

Role of text books in the era of shortcut promoting guides

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Abstract

Text books are very important for subject study. These books are prepared according to syllabus so have many contents. Today everyone wants high score but without deep study. Short answered guide of different publishers assure students for 100% success. Because of short contents in these guides students like them and don't like to study through text books. Present study is focused on finding of student's and teacher's views regarding use of text books and guides.

Keywords: text books, teaching material, student view, teaching view

Introduction

A textbook is a collection of the knowledge, concepts, and principles of a selected topic of a subject. It's usually written by one or more teachers, college professors or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide supplemental teaching materials, ideas, and activities to use throughout the academic year.

One of the most common resources in the classroom is the textbook. Textbooks provide several advantages. These are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled and described according to syllabus in detail. Textbooks provide organized units of work, with a balanced, chronological presentation of information. These are detailed sequence of teaching procedures that tell teacher what to do and when to do it. Textbooks provide administrators and teachers a complete program according to syllabus which is typically based on the latest research and teaching strategies. Good textbooks are excellent teaching aids. They're a resource for both teachers and students.

Some textbooks may fail to arouse student interest. Sometimes students reject textbooks because of compendiums of large masses of data. Students may find it difficult to understand the relevance of so much data to their personal lives.

Objective of Study

- To find student's view regarding use of text books

- To find student's view regarding use of short answered guides
- To find teacher's view regarding use of text books
- To find teacher's view regarding use of short answered guides

Hypothesis

- There is no significant role of student's view regarding use of text books.
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- There is no significant role of teacher's view regarding use of text books.
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Methodology

Descriptive survey method was adopted for present study. 500 higher secondary students of 10 govt. schools and 500 of 10 private schools were selected for finding of student's view. 100 govt. school teachers and 100 private school teachers of higher secondary classes also selected for study. Students and teachers were interviewed using self prepared test paper. Collected data was tabulated, converted into percentage and comparatively analyzed.

Finding and Analysis

Table 1: Status of Student's View Regarding Study through Books and Short Answered Guides

Elements	Views about Books (%)			Views about Guides (%)		
	Positive View	Negative View	No Response	Positive View	Negative View	No Response
Quality of Matter	71	16	13	44	49	7
Quantity of Matter	34	51	15	67	24	9
Time Consumption	31	61	8	72	17	11
Habit of Short Cut Study	28	58	14	61	28	11
Study of Whole Syllabus	68	24	8	35	56	9
Result Orientation	27	61	12	74	19	7

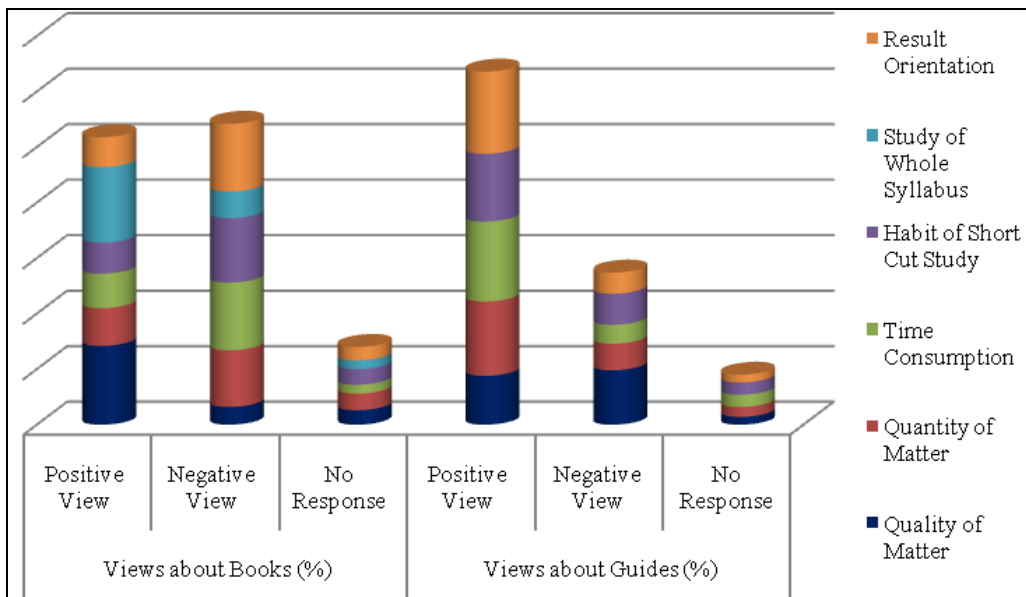


Fig 1: Status of Student's View Regarding Study through Books and Short Answered Guides

Table 2: Status of Teacher's View Regarding Study through Books and Short Answered Guides

