



## East African Journal of Education Studies

[eajes.eanso.org](http://eajes.eanso.org)

Volume 6, Issue 2, 2023

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>

EANSO

EAST AFRICAN  
NATURE &  
SCIENCE  
ORGANIZATION

Original Article

### Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia

Ahmed Mohamud Warsame<sup>1\*</sup>

<sup>1</sup> Ministry of Education, Culture & Higher Education, P. O. Box 1182. Mogadishu, Somalia.

\* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-5326-3571>; Email: [asaahid@gmail.com](mailto:asaahid@gmail.com)

Article DOI: <https://doi.org/10.37284/eajes.6.2.1352>

**Date Published: ABSTRACT**

13 August 2023

**Keywords:**

*Teachers' Perception, Students' Motivation, Self-Esteem, Effective Teaching, Textbook Impact.*

The success of teaching and learning is directly linked to the availability of adequate learning resources. Textbooks and other supplemental reading materials are crucial to support both teachers and students. Teachers' ability to teach effectively is heavily dependent on the resources they have. Similarly, students' progress and academic achievements are linked to the learning resources they have access to. In this study, the researcher explored the relationship between teaching effectiveness and the availability of textbooks. The study examined if textbooks were helpful for teachers, enabled them to track the progress of their students and whether they had enough learning material that could assist them in delivering the curriculum. On the other hand, the study explored the perceptions of teachers regarding the effect of the textbooks on the morale, enthusiasm, self-esteem, and self-confidence of their students. According to the findings of the study, textbooks provided teachers with significant support to efficiently deliver the curriculum to their students. Approximately 75% of the teachers reported that the use of textbooks made it easier for them to teach their classes and increased the degree to which their students were motivated and confident in their ability to perform well academically. On the other hand, 19% of them pointed out that the textbooks do not have sufficient materials that could assist them in adequately teaching the curriculum. A descriptive survey research design was used for the investigation. The study's population included 1,456 Puntland secondary school teachers and principals. Simple random sampling was used in the research. The sample size was 233 (16%), with 50 being head teachers and school principals. Purposive sampling was used to select schools and districts for the study. Four districts (Bosaso, Gardo, Garowe, and Galkaio) were selected from thirty-three (33) districts. This was because these districts were the most densely populated in Puntland. The study revealed that Puntland secondary textbooks need to be revised thoroughly to integrate the missing instructional materials.

#### APA CITATION

Warsame, A. M. (2023). Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia *East African Journal of Education Studies*, 6(2), 367-377. <https://doi.org/10.37284/eajes.6.2.1352>.

#### CHICAGO CITATION

Warsame, Ahmed Mohamud. 2023. "Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia". *East African Journal of Education Studies* 6 (2), 367-377. <https://doi.org/10.37284/eajes.6.2.1352>

#### HARVARD CITATION

Warsame, A. M. (2023) "Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia", *East African Journal of Education Studies*, 6(2), pp. 367-377. doi: 10.37284/eajes.6.2.1352.

#### IEEE CITATION

A. M., Warsame, "Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia" *EAJES*, vol. 6, no. 2, pp. 367-377, Aug. 2023.

#### MLA CITATION

Warsame, Ahmed Mohamud. "Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia". *East African Journal of Education Studies*, Vol. 6, no. 2, Aug. 2023, pp. 367-377, doi:10.37284/eajes.6.2.1352

## INTRODUCTION

In the field of Education, there is a question that is asked rather frequently, "What is the most cost-effective input that contributes to improved learning for all learners?" The response to that question recalls a number of essential factors that contribute to improved learning outcomes. However, educators and researchers do not reach a consensus on which factor takes precedence. In the Somali context, textbooks are considered indispensable in Education. According to the 2022 Synthesis Report of the Education Sector, 51% of primary classrooms observed were found not to have any textbooks. The Ministry of Education acknowledges that Libraries and laboratories were also scarce in secondary schools (Ministry of Education, 2022). Therefore, textbooks fulfil three main purposes simultaneously; a) they are the main vehicle for curriculum implementation, b) they are the major, if not the only, source of information for teacher and student, and c) examinations and assessments are derived heavily from them.

