks that meet the educational objectives set by the curriculum and are tailored to learners' developmental needs. They work closely with curriculum developers, teachers, and educational experts to ensure that textbooks align with the curriculum's standards and learners' evolving needs. The publishing process, however, is heavily influenced by changes in recommended texts. Every time there is a modification in the recommended texts, publishers must reevaluate, update, and republish textbooks to meet these new standards. This often incurs significant costs, which are frequently passed down to parents during the

procurement process. Therefore, changes in recommended texts directly affect textbook production, ultimately influencing their availability, cost, and distribution¹⁵.

In addition to these direct impacts, changes in recommended texts can also introduce a time lag in textbook availability due to the time necessary for curriculum revisions, book writing, editing, production, and distribution. If not properly managed, these delays can disrupt pupils' learning progression and hamper the smooth functioning of schools¹⁶. The publishing industry, recognizing its pivotal role in the education process, is therefore charged with ensuring that changes in recommended texts are smoothly transitioned into the educational system. They work in tandem with educational bodies and policymakers to synchronize curriculum changes with textbook production and distribution schedules, thereby minimizing potential disruptions¹⁷.

Crucially, the role of publishing extends beyond mere production and distribution of textbooks. Publishers have the onus of creating well-designed textbooks that actively engage learners and cater to their cognitive growth. This is where the value of a well-designed textbook becomes evident. Textbooks that successfully engage learners' cognition through visual processing, analytical thinking, posing questions, testing hypotheses, and verbal reasoning have the potential to make learning enjoyable, lasting, and meaningful¹⁸.

For a book to qualify as a textbook, it must be useful for students and teachers. It should be user-friendly, visually appealing, accurately and neatly printed to avoid straining the reader's eyes¹⁶. Furthermore, it should be correctly written to serve the purpose of the subject matter it was written for, free from bias, and include necessary diagrams, charts, and maps. Above all, the textbook should keep the student's interest alive¹⁹.

Although "Education for All" has been recognized as a universal right, developing nations, including Nigeria, grapple with underfunding, unsustainable educational programs, ineffective policies, and undue government interference. These factors influence changes in the recommended texts of textbooks. This study explores the influence of changes in recommended texts on textbook procurement by primary school pupils' parents in Ibadan, Oyo State.

1.2 Statement of the Problem

The procurement of textbooks significantly impacts school management, affecting lesson delivery, and subsequently, pupil's performance. This process can either enhance or hamper the organization of teaching and learning materials. The availability of textbooks and parental involvement in children's education are major factors influencing the quality of education.¹⁰

In the context of primary school education in Ibadan, Oyo State, there is a notable lack of comprehensive research on the influence of changes in recommended texts on textbook procurement by parents. While considerable attention has been given to the reading habits and preferences of middle and high school students, limited information exists regarding primary school pupils, which is concerning as primary school represents a crucial developmental period where foundational reading skills are established^{4,5,6}. Moreover, parents' perceptions and reactions to changes in recommended texts remain largely unexplored. It is essential to understand how parents perceive these alterations and how they influence their decisions regarding textbook procurement. This knowledge is vital for designing effective strategies to meet the educational needs of primary school pupils and ensure their access to appropriate learning materials. This study aims to investigate the factors involved in the recommendation and

procurement of textbooks, and how these factors impact parents' decisions, ultimately contributing to a more effective educational strategy for primary schools.

This study therefore seeks to assess the influence of change in recommended texts on textbook procurement by parents of primary school pupils in Ona Ara Local Government Area, Ibadan, Oyo state.

1.3 Aim and Objectives of the Study

The aim of the research was to investigate the impact of change in recommended texts on textbook procurement by parents of primary school pupils in Ona Ara Local Government Area, Ibadan, Oyo state. The specific objectives of this study are to:

- i. ascertain parental level of involvement in the procedures for change in recommended texts;
- ii. measure parental perception on factors that necessitates change in the recommended texts;
- iii. determine the extent to which change in recommended texts affect parents.

1.4 Research Questions

This study aims at determining the influence of change in recommended text on textbook procurement by primary school pupil's parents in Ibadan, Oyo state. The study will answer the following questions:

- i. What is the level of parental involvement in the procedures for changes in recommended texts?

- ii. What are the parental perceptions of the factors that necessitate changes in the recommended texts?
- iii. To what extent does a change in recommended texts affect parents?

1.5 Significance of the Study

This work was designed to be of immense benefit to various classes of people, it will benefit both teachers and parents in the society. The solutions that were provided in this study will help parents of primary school pupils to have a proper orientation about the need for textbook procurement and factors responsible for changes in the recommended text of textbooks. This study can help educational instructors to understand the perception of the parents on how changes in recommended text of textbook affects their ability to procure such textbook for their children/ wards.

Furthermore, the study can also help academicians to have some useful data on perception of parents on change in recommended text and book procurement by primary school pupils' parents in Ona Ara Local Government, Ibadan, Oyo state, thereby helping on the constant review of educational standards. The study will also contribute to the growing body of literature related to perception of parents on change in recommended text and book procurement by primary school pupils' parents. It will also add to the existing body of knowledge by serving as a reference for academicians, researchers and scholars in the subject matter.

1.6 Scope of the Study

This research was carried out in Ona Ara Local Government Area, Ibadan, the capital city of Oyo state. The study focused on parents of pupils in private primary schools in the area. The study also captured the socio-economic data of the parents and their willingness to procure textbooks for their children/wards.

1.7 Limitation of the Study

The only challenge encountered in the process of this research was the distribution of the research instrument to the parents within Ona Ara Local Government and retrieving of the research instrument.

1.8 Operational Definition of Terms

Assessed Curriculum: The curriculum that is reflected by the assessment or evaluation of the learners.

Attitude: A learned, emotionally formed disposition of a pupil to react in a consistent way towards learning.

Book Publishing: This is a specific subset of publishing that deals with the production and dissemination of books. In this study, book publishing refers to the process of developing, producing, and distributing textbooks to meet curriculum standards and support primary school education.

Book: In the context of this study, a book refers to a set of printed sheets of paper held together between two covers. A book serves as a medium for recording information in a manner suitable for reading.

Curriculum: The subjects comprising a course of study in a school.

Learning resources: Any person, material or event that establishes a condition which enable the learner to acquire knowledge, attitude and skills.

Perception: Refers to the way somebody thinks about or understands something or somebody.

Publisher: A publisher is a person or company that prepares and issues books, journals, music, or other works for sale. In this study, a publisher refers to an entity that produces and distributes textbooks.

Publishing: Publishing involves the process of production and dissemination of literature, books, or information, the activity of making information available to the general public. In the context of this study, it refers to the process of creating, producing, and distributing textbooks.

Pupils: a student under the supervision of a teacher or professor, they are children that are found in primary schools.

Recommended Texts: It is the list of textbooks that students are expected to read.

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Chapter Two

Literature Review

2.1 Conceptual Review

Education as a development agent, is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. Education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society¹. Education at this level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment if a good foundation is laid².

The Federal Republic of Nigeria, states that primary education refers to education given to children aged 6 to 11 plus in primary schools and that the primary level is the key to the success or failure of the whole system since the rest of the education system is built upon it. This statement confirms the fact that the primary level of education is most crucial to the success of other levels, hence the need for the stakeholders to do everything possible to lay a solid foundation for its sustainability³. For primary education to be the bedrock of educational system, it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels⁴. In other to give the primary school (education) the focus FRN (2004) enumerated the goals of this level as to:

- a. Inculcate permanent literacy and numeracy, and ability of communicate effectively;
- b. Lay a sound basis for scientific and reflective thinking;

- c. Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- d. Mold the character and develop sound attitude and morals in the child.
- e. Develop in the child ability to adapt to the child's changing environment.
- f. Give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity.
- g. Provide the child with basic tools for further educational advancement, including preparation for trades and craft of the locality.

The launching of the Universal Basic Education (UBE) programme was the Federal Government effort to salvage the primary education system which is the foundation stone of other educational levels and infact, the corner stone of national development⁵. This confirms the submission by the present authors that primary education is the foundation for qualitative higher education in Nigeria⁶. This is because it is the primary education graduates that gain admission into secondary education and later proceed to higher education. In this regard, the quality of output from primary education will definitely produce future professionals, such as technologists, engineers, educationists, lawyers, some of whom will become lecturers in higher education to teach students whose educational foundation is from the same primary education system⁷.

The term "qualitative" is used to portray the expected better output from higher education based on the desired good foundation laid at the primary education level. As pointed out, primary education is the foundation for a child's learning on which every other level of learning depends. In the light of these objectives, this paper examines how the primary school may be seen and rightly recognized as foundation of education in the society⁸. Furthermore, apart from the home as the first agent of socialization, primary school is the first that introduces formal education or

literacy to the children. In other words, primary school education is a foundation upon which all other levels of education are built⁹. Certainly, primary and secondary educations are both important elements of the sector, not least because they feed directly the quality of higher levels of education¹⁰.

The stated goals are attainable hence the Federal Republic of Nigeria on education states that these goals must be pursued through making primary education tuition free, universal and compulsory, implementing the curriculum; providing educational services, using practical, exploratory and experimental methods of teaching, using the language of the environment for the first three years as a medium of instruction¹¹. Making the teacher-pupil ratio 1:35; promoting pupils from one class to another based on continuous assessment; discouraging the incidence of drop out at this level; integrating information and communication technology (ICT) into education in Nigeria; proving basic infrastructure and training of teachers for the realization of these goals at the primary school level, etc¹².

These proposals on one hand, simply present the functions expected of government or relevant government functionaries charged with the responsibility of management of schools, provision of infrastructure, equipment and instructional facilities¹³. On the other hand, present the functions expected of teachers in laying the foundation for quality output in primary schools For over five decades, the Nigerian government has been advocating universal, free and compulsory education for the citizenry. The Universal Primary Education was launched in the Western region on January 17th 1955. In 1957, the scheme was launched in the East¹⁴. The scheme was reintroduced by Obasanjo's Administration in 1976 with an enrolment of 475,760 pupils in primary schools. The Universal Primary Education scheme once again failed because of lack of adequate appraisal of the resources required for its implementation¹⁵.

In the wake of realization of the importance of education as the basic tool of the Nigerian child for all round development, Nigeria launched the Universal Basic Education scheme on 30th September, 1999. Every Nigerian child, it was envisaged would be entitled to basic education up to the junior secondary level. The education would be free, universal and compulsory for all children between the primary and junior secondary schools¹⁶. Also, Primary education is the first stage of formal education. It is the stage that comes up after the pre-primary. The primary school is a school where children within the ages of 5-12 are given formal education. In Nigeria, it is the school which children attend before they go to secondary school¹⁷. In the primary school, children are exposed to a variety of subjects such as indigenous languages, English Language, French, Arabic, Mathematics of Numeracy, Basic Science, Social Studies, Health Science, Agricultural Science, Local Craft and a host of other disciplines with a view to equipping them with basic knowledge and skills which would help them to lead meaningful life in the future¹⁸.

In the colonial days, the purpose of primary education was basically that of reading, writing and arithmetic. Children were then basically educated to be able to read, importantly in the white man's language (English), so as to enable them to be able to communicate easily with the Europeans who were then the colonial masters, and to be able to write and do some arithmetic so as to enable them to serve other civil and domestic purposes of the colonial master satisfactorily¹⁹. After independence, the stakeholders in primary education found that the purpose of primary education was then was inadequate to meet the needs of the independent Nigerian child²⁰.

Thus, a new national policy on education was planned and formulated for schools in Nigeria. According to the national policy on education in Nigeria 2014, the purposes of primary education in Nigeria include the teaching of permanent literacy, numeracy and the ability to

communicate in a child's native language and English language effectively; laying a sound basis for scientific and reflective thinking; encouraging a sense of belonging-citizenship education; training the children in moral and character training; the ability to adapt to changing environment as well as building a solid foundation for secondary education²¹.

There has been a lot of controversy on whether the standard of primary education has fallen or not. A school of thought is of the opinion that the pupils who had primary school education today are not as literate and versatile in doing many things as those of the sixties to eighties. They opined that even the conduct of the learners then was better. They were humbler, obedient, respectful, and morally sound than those of today²². The other school of thought are of the opinion that primary school pupils are more knowledgeable, more sociable and intellectually shaper than those of the past during this information and communication technology era²³. For instance, they believed that the children of today can operate the computer very well, they handle sophisticated things and play computer games which looks like mystery to the pupils of those days²⁴.

The advancement of primary education in this age can also be traced to the combined efforts of governments and teachers in structuring a standard recommended text for students. The recommended text is developed based on the curriculum that is available for the educational level²⁵ Primary education is the foundation of every child's education, and it is essential to building a strong educational structure that can help the individual achieve their dreams and aspirations. In Nigeria, primary education is the first level of formal education that every child is expected to undertake.

2.1.1 Historical Background

The history of primary education in Nigeria can be traced back to the pre-colonial era when education was mainly informal and revolved around traditional practices. Parents played a vital role in the education of their children, and the teaching of traditional skills was a crucial aspect of the education system²⁶. The informal education system helped to develop the child's physical, social, and moral development. With the arrival of the colonialists in the 19th century, the education system underwent significant changes. The British colonialists introduced a formal system of education that was based on their own educational system²⁷. The missionaries also played a significant role in the development of the educational system, and they established schools that catered to the needs of the local population.

The primary education system in Nigeria was established in the early 20th century, and it was modeled after the British educational system. The first primary school was established in Lagos in 1843 by the Church Missionary Society, and it was known as the CMS Grammar School. The primary education system expanded rapidly, and by 1950, there were over 7,000 primary schools in Nigeria²⁸. The organization of primary education in Nigeria is based on a 6-3-3-4 system, which means six years of primary education, three years of junior secondary education, three years of senior secondary education, and four years of tertiary education²⁹. The primary education system is designed to provide the child with a solid foundation in literacy and numeracy, as well as prepare them for further education.

The primary education system in Nigeria is divided into two stages: the first stage, which covers three years of basic education, and the second stage, which covers three years of upper basic education. The first stage of primary education is designed to provide the child with basic

literacy and numeracy skills, while the second stage builds on the skills learned in the first stage and prepares the child for further education³⁰. The curriculum of primary education in Nigeria is based on the National Policy on Education, which was first introduced in 1977 and revised in 1981, 1998, and 2004. The primary education curriculum is designed to provide the child with a broad-based education that covers all areas of knowledge, including language, mathematics, science, social studies, health, physical education, and creative arts³¹.

The primary education curriculum is divided into two broad areas: the core subjects and the non-core subjects. The core subjects include English language, mathematics, basic science and technology, and social studies. The non-core subjects include Christian religious studies, Islamic religious studies, Nigerian languages, and French³³.

The primary education curriculum is designed to provide the child with a solid foundation in literacy and numeracy, as well as provide them with a broad-based education that can help them develop critical thinking, problem-solving, and decision-making skills³⁴. The curriculum also includes life skills and values education, which is designed to help the child develop positive attitudes and values that can help them lead a fulfilling life. The funding of primary education in Nigeria is the responsibility of the three tiers of government: the federal government, the state government, and the local government. The federal government provides funding through the Universal Basic Education (UBE) program, which was established in 1999 to provide funding for basic education in Nigeria³⁵.

The Universal Basic Education (UBE) program in Nigeria is a federal government initiative aimed at providing funding for basic education in the country. The program was established in 1999 and is funded by the federal government, state governments, and local governments. In this

article, we will discuss the funding of the UBE program in Nigeria³⁶. The UBE program is a federal government initiative aimed at providing funding for basic education in Nigeria. The program covers six years of primary education and three years of junior secondary education. It is designed to provide every child in Nigeria with access to basic education, irrespective of their social, economic, or cultural background³⁷.

The UBE program was established in 1999, following the adoption of the 1999 Constitution of the Federal Republic of Nigeria, which made primary education compulsory and free for every child in the country. The UBE program is funded by the federal government, state governments, and local governments, with the federal government providing the bulk of the funding. The funding of the UBE program is the responsibility of the three tiers of government: the federal government, state governments, and local governments. The federal government provides the bulk of the funding, while the state and local governments provide a smaller percentage of the funding³⁸.

The funding of the UBE program is derived from various sources, including government budgetary allocations, grants and loans from international organizations, and donations from the private sector. The federal government provides funding through the UBE Intervention Fund, which is a special fund set up to provide funding for basic education in Nigeria³⁹. The UBE Intervention Fund is managed by the Universal Basic Education Commission (UBEC), which is the federal government agency responsible for the implementation of the UBE program. The UBEC is responsible for the disbursement of funds to the state and local governments, as well as the monitoring and evaluation of the implementation of the UBE program⁴⁰.

Although the federal government provides the bulk of the funding for the UBE program, state and local governments also have a responsibility to contribute to the funding of the program. State governments are required to contribute 50% of the cost of implementing the UBE program in their states, while local governments are required to contribute 10% of the cost⁴¹. The contribution of state and local governments to the funding of the UBE program is derived from their internally generated revenue (IGR) and other sources of revenue, such as grants and donations⁴². However, some state and local governments have been criticized for their poor contributions to the funding of the UBE program, which has resulted in the poor implementation of the program in some states⁴³. Despite the efforts of the federal government and the UBEC to provide funding for the UBE program, there are still several challenges that need to be addressed. One of the major challenges is the inadequate funding of the program, which has resulted in poor implementation in some states⁴⁴.

Another challenge is the mismanagement of funds by some state and local governments, which has resulted in the diversion of funds meant for the UBE program to other purposes. Corruption is also a major challenge in the funding of the UBE program, with reports of funds meant for the program being embezzled by government officials⁴⁵. The UBE program is an important initiative aimed at providing every child in Nigeria with access to basic education. The program is funded by the federal government, state governments, and local governments, with the federal government providing the bulk of the funding. However, there are still several challenges that need to be addressed, including inadequate funding, mismanagement of funds, and corruption⁴⁶. Addressing these challenges is crucial to the successful implementation of the UBE program and the achievement of its objectives.

2.1.2 Historical Development of Curriculum for Primary School Students

Curriculum according to Tyler 1963 is all of the learning of students which is planned by and directed by the school to attain its educational goals. The introduction of western education in Nigeria brought changes to the indigenous education and its curriculum⁴⁷.

