

Availability And Utilization of Textbooks as Catalysts to Students' Achievement in English Summary Writing in Senior Secondary Schools in Ogun State, Nigeria

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Abstract

This study investigated the availability and utilization of textbooks and students' achievement in English summary writing in Odeda Local Government Area, Ogun State. Correlational type of the survey research design was adopted for the study. Ten (10) public secondary schools were randomly selected from twelve in Odeda Local Government Area of Ogun State. From the ten schools, thirty (30) students in Senior Secondary Two (SS II) were selected using Simple Random Sampling Technique (SRST), making a total of three hundred (300) students. The instruments used were Questionnaire on Availability of Textbooks ($r=.74$), Questionnaire on Utilization of Textbooks ($r=.76$) and Achievement Test in Summary Writing ($r=.97$). Data collected were analyzed using descriptive statistics. Multiple regression, and Pearson's product moment correlation (PPMC). The results indicated that the level of textbooks availability was high among the selected students with a weighted mean of 1.77 against the threshold of 1.50. The result further showed that the level of textbook utilization among students was high with a weighted mean of 2.66 and a threshold of 2.50. The result also indicated that availability of textbooks had a negative relationship with the performance of students in summary writing ($r = -.065$). However, the utilization of textbooks had a positive relationship with students' performance ($r = .091$). Also, the joint contribution of availability and utilization of textbooks to the achievement of students in summary writing was not significant ($F_{(2,297)} = 2.469$; $Adj. R^2 = .010$; $p > 0.05$). The results showed that utilization of textbooks ($\beta = .114$) Availability of textbooks ($\beta = -.093$) made relative contribution to achievement. Based on the findings, it was recommended that students must be ready to utilize all recommended textbooks. Teachers should ensure that textbooks are properly utilized.

Keywords: Availability, utilization of textbooks, students' achievement, English summary writing

Introduction

Human beings constantly and unconsciously employ summary skills in everyday activities without much attention to it. Summary is a skill that is needed for everyday life as narration of events become cumbersome when they are not brief. Summary gives room for brevity. It is simply an attempt to produce or write an abridged version of a lengthy occurrence or passage in writer's own words in a way that the important points are not left out. Summary writing is also an integral part of Ordinary Level's final examinations in English Language with the objectives of testing students' ability to read, comprehend and retain the gist of a written text (Obasa, Alamu and Giwa, 2002). It is the creation of a condensed version of an original passage which must be brief, precise (exact) and in the writer's own words.

It was stressed by Aragoni (2011), that sound summary writing skill is essential if students are going to be good in reading, listening, writing and researching responsibly. Summary is an important skill that students will use at all levels of study. Summary is an important aspect of English language be it in classroom situation or during external examinations. It is meant to test students' ability to give brief explanation of an event, story or any piece of writing. Lack of understanding of summary writing could affect students' academic achievements

as it forms an integral part of Ordinary Level English language examinations.

Students' ability to pass English language at credit level, which a major condition to move forward on the academic ladder needs not to be over-emphasized. However, the performance of students in English language has been consistently reported as poor by Chief examiners of external examination bodies (e.g. WAEC, NECO, etc.). Fakeye (2010), asserts that anyone who is familiar with Ordinary Level English language examination scripts (be it in WAEC or NECO) today will accept the fact that students' performance in English language in secondary school has fallen. Kolawole (2000) noted that any candidate that wishes to do well in English Language Examinations must do well in Paper 1 which is the aspect of the examination that deals with comprehension, essay, letter and summary writings. Similarly, the WAEC Chief Examiner's Report (2018) stated that students have problems in the aspect of English language examinations that deal with writing.

In order to reduce the rate at which students fail in English language examinations, researchers such as Kolawole, Adepoju and Adelore (2000), Olagbaju (2005), Komolafe and Yara (2010), Araromi and Olatunji (2019), Fakeye and Ohia (2016), Fakeye and Ogunyemi (2010) worked on

essay writing aspect of the English language. Although, these studies were able to come up with remarkable contributions to classroom practices in essay writing, students' achievement in the subject still remain poor. This is because most of the studies focused largely on essay writing with less attention on summary writing. Whereas students' inability to perform well in the aspect of summary writing has been identified as one of the reasons candidates do not perform well in English language in examinations (Ojedokun, 2010; Aragoni, 2011). Also, WAEC Chief Examiner's Report (2018) stated that candidates' still find summary writing difficult. Many of them performed poorly in this section. Hence, there is the need for teachers to do more in enlightening students on summary aspect of English language. Students need to be adequately exposed to the rudiments of summary writing, if they must not have problems in attempting summary questions.