In the Textbook Development and Distribution Policy, the Ministry of Education seeks to ensure the development and provision of good quality textbooks, teacher's guides and supplementary reading books that will promote effective teaching and learning in schools. As stated in the policy document, the objective of the MoE is that textbook usage in the classroom by teachers and pupils is highly recommended to encourage more active pupil involvement in the learning process.

The target of the MoE is a 1:1 textbook-pupil ratio and the provision of cost-effective and sustainable textbooks and other instructional materials (Ministry of Education, 2021). To support this goal, the Ministry of Education decided to subsidise textbook prices to make them affordable and accessible to all students.

A cost-effectiveness analysis on the ingredients of success of Kenya's PRIMR program showed that the option of PD, instructional support, 1:1 revised book, and teachers' guides were the most expensive, but the entire package together had the most additional impact on learning and was the most cost-effective intervention (World Bank Group, 2017). When compared to other inputs, such as investing in technology, science laboratories, facilities, and teacher training, textbooks may be the most cost-effective solution. These investments are significantly more expensive than textbooks. Nonetheless, no single factor is the exclusive source of success.

All studies indicate that textbooks have a direct impact on the student's performance and improve the teaching and learning process. The lack of textbooks hinders learning. A cross-country analysis based on data from regional assessments in 22 Sub-Saharan African countries shows that pedagogical resources, especially textbooks for the core subjects of reading and mathematics, are effective in improving learning, providing one textbook to every student in a classroom increased literacy scores by 5–20% (Global Education Monitoring Report, 2016)

It is widely believed that textbooks play a substantial role in the academic success of students as well as the delivery of learning materials. When it comes to learning and teaching, both teachers and students require adequate teaching and learning resources, with textbooks being the first on the list. Nilsson (2006) emphasises that using textbooks saves a teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. It would be extremely challenging, if not impossible, for teachers to get learning materials for their pupils to teach every day if they did not have access to textbooks. From the evidence that we have so far, the availability of textbooks appears to be the single most consistently positive factor in predicting educational achievements; in 15 out of the 18 studies (83%), it is positive (World Bank, 2015).

However, the World Bank asserts that books alone are not enough to improve learning outcomes. It is the combination of high-quality books, distributed at a 1:1 ratio for children and supported by effective teachers and clear pedagogical guidelines that have the highest impact (World Bank, 2018). In this study, 233 secondary school teachers were asked to participate and respond to a series of questions meant to elicit their perspectives on the role that textbooks play in instruction. The study revealed that the majority of the instructors (75%) agreed that textbooks are critical components that help to improve teaching and learning.

### **Purpose of the Study**

The aim of this study is to investigate the perspectives of the form four teachers in Puntland secondary schools regarding the influence of textbooks on the instructional approach that they employ. Also, the study aims at determining whether the recently published textbooks were helpful to the teachers in presenting and executing the curriculum. In addition, the study will explore the perspectives of teachers regarding the extent to which they believe textbooks contribute to the motivation,

self-esteem, and academic success of their students.

### **Objectives of the Research**

The primary goal of the research is to determine the effect of textbooks on teachers' delivery of the curriculum and students' success and progress.

### **Research Questions**

The research had the following questions to answer

- What effect do textbooks have on students' motivation, participation, and self-esteem?
- What is the opinion of the teachers regarding the effect of textbook availability on their teaching process?

### **METHODOLOGY**

This study adopted a descriptive research design. McCombes (2022) defines descriptive research as describing a population, situation, or phenomenon accurately and systematically. It can answer what, where, when and how questions, but not why questions. The researcher used an integrated data collection tool to capture and analyse the responses. It also involved an extensive review of literature to identify the context, structure, and process through which implementation of the Secondary School Curriculum is provided. Particularly, the study was conducted in four districts (Bosaso, Gardo, Garowe and Galkaio) in Puntland. The survey involved 233 (16%) Puntland secondary school teachers to answer the questionnaire. Of these, 50 (21%) were school head teachers and principals, particularly in schools with form four students.