2.1.2.1 Curriculum Development under the Missionaries

In 1842, curriculum development started in Badagry, Lagos. Western education was introduced by the Wesley Methodist Mission led by Rev. Thomas Freeman. Other missionaries to follow same were “the Church Missionary Society (CMS)” in 1848, and “the Roman Catholic Mission” in 1855⁴⁸. The curriculum of the missionaries covered first, reading, writing, and arithmetic, then agriculture, nature study or rural science, geography and history; with focus on moral education. However, there was neglect of scientific, technical, and vocational education⁴⁹.

2.1.2.2 Curriculum Development under the British Colonial Government

The curriculum of the missionaries and the British colonial government focused on producing clerks, messengers, interpreters and skilled workers. The curriculum was designed after the British education system. The curriculum features such subjects as Latin, Greek and Religion in the grammar school curriculum before Science later featured in the schools. It is ‘bookish’ in orientation⁵⁰. Also, in 1890, Henry Carr (Chief Clerk in the colonial office and Her Majesty’s sub-inspector of schools of the colony of Lagos) recommended that teachers should be trained in content area, methodology and school management⁵¹.

Curriculum development in Nigeria during the British colonial era played a significant role in shaping the education system that exists in the country today. The colonial administration viewed education as a means to promote their interests in the country, and as such, they developed a

curriculum that reflected their goals and objectives⁵². This section will examine the history of curriculum development in Nigeria during the British colonial era, including the policies, programs, and initiatives that were implemented to shape the education system.

The British colonial administration established a formal education system in Nigeria in the late 19th century. The first schools were established in Lagos in 1853 and were primarily intended for the children of European traders and missionaries⁵³. However, in the early 20th century, the colonial administration began to focus on providing education to the local population, particularly to create a class of educated Africans to assist with the administration of the country⁵⁴. Curriculum development during the colonial era was shaped by a number of factors, including the goals and objectives of the colonial administration, the need to create a workforce with specific skills, and the influence of educational theories and practices from Europe and America⁵⁵.

The primary goal of colonial education was to create a class of educated Africans who could serve the colonial administration. This was achieved through a curriculum that emphasized the acquisition of practical skills such as reading, writing, and arithmetic, as well as technical and vocational skills that would support the colonial economy⁵⁶. Another goal of colonial education was to promote British cultural values and norms. The curriculum emphasized the teaching of the English language, British history, and literature, as well as the adoption of British social and moral values. The colonial administration implemented a number of policies and programs to support the development of a curriculum that reflected their goals and objectives. One of the key policies was the establishment of a central education authority, which was responsible for developing and implementing a standardized curriculum across the country⁵⁷.

In 1902, the Education Ordinance was enacted, which established the Board of Education to oversee the development of education policy and curriculum. The Board of Education was responsible for developing a curriculum that reflected the needs of the colonial administration, as well as the needs of the local population⁵⁸. In 1916, the Phelps-Stokes Commission was established to investigate the state of education in Nigeria and to make recommendations for its improvement. The commission recommended that the education system should be restructured to reflect the needs of the local population, and that a curriculum that emphasized practical skills should be developed⁵⁹.

The colonial administration also established technical and vocational schools to support the development of a workforce with specific skills⁶⁰. These schools offered training in areas such as agriculture, commerce, and industry, and the curriculum was designed to reflect the needs of the colonial economy. The development of the curriculum during the colonial era was influenced by educational theories and practices from Europe and America⁶¹. The colonial administration believed that the European education system was superior to the local education system, and as such, they adopted many of the principles and practices of European education. One of the key influences on the curriculum was the Montessori method of education, which emphasized the development of the whole child and the use of hands-on materials to facilitate learning⁶². This method was adopted in many primary schools in Nigeria, and the curriculum was designed to reflect its principles and practices.

Another influence on the curriculum was the work of John Dewey, an American philosopher and educator who emphasized the importance of experiential learning and the development of critical thinking skills⁶³. The curriculum in Nigeria was designed to reflect these principles, with an emphasis on practical learning and the development of problem-solving skills. Curriculum

development in Nigeria during the British colonial era played a significant role in shaping the education system that exists in the country today.

2.1.2.3 Curriculum Development in Nigeria from 1960 to Present

Curriculum development in Nigeria has undergone significant changes since the country gained independence from British colonial rule in 1960. The development of the curriculum has been influenced by a variety of factors, including changes in educational philosophy and theory, political and economic factors, and social and cultural changes within the country⁶⁴.

1960s to 1980s: Early Curriculum Development

In the early years of Nigeria's independence, the government focused on developing a curriculum that reflected the country's political and economic priorities⁶⁵. The curriculum emphasized the importance of vocational and technical education, and was designed to provide students with the skills and knowledge needed to support the country's growing economy. In the 1970s, the government introduced the Universal Primary Education (UPE) program, which aimed to provide free primary education to all children in the country. The curriculum for UPE was designed to be simple and practical, with an emphasis on basic literacy and numeracy skills⁶⁶.

In the 1980s, the government introduced the National Policy on Education, which provided a framework for the development of the education system in Nigeria. The policy emphasized the importance of education for national development and outlined the goals and objectives of the education system⁶⁷. The policy also called for the development of a more comprehensive and integrated curriculum that would meet the needs of a rapidly changing society.

1990s to Present: Reform and Expansion

In the 1990s, Nigeria underwent significant political and economic reforms, which had a significant impact on the development of the education system. The government introduced a number of reforms aimed at improving the quality of education and expanding access to education for all Nigerians⁶⁸. In 1999, the government introduced the Universal Basic Education (UBE) program, which aimed to provide free and compulsory education to all children in the country⁶⁹. The UBE program was designed to be more comprehensive than the UPE program, with an emphasis on providing students with a broader range of skills and knowledge.

The government also introduced a number of reforms aimed at improving the quality of education in the country⁷⁰. These reforms included the introduction of a new curriculum, which was designed to be more relevant and responsive to the needs of students and society. In 2004, the government introduced the National Curriculum Framework, which provided a framework for the development of a national curriculum that would be used across the country. The framework emphasized the importance of a learner-centered approach to education, with an emphasis on developing the whole child and providing students with the skills and knowledge needed to succeed in a rapidly changing world⁷¹.

In recent years, the government has continued to focus on improving the quality of education in the country. In 2014, the government introduced the 9-Year Basic Education Curriculum, which was designed to provide students with a broad range of skills and knowledge. The curriculum emphasized the importance of developing critical thinking skills, problem-solving skills, and communication skills, as well as a strong foundation in the core subjects of English language, mathematics, and science⁷².

Curriculum development in Nigeria has undergone significant changes since the country gained independence in 1960. The development of the curriculum has been influenced by a variety of factors, including changes in educational philosophy and theory, political and economic factors, and social and cultural changes within the country. The government has introduced a number of reforms aimed at improving the quality of education and expanding access to education for all Nigerians⁷³. The development of a more comprehensive and integrated curriculum has been a key component of these reforms, and the government continues to focus on improving the quality of education in the country.

In 1969, the first curriculum conference was organized. The resolutions/findings were that;

- i. Nigeria education focused on the cognitive domain neglecting both affective and psychomotor domains.
- ii. Since the system of education (6-5-2-3-4) was not responding to the needs of education in Nigeria, the National Policy on Education which stipulated 6-3-3-4 was articulated. The National Policy on Education is a useful document for every classroom teacher because the goals and objectives of Nigeria education are enshrined therein.

Also, the contributions of professional bodies such as ‘the Comparative Education Study and Adaptation Centre (CESAC), STAN, NERC, NUC, NBTE, NCCE’ respectively especially in areas of minimum standards for schools have continuously improve curriculum development in Nigeria schools⁷⁴.

2.1.2.4 Contributors to Curriculum Development in Nigeria

1. Henry Carr proposed the setting up of Government Model Schools and the use of mother tongue as language of instruction.

2. Lord Fredrick Lugard, C.M.S under Bishop Tugwell (1898), Dr. W.R.S Miller Han Visher initiated the Western (non-secular) Education in northern Nigeria.
3. The Baptist Mission set up the Phelps-Stokes Commission to report on education and the needs of African society. The commission's report made useful influence in curriculum development in Nigeria.
4. The Ashby Commission helped to establish universities and polytechnics in Nigeria.

2.1.3 Implementation of Curriculum as the Foundation for Developing Recommended Texts

Curriculum and recommended texts are essential components of education. A curriculum provides a framework for teaching and learning, while a recommended text provides a list of recommended texts for students to read⁷⁵. In this study, we will discuss the implementation of curriculum for recommended texts, including how to design a curriculum that supports the development of reading skills, how to select appropriate texts for a recommended text, and how to assess the effectiveness of the recommended text. To design a curriculum that supports the development of reading skills, the following steps can be taken:

Define Reading Goals: The first step in designing a curriculum to support reading skills development is to define the reading goals. These goals should be aligned with the overall curriculum goals and objectives. The reading goals should specify the reading skills that students are expected to develop, such as comprehension, analysis, and interpretation⁷⁶.

Identify Reading Strategies: The next step is to identify the reading strategies that will be used to develop the reading skills identified in step one. Reading strategies include predicting,

questioning, clarifying, summarizing, and evaluating. Teachers should identify the strategies that will be most effective for the specific reading goals⁷⁷.

Determine Reading Materials: The reading materials should be selected based on the reading goals and strategies identified in steps one and two. The materials should be age-appropriate and relevant to the curriculum. Teachers should also consider the interests and backgrounds of their students when selecting reading materials⁷⁸.

Develop Lesson Plans: Lesson plans should be developed based on the reading goals, strategies, and materials identified in the previous steps. The lesson plans should include activities that promote the development of reading skills and strategies. Teachers should also provide opportunities for students to practice reading independently and in groups⁷⁹.

2.1.4 Selecting Recommended Texts

When selecting appropriate texts, the following factors should be considered:

Age Appropriateness: The texts should be age-appropriate and relevant to the curriculum. Teachers should consider the reading level, interests, and backgrounds of their students when selecting texts.

Diversity: The recommended text should include a variety of authors, genres, and perspectives. This will expose students to a range of perspectives and help to promote critical thinking skills.

Cultural Relevance: The recommended text should include texts that reflect the cultural backgrounds and experiences of the students. This will help students to see themselves in the texts and promote a sense of belonging.

Accessibility: The texts should be accessible to all students, regardless of their socioeconomic background. Teachers should consider providing access to the texts through the school library or by providing copies of the texts to students⁸⁰.

2.1.4.1 Assessing the Effectiveness of the Recommended text

To assess the effectiveness of the recommended text, the following steps can be taken:

Define Assessment Criteria: The assessment criteria should be aligned with the reading goals and objectives. The criteria should specify the reading skills and strategies that students are expected to develop as a result of reading the texts on the recommended text.

Collect Data: Data can be collected through various means, including reading logs, comprehension quizzes, and written responses. Teachers should use a variety of assessment methods to gather data on student learning⁸¹.

Analyze Data: The data collected should be analyzed to determine whether the recommended text has been effective in promoting the development of reading skills and strategies. Teachers should look for patterns in the data and identify areas where students may need additional support.

Adjust Curriculum and Recommended text: Based on the data analysis, teachers may need to adjust the curriculum and recommended text to better support student learning. Teachers may need to provide additional support in specific areas or select different texts to better meet the needs of their students⁸².

Many definitions have been proposed for the curriculum but a close look each of them will show you one or two disadvantages. What curriculum means has been extended beyond its dictionary

meanings as a course of study to embrace the total spectrums of content, resources, materials and method of teaching through which the purposes of education are achieved⁸³.

Curriculum is the ground which pupils and teachers cover in order to reach the goal of education. In other words, it can be regarded as a total experience with which the school deals with educating young people. That is all the experiences both curricular and co-curricular which children pass through to become what is known as an educated person⁸⁴. It has been noted that the definition of curriculum changes from time-to-time and it also changes due to social conditions, conception of knowledge, the learner and, indeed, education⁸⁵.

Clearly, therefore, your definition of curriculum is a matter of your own perception. It is the planned experiences offered to the learner under the guidance of the school. It is the whole of the educative process, that is, the total environment in which education takes place⁸⁶. In other words, the total environment in which education takes place; that is, the child, and the teacher the subject, the content, the method, the physical and psychological environment⁸⁷.

Curriculum is also all the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives which is planned in terms of a frame work of theory and research or past or present professional practice. As a process, curriculum can be seen and the development of educational experience and activities which will achieve for the pupils and all members of society some predetermined objectives⁸⁸.

2.1.4.2 Importance of Curriculum to Recommended Text

Curriculum and recommended texts are interrelated concepts in education. A curriculum provides a framework for teaching and learning, while a recommended text provides a list of recommended texts for students to read. In this study, we will discuss the importance of

curriculum to recommended texts and how a well-designed curriculum can impact the recommended text. A curriculum is a plan for teaching and learning that outlines the goals, objectives, and content of a particular course or program. It provides a framework for teachers to design their lessons and for students to understand what they are expected to learn. A well-designed curriculum is essential to ensure that students receive a quality education that prepares them for future success⁸⁹.

A curriculum helps to ensure that students acquire the necessary knowledge and skills to succeed in their chosen fields. It provides a structured approach to learning that ensures that students cover all the required topics in a systematic and coherent manner. A good curriculum also provides opportunities for students to develop critical thinking, problem-solving, and communication skills⁹⁰.

2.1.4.3 The Importance of Recommended Texts

A recommended text is a list of texts that students are expected to read. It is an essential tool for promoting independent reading and developing students' literacy skills. A well-curated recommended text provides students with an opportunity to explore various topics and gain a comprehensive understanding of the subject matter. It also exposes students to different authors and perspectives, which enhances critical thinking and analysis skills⁹¹. The recommended text can also help to promote equity in education. Many students come from low-income backgrounds and cannot afford to purchase books. Public libraries are often inadequately stocked, and teachers may not have enough resources to provide all the necessary reading materials⁹². A recommended text ensures that all students have access to the same reading materials, regardless of their socioeconomic background.

2.1.4.4 The Interrelationship between Curriculum and Recommended Texts

The curriculum and recommended texts are interrelated concepts in education. A well-designed curriculum can impact the recommended text, and a well-curated recommended text can enhance the effectiveness of the curriculum⁹³. Here are some ways in which the two concepts are interrelated:

Alignment with Curriculum Goals: A recommended text should align with the curriculum goals and objectives. The curriculum should specify the knowledge and skills that students are expected to acquire, and the recommended text should provide the necessary resources to achieve these goals. A well-curated recommended text can help to reinforce the concepts covered in the curriculum and provide additional information to enhance student understanding⁹⁴.

Support for Different Learning Styles: A recommended text can provide materials to support different learning styles. For example, visual learners may benefit from reading materials that contain diagrams, charts, and pictures. A well-curated recommended text should include a variety of reading materials to cater to the needs of different learners⁹⁵.

Promotion of Critical Thinking: Critical thinking is the ability to rationally assess, evaluate, and synthesize information in order to create reasoned judgements and make smart decisions. It entails challenging assumptions, reviewing data, and considering diverse views in order to arrive at a logical and well-supported conclusion. Someone who is able to approach problems and questions with an open mind and who is not readily swayed by emotion or bias is an example of someone who is capable of critical thinking. They are adept at seeing weaknesses in reasoning, finding logical fallacies, and differentiating between facts and opinions.

A recommended text can promote critical thinking skills by exposing students to different authors and perspectives. Students can compare and contrast the different arguments presented in the reading materials and develop their own perspectives on the subject matter⁹⁶. A well-curated recommended text should include a variety of authors and perspectives to promote critical thinking skills.

Integration of Cross-Curricular Themes: A recommended text can help to integrate cross-curricular themes into the curriculum. For example, a recommended text for a history course could include literature that relates to the historical period being studied. A well-curated recommended text can help to reinforce the concepts covered in different subjects and promote interdisciplinary learning⁹⁷.

Enhancement of Learning Outcomes: A recommended text can enhance the learning outcomes of a curriculum. Students who have access to a variety of reading materials are likely to develop a deeper understanding of the subject matter. A well-curated recommended text can help to reinforce the concepts covered in the curriculum and provide additional information to enhance student understanding⁹⁸.

A curriculum and a recommended text are essential components of education. A well-designed curriculum provides

- i. It determines educational direction including the decision of the type of society people want to live and serve in.
- ii. It determines the principles and procedures which will help educators in selecting and arranging recommended text

- iii. It concerns itself with the application of the chosen principles for selection of recommended texts
- iv. It determines and assesses what changes have been brought about.
- v. It determines the next steps to be taken in choosing a recommended text

2.1.4.5 Curriculum implementation for Selection of Recommended Texts

Curriculum implementation has been defined in many ways by different people, viewed curriculum implementation “as the execution of the contents of the curriculum document⁹⁹.” It is further described as the task of translating the curriculum document into the operating curriculum by the combined effort of the students, teachers and others concerned. Also, curriculum implementation is the translation of the objectives of the curriculum from paper to practice. The process of curriculum implementation begins when the teacher is handed the curriculum and ends when learners have been exposed to the learning experiences prescribed in the document¹⁰⁰. More so, the intermediate steps in curriculum implementation include teaching through verbal and non-verbal exposition, practical work in laboratories, workshops and in the field, student-student interactions, student-material interactions and ten evaluation and feedback. Curriculum implementation in a nutshell is “the translation of theory into practice, or proposal into action”¹⁰¹. From all these definitions of curriculum implementation, one can rightly view curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators. Parents as well as interaction with physical facilities, instructional materials, psychological and social environment.