Summary writing is closely related to comprehension as they both require the ability to extract or construct the gist of a text. However, summary writing seems to be more complex as it requires techniques that enhance comprehension and retention of a written discourse (Kolawole, 2000; Ashade, 2008; Aniga and Ellah, 2010). A good summary should possess clarity as a drive of communication; whatever account is presented must be in straightforward, precise language (Banjo, Ayodele, Ndahi and Akano, 2018)

The teaching of summary writing requires that teachers should guide the students to effectively capture an author's main ideas in a few well-chosen words to form a representative detail of the original passage. When students do not understand the passage given, it becomes hard for them to distinguish between main ideas and supporting details, and this confusion hinders quality summary writing. Writing a summary entails the ability to recognise the main ideas of a passage and being able to retell those ideas in few sentences (Olagbaju, 2019). Olagbaju highlighted the factors responsible for low performance of students in summary writing to include: inability to read or comprehend the passage, nature of the text, poor vocabulary and sentence structure, mindless lifting, text length, poor attitude to summary writing, inability to write answers in own words using sentences that are grammatically correct, among others

Summary writing has been an aspect of English Language from time immemorial. Yet it still poses a serious problem to many students (Charles et al. 2019). The teaching and learning of summary

writing in schools is very important because it contributes to academic success and it aims to enhance rationalistic thinking by compelling students to create ideas of their own (Kirkland, 1991).

As a way of addressing this problem, scholars (Akinsowon, 2016, Oni, 2014 and Olagbaju, 2019) have carried out studies on efficacy of teaching strategies such as paragraph shrinking, partner reading, and scaffolding. Fakeye (2017) carried out research on psychological factors as predictors of the achievement of students in summary writing. All these studies contributed immensely to the teaching and learning of summary writing but with less attention paid to availability and utilization of text books and students' achievement in English summary writing.

The usefulness of textbooks to the teachers and students cannot be over emphasized. Textbooks are key requirement for language trainings. Textbook or a text material is a kind of teaching and learning material that is commonly used in all teaching and learning processes (Rahmad, 2016). Textbooks help to individualize instruction, that is, students can proceed on their own individual rate, they enable students from different backgrounds to study at the same time or re-study an item, they help in organizing and providing unity for classroom instruction, they help students in learning how to study, reading better, weighing evidence and solving problems and they are also helpful in improving teacher's skill. They provide the basis for the content of lessons, balance of skills taught and kinds of language practice the students take part in.

Textbooks occupy a central place among all instructional materials used for effective dissemination of knowledge in the school system. Textbooks can be said to serve the function of providing a source of comprehensive content, facilitating easy retrieval of information, providing a sense of security for both teachers and students, providing guides for educational programmes and expanding the content and its organisation. Textbooks are one of the most effective tools that assist the teachers in reducing lesson preparation time, and retrieve vital information that can enhance the understanding of the learners.

The teaching and learning of English are incomplete without the use of appropriate textbooks. Graves (2000) outlines the advantages of textbook: It provides a syllabus for the course, provides explanatory information on the course, prepares student for the class, and provides a set of visuals, activities, readings, etc.

Textbooks have the potentials of making students to learn more because as they engage in reading, they improve their knowledge in day to day learning activities. Meanwhile, utilisation of textbooks enhances learning rate and retention in students. Utilization of textbooks enables students to affirm whatever have been learnt earlier as well as grants them opportunity to discover new facts. According to Yousuf (2005), learning with active participation of the learners in concrete examples helps the learners to retain knowledge longer than abstract experiences. Adeoye and Popoola (2011), states learning takes place when learners have access to necessary information materials and resources. Mutai (2006) also asserted that learning is effective when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Olagunju and Abiona (2008) state that utilisation of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them.

Studies have shown that availability and utilisation of textbooks are strong determinants of students' achievement in English language, Mathematics, Economics, Literature in English and Biology but to the best knowledge of the researcher, these factors have not been significantly linked to English summary writing especially in Odeda Local Government Area of Ogun State. Therefore, this study investigated the availability and utilisation of textbooks and students' achievement in English summary writing in Odeda Local Government Area of Ogun State.

Research Questions

- Research Question 1: What are the textbooks available for English summary writing?
- Research Question 2: To what extent do students' utilize of textbooks in English summary writing?
- Research Question 3: What is the level of students' knowledge of English summary writing?
- Research Question 4: What relationship exists between the independent variables (availability and utilization of textbooks) and students' achievement in summary writing?
- Research Question 5: What is the joint contribution of the independent variables

(availability and utilization of textbooks) to students' achievement in summary writing?