These teachers and principals were randomly selected from 1456 secondary teachers and head teachers. Moreover, the researcher had the opportunity to get the statistics yearbook of the Ministry of Education, selecting the population of the study and mainly dense districts. The study employed well-trained enumerators who utilised and automatically filled out Google forms created for the purpose of the study. Following data collection, the researcher analysed the data using

technologies such as SPSS and advanced Microsoft Excel capabilities.

### Research Population and Sampling Strategies

The population of the study comprises all Puntland secondary teachers who teach Form 4 students. The study adopted purposive sampling to select 22 secondary schools from a total of 152. These schools were divided into three groups based on their performance: high-performing,

middle-performing, and low-performing. Only teachers that work with Form 4 students were chosen. The research focuses on Puntland's four highly inhabited regions (Bari, Karkaar, Nugaal and Mudug). We narrowed our emphasis to four districts (Bosaso, Gardho, Garowe, and Galkaio) out of a total of 33. These districts were chosen based on their diversity, accessibility, and availability of the needed respondents.

**Table 1: Distribution of respondents by district and school**

Districts	No. schools	No. of teachers/head teachers	%
Bosaso	8	78	33.5%
Gardo	3	32	13.7%
Garowe	8	65	27.9%
Galkio	3	58	24.9%
Total	22	233	100.0

Table 1 shows that out of 153 secondary schools, the research involved 22, which is 14% of the secondary schools in Puntland.

### Data Collection Methods

The researcher used a combination of data collection methods to obtain the necessary information from the respondents. The researcher created a questionnaire that was delivered to the teachers to fill out in the sections provided. The second approach was to create Google Forms with all questions and distribute them electronically to school principals and headteachers. The researcher dispatched well-trained enumerators to the target districts and schools to collect hard copies from the informants. These enumerators were also utilised in data entry. The researchers asked teachers for extra information regarding the students' self-esteem and participation in order to quantify their motivation, participation, and self-esteem. These parameters can be determined by the amount of participation that students have in classroom activities, the amount of effort that they put into their assignments, how well they do on continuous assessment tests, and how interested they are in learning. Because these teachers were Form 4 teachers, they were fully aware of their student's current situation and could appropriately answer whether the textbooks influenced their motivation and self-esteem. To assess the effect of

textbooks on the teaching process, the questionnaire asked teachers to rate or provide feedback on the usefulness of textbooks in their teaching process.

### RESULTS AND DISCUSSION

To provide an appropriate interpretation, the presentation of the data was guided by two leading research questions, each of which was further broken into three categories. The first question addresses the impact that the textbooks have, in the views of the teachers, on the students' motivation, participation, and self-esteem, while the second question investigates how the teachers view the significance of the textbooks in their teaching process. Following were the research leading questions;

*Question 1: What effect do textbooks have on students' motivation, participation, and self-esteem?*

To extract the most accurate response possible from the teachers, this question has been divided further into the following categories.

- Textbooks had a positive impact on my students' morale, encouraging them to revise and succeed in their studies.
- Textbooks increased students' reading and participation in classroom activities.

- The textbooks increased students' self-confidence in taking part in national examinations.

**Table 2: Textbooks had a positive impact on my students' morale, encouraging them to revise and succeed in their studies.**

Category	Responses	Percentage
Strongly Agree	121	52.6
Agree	84	36.5
Neutral	4	1.7
Disagree	13	5.7
Strongly Disagree	8	3.5
Total	230	100.0

**Source:** field data

The analyses were based on percentages obtained from the total number of responses received in each category. This was done so that the effect of the textbooks could be determined on the student's level of enthusiasm and motivation. *Table 2* shows that of the teachers who participated in the research, 53% responded that they "strongly agree" that textbooks have a great impact on the morale and motivation of students, while 37% opted to "agree" category. This brings the total number of teachers who responded positively to 90%. On the other hand, just 10% of the teachers indicated disagreed and strongly disagreed.