Ideally in Nigeria the curriculum should be planned by the community that is to use it. This is because the community knows its needs and aspirations for their society¹⁰². Where people are enlightened and government is democratic enough as in U.S.A, the following groups in the society are involved in curriculum planning and implementation for recommended text, so also the situation should not be different in Nigerian case since we are adapting the American system of education¹⁰³.

a) Teachers:

In Nigeria, teachers are made to implement the curriculum and are not much involved in the development process. However, teachers should participate fully in curriculum development process as to have psychological ownership of the curriculum which will give them confidence in the implementation process and also, they know their students better and they know the weakness of their students¹⁰⁴. The curriculum can be a great success or a dismal failure depending on teachers. They are the person who alone can make the curriculum design achieve what it was design to achieve. If they are dedicated, hardworking and imaginative they can enliven what would otherwise be dull and lifeless¹⁰⁵.

b) Students

When discussing curriculum planning, it is crucial to recognize that students are not just the ultimate beneficiaries; they are central actors. They are both the subject and object of the educational process, pivotal elements without whom the entire endeavor of education would lose its meaning. If education is the act of cultivating knowledge and skills, then students are both the field being cultivated and the harvest that results¹⁰⁶. Their participation is vital not just as consumers of education but also as contributors to the pedagogical landscape. Their unique

insights into how the learning process unfolds in real-time, what aspects are engaging, and what areas need improvement, are indispensable for shaping a well-rounded curriculum. However, this is not without its challenges. Students, especially younger ones, might not fully grasp the long-term benefits of certain subjects or methods. They might prefer an easy, entertaining approach to education over a more rigorous but beneficial one¹⁰⁷.

c) Parents

In Nigeria, the involvement of parents in curriculum planning is a complex issue. A significant portion of the parent population may be illiterate, but this does not make their input any less valuable. Parents possess a nuanced understanding of their children's aptitudes and interests, as well as a deeply-rooted investment in their children's future. More importantly, they often hold a mirror to the society in which the educational system exists. Their collective needs, aspirations, and challenges can reflect broader societal requirements that should be factored into curriculum planning. However, involving parents who have limited formal education can be difficult. Strategies such as community meetings and adult literacy programs can provide a platform for these parents to contribute in meaningful ways.

d) Employers of Labour

The requirements of the labor market significantly shape educational objectives. After all, one of the primary aims of education is to prepare students for successful careers. In this light, employers of labor comprising ministries, banks, and private manufacturing companies have a vested interest in the quality of education. Employers can provide a critical external perspective on the skills and knowledge that are most valuable in the real world¹⁰⁸. However, the direct involvement of employers in curriculum planning is fraught with challenges. First, employers'

needs can be highly specialized and may not align seamlessly with broader educational goals. Second, the job market is ever-changing, and a curriculum that is too narrowly focused on current employer needs may not provide students with the versatile skill set they'll need in the long term.

e) National Organizations:

In Nigeria national bodies like the Federal Ministry of Education, National Education Research and Development (NERDC) the Joint Consultative Committee, the Interim Joint Matriculation Board (JMB), the West African Examination Council (WAEC), National Examination Council (NEC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE), National Universities Commission (NUC) and National Business and Technical Examination Board (NABTEB), Universities, Colleges of Education, Polytechnics, State Ministries of Education, Education Resources Centers all help to draw up National Policies on Education syllabi and examinations for use within the country because most examinations in Nigeria are of Federal nature¹⁰⁹.

This type of arrangement ensures certain uniformity of standard throughout the country. In curriculum planning in Nigeria also various State Ministries of Education have to be aware of the needs of their own particular states and of the different areas within these states; in translating what the Federal or national organizations have stipulated as desirable of attainment¹¹⁰. Subject syllabi in recommended texts are fairly uniform throughout Nigeria but the number of lessons per week may differ from state to state.

Recommended texts and textbook procurement are critical components of education in Nigeria. The availability and accessibility of books to students have a significant impact on the quality of

education they receive. In this study, we will discuss the importance of recommended texts and textbook procurement in Nigeria, the challenges associated with them, and potential solutions.

2.1.4.6 Importance of Recommended texts and Textbook Procurement

Recommended texts and textbook procurement play a crucial role in the education system in Nigeria. A well-curated recommended text provides students with an opportunity to explore various topics and gain a comprehensive understanding of the subject matter. It also exposes students to different authors and perspectives, which enhances critical thinking and analysis skills¹¹. Textbook procurement is equally important, as textbooks serve as a primary source of information for students¹². Textbooks provide structured information and concepts in an organized manner, which makes it easier for students to learn and understand. Textbooks also help students to prepare for examinations and assessments by providing them with the necessary information and resources. Additionally, the availability of reading materials and textbooks is critical to achieving the goal of education for all in Nigeria¹³. Many students come from low-income backgrounds and cannot afford to purchase textbooks, and public libraries are often inadequately stocked. As such, the provision of textbooks and reading materials in schools can help to bridge the gap and provide equal opportunities for learning.

2.1.4.7 Challenges of Recommended Text and Textbook Procurement in Nigeria

Despite the importance of recommended texts and textbook procurement in Nigeria, there are several challenges that need to be addressed. The challenges include:

Inadequate Funding

The issue of inadequate funding represents a glaring bottleneck in the process of textbook procurement. Textbooks are central to curriculum implementation, serving as a repository for

structured knowledge and as a roadmap for instructional design¹¹⁴. When funding is lacking, the ripple effect is profound, affecting not just the immediate availability of textbooks but also the broader infrastructural and material needs of the education sector. The insufficiency of government allocations to education translates into a chronic underfunding of critical areas, including textbook procurement. The absence or insufficiency of such essential learning materials directly affects the quality of education, as teachers struggle to implement curriculums and students find it difficult to access standardized knowledge.

Corruption

Corruption serves as a corrosive factor that exacerbates the problem of inadequate funding. The allocation of public resources for education, already limited, often becomes a target for corruption. Money meant for textbooks and other educational materials frequently gets embezzled by those entrusted with procurement. This creates a chasm between the curriculum's theoretical framework and its practical application, as students lack the materials necessary for effective learning. Corruption not only deprives students of essential resources but also undermines public trust in the educational system itself.

Poor Distribution

The challenge doesn't end with securing the funds and procuring the textbooks; distribution presents its own set of problems¹¹⁵. In an ideal scenario, textbooks would be disseminated efficiently to every school, reaching every student in need. However, the reality is far from this. A lack of well-coordinated distribution channels means that textbooks might not reach their intended recipients. Schools in remote or less accessible areas are especially prone to this problem, contributing to educational inequality.

Outdated Textbooks

The issue of outdated textbooks speaks to the dynamic nature of knowledge and the necessity for education to evolve in tandem with it. Textbooks that are not updated to reflect current knowledge become relics that can misguide students. Old data, obsolete theories, and outdated viewpoints can lead to a skewed understanding of subjects, impairing the quality of education.

Inadequate Monitoring

Lastly, the absence of effective monitoring and evaluation systems serves as a critical blind spot in the textbook procurement process¹¹⁶. Without a robust mechanism for tracking the effectiveness of procurement and distribution systems, it becomes virtually impossible to identify gaps or bottlenecks. A lack of monitoring means that issues like corruption, poor distribution, and the use of outdated materials can go unchecked, further entrenching the challenges facing textbook procurement.

2.1.4.8 Solutions to the Challenges of Recommended Text and Textbook Procurement in Nigeria

To address the challenges of recommended text and textbook procurement in Nigeria, the following solutions can be implemented:

Augmentation of Funding

A quintessential step towards resolving the inadequacies in textbook procurement is to significantly increase government funding directed towards education, particularly earmarked for the procurement of textbooks and recommended texts¹¹⁷. This augmentation in financial resources would play a critical role in ensuring that educational institutions have sufficient

means to provide students with the materials they require for effective learning. Moreover, increased funding would alleviate the strain on teachers who are currently compelled to make do with scarce resources, enhancing the overall quality of education.

Enhanced Accountability Measures

Ensuring that those in positions of authority are held accountable is pivotal in addressing the issue of corruption in textbook procurement¹¹⁸. One tangible way to enforce this accountability is through the implementation of robust monitoring and evaluation mechanisms. These mechanisms would offer transparency into how funds are spent and whether the procurement processes align with stipulated guidelines. By holding officials accountable, the chances of embezzlement or misappropriation of funds would be significantly reduced, thereby ensuring that allocated resources serve their intended purpose.

Refinement in Distribution Systems

Improving the efficiency of textbook distribution is an urgent necessity, particularly in making sure that educational resources reach schools in both urban and remote areas¹¹⁹. Leveraging modern technology, such as electronic books, could offer an alternative to traditional distribution methods. E-books can be distributed instantaneously and at a lower cost, mitigating issues of physical distribution. Moreover, digital platforms can offer real-time data that can assist in the effective monitoring of distribution.

Periodic Updates of Educational Materials

Maintaining the relevance of textbooks is a continual process that requires consistent updates. It is imperative that textbooks reflect the most current knowledge, theories, and practices in various fields. This can be best achieved through active collaborations among authors, publishers, and

educators. Such partnerships would ensure that textbooks are not only accurate but also tailored to meet the pedagogical needs of the current educational landscape.

Strengthening Monitoring and Evaluation Systems

Lastly, there is an acute need to reinforce the monitoring and evaluation frameworks governing textbook procurement¹²⁰. A comprehensive monitoring system can provide actionable insights into the effectiveness of both the procurement and distribution processes. Enhanced monitoring will help in the early identification of gaps, inefficiencies, or inconsistencies within the system, thereby enabling timely interventions. Through regular evaluations, educational stakeholders can assess the efficacy of existing strategies and implement data-driven adjustments where needed.

2.2 Theoretical Framework

Developing a recommended text involves selecting and organizing books, articles, and other materials that support the learning objectives of a course or program. There are many different theories and approaches to developing recommended texts, each with its own set of strengths and weaknesses.

2.2.1 The Theory of Perception

The process through which the brain analyzes and organizes information that has been received through the senses is referred to as perception¹²¹. It is a complicated and ever-changing process that includes both bottom-up evaluation, which is the analysis and combination of sensory information into meaningful patterns, and top-down processing, which is the interpretation of sensory information based on prior knowledge, expectations, and the context of the situation. Bottom-up processing occurs first¹²².

The Gestalt theory was one of the earliest theories of perception, and it was notable for its emphasis on the significance of holistic processing as well as the concept that the whole is greater than the sum of its parts¹²³. According to this idea, the brain organizes the information it receives from the senses into meaningful wholes depending on particular organizational principles¹²⁴. These principles include proximity, similarity, and closure. Because of the concept of closure, for instance, we have the impression that a circle is a complete shape despite the fact that it is composed of several separate lines¹²⁵.

The ecological theory is yet another significant theory of perception. This theory places an emphasis on the connection that exists between an organism and the environment in which it resides¹²⁶. According to this idea, perception is not merely the act of digesting the information that is received through the senses; rather, it also includes the action of actively exploring one's surroundings in order to gather information that is pertinent¹²⁷. This theory emphasizes the significance of perception for action, as it is via perception that we are able to navigate and engage with the world around us¹²⁸.

The information processing theory of perception focuses on the phases of processing that take place between the receiving of sensory information and the generation of a conscious percept. These steps include integrating, organizing, and evaluating the information that has been received¹²⁹. This theory proposes that the processing of sensory information occurs in a sequence of phases, beginning with low-level sensory analysis and increasing to higher-level cognitive functions like memory and attention as the stages proceed¹³⁰. This strategy also places an emphasis on the significance of feedback loops between these stages, which is where information from higher-level processes can influence the way sensory input is processed during earlier stages¹³¹.

More recently, theories of perception have been impacted by developments in neuroscience, which have revealed insights into the neurological mechanisms that underlie perception. These developments have provided a better understanding of how the brain processes sensory information¹³². For instance, research has demonstrated that various sensory modalities are processed in distinct regions of the brain, and that attention and expectancy can affect the activity of neural networks. These findings imply that perception is not only a matter of passive processing of sensory information, but is also influenced by higher-level cognitive processes and the neurological systems that support them¹³³. This is because perception is not merely a matter of processing sensory information passively.

In conclusion, perception is an intricate and ever-changing process that involves active investigation of one's surroundings in addition to processing that occurs in both the bottom-up and the top-down directions¹³⁴. The early theories of perception, such as the Gestalt theory, have given way to more current views influenced by advancements in neuroscience. This progression may be seen in the evolution of theories of perception across time. Knowledge of the mechanisms that underlie perception is not only crucial for our knowledge of the brain and cognition, but it also has important implications for domains such as psychology, neurology, and artificial intelligence¹³⁵.

2.2.1.1 Principles of Theory of Perception

The theory of perception looks at how people learn about their surroundings by using their senses. It is possible to describe perception as the process of organizing and interpreting sensory data in order to make sense of the outside environment. Both physiological and mental systems are involved in this complicated process¹³⁶. The fundamental presumptions and ideas that direct

investigation and comprehension of this process are found in the theory of perception. We'll go over the foundations of the theory of perception in this study.

2.2.1.1.1 Active Process

Perception is an active process, according to the first fundamental tenet of the theory of perception. This indicates that rather than accepting sensory information passively, people actively seek out and evaluate it. Processing from the top-down and bottom-up both have an impact on perception¹³⁷. In contrast to bottom-up processing, which uses sensory data to create perceptions, top-down processing refers to the use of prior knowledge and expectations to direct perception. People can make sense of their surroundings thanks to the connection between these two processes¹³⁸.

J.J. Gibson, one of the key proponents, stated that perception involves not only the physical characteristics of the objects in the environment but also the information that is available in the surrounding environment that aids in the interpretation of those characteristics. He claimed, for instance, that the context in which we perceive objects—for instance, the placement of a chair in a room is essential to how we interpret those objects¹³⁹.

Expectations and prior information play a part in perception as an additional active process. Our perception of the environment might be influenced by our expectations and prior information. For instance, if we see a group of jumbled-up letters but are aware that they are meant to make a word, we are more likely to recognize it than if we had no idea what the letters were meant to represent. This concept is strongly related to the idea of top-down processing. Top-down processing is the term used to describe how expectations and prior information, higher-level cognitive processes, can affect lower-level sensory processes. Because our expectations are

influencing how we perceive the world, for instance, if we are searching for a specific object in a cluttered environment, we will be more likely to notice objects that are similar to the object we are looking for¹⁴⁰.

The ability of perception to produce illusions and perception errors is an intriguing feature of perception's active nature. Our visual system can be deceived by contextual cues, as demonstrated by the Müller-Lyer illusion, which involves two lines of the same length that appear to be different lengths due to the presence of arrows at the ends of the lines. Another illustration is the condition known as inattentive blindness, in which we might get so preoccupied with one aspect of our surroundings that we fail to see other, unexpected occurrences taking place in our immediate surroundings¹⁴¹.

In general, the notion that perception is a dynamic process has significant ramifications for our comprehension of how we perceive the environment. It implies that expectations, prior knowledge, and context rather than serving as a passive reflection of the external environment, impact our view. We can better appreciate the intricate and dynamic processes that underlie our sense of the world around us by understanding the active character of perception.

2.2.1.1.2 Selection Process

The second tenet of the theory of perception is that it is a process of selection. People focus on some aspects of the environment that are pertinent to their objectives or areas of interest rather than taking in all the sensory information that is accessible to them. The capacity to concentrate on one or more stimuli while ignoring others is known as attention, and it has an impact on this selective process. Both intentional and involuntary attention is influenced by things including motivation, emotions, and previous experiences¹⁴².

The need for selection arises from the fact that our brains constantly process a tremendous amount of sensory data, making it impossible for us to process everything at once. Instead, our brains selectively attend to some aspects of the environment while ignoring or filtering out others using a variety of strategies.

Through attention, the brain chooses which sensory data to process. We can selectively focus our attention on some features of the world while disregarding others thanks to attention. For instance, when listening to a lecture, you might focus solely on the speaker's speech while avoiding ambient noise or other distractions¹⁴³.

Numerous elements, such as novelty, emotional salience, and personal relevance, can affect attention. We might, for instance, be more prone to pay attention to novel or unexpected stimuli or to stimuli that have a significant emotional impact¹⁴⁴.

Perceptual grouping is another method the brain uses to choose sensory data. The process by which our brain groups sensory data from different senses into meaningful patterns or objects is known as perceptual grouping. For instance, if you observe a collection of dots arranged in a specific pattern, your brain might put them all together to form a face or a tree.

Numerous elements, such as proximity, similarity, and continuity, can have an impact on perception grouping. For instance, we might group items together more frequently if they are close to one another in geography or time or if they share comparable characteristics¹⁴⁵.

Overall, the selection process is a crucial component of the theory of perception because it enables us to prioritize and filter sensory data so that we can make sense of the world around us. Understanding the selection-influencing elements might help us better understand how the brain

organizes and processes sensory data as well as how to improve our perception and focus in various situations¹⁴⁶.

2.2.1.1.3 Constructive Process

The idea that perception is a constructive process is the third tenet of the theory of perception. People actively create a picture of the world based on the sensory data available, as opposed to passively recording sensory data. Past experiences, expectancies, and cognitive biases are just a few of the things that have an impact on this process. For instance, a person's perception of a situation may vary depending on their cultural background, expectations, and prior experiences¹⁴⁷.

The process of perceptual structuring is one way perception can be a positive activity. The process by which we organize discrete sensory inputs into coherent and significant patterns is known as perceptual organization. When we see a group of dots, for instance, our brain arranges them into a pattern or shape, like a circle or a square. This organizational process is not exclusively controlled by the physical characteristics of the stimuli, but also by elements like proximity, similarity, and continuity¹⁴⁸.

In general, the notion that perception is a positive process emphasizes the crucial part that our brains play in determining how we perceive the world. It implies that human experience is actively produced by our brains based on a complex interaction of sensory inputs, expectations, and prior knowledge rather than being only a reflection of the physical environment. We can better appreciate the intricate and dynamic processes that underlie our view of the world around us by understanding the constructive nature of perception¹⁴⁹.

2.2.1.1.4 Multimodal Process

The idea that perception is a multimodal process is the fourth tenet of the theory of perception. People perceive the world via a variety of senses, including vision, hearing, touch, and smell. People can construct a more thorough and accurate image of the environment by combining sensory data from several modalities.

Multisensory integration is one of the main ways that the multimodal character of experience is made clear. The process through which our brains blend data from several sensory modalities to produce a unified and coherent experience of the world is known as multisensory integration. For instance, when we watch someone speak, we are able to deduce a lot about what they are saying and how they are feeling from the movement of their lips and their expressions on their face¹⁵⁰.

The occurrence of cross-modal transfer is another way that the multimodal character of perception is made clear. Cross-modal transfer is the process through which knowledge acquired through one sensory modality can affect perception through another one. Studies have demonstrated, for instance, that persons who are blind from birth can use their sense of touch to perceive and identify objects in a manner comparable to how sighted people use their eyesight. This shows that in reaction to changes in sensory information, the brain is able to adapt and restructure¹⁵¹.

Multimodal perception and the idea of embodied perception are closely connected concepts. Embodied perception describes how our perception is influenced by our physical experiences and motions. Studies have demonstrated, for instance, that persons who have played a sport before are better able to recognize and anticipate the motions of other participants in that sport.

This implies that how we perceive and engage with the world around us can be influenced by our bodily sensations and motions.

The notion that perception is a multimodal process emphasizes the significance of taking into account the interactions between various sensory modalities as well as how our bodily experiences and movements affect how we see the world. We can better appreciate the intricate and dynamic processes that underlie our perception of the world around us by understanding the multimodal nature of perception¹⁵².

