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## Effect Of Non-Availability of Text Books on Students' Academic Performance at Primary School Level

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### Abstract:

*Access to appropriate learning resources is crucial for effective education, especially at the elementary level. This study aims to investigate the impact of the non-availability of books on students' achievement in District Peshawar, Pakistan. The focus is specifically on the absence of textbooks in elementary schools and its consequences on students' academic performance. The research employs an experimental design, involving a sample of elementary school students from various schools in District Peshawar. The study group consists of students who have access to textbooks, while the control group comprises students without access to textbooks due to non-availability. Both groups are assessed based on their academic achievements, using standardized tests and assessments tailored to the curriculum. The findings of this study demonstrate that the non-availability of textbooks significantly affects students' academic achievement. The group of students with access to textbooks exhibits higher scores and improved performance compared to the group without textbooks. The absence of books hinders the students' ability to engage with the curriculum effectively, leading to a lack of conceptual understanding and limited knowledge acquisition. Furthermore, the study explores the impact of non-availability of books on other aspects of education, such as classroom dynamics, teaching methodologies, and teacher-student interactions. It reveals that the absence of textbooks not only affects students' academic performance but also impedes the overall learning environment and teaching practices within the classroom.*

**Keywords:** non-availability of books, elementary education, academic achievement, student performance, teaching methodologies, educational policy, District Peshawar, Pakistan

### Introduction:

Education plays a vital role in the development of individuals and societies. It serves as a powerful tool for empowerment and social progress. In the context of elementary education, textbooks serve as essential resources for students, providing them with structured knowledge and facilitating their learning process. However, the availability of textbooks is not always guaranteed, and

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the impact of their non-availability on students' achievement is a matter of concern (Lazar, 2015).

This study aims to examine the impact of the non-availability of books on elementary education in District Peshawar, Pakistan. Specifically, it seeks to explore how the absence of textbooks affects students' academic performance and overall achievement.

The non-availability of books can have several negative consequences. Firstly, it hinders students' access to important information and learning materials, limiting their ability to acquire new knowledge and develop critical thinking skills. Textbooks act as comprehensive guides, presenting concepts and information in a structured manner, and their absence can leave students ill-equipped to understand and engage with the curriculum (Alkhalwaldeh & Khasawneh, 2021).

Secondly, Tella and Akande, (2007), the absence of textbooks can lead to a lack of continuity in students' learning. Textbooks provide a common reference point for both teachers and students, ensuring consistency in the delivery and understanding of lessons. Without textbooks, teachers may struggle to plan their lessons effectively, resulting in fragmented teaching approaches and potential gaps in students' understanding of key concepts.

Furthermore, Pattnaik *et al.*, (2023), the non-availability of books may exacerbate educational inequalities. Students from economically disadvantaged backgrounds may face additional challenges in accessing textbooks, further widening the achievement gap between different socio-economic groups. This inequality in resource availability can perpetuate a cycle of disadvantage and hinder the educational opportunities of marginalized students.

To address these concerns, this study will conduct an experimental investigation to assess the impact of the non-availability of textbooks on students' achievement. It will compare the academic performance of students who have access to textbooks with those who do not. The study will also explore the experiences and perspectives of teachers and students regarding the absence of books and identify potential alternative strategies and resources that can mitigate the impact of this issue.

The findings of this study will provide valuable insights into the significance of textbooks in elementary education and highlight the consequences of their non-availability. The research outcomes can inform policymakers, educators, and stakeholders in District Peshawar about the importance of ensuring adequate access to textbooks for all students. Ultimately, this study aims to contribute to the enhancement of educational practices and policies, promoting a more equitable and effective learning environment for elementary education in District Peshawar.

### **Literature Review**

According to Altbach (2017), textbooks are an integral part of the education system, serving as essential instructional resources for teachers and students.

However, there is limited research investigating the actual impact of textbooks on students' achievement. This study aimed to bridge this gap by examining the relationship between different textbook approaches and students' academic performance. The research focused on comparing the effects of two distinct types of textbooks to determine their influence on student achievement.

A thorough examination of the existing literature in Pakistan reveals a scarcity of research focused on exploring students' perspectives on the influence of textbooks on their academic accomplishments. Previous studies conducted in Pakistan predominantly concentrated on content analysis of social studies, Urdu, and English textbooks. These studies primarily analyzed the textbooks' content in relation to the knowledge, values, and attitudes they aimed to instill in students. However, these investigations unveiled inaccuracies, deficiencies, and the presence of stereotypical and ideological content within the textbooks (Ahmad, 2004; Mattu & Hussain, 2004; Nayyar & Salim, 2003, 2005).

Contrarily, research conducted in other contexts has explored students' perspectives both qualitatively and quantitatively (Alazzi & Chiodo, 2004; Chiodo & Byford, 2004). However, none of these studies specifically examined students' views on the impact of textbooks on their achievements. Moreover, their definition of student achievement was limited to test scores alone. This study distinguishes itself from previous research by focusing on students' views regarding the impact of textbooks on their achievements, utilizing a causal comparative design. In this study, student achievement encompasses cognitive, social, and emotional development.