Facts of Study	Views about Books (%)			Views about Guides (%)		
	Positive View	Negative View	No Response	Positive View	Negative View	No Response
Quality of Matter	94	4	2	12	84	4
Quantity of Matter	83	11	6	23	64	13
Study Duration	78	13	9	81	14	5
Habit of Short Cut Study	12	81	7	53	41	6
Study of Whole Syllabus	77	14	9	7	89	4
Result Orientation	71	17	12	13	78	9

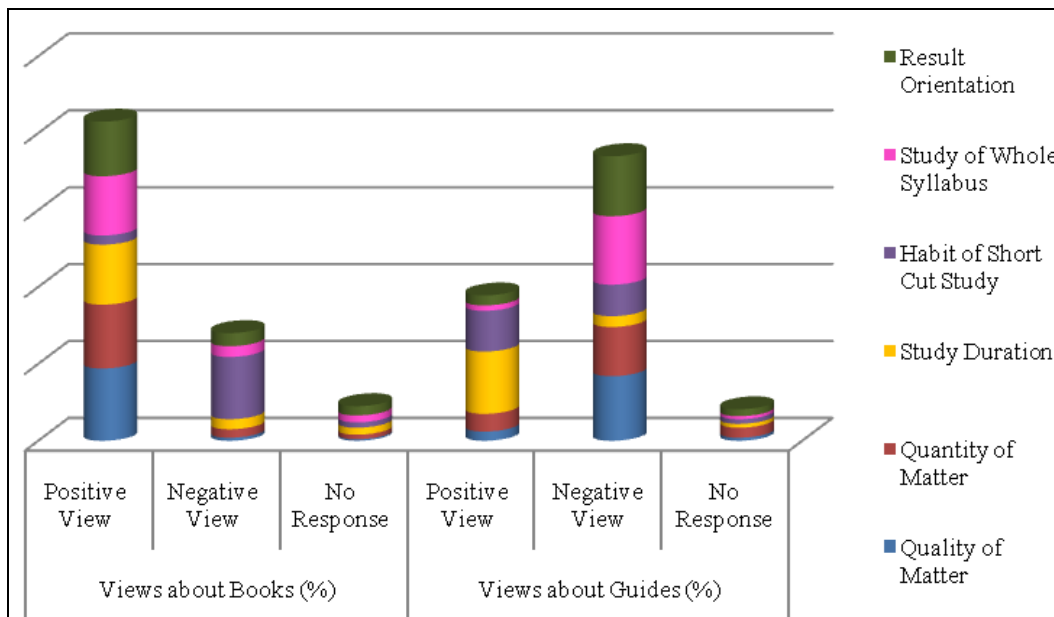


Fig 2: Status of Teacher's View Regarding Study through Books and Short Answered Guides

Student data shows that regarding quality of book matter 71% students have positive matter and 16% have negative view. For quantity of matter 34% showed positive and 51% negative while for time consumption 31% have positive and 61% negative. Habit of short cut study got favor of 28% and

oppose of 58% whereas for study of whole syllabus 68% have positive and 24% negative. In the context of result orientation, 27% shows positive and 61% shows negative view. Thus hypothesis 1, there is no significant role of student's view regarding use of text books is rejected.

Student data regarding short answered guides show positive view of 44%, negative view of 49% for quality of matter. In the context of quantity of matter 67% students expressed positive and 24% negative. For time consumption 72% showed positive, 17% negative while for habit of short cut study 61% showed positivity and 28% negativity. In the matter of study of whole syllabus 35% expressed positive, 56% negative views and for result orientation 74% favored and 19% opposed. Therefore hypothesis 2, there is no significant role of student's view regarding use of short answered guides is rejected.

Teacher's view regarding book quality of matter showed positivity of 94% and negativity of 4% teachers. Quantity of matter found 83% positive response and 11% negative response. For study duration teachers expressed 78% positive view and 13% negative view while habit of short cut study opt 12% positive and 81% negative view. Study of whole syllabus got 77% favor and 14% oppose while result orientation received 71% positive and 17% negative views. Hence hypothesis 3, there is no significant role of teacher's view regarding use of text books is rejected.

Teacher's view for short answered guide related to quality of matter is 12% positive, 84% negative while for quantity of matter 23% found positive and 64% negative. Study duration related views are 81% positive and 14% negative whereas habit of short cut study got 53% positive and 41% negative views. In the matter of study of whole syllabus teacher's positive view found only 7% and negative view only 89%. Result orientation got only 13% positive and 78% negative views. Thus hypothesis 4, there is no significant role of teacher's view regarding use of short answered guides is accepted.

Conclusion

In present era, most of the students like guides due to less contents, result orientation and habit of shortcut study. Only few students like to study through books because of covering of whole syllabus. Books have more qualitative, detailed contents and learning oriented whereas guides are less qualitative having short contents but result oriented. Teachers support study through text books rather than guides.

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