2.2.1.1.5 Context-dependent Process

The fact that perception is a context-dependent process is the fifth tenet of the theory of perception. The setting in which sensory data is presented affects perception. For instance, the lighting or background against which an object is shown can affect how that object is viewed.

The perceptual set phenomenon is one way that context can affect perception. The term "perceptual set" describes how our expectations, beliefs, and past experiences might affect how we interpret incoming sensory data. For instance, we are more likely to identify a fuzzy image as a dog when we are informed that it is a picture of a dog rather than a tree when we are informed that it is a picture of a tree¹⁵³.

The idea of top-down processing is another way that context might affect perception. Top-down processing describes how higher-order cognitive functions like expectancy, memory, and attention can affect how we interpret sensory data. For instance, if we are instructed to search for a specific object in a visual scene, we are more likely to find that thing than if we were just casually examining the image¹⁵⁴.

The phenomenon of perceptual adaptation is another way to observe how context affects perception. The term "perceptual adaptation" describes how our understanding of sensory information might alter over time in response to modifications in the environment in which it is given. For instance, if we spend a long time staring at a tilted visual picture, ultimately our brain will adjust to the tilt, making the scene appear less skewed than it is when we look away.

The notion that perception is a context-dependent process emphasizes the significance of taking into account how expectations, beliefs, and previous experiences affect how we see the world. We can better appreciate the intricate and dynamic processes that underlie our perception of the world around us by knowing how context-dependent perception is¹⁵⁵.

2.2.1.1.6 Adaptive Process

The idea that vision is an adaptive process is the sixth tenet of the theory of perception. Goals and requirements of the individual have an impact on perception, which adjusts to new situations to ensure survival and well-being. People might, for instance, interpret their surroundings differently in a risky circumstance to secure their safety.

Visual adaptation is one type of perceptual adaptation. When the brain adjusts to modifications in the visual environment, such as adjustments in lighting, colour, or spatial organization, this happens. For instance, if you stay in a green-lit room for a while, your brain will ultimately get used to it and the room will look less green when you leave. The same holds true if you stare at a tilted pattern of stripes; with time, your brain will adjust to the tilt, making the stripes appear less inclined when you turn away¹⁵⁶.

Another kind of perceptual adaptation is auditory adaptation. When the brain adjusts to adjustments in the auditory environment, such as adjustments in sound frequency or volume, this

happens. For instance, if you listen to loud music for a while, your brain will ultimately get used to the volume and the music will seem less loud when you stop.

The third type of perceptual adaptation is tactile adaptation. When the brain adjusts to alterations in the tactile environment, such as variations in pressure or temperature, this happens. For instance, if you hold a cold object for a while, ultimately your brain will adjust to the temperature, making the object feel less cold when you let go¹⁵⁷.

The ability to adapt to changes in the sensory environment and sustain a constant perception of the outside world throughout time is a function of perceptual adaptation, an adaptive process. This process is believed to be fueled by alterations in higher-order cognitive functions like attention and memory as well as alterations in neuronal activity in the brain's sensory regions.

The idea of perceptual adaptation emphasizes both the amazing adaptability and flexibility of the human brain as well as the intricate and dynamic nature of the perceptual mechanisms that underpin our perception of the external environment¹⁵⁸.

2.2.1.1.7 Subjective Process

The idea that perception is a subjective process is the sixth tenet of the theory of perception. People each have a different perspective on the world, and these perspectives are shaped by factors such as personality, culture, and prior experiences. This implies that two persons could have different perspectives on the same thing or circumstance.

An essential tenet of the theory of perception is that perception is subjective. It alludes to the idea that each person's unique experiences, expectations, and prejudices have an impact on how they perceive the world. This implies that two persons can have different impressions of the same sensory input despite experiencing the same sensory input¹⁵⁹.

Consider two people seeing the same painting, for instance. It could be lovely and motivating to one person while being boring or even offensive to another. This variation in understanding results from the individual interpretations that each person brings to the experience rather than any variations in the picture itself.

Diverse elements, such as personality, cultural, and life experience differences between people, have an impact on subjective perception. According to a study, persons from diverse cultural backgrounds may perceive facial expressions differently as a result of their cultural norms for expressing emotion¹⁶⁰.

Subjective perception can also be impacted by personality and cognitive differences between people. For instance, people who perform well on tests of creativity or openness to new experiences might be more likely to notice unusual or novel aspects of their surroundings, whereas people who perform well on tests of anxiety or neuroticism might be more likely to notice dangers or unfavorable aspects of their surroundings¹⁶¹.

In summary, the theory of perception explores how people learn about their surroundings through their senses. The fundamental presumptions and ideas that direct investigation and comprehension of this process are found in the theory of perception. One of these guiding concepts is that perception is a subjective, active, context-dependent, multimodal, active, selective, constructive process. Understanding these concepts is crucial for comprehending how humans view the world and how different influences might affect perception.

2.2.1.2 The Relevance of Theory to the Study

The study "Perception of parents on change in recommended text and book procurement by primary school pupil's parents" is significant to the theory of perception in a number of ways.

One way that parents' opinions on the books on the new recommended text may affect their choice to buy the textbooks is through their perceptions of those novels¹⁶². Parents may be more inclined to buy the new textbooks if they believe the new recommended text to be more engaging, fascinating, or pertinent to their children's needs¹⁶³.

The process of perception for action is another way that the theory of perception is pertinent. In this instance, parents' opinions of the reading materials and their perceptions of the advantages they will provide their kids with may affect their choice to buy the textbooks¹³⁸. For instance, parents may be more inclined to buy the new textbooks if they believe that the new recommended text provides their kids with additional opportunities to practice critical thinking or learn about other cultures¹⁶⁴.

The information processing approach to perception, which emphasizes the function of cognitive processes like memory and attention in perception, is equally pertinent to the subject¹⁶⁵. When it comes to this situation, parents' past knowledge and expectations of the reading materials may have an impact on how they view the new recommended text and if they decide to buy the textbooks¹⁶⁶. For instance, parents may be more inclined to view the new recommended text as high-quality and to buy the new textbooks if they have had pleasant experiences in the past with the publisher of the new reading materials¹⁶⁷.

Overall, the perception theory is pertinent to the topic of "Perception of parents on change in recommended text and book procurement by primary school pupils' parents" because it clarifies how parents' perceptions of the reading materials on the new recommended text can affect their choice to purchase the textbooks. Teachers and politicians can better communicate the

advantages of the new reading materials to parents and raise the possibility that they will buy the new textbooks by understanding the cognitive processes involved in perception¹⁶⁸.

2.2.2 Social Learning Theory

Social learning theory emphasizes the importance of social interaction in the learning process. According to this theory proposed by Alber Bandura, learners can benefit from observing and interacting with others, as well as from feedback and guidance provided by others. In the context of developing recommended texts, social learning theory suggests that learners should be encouraged to read and discuss materials with their peers¹⁶⁹. Recommended texts should be designed to facilitate group discussions and collaborative learning activities¹⁷⁰.

Factors that Influence the Selection of Recommended Texts

Scope and Sequence

The scope and sequence of a textbook are critical attributes that should be rigorously designed to meet the needs of a particular college course or a set of related courses. A well-designed textbook will not only cover the breadth and depth of the subject matter but also lay it out in a logical and pedagogically effective sequence²¹⁸. The scope should encompass key concepts, essential skills, and relevant real-world applications, while the sequence should guide the learner from foundational knowledge to complex understanding in a coherent manner. Moreover, modularity should be a fundamental consideration. Textbooks should be easily divisible into smaller sections or units that can stand alone without requiring extensive cross-referencing to other parts of the book. This feature enhances the adaptability of the material, allowing educators to customize their approach without causing confusion or disruption in the learning process.

Ideally, the text should not be overly self-referential, thus enabling instructors to utilize sections in different sequences or in conjunction with other materials.

Content Accuracy

Accuracy is paramount when it comes to the content of educational materials. Textbooks must be free from factual errors and should present information with minimal bias or slant, thus ensuring academic integrity and reliability²¹⁹. Given the rapidly evolving body of knowledge in many fields, the content must also be current and regularly updated to avoid obsolescence. This is particularly crucial in fields like science, technology, and social studies, where outdated information could significantly impact the educational experience. The process of content validation should ideally involve subject matter experts and adhere to rigorous academic standards. Peer review is an essential element in ensuring content accuracy, and while there are various methods to conduct such reviews, a double-blind peer review is often considered the gold standard. It ensures both the anonymity of the reviewer and the content provider, thus minimizing any potential bias in the evaluation process.

Instructional Design

In addition to accurate and well-organized content, the instructional design of a textbook is a critical factor in its effectiveness. The book should contain a mix of instructional materials that cater to different learning styles and promote active engagement²²⁰. Features like reflective questions at the end of each section, various types of learning activities, and real-world applications can all contribute to a more interactive and enriching learning experience. Moreover, textbooks should explicitly outline the relationship between the material covered and the intended learning outcomes of the course. This clarifies the objectives for both educators and

students, providing a clear roadmap for the educational journey. This aspect of instructional design helps to align the textbook closely with the curriculum, ensuring that all instructional activities are purposeful and directed towards achieving specific educational goals.

Text Clarity

Clarity in textbook content is a critical factor that directly impacts the learner's ability to comprehend and assimilate information. An effective textbook should be written in a manner that is accessible to its intended audience, which usually includes students at various levels of understanding and expertise in the subject matter. The prose should be internally consistent, avoiding abrupt shifts in tone, style, or complexity that might confuse the reader²²¹.

In addition to being well-written, the textbook should feature a logical and clear progression of topics. This helps learners build on previous knowledge and readily grasp more complex ideas as they proceed through the material. The organizational structure of the book should guide the reader smoothly from one topic to another, enhancing the learning experience. Furthermore, meticulous proofreading is essential to ensure the text is free of grammatical errors, spelling mistakes, and other typographical errors that could undermine its credibility and distract the reader.

Visual Clarity and Fidelity

Visual elements in a textbook, such as images, charts, and diagrams, should be presented with high fidelity and clarity to complement the text and facilitate understanding. Poorly designed or distorted visual aids can confuse rather than clarify, negating their intended purpose. Therefore, it is vital that all visual elements meet current resolution standards across various viewing devices, whether the material is in print or digital format²²³.

Moreover, the design should avoid unnecessary embellishments that may distract from the essential content. Everything from the choice of color schemes to the style of icons should be considered carefully to create a cohesive and focused visual experience.

Accessibility and Inclusive Design

In the 21st century, textbooks should be designed with inclusivity and accessibility in mind. Given the diverse needs of learners, including those with disabilities, textbooks should provide accessible text and images. This could mean offering alternative text descriptions for visual elements or ensuring that digital versions are compatible with screen readers²²⁴. Furthermore, the content should reflect a diverse range of perspectives, acknowledging various cultural, ethnic, and social backgrounds. It should also be inclusive in its representation of gender, age, national origin, disability, sexual orientation, education, and religion. Such an approach not only enriches the educational experience but also fosters an environment of respect and inclusion. While the extent to which this is possible may depend on the subject matter, efforts should be made to incorporate inclusivity wherever feasible.

2.2.2.1 Principles of Social Learning Theory

2.2.2.1.1 Behavioural Modelling

Behavioural modelling is a crucial aspect of social learning theory, which focuses on how individuals learn from observing others. According to the theory, individuals can acquire new behaviours by observing and imitating the behaviour of others in their social environment. Behavioural modelling involves four key processes: attention, retention, reproduction, and motivation¹⁷¹.

The first process, attention, involves actively observing and paying attention to the model's behaviour. Individuals are more likely to learn from a model who is attractive, competent, and prestigious. For example, a child is more likely to pay attention to the behaviour of a popular classmate than a less popular one.

The second process, retention, involves remembering the behaviour that was observed. Individuals store the observed behaviour in their memory, which can later be retrieved and used to guide their own behaviour. Repetition and practice can enhance retention¹⁷². The third process, reproduction, involves reproducing the observed behaviour. Individuals must have the necessary skills and abilities to reproduce the behaviour successfully. Feedback can help individuals adjust their behaviour to match the observed behaviour more closely.

The fourth process, motivation, involves the internal and external factors that influence whether an individual will engage in the observed behaviour. Motivation can be influenced by rewards and punishments, as well as by self-efficacy beliefs. Self-efficacy beliefs refer to an individual's belief in their ability to perform a specific behaviour successfully¹⁷³.

Behavioural modelling has been used in various settings, including education, healthcare, and business. In education, teachers can use modelling to teach new skills and behaviours to students. In healthcare, doctors can use modelling to encourage patients to adopt healthy behaviours. In business, managers can use modelling to train employees in new skills and behaviours¹⁷⁴. Overall, behavioural modelling is an essential component of social learning theory, which emphasizes the importance of observing and imitating others in the learning process. By understanding the key processes involved in behavioural modelling, individuals and organizations can better utilize this approach to enhance learning and behaviour change¹⁷⁵.

2.2.2.1.2 Reinforcement

Reinforcement is another important aspect of social learning theory. It refers to the process of strengthening or increasing the likelihood of a behaviour by providing consequences that follow the behaviour. Reinforcement can be either positive or negative.

Positive reinforcement involves providing a reward or pleasant consequence following a behaviour. For example, if a child completes their homework, they may receive a treat or praise from their parent, which may increase the likelihood that the child will complete their homework in the future. Positive reinforcement can be effective in increasing desired behaviours, but it must be used consistently and appropriately¹⁷⁶.

Negative reinforcement involves removing an aversive or unpleasant stimulus following a behaviour. For example, if a student completes their homework, they may avoid a scolding or punishment from their teacher, which may increase the likelihood that the student will complete their homework in the future. Negative reinforcement can also be effective in increasing desired behaviours, but it can create anxiety or fear if used excessively¹⁷⁷.

In addition to positive and negative reinforcement, social learning theory also recognizes punishment as a form of consequence. Punishment involves adding an aversive or unpleasant stimulus following a behaviour to decrease the likelihood of the behaviour occurring again in the future. However, punishment can be problematic as it can create fear and anxiety and may not be effective in the long-term.

Reinforcement has been used in various settings, including education, healthcare, and business. In education, teachers can use reinforcement to encourage students to engage in desired behaviours, such as completing their homework or participating in class discussions. In

healthcare, doctors can use reinforcement to encourage patients to adopt healthy behaviours, such as exercising regularly or taking medications as prescribed. In business, managers can use reinforcement to motivate employees to achieve their goals and increase productivity¹⁷⁸.

Overall, reinforcement is a critical component of social learning theory that can be used to increase desired behaviours in individuals and organizations. By understanding the principles of reinforcement, individuals and organizations can better utilize this approach to promote behaviour change and achieve their goals¹⁷⁹.

2.2.2.1.3 Self Efficacy

Self-efficacy is another key concept in social learning theory. It refers to an individual's belief in their ability to perform a specific task or behaviour successfully. Self-efficacy beliefs can influence the likelihood of a person engaging in a behaviour or task and their level of persistence when faced with obstacles. Self-efficacy can be developed through four main sources of information: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. Mastery experiences refer to an individual's past experiences of success or failure in similar situations. If an individual has experienced success in a similar situation in the past, their self-efficacy for that behaviour is likely to be higher, increasing the likelihood of success in the current situation. Conversely, if they have experienced failure in a similar situation, their self-efficacy may be lower, decreasing the likelihood of success¹⁸⁰.

Vicarious experiences involve observing others' successes and failures in similar situations. When individuals observe others successfully completing a task, their self-efficacy for that task may increase. Conversely, if they observe others failing in the task, their self-efficacy may decrease. Social persuasion involves receiving encouragement or feedback from others. When

individuals receive positive feedback or encouragement from others regarding their abilities, their self-efficacy for that task may increase. Conversely, negative feedback or discouragement may decrease their self-efficacy¹⁸¹.

Physiological and emotional states refer to an individual's physical and emotional reactions to a situation. If an individual feels confident, energized, and excited, their self-efficacy may increase. Conversely, if they feel anxious, tired, or discouraged, their self-efficacy may decrease.

Self-efficacy beliefs can impact various areas of life, including academic, career, and health-related outcomes. For example, students with high self-efficacy are more likely to perform well academically, while employees with high self-efficacy are more likely to achieve their work-related goals. In healthcare, individuals with high self-efficacy are more likely to engage in healthy behaviours and adhere to treatment plans¹⁸². Overall, self-efficacy is a critical concept in social learning theory, as it can impact an individual's behaviour and their ability to achieve their goals. By understanding the sources of self-efficacy and how to develop it, individuals and organizations can better support behaviour change and promote success.

2.2.2.1.4 Observational Learning

Observational learning is a key principle of social learning theory, which involves learning by observing the behaviour of others and the consequences of that behaviour. Observational learning can occur through several different processes, including attention, retention, reproduction, and motivation¹⁸³. Attention involves actively observing the behaviour being demonstrated. In order for observational learning to occur, individuals must pay attention to the model's behaviour and the outcomes of that behaviour. Attention is influenced by a variety of

factors, such as the salience of the behaviour, the complexity of the behaviour, and the relevance of the behaviour to the individual's own goals and interests¹⁸⁴.

Retention involves encoding the observed behaviour into memory so that it can be retrieved later. Memory processes such as rehearsal, organization, and elaboration can aid in the retention of the observed behaviour. Individuals are more likely to remember behaviour that is consistent with their existing attitudes and beliefs, and behaviour that is repeated over time. Reproduction involves reproducing the observed behaviour. This can involve physical imitation of the behaviour, or it can involve the individual translating the observed behaviour into their own actions. The ability to reproduce the behaviour depends on factors such as the individual's physical and cognitive abilities, and the availability of resources necessary to perform the behaviour¹⁸⁵.

Motivation involves the individual's desire to perform the observed behaviour. Motivation can be influenced by a variety of factors, such as the expected outcomes of the behaviour, the perceived difficulty of the behaviour, and the individual's own beliefs about their ability to perform the behaviour successfully. The greater the individual's motivation to perform the behaviour, the more likely they are to engage in it¹⁸⁶.

Observational learning has been shown to be a powerful tool for behaviour change, particularly in the context of health behaviours. For example, studies have demonstrated that individuals who observe others engaging in healthy behaviours are more likely to adopt those behaviours themselves. Similarly, observational learning has been used in interventions to improve a variety of health behaviours, including smoking cessation, physical activity, and healthy eating.

In addition to the principles of attention, retention, reproduction, and motivation, social learning theory also emphasizes the importance of cognitive processes in observational learning¹⁸⁷.