The responses of the teachers were in harmony with the results of the recent research conducted by Prasetya (2018), who observed that textbooks play a role in deciding the content and activities of the class and increase students' motivation and self-confidence. Prasetya (2018) observed that there was an effect of textbooks and learning motivation towards learning outcomes. The learning result is best for students who have high motivation in learning and are taught by textbooks. Thus, it can be said that the learning outcome is influenced by the type of textbooks and students' motivation in learning.

**Table 3: Textbooks increased students' reading and participation in classroom activities.**

Responses	Respondents	Percentage
Strongly Agree	84	36.7
Agree	87	38.0
Neutral	14	6.1
Disagree	28	12.2
Strongly Disagree	16	7.0
Total	229	100.0

**Source:** field data

Responses from teachers varied when asked whether textbooks enhanced their students' participation in classroom activities. The statement in question asked whether textbooks increased student reading and participation. According to *Table 3*, 38% of the teachers provided a response that was "strongly agree," while the same number of teachers indicated that they "agree" with the statement. This shows that 74% of the teachers support the impact of textbooks on the students. On the other hand,

around 19% of the teachers disagreed with the assertion, while 6% were neutral. It is not entirely apparent if these teachers disagree with the general premise of the statement or whether they believe that textbooks have nothing to do with the student's enthusiasm and participation.

However, one of the factors that might be ascribed to this difference is the fact that teachers who disagreed with the statement established a connection between the use of textbooks in the classroom and the involvement in the activities.

This could be one of the reasons why this discrepancy exists. This demonstrates that even while students may have access to textbooks, their learning outcomes may not improve if these textbooks are not completely utilised in the classroom.

In the context of Somalia and Puntland, in particular, the government does not have a

distribution policy for textbooks, particularly at the secondary level. This is especially serious given the importance of Education. The role of the state government is confined to subsidising the prices of textbooks so that they can be purchased by those who can afford them. This results in great disparities between the students in the same classroom, which in turn leads to differences in the student's levels of achievement over time.

**Table 4: The textbooks increased students' self-esteem in taking part in the national examination**

Responses	Respondents	Percentage
Strongly Agree	105	45.7
Agree	73	31.7
Neutral	18	7.8
Disagree	19	8.3
Strongly Disagree	15	6.5
Total	230	100.0

**Source:** Field data

Self-esteem can be defined as a favourable opinion of oneself, appreciation of self and self-worth. (Emler, 2001). Students with high self-esteem have a positive attitude, value themselves highly, are convinced of their own abilities and view themselves as competent, in control of their own lives and able to do what they want to do. Hussain (2012) asserts that developing students' self-esteem is an important responsibility of schools. There are many different tools that can help build self-esteem in children, and among them are textbooks that can deliver positive messages about confidence, courage, self-esteem, and self-worth.

In harmony with this assertion, *Table 4* presents that teachers were questioned whether the textbooks affect the students' intrinsic drive to take part in the national examinations and boost the student's self-esteem. 46% of the teachers who participated in the survey gave the response that they "strongly agree", while 32% of them opted to "agree" with the statement. In other words, a total of 77% of those who responded to the survey provided responses that were in support of the statement. On the other hand, only 14% of the participants said that they disagreed with the assertion. It is quite obvious that the vast majority

of respondents were convinced by the assumption that textbooks boost students' self-esteem and courage. Access to reading independently and autonomously in the classroom or at home can promote students' self-regulation skills, enthusiasm, and motivation to learn at their maximum capacity and according to their plans. Textbooks provide students with a sense of accomplishment and mastery when they successfully learn and understand the material.