### **Objectives:**

- a) Measure the academic performance of primary school students who have access to textbooks and compare it to those who do not have access.
- b) Identify the key subjects or areas of study where the absence of textbooks has the most effects students' comprehension and retention of subject matter
- c) To explore the area which hinders students' ability to practice and reinforce learning due to lack of access to textbook, resulting, in lower academic performance at primary school level

### **Hypothesis**

**H<sub>1</sub>:** The non-availability of textbooks negatively impacts students' academic performance at the primary school level

**H<sub>2</sub>:** The absence of textbooks leads to a decline in students' comprehension and retention of subject matter, thereby affecting their academic performance in primary school

**H<sub>3</sub>:** The lack of access to textbook hinders students' ability to practice and reinforce learning, resulting, in lower academic performance at primary school level.

## Methods

The study focused on the population of students at primary school level in Khyber Pakhtunkhwa, Pakistan. A sample of 80 grade-5 students from government primary schools in town IV was chosen for the study. These students were randomly divided into two groups: a control group and an experimental group. The study employed a true experimental design known as the post-test only control group design (Seltman, 2012), which was selected due to the limited duration of the study (two weeks). Both groups were randomly selected, with the control group receiving instruction using textbooks and the experimental group receiving instruction without textbooks. The purpose of this study was to examine the impact of textbook unavailability on students' academic performance. The researcher herself taught both groups for the two-week duration due to time constraints. The instructional content focused on selected topics related to environmental pollution, specifically light and sound, from grade 5 units 4, 5, and 6. After the two-week instruction period, a post-test was administered to both groups. The test included multiple-choice questions, short questions, and a long question. The test carried a total of 50 marks, with 16 marks for multiple-choice questions, 24 marks for short questions, and 10 marks for a long question with two subsections. In the experimental group, all activities were conducted using textbooks, and worksheets with problem-solving questions were provided. Students worked in pairs, discussed problems, and quizzed each other. Sufficient time was allocated for these activities. Finally, an individual quiz was given, in which students were not allowed to collaborate. The tests were promptly marked, and individual scores were averaged to determine team scores. Each student's performance was evaluated based on how much their quiz score exceeded their average past score or preset score derived from their learning history. This allowed the entire group to receive a score based on individual performances. After the experimentation process, a teacher-prepared post-test was administered to both groups. At the conclusion of the post-test, the scores of the groups and the difference in mean test scores between the experimental and control groups were analyzed using a student's t-test to determine statistical significance.

## Population and Sample

The target population for this study consisted of all students enrolled in government Girls primary schools in Town IV, Khyber Pakhtunkhwa. According to the HRIS Report 2022-2023, there were a total of 118 Girls primary schools in town IV, Khyber Pakhtunkhwa, with almost female 17216 students. To ensure the generalizability of the research findings, a probability sampling technique was employed to collect and analyze data.

In accordance with Mills and Gay (2019), who recommended a minimum sample size of 30 participants per group for experimental studies, the

researcher selected 80 students of grade V from Government Girls Primary School Ghari qamar Din, Peshawar. The class was systematically divided into two groups. To equate the groups, participants were matched with each other based on their pretest scores, following a descending order sorting method. One group was chosen as the control group, while the other was assigned as the experimental group. The control group consisted of 40 students, as did the experimental group. Both groups were identical in all relevant aspects. Participants who did not have a match were excluded from the study

### **Discussion**

Current research proved that teaching aids are the main source for students as well as for teachers specially at primary level, where the students survive at the initial stage. At this stage they with a little knowledge, textbook is the only source through which they comprehend and can extend their knowledge. Thus, all the hypothesis are excepted by the author in present study. Furthermore, Previous studies have also proven that the availability of teaching material (including textbook) is crucial in whole teaching and learning process (Asgedom, 1999; Nachiappan et al., 2018; Ong'amo et al., 2017; Owoeye & Olatunde Yara, 2011; Uzuegbu et al., 2013). The results of this study have important implications for educational policymakers, curriculum developers, and teachers. The findings highlight the significance of selecting appropriate textbooks that align with the desired learning outcomes. Availability of textbook showed a positive and significant effect on student academic performance, indicating its potential as an effective instructional resource. Further exploration is needed to identify the specific features and strategies with references to the problem that contributed to its success. Future research should also consider examining the long-term effects of lack of textbook on students' academic growth.

### **Conclusion**

This experimental study contributes to the existing literature by investigating the impact of different textbooks on students' achievement. The findings indicate that textbook selection can significantly affects students' academic performance. Educational stakeholders should consider these results when making decisions regarding textbook adoption and curriculum design. Further research in this area can provide valuable insights into the development and implementation of instructional materials that maximize student learning outcomes.

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