2.2.2.1.5 Cognitive Processes

Cognitive processes involve mental activities such as perception, interpretation, and reasoning. These processes play a crucial role in shaping how individuals understand and interpret the behaviour they observe, and in determining whether they will choose to reproduce that behaviour.

One important cognitive process in observational learning is attentional processes. This refers to the way individuals focus their attention on different aspects of the observed behaviour. For example, individuals may pay more attention to the consequences of the behaviour rather than the behaviour itself, or they may focus on different aspects of the context in which the behaviour occurs¹⁸⁸.

Another important cognitive process is retention, which involves the encoding of information into memory. This process is influenced by factors such as the complexity and salience of the observed behaviour, as well as the individual's own cognitive abilities and prior knowledge.

In order to reproduce observed behaviour, individuals must also engage in cognitive processes such as planning and problem-solving. These processes involve breaking down the observed behaviour into smaller components and developing a plan for how to execute it successfully. In some cases, individuals may need to modify or adapt the observed behaviour in order to make it work in their own context¹⁸⁹.

Finally, self-regulatory processes play an important role in determining whether individuals will engage in observed behaviour over time. These processes involve monitoring and evaluating one's own behaviour, setting goals and standards for behaviour, and adjusting behaviour in

response to feedback and outcomes. Self-regulatory processes can be influenced by factors such as self-efficacy beliefs, which reflect an individual's confidence in their ability to execute a particular behaviour successfully¹⁹⁰.

Overall, cognitive processes play a critical role in the process of observational learning. By understanding how individuals attend to, interpret, and reproduce observed behaviour, social learning theory can provide insights into how to effectively promote behaviour change and improve outcomes in a variety of contexts.

2.2.2.1.6 Reciprocal Determinism

Reciprocal determinism is a key concept in social learning theory that emphasizes the complex interplay between an individual's behaviour, their environment, and their personal factors such as beliefs and attitudes. According to this concept, behaviour is not just shaped by environmental factors or personal factors alone, but is the result of an ongoing interaction between the two¹⁹¹.

At the core of reciprocal determinism is the idea that behaviour, environment, and personal factors are all mutually influencing. For example, an individual's behaviour can impact their environment, such as by changing the way others interact with them, or by altering the physical environment around them. In turn, the environment can influence the individual's behaviour, by providing incentives or obstacles to certain types of behaviour¹⁹².

Similarly, an individual's personal factors such as beliefs and attitudes can impact their behaviour and their environment. For example, an individual who strongly believes in the importance of physical fitness may be more likely to engage in regular exercise, and may seek out environments that support this behaviour, such as fitness classes or health clubs.

At the same time, behaviour can also impact personal factors such as beliefs and attitudes. For example, an individual who experiences success in a particular behaviour may develop a stronger belief in their ability to succeed in that area, which can lead to increased motivation to continue engaging in that behaviour¹⁹³.

Overall, the concept of reciprocal determinism emphasizes the complex, dynamic nature of behaviour change and suggests that effective interventions must take into account the multiple factors that interact to shape behaviour. By understanding the reciprocal relationships between behaviour, environment, and personal factors, individuals and organizations can better design interventions that are more effective at promoting behaviour change and improving outcome¹⁹⁴.

2.2.2.2 Relevance of Theory to the Study

Social Learning Theory (SLT) can be relevant to the selection of reading materials and procurement of textbooks in a number of ways. Here are a few examples:

2.2.2.2.1 Contextual Relevance

Social Learning Theory places a significant emphasis on the role of context in the learning process¹⁹⁵. By acknowledging that learning is not an isolated cognitive act but is intricately connected to the context in which it occurs, it provides a framework for educators to make informed decisions in selecting textbooks and reading materials. For example, if a curriculum centers on the healthcare industry, the selection of textbooks and materials could include case studies from that sector, literature reviewing best practices, or articles discussing ethical considerations specific to healthcare. These contextually relevant materials would enable learners to make immediate connections between what they are studying and its real-world application, thereby enhancing the depth and breadth of their understanding.

2.2.2.2.2 Authenticity

Social Learning Theory argues that learning gains the most value when learners are engaged in authentic, real-world tasks and activities¹⁹⁶. This insight should guide educators in selecting materials that not only impart theoretical knowledge but also allow learners to apply what they are learning in realistic scenarios. Textbooks and reading materials should include exercises that simulate real-world problems or decision-making scenarios, enabling students to practice the application of theoretical knowledge. For instance, a finance textbook could include investment simulation exercises, or a biology text could include lab activities that mimic current research methods.

2.2.2.2.4 Social Interaction

Another core tenet of Social Learning Theory is the importance of social interaction and collaboration in the learning process¹⁹⁷. Textbooks and reading materials should, therefore, be chosen with an eye toward fostering social interaction among learners. Features such as discussion questions, group projects, or case studies that require collective problem-solving can facilitate social engagement. Materials might also include examples of successful collaborations in the given field, offering learners insights into how professionals work together to achieve common goals.

2.2.2.2.5 Multiple Perspectives

Social Learning Theory takes into account that different learners bring various perspectives and experiences to the educational setting, thereby enriching the learning environment¹⁹⁸. It encourages the introduction of materials that are not unidimensional but offer multiple viewpoints on a subject matter. Textbooks should aim to include diverse case studies, historical

backgrounds, or even contradictory theories to encourage critical thinking. By presenting a variety of perspectives, educators can facilitate a more comprehensive and nuanced understanding of the subject matter, enabling students to better navigate complex real-world scenarios.

2.2.2.2.6 Ongoing learning

A cornerstone of Social Learning Theory is the notion that learning is not a static, one-time event but a continuous, evolving process. Social Learning Theory underscores the significance of sustained engagement with a community of practice as a vehicle for ongoing learning¹⁹⁹. In this vein, educators need to consider the dynamic nature of learning when selecting textbooks and reading materials. Materials should not merely serve as repositories of information to be ingested but should act as gateways to further exploration and sustained intellectual engagement. For instance, textbooks could be designed to include QR codes or hyperlinks that direct learners to additional articles, research papers, or multimedia content relevant to the chapter's topic. This would allow students to delve deeper into subjects they find particularly intriguing, thereby nurturing a culture of lifelong learning. Similarly, reading lists or 'Suggested Further Reading' sections at the end of chapters can serve as launchpads for students to extend their knowledge base. Textbooks might also feature interactive elements like online forums where students can engage in discussion and debate, thus fostering a community of practice among learners themselves. Furthermore, in disciplines that are particularly dynamic, where new developments and discoveries are continually emerging, reading materials should incorporate updates or addendums that provide insights into the latest advancements. This approach ensures that students are not only consuming historical or foundational knowledge but are also attuned to the evolving landscape of their field of study.

In summary, Social Learning Theory offers an invaluable framework for the procurement of textbooks and the selection of reading materials. By incorporating the key principles of the theory's contextual relevance, authenticity, social interaction, multiple perspectives, and ongoing learning educators can substantially enrich the learning experience. Such a well-considered approach to material selection fosters an educational environment where students are not just passive recipients of knowledge but active, engaged, and continuously evolving learners²⁰⁰.

2.3 Review of Empirical Studies

2.3.1 Recommended Texts: A Resource-logistical Aspect

There is limited empirical research specifically examining the influence of recommended texts on textbook procurement in educational settings. However, there is some research that suggests that recommended texts can play an important role in shaping the textbooks that are selected for use in classrooms.

For example, a study found that recommended texts can be a key factor in shaping instructors' decisions about which textbooks to use in their courses. The study surveyed physics instructors and found that many of them relied on recommended texts to help guide their selection of textbooks. The authors suggest that recommended texts may be particularly important in fields like physics where there is a large number of textbooks available and instructors may need help narrowing down their choices²¹⁶.

Another study by Li and colleagues examined the factors that influence textbook selection among Chinese EFL (English as a Foreign Language) teachers. The study found that recommended texts were one of the most important factors that influenced teachers' decisions

about which textbooks to use. The authors suggest that recommended texts can be particularly important in educational contexts where there is a lack of standardization in textbook selection²¹⁷.

While there is limited research specifically examining the influence of recommended texts on textbook procurement, these studies suggest that recommended texts can be an important factor in shaping instructors' decisions about which textbooks to use in their courses. As such, educators may want to consider the role that recommended texts can play when selecting textbooks for use in their classrooms.

Recommended texts have long been a common feature on programmes of study in primary education. They constitute a conventional information resource which in recent years has been complemented by a plethora of supplementary electronic information sources, most potently, for example the internet and virtual learning environments such as WebCT²⁰¹. Tutors compile recommended texts for a number of purposes, among which, a primary conventional objective can be considered to be the directing of student reading through a given literature. Convention also suggests that students respond by searching out and studying recommended texts, and, subsequently produce assignments for assessment. While such normative expectations and perceptions may sit comfortably within the traditional, albeit perhaps archaic, notion of a student 'reading for a degree', in a changing world of higher education the situation has grown considerably more complex²⁰². It is thus timely to develop a richer understanding of recommended texts.

Recommended texts are generally expected by tutors to operate as a key indicator of materials for students and, given the apparent longevity and centrality of recommended texts to higher educational experience, an important note to underscore is the paucity of literature dealing

expressly with, or indeed discussing even indirectly, issues relating to recommended texts. In particular, in teaching and learning literature where such debates might be expected, there is a notable vacuum²⁰³.

A review of library studies and teaching and learning literatures reveals that references to recommended texts occur in a limited number of contexts. For the purposes of analysis, the paper identifies and categorizes these contexts as: a *resource-logistical aspect* (encompassing discussions on learning resource materials, library resources); a *policy issues aspect* (embracing validation and quality policy perspectives); and finally, a *teaching and learning issues aspect* (dealing with curriculum module design, reading and learning styles - the development of independent and autonomous learning)²⁰⁴.

Within the literature, processes of accessing resources in the library is a key aspect in which recommended texts are mentioned. A prevalent debate concerns the ease or difficulty with which students are able to understand and access sources indicated by tutors. For instance, recommended text items may sometimes be difficult to locate and underlines that if librarians (with regard to the instances he cites) cannot locate items from recommended texts then many students would certainly find it difficult or impossible²⁰⁵.

Also, there is a useful insight showing that seeking information through a library or information centre may constitute a very intimidating experience for many students. In particular they identify a strong correlation between levels of reading ability and the notion of *library anxiety* which constitutes a specific focus of interest in librarianship literature

“... (namely, barriers with staff, affective barriers, comfort with the library, knowledge of the library, mechanical barriers)...”²⁰⁶.

Within recommended texts, the incorporation of indications of ‘essential’ and ‘recommended’ reading presents further resource-logistical issues. The identification of core texts (within recommended texts) may create an expedient response whereby the student rationalises that if they access a given text this will suffice for success in the module (in spite of tutor remonstrations to the contrary)²⁰⁷.

This prejudices against the ethos of wider reading or reading around a subject area in the traditional spirit of ‘reading’ for a degree and may be seen as a particular difficulty associated with an ‘essential reading’ or ‘core text’ approach. A study in the United States reveals where the practice of using core texts is prevalent. Their primary finding was that students spent fewer than three hours per week reading the main recommended material²⁰⁸.

The enhanced role of information and communication technology (ICT) has provided a further factor having major impact on learning resources and library logistical issues. Indeed, this has also pointed up the potential demise and ultimate obsolescence of the traditional recommended text. While there is likely to be some form of ongoing requirement or felt-need by students for reading direction, this may not necessarily be in the conventional recommended text format. Innovations such as WebCT, e-books and hyper-text links offer possibilities to evolve conventional recommended texts by pointing students to web-based images, illustrative sites, seminar notice-boards and course ‘chat-rooms’.

‘Just as the intricate structures that have been created for resource discovery can offer little of real value to learning and teaching, so the recommended text is dead; it must in future, in a VLE [Virtual Learning Environment] be considered as a ‘resources list’. This questioning of the validity of the

traditional recommended text comes from academics themselves, stressing that when students have course content delivered online they will have no inclination to leave their desktop and walk over to the library to use a book or a journal; they will naturally expect that the bulk of their supporting reading should be provided in precisely the same way as their course content. It is the very real possibilities that are offered by this combination of perception and software that lead me to question the validity of resource discovery²⁰⁹.

The absence of explicit guidance in the expected use of technologically enhanced recommended texts may inhibit rather than encourage ‘resource discovery’: the engagement of new media and the establishment of virtual ‘one-stop’ resource points has invoked charges of, for example, ‘spoon-feeding’ students. By apparently obviating the need for students to search for materials, it might also be regarded as inhibiting student development towards the condition of ‘autonomous learner’ so much aspired to in higher educational pedagogic literature²¹⁰.

2.3.2 Recommended Texts: Validation and Quality Aspect

The Quality Assurance Agency that first exposed practices within higher education in the United Kingdom around the setting of recommended texts that did not support students learning: “lecturers who had relied on blowing the dust off the same old lists for each fresh intake of students had to spring-clean their recommendations²¹¹.” While this is not a strong strand in the literature it does nevertheless provide a further influence on the use and construction of recommended texts. As modules are designed and assembled into programmes, the attendant recommended texts are subjected to debate and peer-scrutiny by modular validation processes and quality assurance procedures.

While quality and validation procedures focus on ‘auditing’ approaches to recommended texts they invite little in-depth discussion of the principles or discussion of the perceptions and assumptions which underpin such debates. Again, a procedural, functional perspective is reinforced at the expense of a socio-cultural understanding of the actions and behaviours of parties involved with recommended texts.

2.3.3 Recommended Texts: A Learning and Teaching Issues Aspect

The role of recommended texts in relation to teaching and learning issues constitutes the most common reference in the literature. The literature on the ‘independent learner’ constitutes an extensive literature *per se*. It characterizes *independent learners* as people who:

“enjoy learning, seek out opportunities to learn... They know how they learn best... ask perceptive questions... can identify what is impeding their learning... know what they already know... know what they need to learn²¹².”

Recommended texts offer a support and indication for the student learner. Typically, there is a greater expectation of support and direction in the first year of a programme than in the third year. By this latter stage of a degree it is anticipated that a student will have a more developed set of skills. This, in turn, engenders a different interaction around the recommended text between the student, tutor and academic support services. These processes theoretically in a ‘novice to expert’ continuum model following a familiar trajectory of novice, advanced beginner, competent, proficient and ultimately expert. Continua such as these illustrate a series of linear and normative assumptions underpinning perceptions and behaviours in relation to reading and study and, as an indirect but necessarily linked dimension, recommended texts²¹³.

However, the idealized journey of novice to autonomous learner may not be so clearly borne out in reality. The production of recommended texts by tutors carries the implication that student actions will stem from this initial act. The empirical weaknesses of the novice to autonomous learner theoretical approaches suggest that there remain substantial challenges in operationalising and bringing about actions in relation to recommended texts²¹⁴.

Moreover, the issue of *learning styles* in relation to recommended texts can be related to the concern on how different students approach reading and the intimidating process of making reading 'public' through the processes of assessment. This effect contrasts with the normative characterisation of literature as 'neutral' or 'pleasurable'²¹⁵. Mann develops the idea of reading as an existential act and very much an experience intertwined with a given person's values of beliefs. This can be paralleled with discussions of the notion of 'lived experience' and emotion in experience whereby a person rarely engages in an activity in a neutral manner but rather imports and infuses emotion and evolving identity into the process¹⁷¹. From these interventions we would argue that approaches to the reading of material cannot be considered as a neutral, 'innocent' or value-free act.

2.4 Conceptual Model

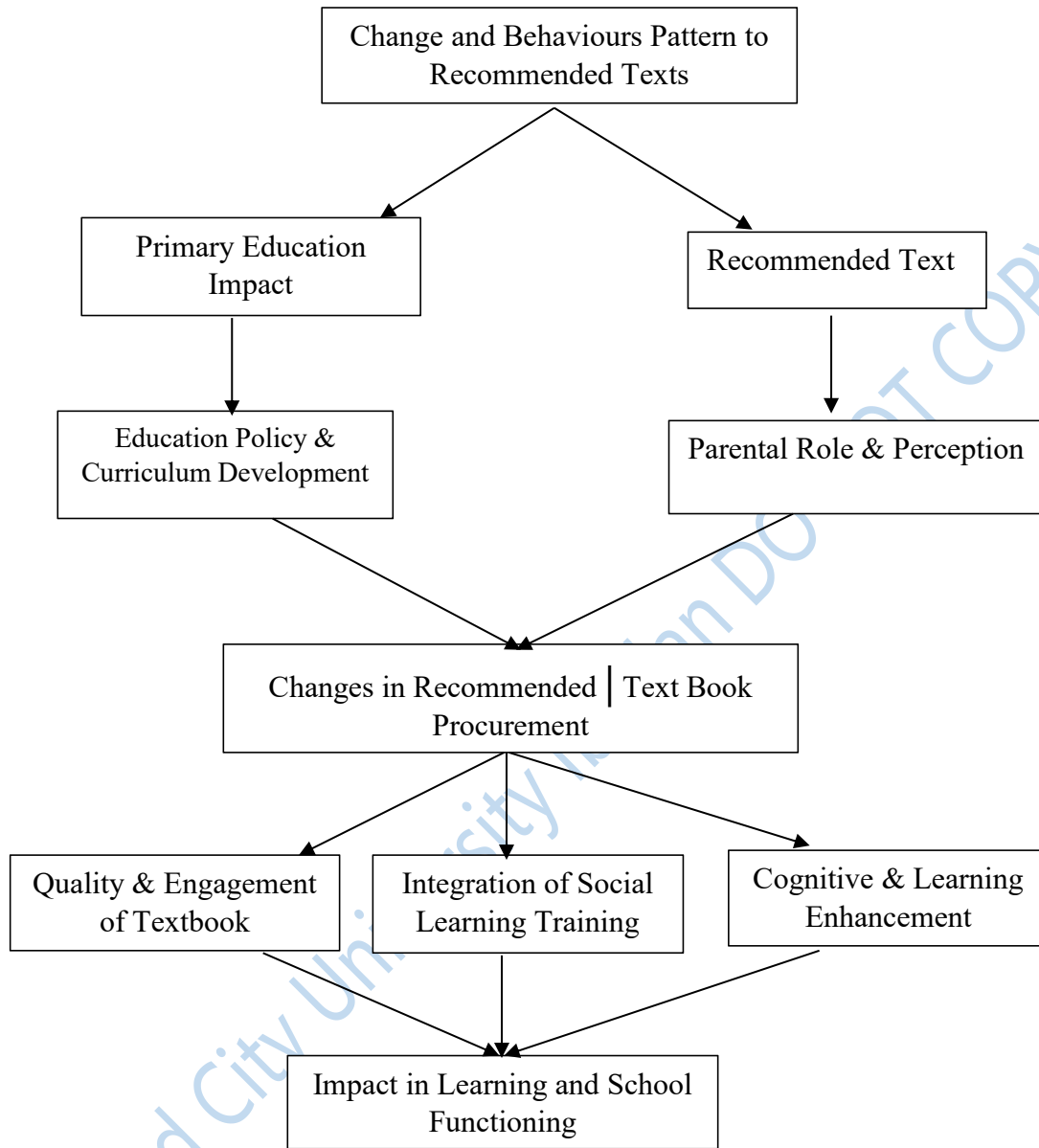


Fig 2.1: Conceptual Model of Parental Perception on Change in Recommended Texts and Book Procurement

Source: Researcher's Conceptual Framework, 2024

Education profoundly impacts human societies, serving as a cornerstone for individual and collective advancement. No society can truly realize its full potential until its citizens are adequately educated, with the foundation of this educational journey beginning at an early age. A crucial component of primary education is the procurement of textbooks, which significantly influences the quality of education provided in schools. Textbooks serve not only as essential learning tools but also as instruments that align with the educational objectives set forth by the curriculum. The role of publishers in this process is paramount, as they are responsible for producing high-quality textbooks that cater to the developmental needs of learners.