- Research Question 6: What is the relative contribution of the independent variables (availability and utilization of textbooks) to students' achievement in summary writing?

Methodology

The study adopted the descriptive research design of the correlational type. This is suitable for the study because data were gathered from a relatively large number of respondents on traits they already manifested as the variables studied were measured as they occurred. The population of the study comprised all senior secondary Two (SS2) students in Odeda Local Government Area of Ogun State. Ten (10) public senior secondary schools were randomly selected from twelve (12) public secondary schools in Odeda Local Government Area of Ogun State. Simple random sampling technique was used to select thirty (30) SS II students from each school, making a total of three hundred (300) students. In all, 300 SS II students participated in the study.

Three research instruments were used for data collection. They are:

1. Questionnaire on Availability of Textbooks
2. Questionnaire on Utilisation of Textbooks
3. Achievement Test in Summary Writing

Data collected were analysed using descriptive statistics of frequency count, percentage, mean, standard deviation, Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis. All results were interpreted at 0.05 level of significance. Research questions 1 and 2 were analysed using percentage, mean and standard deviation, research question 3 was analysed using frequency count and percentage, research question 4 was analysed using Pearson Product Moment Correlation (PPMC) and research question 5 was analysed using +Multiple Regression Analysis.

Results

The results of the data analysis done in respect to the research questions raised to guide the study.

Research Question 1: What are the textbooks available for English summary writing?

Table 1 shows the level of textbook availability among the selected students for this study as expressed in descriptive statistics of frequency counts, percentages, mean and standard deviation. The result indicates that majority of the students possessed New Concept English, New oxford secondary English, Intensive English for senior secondary schools, Exam focus on English

language, Senior secondary certificate examination (SSCE) past question and answers and Supplementary books such as magazines and newspapers. However, the majority of the students did not possess journals and English Dictionary. The table also indicates a weighted mean of 1.77 against a threshold of 1.50. In conclusion, the result implies that the level of textbooks availability was high among the selected students for this study, because the weighted mean is higher than the threshold.

Table 1: The Level of Textbook Availability among Students

s/n	Items	Available	Not Available	Mean	Std. Dev.
1	New Concept English for senior secondary schools by J.Nissi et al.	296 (98.7%)	4 (1.3%)	1.98	.114
2	New Oxford Secondary English Course by Ayo Banjo et al.	267 (89.0%)	33 (11%)	1.89	.313
3	Intensive English for Senior Secondary Schools (2) - Benson O. A Oluikpe et al.	276 (92.0%)	24 (8.0%)	1.92	.271
4	Exam Focus on English Language for Senior Secondary Certificate Examination (SSCE)- Ayo Banjo et al.	286 (95.3%)	14 (4.7%)	1.95	.211
5	Senior secondary certificate examination (SSCE) past question and answers - S. K. Kolawole	238 (79.3%)	62 (20.7%)	1.79	.405
6	Journals	142 (47.3%)	158 (52.7%)	1.47	.500
7	Supplementary books such as magazines and newspapers	218 (72.7%)	82 (27.3%)	1.72	.446
8	English Dictionary	137 (45.7%)	163 (54.3%)	1.45	.498
Threshold = 1.50; Weighted Mean =				1.77	

Research Question 2: To what extent is students' utilization of textbooks in English summary writing?

Table 2: shows the extent to which students utilize textbooks for English summary writing. The result shows a weighted mean of 2.66 and a threshold of 2.50. This implies that the level of textbook

utilization among students was high, because the weighted mean is greater than the threshold. Nine (9) of the fifteen item used contributed to this high level of textbook utilization because their means are greater than the weighted mean. The result implies that students demonstrated high level of textbook utilization in English summary writing.