According to Hussain (2012), textbooks can help in developing the self-esteem of students by enhancing their knowledge and thinking skills to enable them to deal with problems in their daily lives. Textbooks present characters and situations that have the potential to affect students' self-esteem.

The aggregate perception of teachers was interpreted based on the mean scores and standard deviations of the responses on a five-point scale. This was done in order to determine the accuracy of the responses, and since the mean scores required proper interpretation, it was important to give the scale for interpretation as follows: 4.21 to 5.00 = strongly agree; 3.41 to 4.20 = agree; 2.61 to 3.40 = neutral; 1.81 to 2.6 = disagree; 1.00 to 1.8 = strongly disagree.

**Table 5: The aggregate perception of teachers interpreted based on the Mean and Standard Deviations**

Statements	SA	A	N	DA	SD	Mean	StD
Textbooks had a positive impact on my students` morale, encouraging them to revise and succeed in their studies	121	84	4	13	8	4.29	11.06
Textbooks increased students` reading and participation in classroom activities	84	87	14	28	16	3.85	12.86
The textbooks increased students` self-esteem in taking part in the national examination	105	73	18	19	15	4.02	11.19

SA=strongly agree, A=agree, N=neutral, DA=Disagree, SD=Strongly disagree

In line with the previous analysis, our proposition that the textbooks had a positive effect on the students is supported by the fact that all of the Means fall in the range of 3.85 and 4.29, which corresponds to “agree and strongly agree”. The first statement, with a Mean of 4.29 and a standard deviation of 11.06, indicates that most respondents agree with its assumption. The mean of 4.29 corresponds to the results in *Table 2*, which show that 90% of the teachers were in favour of the statement’s assertion. The mean in the second item is 3.85, with a standard deviation of 12.86, indicating that respondents were pleased that the textbook enhanced students’ participation in classroom activities. The mean of 3.85 also matches the conclusion made in *Table 3* that 74% of teachers believe textbooks have an impact on students. The mean of the third statement falls in the category of 4.02 with a standard deviation of 11.19, indicating that the teachers strongly agree

with the underlying assumption of the statement. This is in line with the conclusion in *Table 4*, which states that 77% of the teachers provided responses that were in support of the statement.

*Question 2: What is the opinion of the teachers regarding the effect of textbook availability on their teaching process?*

Question 2 is divided into the following three categories to capture the responses;

- Textbooks assisted me in effectively teaching my subject and planning my lesson plans.
- Textbooks enabled me to track the progress of my student’s individual work.

There is enough material in the textbooks to assist teachers in delivering their lessons as effectively as possible.

**Table 6: Textbooks assisted me in effectively teaching my subject and planning my lesson plans**

Responses	Respondents	Percentage
Strongly Agree	132	57.4
Agree	69	30.0
Neutral	8	3.5
Disagree	15	6.5
Strongly Disagree	6	2.6
Total	230	100.0

Source: field data

*Table 6* contains the responses from the teachers regarding the question of whether the textbooks were helpful to them in the process of preparing lessons and instructing students. Over half (57%) of the teachers surveyed gave the response that they “strongly agree” with the assertion made in the statement. In addition to that, 30% of them gave the response that they “agree” with the

assertion. With this, 87% of the teachers stated that textbooks assisted them in planning and teaching effectively. On the other hand, just 9% of the instructors provided an unfavourable response.

This conclusion is in line with the conviction that textbooks are the most important learning

materials for teachers and students. A study conducted by the World Bank concluded that for the contribution of textbooks to addressing the quality challenge, there is widespread agreement that, apart from qualified and committed teachers, no other input is likely to be more cost-effective than making high-quality learning materials available to all students (World Bank, 2015). As contended by Prasety (2018), a textbook is all

kinds of materials used to help teachers or instructors in carrying out teaching and learning activities. Milligan et al. (2017) assert that textbooks provide teachers with guidance and related learning materials, such as workbooks and teacher guides, which are widely assumed to be key inputs of ineffective schooling systems and that a textbook is considered to be the means of achieving educational aims.