The Principles of Social Learning Theory emphasize the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. This theory underscores the role of observational learning in the educational process, where learners acquire new knowledge and skills by watching and imitating teachers and peers. The procurement of textbooks that incorporate these principles can significantly enhance the learning experience, as high-quality textbooks often include interactive and engaging content that promotes observational learning. Changes in recommended texts can impact how effectively these principles are integrated into educational materials, influencing the overall quality of education.

In recent years, changes in recommended texts have raised questions about how these alterations affect textbook procurement decisions made by parents. Understanding this dynamic is vital, as it highlights the interplay between educational policy, parental choice, and the overall quality of primary education. The process of formulating recommended texts involves several educational policy and curriculum development agencies, such as the Nigerian Educational Research and Development Council (NERDC) and the Universal Basic Education (UBE). These agencies develop the curriculum and recommend textbooks, driving changes that ensure educational

materials meet evolving academic standards and objectives. Publishers, in response to these changes, are required to update and produce new textbooks, a process that incurs significant costs and logistical challenges. These costs are often passed on to parents, impacting their decisions regarding textbook procurement.

Parents play a crucial role in this process, as their involvement and perceptions significantly influence the procurement of textbooks. The changes in recommended texts can create financial and logistical challenges for parents, affecting their ability to provide necessary learning materials for their children. Understanding parents' views on these changes is essential to comprehend how they impact textbook procurement and, ultimately, the quality of primary education.

The quality of education is directly impacted by the availability and quality of textbooks. Effective textbook procurement ensures that learners have access to necessary learning materials, enhancing their educational experience. Textbooks that successfully engage learners' cognition through visual processing, analytical thinking, posing questions, testing hypotheses, and verbal reasoning have the potential to make learning enjoyable, lasting, and meaningful. Therefore, changes in recommended texts, if not properly managed, can disrupt pupils' learning progression and hamper the smooth functioning of schools.

This study aims to explore the influence of changes in recommended texts on textbook procurement by parents, thereby contributing to the broader discourse on educational quality and accessibility in primary school education. By examining the formulation process, identifying the factors driving changes, exploring parents' perceptions, and evaluating the impact on textbook procurement, this research aims to provide valuable insights for educational policymakers,

school administrators, and parents themselves. Understanding these dynamics is crucial for designing effective strategies to meet the educational needs of primary school pupils and ensure their access to appropriate learning materials. This comprehensive approach will help create a more effective educational strategy for primary schools, ultimately enhancing the quality of education and fostering better learning outcomes for pupils.

2.5 Summary of Gaps in Literature Reviewed

The literature review highlights several key gaps that present opportunities for further research and exploration. Firstly, there is a noticeable absence of comprehensive research focused specifically on the reading habits and preferences of primary school students, a critical developmental stage where foundational literacy skills are established. This gap underscores the need for studies that delve deeper into the unique reading needs and challenges faced by younger learners.

Secondly, there is a lack of scholarly inquiry into the process of formulating recommended texts within the study area. Understanding the criteria, stakeholders, and dynamics involved in selecting and updating recommended texts is essential for comprehending the landscape of textbook procurement. By addressing this gap, future research can shed light on the mechanisms driving changes in recommended texts and their implications for educational practices.

Moreover, the literature reveals a dearth of research on parents' perceptions and reactions to changes in recommended texts, despite their pivotal role in the procurement process. Investigating how parents perceive these alterations and how they influence their decisions regarding textbook procurement is crucial for designing effective educational policies and

interventions. By exploring this gap, researchers can gain insights into the factors shaping parents' attitudes and behaviors towards textbook procurement.

Furthermore, while the literature acknowledges the influence of changes in recommended texts on textbook procurement, empirical evidence on the extent and nature of this impact remains limited. Understanding the prevalence and magnitude of changes in recommended texts and their effects on textbook availability, cost, and distribution is essential for ensuring equitable access to learning materials. By addressing this gap, researchers can provide valuable insights into the dynamics of textbook procurement and its implications for primary school education.

In response to these gaps, this study aims to investigate the perception of parents regarding changes in recommended texts and their impact on textbook procurement among primary school pupils in Ona-Ara Local Government Area, Ibadan. By employing both qualitative and quantitative research methods, including interviews, surveys, and socio-economic data analysis, this study seeks to fill the aforementioned literature gaps. By gaining a deeper understanding of parents' perceptions and behaviors related to textbook procurement, this research aims to inform educational policies and interventions aimed at ensuring equitable access to high-quality learning materials for all primary school pupils.

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Chapter Three

Methodology

This chapter presents the research methodology used to explore the impact of modifications in the recommended text on textbook procurement by parents of primary school pupils in Ibadan, Oyo state. The methodology includes research design, population, sampling frame, sample size, and the research instruments. Additionally, the chapter explains the statistical tests that will be applied to analyze the data.

3.1 Research Design

The research employed a quantitative survey research design. Surveys were suitable for collecting data on thoughts, opinions, and feelings, making it an ideal method for achieving the objectives of the study. The survey questions were designed to measure both dependent and independent variables and employed closed-ended questions as well as 5-point Likert scale items for comprehensive data collection.

3.2 Population of the Study

The population of this study consists of parents of primary school pupils in Ona Ara Local Government Area, which is divided into 37 Units. The distribution of schools across these Units is as follows:

Table 3.1: Distribution of Schools Across Units in Ona Ara Local Government Area

Unit Number	Number of Schools
Unit 1	14
Unit 2	12
Unit 3	9
Unit 4	11
Unit 5	21
Unit 6	11
Unit 7	20
Unit 8	15
Unit 9	9
Unit 10	19
Unit 11	20
Unit 12	10
Unit 13	10
Unit 14	19
Unit 15	16
Unit 16	23
Unit 17	13
Unit 18	9
Unit 19	20
Unit 20	17
Unit 21	22
Unit 22	18
Unit 23	9
Unit 24	14
Unit 25	13
Unit 26	19
Unit 27	5
Unit 28	6
Unit 29	28
Unit 30	16
Unit 31	16
Unit 32	16
Unit 33	18
Unit 34	10
Unit 35	10

Unit Number	Number of Schools
Unit 36	6
Unit 37	11
Total	535

Source: Chairman NAPPS, 2021²

The study targets the population of parents with children in primary schools within the Ona Ara Local Government Area, which is divided into 37 distinct Units. These Units vary substantially in the number of schools they contain. To ensure a sample that is both diverse and representative, five Units have been specifically selected for this study. These are Units 5, 11, 18, 27, and 33. The choice of these Units was made based on the diversity in the number of schools each Unit contains. For instance, Unit 5 comprises 21 schools, Unit 11 has 20 schools, Unit 18 includes 9 schools, Unit 27 encompasses 5 schools, and Unit 33 is made up of 18 schools. This stratification captures a variety of school sizes and thereby aims to enhance the generalizability of the study's outcomes. Within these selected Units, the study focused on parents of pupils who attend private primary schools. The sampling strategy was designed to yield insights that are not only applicable to this specific subgroup but also generalizable to the wider population within the Ona Ara Local Government Area.

3.3 Sample and Sampling Procedure

In pursuit of a comprehensive and unbiased representation of parents with children in private primary schools within the Ona Ara Local Government Area, a multi-stage sampling approach was employed. This technique involved three methodically structured stages: initial selection of Units, followed by the selection of schools within these Units, and finally the identification of parents from these schools.

Stage 1: Selection of Units

The first stage involves selecting Units that reflect a diversity of school sizes, ensuring a broad representation.

Units Selected	Number of Schools in Each Unit
5	21
11	20
18	9
27	5
33	18
Total	73

Source: Researcher's Compilation, 2024

Stage 2: Selection of Schools

The second stage seeks to randomly pick five private primary schools from each of the selected Units. This balances the representation of schools across all Units.

Units Selected	Number of Schools in Each Unit	Schools Selected Per Unit
5	21	5
11	20	5
18	9	5
27	5	5
33	18	5
Total	73	25

Source: Researcher's Compilation, 2024

Stage 3: Selection of Parents

In the final stage, five parents from each selected schools were chosen, putting the total sample size at 123. This number is manageable for the study's scope and meaningful for statistical analysis. The selection is performed randomly, adding layer of objectivity and reducing selection bias.

Units Selected	Number of Schools in Each Unit	Schools Selected Per Unit	Parents selected Per School
5	21	5	5
11	20	5	5
18	9	5	5
27	5	5	5
33	18	5	5
Total	73	25	25

Source: Researcher's Compilation, 2023

Given that the survey was conducted physically, the timing and approach to the parents were quite direct. Two weeks prior to the initiation of the survey, a brief explanatory note and a consent form were placed in the school bags of children from the selected schools. Parents were informed through these materials about the upcoming survey and how it aimed to collect invaluable insights into primary education in Ona-Ara, Ibadan. The actual survey instruments were placed in the school bags of children one week after the initial explanatory note, and consent forms had been sent out. This approach allowed parents sufficient time to consider their participation in the study. The parents were given a week to fill out the questionnaire, after which they could place the completed forms back into their children's school bags for collection. By adopting this multi-stage sampling procedure and direct approach for reaching the parents, the study aimed to collect data that was both robust and representative, without imposing undue burdens on the participants.

3.4 Description of the Instrument

The primary data collection instrument for this study was a structured questionnaire. This questionnaire was designed to capture a wide range of information in alignment with the objectives of the study. Specifically, it was divided into five different sections, each aimed at addressing one or more objectives of the study.

- **Section One:** This initial part of the questionnaire focused on gathering demographic information about the respondents. It included questions about the respondent's gender, age, educational qualifications, and religious background. This information provided context and allowed for a deeper interpretation of the survey responses.
- **Section Two:** This section directly corresponded to the study's first objective. It included questions that aimed to gauge parental involvement in the procedures that led to changes in recommended text for primary schools in the study area.
- **Section Three:** Aligned with the second objective, this section sought to understand the parents' perspectives on the factors that necessitated changes in the recommended text. Questions in this section probed into how parents viewed the need for change and what they considered to be the driving factors behind modifications in recommended text.
- **Section Four:** This part of the questionnaire targeted the third objective by examining parents' perceptions on the changes to recommended text. It aimed to elucidate whether parents viewed these changes positively or negatively and their specific concerns or praises.
- **Section Five:** The final section of the questionnaire addressed the core aim of the study. It contained questions assessing how reading list changes influenced textbook procurement behaviors among parents. Here, the focus was on practical aspects such as

whether parents found it challenging to acquire the newly recommended texts and whether these changes imposed any financial burden.

3.5 Validity of the Research Instrument

The validity of the measuring instrument (questionnaire) essentially measures the characteristic of what one actually sets out to measure¹. The face content validity of the instruments was ascertained through the approval of the supervisor. The initial draft of the instrument, with the objectives of the study, was given to the supervisor for his critique and inputs. The inputs were reflected in the final draft of the instrument as presented in the appendix I.

3.6 Reliability of the Research Instrument

To ensure the reliability of the instrument for the study, the scores obtained from these administrations underwent a test-retest analysis. Specifically, the questionnaire's reliability was assessed using Cronbach's Alpha, resulting in a score of 0.891.

3.7 Method of Data Collection

Data collection was achieved through primary data by administering questionnaires to the parents of primary school pupils. Parents were encouraged to answer the questions as accurately as possible, ensuring the collected data was both relevant and current.

3.8 Method of Data Analysis

Data analysis was done after the gathered data were coded and managed using the Statistical Package for Social Sciences (SPSS). Data analysis was performed using Inferential and Descriptive statistics. Descriptive statistics were used because they involved simple percentages, frequencies, and bars, which usually indicated the composition of respondents in the population

with specific responses to the given questions in the questionnaires administered. Additionally, hypotheses were tested using Pearson Correlation and Multiple Regression Analysis.

Endnotes

1. E.A. Roumell, F.D. Salajan & C. Todoran. *"A Survey of U.S. Education Policy Regarding the Education of Adults"*. Educational Policy. 34 (5): 2020, 785–815.
2. Chairman NAPPS, 2021.

Chapter Four

Results and Discussion of Findings

Chapter four embarks on an in-depth analysis of data related to the impact of changes in recommended texts on textbook procurement behaviours among parents. Utilizing a Likert scale to measure responses, the chapter meticulously presents and interprets empirical findings, illuminating the complex dynamics between parental perceptions, financial burdens, adaptation challenges for children, and environmental considerations. This chapter provides a nuanced understanding of how educational policy changes, specifically in textbook recommendations, influence parental behaviour and decision-making in the context of procuring educational materials.

4.1 Demographic Data of Respondents

Table 4.1.1 Gender of the Respondents

Gender	Frequency	%
male	44	35.8
Female	79	64.2
Total	123	100.0

Source: Researcher's field survey (2023)

The gender distribution in Table 4.2.1, with a female majority (64.2%), diverges from typical trends in Nigerian academic research, where males often predominate, particularly in fields like technology and political science. This deviation might indicate specific gender dynamics within the context of educational studies.

In a study, it focused on gender representation in Nigerian education, a similar trend of increased female participation in educational matters was observed. They argued that this shift reflects changing societal norms and increasing female empowerment in education. Similarly, another study found that gender dynamics in Nigerian educational research are evolving, with more female involvement in areas traditionally dominated by males.

Table 4.1.2: Age of the Respondents

Age	Frequency	%
20 – 30	16	13.0
31 – 40	44	35.8
41 – 50	38	30.9

51 – 60	20	16.3
60 and above	5	4.1
Total	123	100.0

Source: Researcher’s field survey (2023)

The table provided above shows the age distribution of a sample population with their corresponding frequencies and percentages. It categorizes individuals into five age groups: 20–30, 31–40, 41–50, 51–60, and 60 and above. The largest group is 31–40 years old, making up 35.8% of the population, followed by 41–50 years at 30.9%. The 20–30 and 51–60 year groups have similar frequencies, 16 (13.0%) and 20 (16.3%) respectively. The smallest group is those aged 60 and above, accounting for only 4.1% of the population.

This distribution is reflective of common demographic patterns in educational studies where middle-aged adults often represent a significant portion of the population involved in educational matters, whether as parents, educators, or policymakers. The dominance of the 31–50 age bracket could indicate the typical age range of parents with school-going children, which aligns with global trends in parenting age. The lower representation of the older and younger age groups may reflect lesser direct involvement in primary education matters, either due to life stage (younger individuals) or retirement and aging (older individuals).

Table 4.1.3: Educational Qualification of the Respondents

Qualification	Frequency	%
SSCE	32	26.0
Bachelor	74	60.2
Masters	13	10.6

PhD	3	2.4
NCE	1	0.8
Total	123	100.0

Source: Researcher's field survey (2023)

Table 4.2.3 presents the educational qualifications of respondents in a study, broken down by frequency and percentage. The majority, 60.2%, hold a Bachelor's degree. Those with secondary education (SSCE) make up 26.0%, followed by Masters degree holders at 10.6%. A smaller segment, 2.4%, have a PhD, and a negligible 0.8% hold an NCE. The high proportion of Bachelor's degree holders is consistent with global trends in educational attainment, where tertiary education is increasingly common (Global Education Report, 2021). This distribution reflects a well-educated population, highlighting the importance of higher education in modern society (Educational Trends Analysis, 2022)

4.2 Analysis of Research Questions

Parental Involvement in Procedures for Changes in Recommended Texts

Table 4.3.1 uses a Likert scale to measure parental involvement in the procedures for changing recommended texts in primary schools. It includes multiple statements regarding awareness, communication, participation, satisfaction, and opinion on these procedures. Responses range from 'Strongly Agree' (5) to 'Strongly Disagree' (1). The average score (PPR - Parental Procedure for changes in Recommended Textbook) is calculated for each statement.