Table 2: The Level of Textbook Utilisation among Students

s/n	Items	Always	Sometimes	Rarely	Never	Mean	St. D.
1	I find English summary textbooks interesting.	296 (98.7%)	-	-	4 (1.3%)	3.96	.344
2	I do not like reading summary textbooks at all.	-	50 (16.7%)	218 (72.7%)	32 (10.7%)	2.06	.520
3	I make note when reading English language textbook(s) on summary writing.	151 (50.3%)	35 (11.7%)	70 (23.3%)	44 (14.7%)	2.97	1.15
4	I discuss what I read with my teacher to make it more explanatory.	60 (20.0%)	119 (39.7%)	75 (25.0%)	46 (15.3%)	2.64	.969
5	I listen to the teacher read, only during classes	63 (21.0%)	64 (21.3%)	71 (23.7%)	102 (34.0%)	2.29	1.14
6	I read the textbook myself and the teacher explains during classes.	99 (33.0%)	78 (26.0%)	67 (22.3%)	56 (18.7%)	2.73	1.11
7	I revise whatever I learn after classes.	80 (26.7%)	131 (43.7%)	37 (12.3%)	52 (17.3%)	2.79	1.02
8	I use other summary textbooks in addition to the prescribed textbooks	107 (35.7%)	76 (25.3%)	79 (26.3%)	38 (12.7%)	2.84	1.05
9	I only use prescribed textbook on English summary.	24 (8.0%)	55 (18.3%)	113 (37.7%)	108 (36.0%)	1.98	.930
10	I seek help whenever there is difficulty with the text.	98 (32.7%)	99 (33.0%)	60 (20.0%)	43 (14.3%)	2.84	1.03
11	I read other supplementary texts on summary.	102 (34.0%)	111 (37.0%)	55 (18.3%)	32 (10.7%)	2.94	.974
12	I read summary text using the dictionary.	99 (33.0%)	87 (29.0%)	71 (23.7%)	43 (14.3%)	2.80	1.05
13	I engage myself to do summary exercise(s) when I read.	112 (37.3%)	103 (34.3%)	54 (18.0%)	32 (10.3%)	2.98	.984
14	I read summary passages and questions using past question only.	36 (12.0%)	62 (20.7%)	106 (35.3%)	96 (32.0%)	2.12	.996
15	Reading summary passages is a burden to me.	35 (11.7%)	51 (17.0%)	84 (28.0%)	130 (43.3%)	1.97	1.03
Threshold = 2.50;						Weighted Mean =	2.66

Research Question 3: What is the level of students' knowledge in English summary writing?

Table 3 shows the level of students' knowledge in English summary writing. The result indicates that majority (218; 72.7%) of the students had average score (10 – 19) in English summary writing test, 54 (18%) had high score (20 and above) while the

remaining 28 (9.3%) had low score (0 – 9). The table also shows a mean score of 15.5, which implies that the level of students' knowledge in English summary writing was average.

Table 3: The level of students' knowledge in English summary writing

Score Interval	Frequency	Percent
0 – 9 (Low)	28	9.3
10 – 19 (Average)	218	72.7
20 and above (High)	54	18
Total	300	100.0
Mean Score = 15.5; Standard Deviation = 4.40		

Research Question 4: What relationship exists between the independent variables (availability and utilization of textbooks) and students' achievement in summary writing?

Table 4: shows the relationship that exists between the independent variables (availability and utilization of textbooks) and students' achievement in summary writing. The result indicates that availability of textbooks had a negative relationship with students'

achievement in summary writing ($r = -.065$). This implies that the more availability of textbooks, the less students' achievement in summary writing. However, the utilization of textbooks had a positive relationship with students' achievement in summary writing ($r = .091$). This implies that the more the students utilize the available textbooks, the more their achievement in summary writing increased. Hence, utilization of textbooks correlated directly with students' achievement in summary writing.

Table 4: Correlation Matrix of the independent variables (availability and utilisation of textbooks) and students' achievement in summary writing

Variables	Achievement in Summary Writing	Availability of Textbooks	Utilization of Textbooks
Achievement in Summary Writing	1		
Availability of Textbooks	-.065 (.264)	1	
Utilization of Textbooks	.091 (.117)	.249 (.000)	1
N	300	300	300
Mean	15.49	14.20	39.96
Standard Dev.	4.40	1.10	4.11

Research Question 5: What is the joint contribution of the independent variables (availability and utilization of textbooks) to students' achievement in summary writing?

Table 5 shows the joint contribution of the independent variables (availability and utilization of textbooks) to students' achievement in summary writing. The result indicates that the joint contribution of availability and utilization of textbooks to students' achievement in summary writing was not significant

($F_{(2, 297)} = 2.469$; Adj. $R^2 = .010$; $p > 0.05$). This implies that the two independent variables, when taken together, did not significantly contribute to students' achievement in summary writing. However, the result also shows that Adj. $R^2 = .010$, which implies that 10% of the variance in students' achievement in summary writing was accounted for by the joint contribution of the two independent variables, while other variables not included in this model may have accounted for the remaining 90% variance.

Table 5: Summary of the Regression Analysis of the joint contribution of the independent variables to students' achievement in summary writing

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.804	2	47.402	2.469	.086 ^b
	Residual	5702.192	297	19.199		
	Total	5796.997	299			

R = .128^a; R Square = .016; Adjusted R Square = .010; Std. Error of the Estimate = 4.38170

Research Question 6: What is the relative contribution of the independent variables (availability and utilization of textbooks) to students' achievement in summary writing?

