

A TEACHERS' PERCEPTION ABOUT SOCIAL STUDIES TEXTBOOK IN CONTEXT OF ACHIEVEMENT OF AIMS

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Abstract

The objective of the present paper was to analyze Social Science text book of 9th grade prescribed by Punjab School Education Board. Descriptive Survey design was used. Sample of the study was 50 social study teachers of govt. schools including both male and female. 5 point Likert scale for Textbook evaluation (developed by investigator) was used to collect data. Collected data was treated with percentage analysis. Findings of the study showed that calculated value of chi square related to all statements of aim and objective of text book of 9th class are significant at .01 level. on overall context to achievement of aims and objectives of the Textbook almost 7.5% teaches are strongly agree or agree and remaining 25% has mixed response.

Keywords: Social Studies Textbook, achievement of aims, Teachers' Perception

INTRODUCTION: Every developing country in the world has one overriding objective to become a welfare state as early as possible. Education becomes vital instrument for all types of development. Educations at school level focus on making good citizens. For this purpose Social Studies/Social Science plays an important role. The social sciences carry a normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc. Thus, social Science teaching basically aimed at investing in a child a moral and mental energy so as to provide her with the ability to think independently and deal with the social forces that threaten these values, without losing her individuality. Social Science teaching achieve this by promoting children's ability to take initiative to critically reflect on social issues that have a bearing on the creative coexistence between individual good and collective good. The Social Sciences encompass diverse concerns of society and include a wide a range of content, drawn from the disciplines of History, Geography, Political science, Economics and Sociology. Apart from other source and teaching methods in social science, from a very long time textbook has been the chief instrument in

the hands of the teacher and taught during the education process. Text Book was a fundamental tool of education which was found in every classroom. Textbook was considered to be the end of all the education. Textbook is a book designed for classroom use, carefully prepared for experts in the field and equipped with the usual teaching devices (Becon, 2010).Textbook is a manual instruction, a book containing a presentation of the principle of the subject used as a basis of instruction(Webster's Dictionary, 2010). There are many countries in the world where a single textbook is being used across the system. However, in many countries, the use of multiple textbooks is very common. Various competitors including individuals and institutions develop textbooks in the light of guidelines given by the curriculum regulatory body of the country, and schools are free to select from these books for their students. Each state is free to publish books as per the local conditions by keeping in mind the model curriculum of the country. On the other hand CBSE boards were using books by various publishers. Recently the NCERT has sent guidelines for all CBSE board schools to follow NCERT books or schools cannot make compulsory to buy books from any particular publisher.

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In this paper investigator has analyzed Social Science text book of 9th grade prescribed by Punjab School Education Board.

Review of literature revealed that various studies have been conducted in different subjects on transactional practices and textbook analysis in India and abroad. The review of Social Studies Textbook shows that text book of Social Studies has a negative and positive effects on cognitive and affective variables. Many studies like (Richard (2001); Porter (2004) revealed that teacher must become adept at assessing learners' needs and balancing the multiple demands that a variety of curricula contain and may be able to compare and contrast various aspects across multiple curricula. Mishra (1969) pointed out that the lessons in the textbook were above the mental level of the studies. Walavalkar (1971), Ram (1989) revealed that there was need to re-sequence some of the topics in mathematics textbook for standard II and standard III. Kher (1972) found that there was need for greater variety exercises in History of Standard VI in Maharashtra so that all objectives of History teaching could receive the weight age. Lalithammm (1981) found reference materials were not provided in any of textbook. Tharwani (1982) found that exercise given in the course textbook was not adequate. As a result, children were not inspired for self-study. Bhatia (1987) found that the textbook did not contain a variety of literature and the cover page was not attractive enough to catch the eyes of the students. Ram (1989) found that textbook in use was uninteresting and contained grammatical mistakes and had difficult structures. Yadav (1989) found that textbook matter of English Prose for B.A. II of M.D.U. Was neither interesting not related to the physical and social environment of the students. Pradhan (1991) found that there was an incredible gap in objectives, textbook, teaching, evaluating procedure between English at the higher secondary and the senior college level. Labelle (2012) revealed that 6 out of 33 text books had good range of second language learning strategies. Yanik (2007) The main problems encountered in the curriculum implementation process resulted from the lack of material and resources, the course book, the