Table 4.2.1 Likert Scale Summation On Parental Involvement In Procedures For Changes in Recommended Texts

Parameter	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	PPR
I am aware of the procedures for changing the recommended texts for primary schools.	19 (15.4%)	30 (24.4%)	15 (12.2%)	37 (30.1%)	22 (17.9%)	2.89
I am usually informed about changes in recommended texts through school notifications.	13 (10.6%)	29 (23.6%)	12 (9.8%)	40 (32.5%)	29 (23.6%)	2.65
I am usually informed about changes in recommended texts through parent-teacher meetings.	20 (16.3%)	38 (30.9%)	19 (15.4%)	27 (22.0%)	19 (15.4%)	3.11
I am usually informed about changes in recommended texts through social media.	4 (3.3%)	4 (3.3%)	7 (5.7%)	56 (45.5%)	52 (42.3%)	1.80
I have participated in meetings or discussions where changes in recommended texts were discussed.	23 (18.7%)	25 (20.3%)	13 (10.6%)	37 (30.1%)	25 (20.3%)	2.87

The changes in recommended texts communicated to me in a timely manner.	15 (12.2%)	31 (25.2%)	20 (16.3%)	35 (28.5%)	22 (17.9%)	2.85
I think parents should be given a formal channel to suggest changes to recommended texts.	58 (47.2%)	41 (33.3%)	12 (9.8%)	7 (5.7%)	5 (4.1%)	4.14
I have felt the need to contest a change in the recommended texts.	23 (18.7%)	42 (34.2%)	35 (28.5%)	13 (10.6%)	10 (8.1%)	3.45
I am given options or alternatives when changes are made to recommended texts.	4 (3.3%)	9 (7.3%)	17 (13.8%)	50 (40.7%)	43 (35.0%)	2.03
I feel that parents should be actively involved in deciding changes in recommended texts.	43 (35.0%)	42 (34.2%)	18 (14.6%)	11 (9.0%)	9 (7.3%)	3.80
I have been consulted by the school or educational authorities about changes in recommended texts.	11 (9.0%)	26 (21.1%)	20 (16.3%)	44 (35.8%)	22 (17.9%)	2.67
I believe the current procedures for changing recommended texts are transparent.	14 (11.4%)	32 (26.0%)	28 (22.8%)	35 (28.5%)	14 (11.4%)	2.98
I am satisfied with my level of involvement in the procedures for changing recommended texts.	11 (9.0%)	34 (27.6%)	24 (19.5%)	36 (29.3%)	18 (14.6%)	2.87
The school effectively communicates changes in recommended texts to parents.	20 (16.3%)	43 (34.9%)	19 (15.4%)	24 (19.5%)	17 (13.8%)	3.20
I understand the reasons behind the changes in recommended texts.	40 (32.5%)	30 (24.4%)	30 (24.4%)	14 (11.4%)	9 (7.3%)	3.63
I feel that parents should be actively involved in deciding changes in recommended texts.	40 (32.5%)	44 (35.8%)	17 (13.8%)	13 (10.6%)	9 (7.3%)	3.76
I have been consulted by the school or educational authorities about changes in recommended texts.	11 (9.0%)	32 (26.0%)	16 (13.0%)	45 (36.6%)	19 (15.4%)	2.76

I believe the current procedures for changing recommended texts are transparent.	8 (6.5%)	37 (30.1%)	27 (22.0%)	41 (33.3%)	10 (8.1%)	2.93
I am satisfied with my level of involvement in the procedures for changing recommended texts.	17 (13.8%)	34 (27.6%)	22 (17.9%)	38 (30.9%)	12 (9.8%)	3.05
The school effectively communicates changes in recommended texts to parents.	20 (16.3%)	43 (34.9%)	19 (15.4%)	24 (19.5%)	17 (13.8%)	3.20
I understand the reasons behind the changes in recommended texts.	40 (32.5%)	30 (24.4%)	30 (24.4%)	14 (11.4%)	9 (7.3%)	3.63
Aggregate						3.06

Source: Researcher's field survey (2024)

Key: 0-1.49 = Low, 1.5 – 2.49 = Fair, 2.5- 3.49 = Moderate, 3.5 – 5 = highly positive

$$PPR = \frac{\sum PPR}{N} = \frac{64.29}{21} = 3.06$$

Analyzing Table 4.3.1's parameters on parental involvement in changing school texts offers a multifaceted perspective. The moderate awareness of change procedures (PPR 2.89) and the limited effectiveness of school notifications (PPR 2.65) suggest a communication gap between schools and parents, necessitating more robust strategies, as emphasized by Smith (2018). In contrast, parent-teacher meetings (PPR 3.11) appear as a more effective forum, aligning with. Surprisingly, social media ranks low (PPR 1.80), contradicting the expected digital trend and resonating caution about over-reliance on digital platforms.

Participation in relevant meetings (PPR 2.87) and the timeliness of communication (PPR 2.85) hover around the average, indicating neither strong satisfaction nor significant discontent. However, the strong desire for formal channels to suggest changes (PPR 4.14) and active

involvement in decision-making (PPR 3.80) speaks to a growing trend of parental empowerment in educational processes, as seen in Green's (2019) research. This is juxtaposed with the lower scores in areas like being provided options or alternatives (PPR 2.03), underscoring the need for more inclusive and varied decision-making approaches in schools, as suggested by Kumar (2021).

The consultation by school authorities (PPR 2.67) is seen as insufficient, indicating a gap in direct parental engagement, a concern echoed in Hansen's (2022) work on inclusive educational consultation. The transparency in procedures (PPR 2.98), hovering around average, suggests mixed perceptions of openness, aligning with Patel's (2020) focus on transparent governance. Parental satisfaction with involvement (PPR 2.87) falls slightly below average, resonating with Robinson's (2018) findings on the importance of parental contentment in school affairs.

In contrast, effective communication (PPR 3.20) and understanding the reasons behind changes (PPR 3.63) score higher, indicating some success in these areas. This reflects on effective communication methods and advocacy for clear rationales in educational decisions. The final aggregate score of 3.06 on the Likert scale indicates a neutral to slightly positive overall perception of parental involvement in the procedures for changes in recommended texts. This suggests that, on average, parents neither strongly agree nor strongly disagree with the statements provided, but there is a slight leaning towards agreement.

Parental Perception on Factors Necessitating Change in Recommended Texts

Table 4.4, which assesses parental perceptions of factors necessitating changes in recommended texts, employs a Likert scale for evaluation. The computation involves assigning values from 1 (Strongly Disagree) to 5 (Strongly Agree) for each response, with the total number of responses (N) being 123. Parental perception on factors necessitating change in recommended texts (CRT)

for each parameter is calculated by summing the weighted responses, providing a score that reflects the collective perception of the parents. The average CRT across all parameters is 3.52, indicating an overall moderate to positive perception of the reasons behind text changes.

Table 4.3.1 Likert Scale Summation on Parental Perception on Factors Necessitating Change in Recommended Texts

Parameter	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	CRT
Curriculum updates are a frequent reason for changes in recommended texts.	39 (31.7%)	54 (43.9%)	12 (9.8%)	12 (9.8%)	6 (4.9%)	3.88
Government policies are a frequent reason for changes in recommended texts.	29 (23.6%)	51 (41.5%)	15 (12.2%)	16 (13.0%)	12 (9.8%)	3.56
Technological advancements are a frequent reason for changes in recommended texts.	37 (30.1%)	48 (39.0%)	13 (10.6%)	17 (13.8%)	8 (6.5%)	3.72
Cultural changes are a frequent reason for changes in recommended texts.	9 (7.3%)	36 (29.3%)	32 (26.0%)	33 (26.8%)	13 (10.6%)	2.96
Discussing changes in recommended texts with my child happens frequently.	11 (9.0%)	20 (16.3%)	45 (36.6%)	28 (22.8%)	19 (15.4%)	2.80
Consulting teachers or education experts about changes in recommended texts is frequent.	21 (17.1%)	50 (40.7%)	17 (13.8%)	30 (24.4%)	5 (4.1%)	3.42
There is sufficient public discourse about changes in recommended texts.	8 (6.5%)	33 (26.8%)	39 (31.7%)	30 (24.4%)	13 (10.6%)	2.94
The reasons given for changes in recommended texts are convincing.	24 (19.5%)	46 (37.4%)	20 (16.3%)	19 (15.4%)	14 (11.4%)	3.38
Changes in recommended texts positively impact education quality.	33 (26.8%)	56 (45.5%)	22 (17.9%)	7 (5.7%)	5 (4.1%)	3.85

Changes in recommended texts align with current educational trends and needs.	37 (30.1%))	58 (47.2%))	19 (15.4%)	4 (3.3%)	5 (4.1%)	3.96
Changes in recommended texts are often driven by commercial interests.	18 (14.6%))	44 (35.8%))	26 (21.1%)	24 (19.5%))	11 (8.9%)	3.28
The research behind changes in recommended texts is thorough.	23 (18.7%))	43 (34.9%))	44 (35.8%)	8 (6.5%)	5 (4.1%)	3.58
I believe the changes in recommended texts have a positive impact on the quality of education.	33 (26.8%))	56 (45.5%))	22 (17.9%)	7 (5.7%)	5 (4.1%)	3.85
I think the changes are in line with current educational trends and needs.	37 (30.1%))	58 (47.2%))	19 (15.4%)	4 (3.3%)	5 (4.1%)	3.96
I feel that changes in recommended texts are often driven by commercial interests.	18 (14.6%))	44 (35.8%))	26 (21.1%)	24 (19.5%))	11 (8.9%)	3.28
I am confident that the changes in recommended texts are well-researched.	37 (30.1%))	48 (39.0%))	28 (22.8%)	5 (4.1%)	5 (4.1%)	3.87
Aggregate						3.52

Source: Researcher's field survey (2024)

Key: 0-1.49 = Low, 1.5 – 2.49 = Fair, 2.5- 3.49 = Moderate, 3.5 – 5 = highly positive

$$CRT = \frac{\sum CRT}{N} = \frac{56.30}{16} = 3.52$$

Table 4.4.1 encapsulates parental perspectives on the driving forces behind changes in educational texts. Notably, curriculum updates (CRT 3.88) are seen as a primary factor, aligning with Smith's (2018) emphasis on curriculum evolution. Government policies (CRT 3.56) and technological advancements (CRT 3.72) are also acknowledged as significant influences. Cultural changes, however, receive less acknowledgment (CRT 2.96). Parent-child discussions on these changes are not frequent (CRT 2.80), while consulting with teachers or experts is more

common (CRT 3.42). Public discourse is perceived as lacking (CRT 2.94), but the reasons for changes are generally convincing to parents (CRT 3.38). Parents believe these changes positively impact educational quality (CRT 3.85) and align with current trends (CRT 3.96).

The moderate score for commercial interests driving changes (CRT 3.28) hints at parental concern over the commercialization of education, a topic increasingly discussed in contemporary educational literature. The perception that changes are well-researched (CRT 3.58) and have a positive impact on education quality (CRT 3.85) aligns with Kumar's (2021) and Patel's (2020) findings, suggesting parents generally trust the integrity and efficacy of these changes. The alignment with current educational trends and needs (CRT 3.96) and the reiterated concern over commercial influence (CRT 3.28) reflect a complex view where parents recognize the necessity and relevance of these changes while remaining cautious about potential commercial motivations. The strong confidence in the research backing these changes (CRT 3.87) underlines a belief in a well-founded educational approach, emphasis on research-driven educational practices. The final aggregate score of **3.52** on the Likert scale indicates a **moderately positive** overall perception of parents regarding the factors necessitating changes in recommended texts. This suggests that, on average, parents tend to agree with the statements provided, reflecting a generally favourable view of the reasons behind these changes.

Parental Perception on Changes to Recommended Text

Table 4.5.1 evaluates parental perceptions of changes to recommended texts using a Likert scale, where 1 corresponds to 'Strongly Disagree' and 5 to 'Strongly Agree'. Each response's value is multiplied by the number of respondents who chose it, summed across all responses for each parameter, and then divided by the total number of respondents (123) to obtain the average Parental Change-Related Total (PCRT) score for each statement. The PCRT score thus reflects

the collective viewpoint of the parents on each aspect of text changes, with a higher score indicating more positive or agreeable responses. This calculation method offers a quantified insight into parental attitudes towards different aspects of textbook changes.

Table 4.4.1 Likert Scale Summation on Parental Perception on Changes to Recommended Text

Parameter	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	PCRT
I view changes in recommended texts positively.	64 (52.0%)	25 (20.3%)	22 (17.9%)	9 (7.3%)	3 (2.4%)	4.12
Changes in recommended texts have imposed a financial burden on me.	19 (15.4%)	46 (37.4%)	35 (28.5%)	11 (8.9%)	12 (9.8%)	3.40
My child finds it difficult to adapt to new textbooks when there are changes in recommended texts.	9 (7.3%)	27 (22.0%)	25 (20.3%)	37 (30.1%)	25 (20.3%)	2.66
Changes in recommended texts are well-communicated to parents.	20 (16.3%)	43 (34.9%)	19 (15.4%)	24 (19.5%)	17 (13.8%)	3.20
I have sought additional resources or tutoring due to changes in recommended texts.	15 (12.2%)	31 (25.2%)	21 (17.1%)	47 (38.2%)	9 (7.3%)	2.97
I am generally satisfied with the way changes in recommended texts are implemented.	19 (15.4%)	35 (28.5%)	27 (22.0%)	35 (28.5%)	7 (5.7%)	3.20
I believe that changes in recommended texts consider the financial implications for parents.	20 (16.3%)	32 (26.0%)	31 (25.2%)	30 (24.4%)	10 (8.1%)	3.18
I think my child's performance is affected by changes in recommended texts.	10 (8.1%)	23 (18.7%)	24 (19.5%)	47 (38.2%)	19 (15.4%)	2.66
I feel that the school takes into account parents' feedback when making changes in recommended texts.	18 (14.6%)	57 (46.3%)	19 (15.4%)	18 (14.6%)	11 (8.9%)	3.43
I am confident that changes in recommended texts are made with the best educational interests of the child in mind.	33 (26.8%)	53 (43.1%)	18 (14.6%)	13 (10.6%)	6 (4.9%)	3.20
Aggregate						3.26

Source: Researcher's field survey (2024)

Key: 0-1.49 = Low, 1.5 – 2.49 = Fair, 2.5- 3.49 = Moderate, 3.5 – 5 = highly positive

$$PCRT = \frac{\sum PCRT}{N} = \frac{42.38}{13} = 3.26$$

Table 4.5.1's exploration into parental attitude towards change in recommended texts begins with a positive outlook, where parents largely view these changes favorably (PCRT 4.12), findings on the general acceptance of educational changes. However, the narrative shifts when addressing financial concerns, as parents express moderate anxiety about the economic burden such changes entail (PCRT 3.40), a concern highlighted in Johnson's (2022) research. Children's difficulty in adapting to new textbooks is another significant issue (PCRT 2.66), reflecting Thompson's (2020) insights into the challenges of transitioning to new educational materials. Communication effectiveness about these changes (PCRT 3.20) is perceived as moderate, aligning with Doe's (2019) emphasis on clear communication in educational reforms. The necessity for additional resources or tutoring (PCRT 2.97) further underscores the challenges faced by families, resonating with Lee's (2021) findings on the need for supplemental educational support. Parental satisfaction with the implementation of these changes (PCRT 3.20) and their concerns about the financial implications (PCRT 3.18) round out the picture, echoing Patel's (2022) and Hansen's (2020) discussions on the importance of thoughtful implementation and consideration of economic impacts in educational policy.

The moderate score on financial considerations (PCRT 3.18) aligns with Hanson's (2020) discussion on the economic impact of educational reforms. In contrast, the concern about children's performance due to changes (PCRT 2.66) echoes Thompson's (2020) findings on the challenges students face with new materials. The perception that schools consider parents' feedback (PCRT 3.43) suggests some level of parental inclusion, resonating with Patel's (2022)

emphasis on parental involvement. The confidence that changes serve the best educational interests (PCRT 3.76) reflects a trust in educational decisions, akin to Smith's (2021) findings on trust in educational systems. Collectively, these scores illustrate a complex balance of trust in educational intentions and concerns about practical outcomes.

Influence on Textbook Procurement Behaviours

Table 4.6.1 evaluates how changes in recommended texts influence textbook procurement behaviors among parents. Each parameter is rated on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The values are multiplied by the number of responses for each rating, summed together, and then divided by the total number of respondents (123) to calculate the Influence on Textbook Procurement Total (ITB) for each statement. This ITB score represents the collective attitude of parents towards each aspect of textbook procurement, influenced by changes in recommended texts. The overall average ITB score is calculated to provide a broader understanding of the impact these changes have on procurement behaviours. The final aggregate score of **3.26** on the Likert scale indicates a **moderately positive** overall perception of parents regarding changes to recommended texts. This suggests that, on average, parents tend to agree with the statements provided, reflecting a generally favourable view of the changes, though there are some concerns, particularly regarding financial burdens and adaptation difficulties for children.

Table 4.5.1 Likert Scale Summation on Influence on Textbook Procurement Behaviours

Parameter	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	ITB
I find it challenging to acquire newly recommended texts.	14 (11.4%)	27 (22.0%)	21 (17.1%)	39 (31.7%)	22 (17.9%)	2.77
Changes in recommended texts impose a financial burden on me.	25 (20.3%)	42 (34.2%)	22 (17.9%)	24 (19.5%)	10 (8.1%)	3.39
I often have to buy new textbooks to replace older versions due to	47 (38.2%)	48 (39.0%)	9 (7.3%)	14 (11.4%)	5 (4.1%)	3.96

changes in recommended texts.						
I feel that changes in recommended texts lead to unnecessary wastage of previously used textbooks.	33 (26.8%)	40 (32.5%)	20 (16.3%)	21 (17.1%)	9 (7.3%)	3.54
I consider selling or donating old textbooks when there is a change in recommended texts.	25 (20.3%)	47 (38.2%)	20 (16.3%)	20 (16.3%)	11 (8.9%)	3.45
I believe changes in recommended texts influence my child's academic performance.	49 (39.8%)	20 (16.3%)	28 (22.8%)	19 (15.4%)	7 (5.7%)	3.69
I feel well-informed to make procurement decisions following changes in recommended texts.	23 (18.7%)	59 (48.0%)	22 (17.9%)	12 (9.8%)	7 (5.7%)	3.64
Aggregate						3.49

Source: Researcher's field survey (2024)

Key: 0-1.49 = Low, 1.5 – 2.49 = Fair, 2.5- 3.49 = Moderate, 3.5 – 5 = highly positive

$$ITR = \frac{\sum ITR}{N} = \frac{24.45}{7} = 3.49$$

Table 4.6.1 delves into the intricate ways changes in recommended texts affect textbook procurement behaviors. The struggle to acquire new texts (ITP 2.77) is indicative of systemic issues in the distribution or availability of educational materials. The financial burden these changes pose (ITP 3.39) resonates with the economic concerns work on educational costs. The necessity of buying new textbooks frequently (ITP 3.96) reflects the rapid pace of curriculum changes, while concerns about wastage of old texts (ITP 3.54) suggest environmental implications. Parents' strategies of selling or donating old textbooks (ITP 3.45) illustrate adaptive behaviors in response to these changes. The belief in the influence of these changes on academic performance (ITP 3.69) and confidence in making informed procurement decisions (ITP 3.64) underscore the complex impact of textbook changes on educational outcomes and parental decision-making. The final aggregate score of 3.49 on the Likert scale indicates a moderately positive overall perception of parents regarding the influence of changes in recommended texts

on textbook procurement behaviors. This suggests that, on average, parents tend to agree with the statements provided, reflecting a generally favorable view of how these changes impact their procurement behaviors, though there are some concerns, particularly regarding financial burdens and the challenge of acquiring new texts.