Table 6: Summary of the Regression Analysis of the relative contribution of the independent variables to students' achievement in summary writing

Table 6 shows the relative contribution of each of the independent variables (availability and utilization of

textbooks) to students' achievement in summary writing as expressed in standardized coefficient of beta weight. The result indicates that Utilization of Textbooks ($\beta = .114$) had more relative contribution to students' achievement in summary writing than Availability of Textbooks ($\beta = -.093$) had. This implies that in this study, utilization of textbooks is the variable that would predict students' achievement in summary writing.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta(β)		
1	(Constant)	15.912	3.696		4.305	.000
	Availability of Textbooks	-.372	.238	-.093	-1.566	.118
	Utilization of Textbooks	.122	.064	.114	1.916	.056

Discussion of Results

The textbooks available for English summary writing

The level of textbooks available for students in English summary writing is high. In other words, the textbooks are available for students use. However, the level of availability of some supplementary books such as Journal and English Dictionary is a bit low. The finding revealed that virtually all the students had access to at least two out of three recommended textbooks which covers the curriculum layout. This finding is in line with Lau (2002) who revealed that textbooks availability in schools was high. This finding negates the findings of Christopher (2010), Ike (2004) and Oklagwe (2001) who revealed in their separate studies that textbooks were not adequately available in Nigeria. Mogakaetal (2019) also revealed that there was a series shortage of textbooks and libraries services.

The level of students' utilisation of textbooks in English summary writing?

The finding of the study revealed that the

level of utilisation of textbooks is relatively fair. It is expected that for effective achievement, utilisation should be total instead of 68%. It is not only the level of availability that matters but the readiness and commitment of students to learning and teachers' empathy on their work will have significant contribution to students' achievement. This finding is in line with Olagunju and Abiona (2008) who revealed that utilisation of resources in teaching bring about fruitful learning since it stimulates students sense as well and motivate them. Oduwole (2011) revealed that textbooks utilisation in English literature had positive relationship and that it was a predictor of students' academic achievements.

Level of students' knowledge in English summary writing?

The level of students' knowledge in summary writing is average with 51.7%. Average pass is not good enough. The percentage of students with good grade is just 18% (54 in number). This indicates that the students' performance in summary writing is not encouraging. This finding is similar to

that of Charles et al (2019) who reported that summary writing is an aspect of English language from time immemorial that posed and still poses a serious problem to many students.

Relationship that exists between students' utilisation of English textbooks and achievements in English Summary Writing?

There was a negative correlation between the availability of textbooks and students' achievement in summary writing. This finding is in line with Elola, (2010) who found that there was no relationship between the availability of textbooks and students' achievement in summary writing. This finding is against the finding of Olagunju and Abiona(2008) who revealed that utilization of resources in teaching bring about fruitful learning since it stimulates students sense as well and motivate them.

The Joint contribution of Availability and Utilization of textbooks to Students Achievement in English Summary Writing

The joint contribution of the availability and utilisation of textbooks to students' achievements in English summary writing was not significant. This finding is in support of Nguyen (2013) who found that joint contribution of the availability and utilisation of textbooks to students' achievement in English summary writing was not significant. Okemakinde, Alabi and Adewuyi (2013) also revealed that joint contribution of the availability and utilisation of textbooks to students' achievement in English summary writing was not significant.

Conclusion

This study investigated the availability and utilisation of textbooks and the extent to which they predict students' achievement in English summary writing in selected Senior Secondary Schools in Odeda Local Government, Ogun State. The study was anchored on facilitation theory. Five research questions were raised and answered in this study. Findings from the study revealed that: there was high level of availability of textbooks but the utilisation of them are relatively low, the joint contribution of the availability and utilisation of textbooks to students' achievements in English summary writing was not significant, there was a negative correlation between the availability of textbooks and students' achievements in summary writing, and there was positive relationship between the students' achievement and utilisation though not significant.

Recommendations

Based on the findings of this study, the following recommendations are made:

- (i) Students must be ready to utilise all recommended textbooks
- (ii) Since summary writing is an important aspect of English language, teachers are to expose students early and encourage them to enjoy summary writing
- (iii) Teachers of English language should be willing to expose students to the rudiments of summary writing in English Language and follow-up assignments and other works given to them.
- (iv) Schools are to provide journal and other supplementary books such as Magazines to encourage both teachers and students
- (iv) Summary writing should be introduced to students' right from their basic education

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