learners, the classroom environment and curriculum and Brown(2008) students faced difficulties in reading and writing and it can be attributed to a combination of pupil, teacher curricular methodology and school factor. Ponkshe (1972) analyzed the textbook of Geography of standard VI was greatly helpful in achieving various objectives of the syllabus. N.P.E. (1986) recommended that the quality of the books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Anjiliveli (1996) said that to promote effective learning, the textbook should have as input knowledge about language acquisition. Tornroos (2004) revealed that textbooks constitute an intermediate stage between the intended curriculum and the implemented curriculum. Increased attention is being paid to quality of textbooks across the globe. C.A.B.E. (2009) emphasized that curriculum, textbooks should be fully in line with constructional values and child centered pedagogies.

Most of the studies are on languages, Science and Math and a very few studies have been concluded on the subject Social Studies at school level particularly 9th class of P.S.E.B. We know that teaching of Social Studies is important aspect of school education. It helps to develop all aspects of personality of the student. It is an important tool for both students and teachers. We are also witnessing major changes in the educational process due to the implementation of CCE and recommendation of the NCF-SE (2005) which force us to analyze Textbook and transactional practices in Social Studies. So, keeping in mind the dearth of studies and importance in today time, the review of social study textbook is must to know the positive as well as negative points. So there is dire necessity to conduct research on social study at school level. So investigator framed the research study.

OBJECTIVES

- To analyze Social Science text book of 9th grade prescribed by Punjab School Education Board with respect to achievement of aims.

SAMPLE

The study was conducted by involving a sample of 50

social study teachers in which both male and female were included. Sample was selected from teachers of Government High Schools affiliated to Punjab School Education Board of Ludhiana district.

DESIGN

The present study was normative survey design. Data was collected from P.S.E.B. School teachers teaching Social Studies. 5 point likert scale was developed by the investigator in Punjabi and English medium to analyze 9th grade Social Studies textbook. Each statement has five responses (strongly agree to strongly disagree).

PROCEDURE

The investigator individually visited the schools of Ludhiana district. The investigator requested the Principals of the respective schools to allow the investigator to collect data from Social Studies

teachers. The Social Studies teachers were explained the purpose of collection of data and were assured that the information collected will be kept confidential and will only be used for the purpose of research. Participants responded on the five point likert scale. Collected data were analyzed with descriptive statistics.

MEASURE

To analyze text book of social studies a 5 point Likert scale was developed by the investigator. Most of the statements of the scale were adapted and modified from the checklists and criteria used to evaluate teaching materials by Cunningsworth (1995), Ur (1996), Tomlinson (1998), Richards (2001), Tekir and Arikan (2007) and Abraha (2008) and Ali (2008).

ANALYSIS

Table No. 1: Perception of the teachers regarding achievement of aims and objectives given in the Social Studies Textbook

S.N	Statement	Response						
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	Aims and objectives given in text book are according to the needs of students.	%	24	12	07	04	02	49
			49	24.4	14.2	8.1	4.08	31.51
2	Aims and objectives given in text book are according to the aims of curriculum.	%	22	22	01	03	01	49
			44.8	44.8	2.04	6.1	2.04	50.89
3	Aims and objectives given in text book are according to the level of students.	%	28	13	02	05	02	50
			56	26	04	10	04	48.80
4	Before each lesson Aims and objectives are given in text book.	%	23	07	09	06	03	50
			46	14	18	12	10	25.33
5	Cognitive objective are given in Text book.	%	26	15	04	03	02	50
			52	30	08	06	04	43.00
6	affective objective are given in Text book.	%	20	13	09	05	03	50
			40	26	18	10	06	18.40
7	Psychomotor objective are given in Text book.	%	26	11	02	07	02	48
			52	22	04	14	04	40.95
8	Aims given in Text book are achievable within given time.	%	27	08	09	04	02	50
			54	16	18	08	04	40.95
Total		%	196	101	43	37	37	
			49.70	25.25	10.75	9.75	9.75	25.29