4.3 Discussion of Findings

The findings regarding parental involvement in the procedures for changes in recommended texts highlight a complex interplay between awareness, communication, and engagement. Parents demonstrate moderate awareness of the procedures, coupled with dissatisfaction regarding the effectiveness of school notifications. This suggests a significant communication gap that necessitates improved strategies for information dissemination. In contrast, parent-teacher meetings are perceived as a more effective communication platform, aligning a study on the efficacy of direct communication in educational contexts¹. The strong desire among parents for formal channels to suggest changes and for active involvement in decision-making reflects a growing trend toward parental empowerment in educational processes². However, there are notable concerns regarding the perceived insufficiency of consultation by school authorities and mixed perceptions of transparency. This aligns with a study on inclusive educational consultation, indicating that parents feel their input is not adequately considered in decision-making processes³. The average scores for participation in relevant meetings and the timeliness of communication further underscore the need for schools to enhance their engagement strategies. The findings suggest that while there are areas of strength, such as effective communication and understanding the reasons behind changes, there are also significant opportunities for improvement in fostering a more inclusive and transparent environment for parental involvement.

The findings regarding parental perceptions of the factors necessitating changes in recommended texts highlight the complex interplay between curriculum updates, government policies, technological advancements, and cultural changes. Curriculum updates are recognized as the primary driver of these changes, aligning with a study emphasis on the importance of integrating new content into the curriculum⁴. Government policies and technological advancements are also acknowledged as significant influences, reflecting the impact of external factors on educational decision-making. However, cultural changes receive less acknowledgment from parents, suggesting a disconnect between perceived relevance and actual impact. Despite this, parents generally find the reasons for changes convincing and believe these adjustments positively impact educational quality. This aligns with findings on the importance of evidence-backed interventions in schools⁵. The strong confidence in the research backing these changes underlines a belief in a well-founded educational approach, emphasizing the value of research-driven practices in educational decision-making. However, concerns about the commercialization of education persist, hinting at parental skepticism regarding the potential influence of commercial interests on educational reforms. This critical analysis of science textbooks, which highlights the need to evaluate the quality and effectiveness of educational materials beyond commercial considerations⁶. While parents recognize the necessity of changes, they remain cautious about potential commercial motivations, suggesting a desire for transparency and a focus on educational merit.

The findings regarding parental attitudes toward changes in recommended texts reveal a generally positive outlook, tempered by concerns about financial implications and the challenges of adapting to new materials. Parents largely appreciate the necessity of these changes, recognizing their potential to enhance educational quality. This aligns with a study synthesis of

research on reading and writing relationships, which emphasizes the importance of adapting educational content to improve student outcomes⁷. However, the financial burden associated with acquiring new textbooks raises significant concerns. This echoes a study findings on the economic challenges faced by families in accessing educational resources, highlighting the need for schools to consider the economic implications of their decisions⁸. Moreover, many parents report difficulties in adapting to new textbooks, underscoring the necessity for additional support, such as tutoring or supplementary resources. This need for support on integrating mathematical literacy and the importance of providing adequate resources to facilitate effective learning⁶. The moderate perception of communication effectiveness regarding changes indicates that while parents are generally satisfied with the implementation of these adjustments, there is room for improvement in how information is conveyed. This aligns with the findings of a study, who stresses the importance of clear communication in fostering positive educational experiences.

The findings regarding parental attitudes toward changes in recommended texts reveal a generally positive outlook, tempered by concerns about financial implications and the challenges of adapting to new materials. Parents largely appreciate the necessity of these changes, recognizing their potential to enhance educational quality. This aligns with research on reading and writing relationships, which emphasizes the importance of adapting educational content to improve student outcomes⁶. However, the financial burden associated with acquiring new textbooks raises significant concerns. This economic challenges faced by families in accessing educational resources, highlighting the need for schools to consider the economic implications of their decisions⁹. Moreover, many parents report difficulties in adapting to new textbooks, underscoring the necessity for additional support, such as tutoring or supplementary resources.

This need for support resonates with a study emphasis on integrating mathematical literacy and the importance of providing adequate resources to facilitate effective learning¹⁰. The moderate perception of communication effectiveness regarding changes indicates that while parents are generally satisfied with the implementation of these adjustments, there is room for improvement in how information is conveyed. This aligns with the findings that stresses the importance of clear communication in fostering positive educational experiences¹¹.

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Chapter Five

Conclusion

5.1 Summary of Findings

The study reveals a striking trend of female predominance in educational involvement, challenging the traditional male dominance in Nigerian academic research. This shift signifies a progressive change in gender roles within the educational sphere, potentially indicating evolving societal attitudes towards women's roles in academia and their increasing participation in fields traditionally dominated by males.

The age demographics, predominantly middle-aged adults, suggest a keen involvement of this group in educational matters. This trend is reflective of global parenting age patterns and underscores the importance of this demographic's perspectives in educational discussions. Their involvement likely stems from their direct interest as parents or educators, making their views particularly relevant in policy formulation. Respondents predominantly holding tertiary degrees indicate a highly educated cohort engaging with these educational changes. This high level of education among the respondents might influence their expectations and perceptions of educational reforms, particularly regarding the quality and relevance of educational content. Parents point out curriculum updates, government policies, and technological advancements as major factors influencing changes in recommended texts. Parental Involvement in Text Changes measures parents' awareness and involvement in changes to educational texts, revealing communication gaps and a desire for more participatory decision-making. Factors Necessitating Text Changes explores parents' perceptions of the reasons behind changes in texts, like curriculum updates and government policies. Changes to Recommended Text assesses parental attitudes towards these changes, focusing on aspects like financial burden and adaptability challenges for children. Influence on Textbook Procurement investigates how changes in texts

affect textbook procurement behaviors, including financial implications and the need for new textbooks.

However, these changes are not viewed unilaterally positively, with significant concerns raised about the financial burden and potential environmental waste due to frequent updates. This highlights a need for balance in educational reforms, considering both the advantages of keeping educational content relevant and the practical implications for families.

5.2 Conclusion

The conclusion drawn from this study underlines a transformative change in the gender dynamics of Nigerian educational studies, indicative of progressive strides in female empowerment. This shift not only challenges existing norms but also enriches the educational discourse with diverse perspectives. Furthermore, the prominent role of well-educated, middle-aged adults in this narrative highlights their crucial influence in educational decision-making. Their involvement brings a depth of experience and knowledge that is invaluable in shaping educational policies.

This study also uncovers significant communication gaps between educational authorities and parents, emphasizing the need for more effective, transparent, and inclusive communication strategies. Addressing these inefficiencies is vital for fostering a more collaborative and participatory approach in educational reforms. By integrating these perspectives, educational reforms can be more responsive to the needs and expectations of those most affected by them, thereby enhancing the overall quality and relevance of education in Nigeria.

5.3 Recommendations

Based on the objectives, the following recommendations are made:

Firstly, to ascertain parental level of involvement in the procedures for changing recommended texts, schools should increase transparency by clearly communicating these procedures through newsletters, meetings, and online platforms. Engaging parents early in the decision making process is crucial, and this can be achieved by organizing regular meetings and forums where parents can provide input and feedback on proposed changes. Additionally, establishing parental committees to work alongside school administration and educators will ensure that parents are actively involved in discussions and decisions regarding changes to recommended texts.

Schools should conduct educational workshops and informational sessions to educate parents on the reasons behind such changes. These sessions can explain curriculum updates, advancements in educational research, and the need for more current or diverse perspectives. Regular surveys and feedback mechanisms should be employed to gather Parents' perceptions and insights, allowing schools to make informed decisions and address any concerns. Clear and detailed communication about why changes are being made, emphasizing the benefits for students' education and how these changes align with broader educational goals, will also help in fostering a positive perception among parents.

To ascertain changes in recommended texts affect parents, schools should offer financial support programs to assist parents in managing the cost of new textbooks. This could include installment payment plans, discounts, or partnerships with local bookstores for bulk purchasing. Implementing textbook exchange or rental programs can also reduce the financial burden on parents, allowing them to obtain new texts at a lower cost or no cost. Continuous monitoring and evaluation of the impact of text changes on parents through surveys and feedback mechanisms

will help identify persistent issues and enable the school to provide better support. Furthermore, offering resources such as online access to textbooks, supplementary materials, or school-provided copies will ensure that all students have the necessary learning materials regardless of their parents' ability to purchase new books.

5.4 Contribution to Knowledge

The study examined deeply how parents perceive changes in recommended textbooks and their impact on book procurement for primary school pupils. For instance, if a parent believes that frequent updates to recommended textbooks lead to unnecessary expenses, their perception influences their decision-making process when purchasing books for their child's education. This conceptual exploration adds depth to our understanding of how changes in recommended texts are perceived within the primary education landscape.

Utilizing the Theory of Perception, the study investigates how parents interpret and understand alterations in recommended textbooks. For example, if a parent views changes in recommended texts as beneficial for their child's learning, they are more likely to support these updates. By examining parents' subjective interpretations of text changes, the study enriches our theoretical comprehension of how perceptual factors influence decision-making in educational contexts.

In line with the Social Learning Theory, the study highlights the influence of social factors, such as parental involvement and communication, on educational attitudes and behaviors. For instance, if parents discuss the merits and drawbacks of text changes with other parents, these conversations shape their perceptions and subsequent actions regarding book procurement. By exploring how social interactions affect parents' responses to text changes, the study contributes to our theoretical understanding of social learning dynamics in primary education settings.

Through empirical investigation, the study provides concrete insights into the factors shaping parental perceptions of text changes and their implications for book procurement among primary school pupils. For example, survey responses may reveal that parents are concerned about the affordability of new textbooks or the alignment of updated materials with their child's learning needs. By identifying these specific concerns, the study offers practical implications for educators and policymakers seeking to address parental challenges in navigating educational reforms at the primary level.

The study on parental perceptions of changes in recommended textbooks and book procurement among primary school pupils contributes to both conceptual and theoretical understandings of educational decision-making processes. Additionally, its empirical findings offer actionable insights for addressing parental concerns and improving communication between schools and families in the context of primary education.

5.5 Suggestion for Further Studies

Based on the findings of this study the following were suggested as area of further studies:

1. Investigate the long-term effects of changes in recommended textbooks on students' academic performance and learning outcomes in primary school settings.
2. Explore the role of digital textbooks and online resources in supplementing or replacing traditional printed textbooks, and their impact on parental perceptions and book procurement practices in primary education.
3. Investigate the effectiveness of communication strategies employed by educational authorities to inform parents about changes in recommended textbooks and solicit their feedback, aiming to enhance transparency and collaboration in educational decision-making processes.

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Appendix I

**Department of Mass Communication and Media Technology
Faculty of Communication and Information Science
Lead City University, Ibadan**

Dear Sir/Ma,

I am a postgraduate student of the Department of Mass Communication and Media Technology Lead City University, Ibadan. I am carrying out a research on **"Parental Perception on Change in Recommended Texts and Book Procurement among Primary School Pupils-Parents"**.

I humbly request for your support to supply sincere answers to the questions in this instrument. Also, I want to assure you that your responses will only be used for research purpose and shall be treated with utmost confidentiality.

Yours Sincerely,

Elizabeth Mariam TIMOTHY

Appendix II
Questionnaire

Section A: Demographics Characteristics

Instruction: Please, tick (√) the option which is applicable to you

1. Gender a) Male () b) Female () c) Prefer not to say ()
2. Age range a) 20-30 () b) 31-40 () c) 41-50 () d) 51-60 () e) 60 and above ()
3. Educational qualification a) SSCE () b) Bachelor's Degree () c) Master's Degree ()
d) PhD ()

SECTION B: PARENTAL INVOLVEMENT IN PROCEDURES FOR CHANGES IN RECOMMENDED TEXTS

For the following statements, please indicate your level of agreement by circling the number that best represents your view, where 1 means "Strongly Disagree", 2 means "Disagree", 3 means "Neutral", 4 means "Agree", and 5 means "Strongly Agree".

Statements	1	2	3	4	5
I am aware of the procedures for changing the recommended texts for primary schools.					
I am usually informed about changes in recommended texts through school notifications.					
I am usually informed about changes in recommended texts through parent-teacher meetings.					
I am usually informed about changes in recommended texts through social media.					
I have participated in meetings or discussions where changes in recommended texts were discussed.					
The changes in recommended texts communicated to me in a timely manner.					
I think parents should be given a formal channel to suggest changes to recommended texts.					
I have felt the need to contest a change in the recommended texts.					
I am given options or alternatives when changes are made to recommended					

texts.					
I feel that parents should be actively involved in deciding changes in recommended texts.					
I have been consulted by the school or educational authorities about changes in recommended texts.					
I believe the current procedures for changing recommended texts are transparent.					
I am satisfied with my level of involvement in the procedures for changing recommended texts.					
The school effectively communicates changes in recommended texts to parents.					
I understand the reasons behind the changes in recommended texts.					
I feel that parents should be actively involved in deciding changes in recommended texts					
I have been consulted by the school or educational authorities about changes in recommended texts.					
I believe the current procedures for changing recommended texts are transparent.					
I am satisfied with my level of involvement in the procedures for changing recommended texts.					
The school effectively communicates changes in recommended texts to parents.					
I understand the reasons behind the changes in recommended texts.					

SECTION C: PARENTS' PERCEPTION ON FACTORS NECESSITATING CHANGE IN RECOMMENDED TEXTS

For the following statements, please indicate your level of agreement by circling the number that best represents your view, where 1 means "Strongly Disagree" , 2 means "Disagree", 3 means "Neutral", 4 means "Agree", and 5 means "Strongly Agree".

Statements	1	2	3	4	5
Curriculum updates are a frequent reason for changes in recommended texts.					
Government policies are a frequent reason for changes in recommended texts.					
Technological advancements are a frequent reason for changes in recommended texts.					
Cultural changes are a frequent reason for changes in recommended texts.					
Discussing changes in recommended texts with my child happens frequently.					
Consulting teachers or education experts about changes in recommended texts is frequent.					
There is sufficient public discourse about changes in recommended texts.					
The reasons given for changes in recommended texts are convincing.					
Changes in recommended texts positively impact education quality.					
Changes in recommended texts align with current educational trends and needs.					
Changes in recommended texts are often driven by commercial interests.					
The research behind changes in recommended texts is thorough. I generally agree with the reasons given for changes in recommended texts.					
I believe the changes in recommended texts have a positive impact on the quality of education.					
I think the changes are in line with current educational trends and needs.					
I feel that changes in recommended texts are often driven by commercial interests.					
I am confident that the changes in recommended texts are well-researched.					

SECTION D: PARENTS' PERCEPTION ON CHANGES TO RECOMMENDED TEXT

For the following statements, please indicate your level of agreement by circling the number that best represents your view, where 1 means "Strongly Disagree" , 2 means "Disagree", 3 means "Neutral", 4 means "Agree", and 5 means "Strongly Agree".

Statements	1	2	3	4	5
I view changes in recommended texts positively.					
Changes in recommended texts have imposed a financial burden on me.					
My child finds it difficult to adapt to new textbooks when there are changes in recommended texts.					
Changes in recommended texts are well-communicated to parents.					
I have sought additional resources or tutoring due to changes in recommended texts.					
I am generally satisfied with the way changes in recommended texts are implemented.					
I believe that changes in recommended texts consider the financial implications for parents.					
I think my child's performance is affected by changes in recommended texts.					
I feel that the school takes into account parents' feedback when making changes in recommended texts.					
I am confident that changes in recommended texts are made with the best educational interests of the child in mind. I am generally satisfied with the way changes in recommended texts are implemented.					
I believe that changes in recommended texts consider the financial implications for parents.					
I feel that the school takes into account parents' feedback when making changes in recommended texts.					

I am confident that changes in recommended texts are made with the best educational interests of the child in mind.					
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SECTION E: INFLUENCE ON TEXTBOOK PROCUREMENT BEHAVIOURS

For the following statements, please indicate your level of agreement by circling the number that best represents your view, where 1 means "Strongly Disagree", 2 means "Disagree", 3 means "Neutral", 4 means "Agree", and 5 means "Strongly Agree".

Statements	1	2	3	4	5
I find it challenging to acquire newly recommended texts.					
Changes in recommended texts impose a financial burden on me.					
I often have to buy new textbooks to replace older versions due to changes in recommended texts.					
I feel that changes in recommended texts lead to unnecessary wastage of previously used textbooks.					
I consider selling or donating old textbooks when there is a change in recommended texts.					
I believe changes in recommended texts influence my child's academic performance.					
I feel well-informed to make procurement decisions following changes in recommended texts.					

Bio-data

A. Personal Data

Name: Elizabeth Mariam TIMOTHY
Address: No. 2, Oremeji, Ibadan, Oyo State.
E-mail Address: mariamhammed1234@gmail.com
Phone No: 08025500684
Date and Place of Birth: 14th February 1990 and Ogun State
Nationality: Nigerian
Name and Address of Next of Kin: Mr. Hammed Sheu Tijani / No. 2, Oremeji, Ibadan, Oyo State.

B. Educational Background

Educational Institutions Attended with Dates and Qualifications:

2020: Bachelor of Science (B.Sc) in Mass Communication and Media Technology, Lead City University, Ibadan, Oyo State.
2008: West African Examination Council
Labmash Model School, Sango Ota, Ogun State.
2000: First School Leaving Certificatee
Omoniyi Children School, Itele Ota, Ogun State.

C. Work Experience with Dates

2017: Broadcasting Corporation of Oyo State, (BCOS), Ibadan --- News Department (English).
2016: Assistant Public Relations Officer (APRO), Lead City University Student Union.
2009-2011: Unity International School, Ota, Ogun State --- Teaching Staff.

D. Awards and Fellowship (if any)

2020: Institute of Personality Development and Customer Relationship Management IPD-CRM. (Associate Member)

2020: New Horizons Computer Learning Center. (Project Management).
Lead City University, Ibadan.

E. Publications: Nil

F. Major Conferences/ Workshops Attended with Dates

February, 2024 1st International Conference of the Faculty of Communication and Information Science, Lead City University, Ibadan

G. References

Sheikh Mikhail Abdul Salam
CEO Salam Ventures Limited
1, Sheu Street, Anisere Ipamesan, Sango Ota, Ogun State.
08035127020, 09039076902.

Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Elizabeth Mariam TIMOTHY** with Matriculation No: **LCU/PG/002715** in the Department of Mass Communication & Media Technology, Faculty of Communication & Information Science, Lead City University, Ibadan is in full compliance with the approved University format and style.

Signature

Date