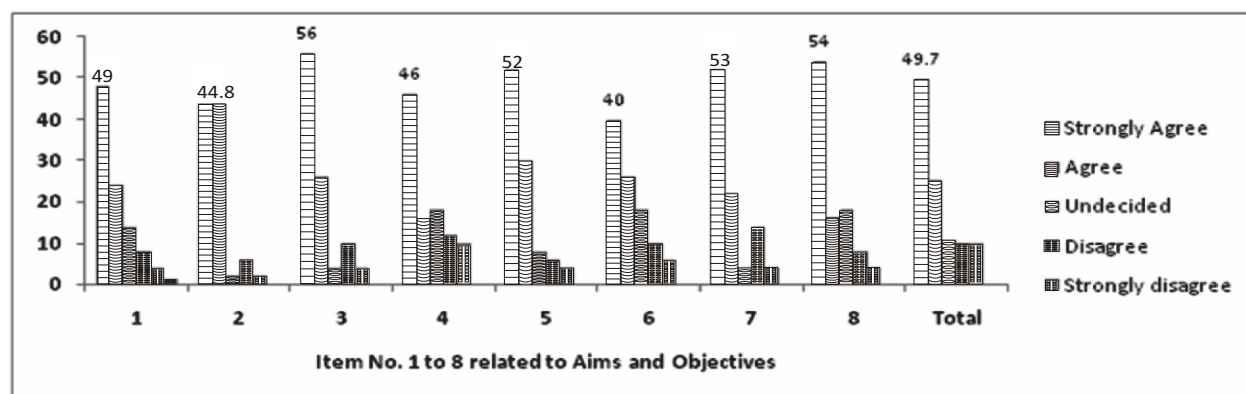


Figure 1: Teachers perception of aims and objectives of Social Science text Book

It is evident from table no. 2 that all the calculated values related to all statements related to aims and objectives of Text book of 9th class are significant at .01 level. It reveals that there is significant difference in the opinions of the school teachers. It is evident from table no. 2 and Figure 2 that 48% participants are strongly agree, 24% agree, 14% uncertain, 08% disagree and 04% participants are strongly disagree on the first statement. On second statement 44% participants are strongly agree, 44% agree, 2% uncertain, 06% disagree and 02% participants are strongly disagree. On third item 56% participants are strongly agree, 26% agree, 04% uncertain, 10% disagree and 04% participants are strongly disagree on the seventeenth statement related to Aims and objectives. It is also revealed that 46% participants are strongly agree, 14% agree, 18% uncertain, 12% disagree and 10% participants are strongly disagree on the fourth statement. On Fifth item 52% participants are strongly agree, 30% agree, 08% uncertain, 06% disagree and 04% participants are strongly disagree. It is evident that 40% participants are strongly agree, 26% agree, 18% uncertain, 10% disagree and 06% participants are strongly disagree on the Sixth statement. On seventh statement 52% participants are strongly agree, 22% agree, 04% uncertain, 14% disagree and 04% participants are strongly disagree on the related Aims and objectives. It is evident from table no. 2 that 54% participants are strongly agree, 16% agree, 18% uncertain, 08% disagree and 04% participants are strongly disagree on the eighth statement.

On overall context to achieve aims and objectives of the Textbook 49.70% teachers strongly agree with existing book, 25.25 teachers agree with existing book, 10.75% teachers are uncertain with existing book, 9.75 % teachers disagree with existing

book and 9.75 % teachers strongly disagree with existing book.

CONCLUSIONS

Findings of the study showed that calculated values of chi square related to all statements related to aims and objectives of text book of 9th class are significant at .01 levels. On overall context to achievement of aims and objectives of the Textbook almost 75% teachers are strongly agree or agree and remaining 25 % has mixed response. Around 22 % teachers are disagree or strongly disagree on the statement which is saying 'before each lesson Aims and objectives are given in text book.' So it needs improvement.

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