**Table 7: Textbooks enabled me to track the progress of my student's individual work**

Responses	Respondents	Percentage
Strongly Agree	85	36.8
Agree	84	36.4
Neutral	18	7.8
Disagree	32	13.9
Strongly Disagree	12	5.2
Total	231	100.0

**Source:** field data

Textbooks can be a valuable tool for tracking the progress of student's individual work. By using textbooks as a reference point, teachers can assess whether students are mastering the materials and meeting the learning objectives. Using textbooks for tracking students' progress could be in the form of assigning specific readings or exercises and then assessing students' understanding through quizzes, tests, or other assessments. In addition, teachers can ask students to complete homework assignments based on the textbook material and use these assignments to gauge their progress. Overall, textbooks can be a helpful tool for tracking the progress of student's individual work, but it is important to remember that they are just one part of a larger system of assessment and support.

In *Table 7*, when teachers were asked if the textbooks help them in tracking the progress of their students, the response was close to each other. 37% of the survey respondents opted to "strongly agree", while 36% said they "agree". In other words, a total of 73% of the respondents answered positively. Conversely, close to 19% responded that they "disagree".

It is widely believed that if teachers use textbooks effectively in and out of the classroom, this can help them to follow the progress and performance of their students. The reason why 19% of the teachers are not in Favor of the above statement may be attributed to their lack of usage of the textbooks or their students have no access to them. Alluring the students to use the textbooks consistently in the classroom is the responsibility of the teachers.

**Table 8: There are enough materials in the textbooks to assist teachers in delivering their lessons as effectively as possible.**

Responses	Respondents	Percentage
Strongly Agree	44	19.3
Agree	80	35.1
Neutral	17	7.5
Disagree	63	27.6
Strongly Disagree	24	10.5
Total	228	100.0

**Source:** Field data



Textbooks and other forms of instructional material are of critical importance to the success of teachers in delivering their lessons properly. To the extent that they provide the necessary supplemental materials, textbooks have the potential to facilitate the efficient delivery of lessons. They provide teachers with the content structure as well as the basic syllabus that is intended to be delivered. They help teachers differentiate their instructional strategies while also saving time and effort, facilitating assessment, and ensuring accuracy and consistency.

In Table 8, when teachers were asked if there were adequate materials in the textbooks to help them

deliver their lessons properly, teachers' opinions varied greatly. 19% of respondents said they "strongly agree," while 35% said they "agree". In other words, 54% of respondents agreed that textbooks had adequate information to assist teachers. However, 38% of those questioned disagreed with the statement, while 7% were undecided. It is obvious that textbooks lack the materials required to help teachers in their lessons. Although the questionnaire did not have to ask the teachers why they disagreed, several teachers volunteered to give their thoughts and indicated some areas of weakness in the textbooks. These include insufficient assessment methods, textbooks that are higher in language level than the students, and topics that are irrelevant.

**Table 9: the aggregate perception of teachers interpreted based on the Mean and Standard Deviations**

Statements	SA	A	N	DA	SD	Mean	StD
Textbooks assisted me in effectively teaching my subject and planning my lesson plans	132	69	8	15	6	4.33	3.93
Textbooks enabled me to track the progress of my student's individual work.	85	84	18	32	12	3.86	3.53
There are enough materials in the textbooks to assist teachers in delivering their lessons as effectively as possible.	44	80	17	63	24	3.25	3.01

*SA=strongly agree, A=agree, N=neutral, DA=Disagree, SD=Strongly disagree*

The aggregate perception of teachers was interpreted based on the mean scores and standard deviations of the responses on a five-point scale. This was done in order to determine the accuracy of the responses, and since the mean scores required proper interpretation, it was important to give the scale for interpretation as follows:

Our hypotheses that textbooks increase classroom effectiveness are supported by the statistical analysis of the Means of responses. With a Mean of 4.33 and a Standard Deviation of 3.93 for the first statement, it appears that the vast majority of respondents concur with the assertion that textbooks help teachers. This is in line with findings in Table 6, which showed that 87% of teachers said textbooks aided in class preparation and delivery. The second assertion has a mean of 3.86 and a standard deviation of 3.53. This shows that teachers acknowledged that textbooks aided them in keeping track of each student's individual

work. This conclusion is supported by the statistics in Table 7, which shows that 73% of the respondents agreed with the underlying assumption of the statement. The third statement has a mean of 3.25 with a standard deviation of 3.01. This shows that the teacher's reaction to the question was neutral. This is further confirmed by the conclusion in Table 8, which shows that 38% of the teachers disapproved of the statement's premise.

**CONCLUSION AND RECOMMENDATIONS**

The findings of the study were consistent with the viewpoints held by the teachers with regard to the role that textbooks play in the process of curriculum implementation. According to the findings of the survey, 90% of the instructors agree with the assumption that textbooks had a positive impact on students' morale and

encouraged them to succeed in their studies. Additionally, 74% of the teachers stated that textbooks increased students' perseverance and participation in classroom activities, and 77% acknowledged that textbooks increased students' self-esteem and self-confidence. The inferential statistics of the respondents revealed a Mean of 4.29, 3.85, and 4.02, respectively, which indicates the support of teachers that textbooks have a substantial impact on student's motivation, participation, enthusiasm, and self-esteem, which is consistent with the above conclusion.

According to the responses given by the teachers in question two, 87% stated that textbooks helped in the preparation and delivery of the class, while 73% stated that textbooks enabled them to track the progress of the individual work that their students did. These findings were in line with the means of 4.33 and 3.86, showing a strong relationship between the assumptions of the statements and the conclusion. On the other hand, 38% said that textbooks lack the necessary materials to assist teachers in delivering their lessons successfully. This concurs with the inferential statistics of the responses that show a Mean of 3.25, meaning teachers were either neutral or dissatisfied with the statement's assumption.

This is a clear signal that textbooks require significant revisions to match the curriculum framework and learning outcomes. Teachers acknowledge that textbooks help students to comprehend the ideas contained in the textbooks and relate them to their own world realities. As Hussein (2012) notes, textbooks provide an outlook to the students and determine how they view themselves, their fellow beings, minorities, gender, and nationalities and how they play their role in their society. Though this is the first study of its kind in Puntland, teachers indicated that textbooks were helpful.

Based on the findings, the study suggests the following recommendations

- More research in the field is conducted to determine the quality and efficacy of the

recently distributed secondary textbooks in Puntland State. This research could give further insights into the areas that still need to be improved.

- Usage matters: access to textbooks is not the only element that influences students' achievement. The use of teaching and learning materials in the classroom, such as textbooks, maps, additional reading books, labs, or libraries, is another important factor in determining learning success. Therefore, the study suggests that head teachers and school principals should ensure that students bring their textbooks to the classroom.
- Teachers' usage of textbooks, where there are no other teaching materials, is essential to convey the lessons and track down the progress of their students.
- The government should allocate special funds for secondary schools to produce or purchase teaching/learning resources to support poor families to get textbooks for their children.
- Curriculum developers, in collaboration with the Ministry, should devise a detailed plan for thoroughly revising textbooks to integrate the missing teaching materials. This is to facilitate smooth teaching and learning in secondary schools for the better academic achievement of the students.

## REFERENCES

- Emler, Nicholas., & Joseph Rowntree Foundation. (2001). *Self-esteem: the costs and causes of low self-worth*. Published for the Joseph Rowntree Foundation by YPS.
- Global Education Monitoring Report. (2016). Policy Paper 23 Every Child Should Have a Textbook. *Policy Paper, United Nations Educational, Scientific and Cultural Organization, January* 1–31. [https://unesdoc.unesco.org/ark:/48223/pf0000243321\\_eng](https://unesdoc.unesco.org/ark:/48223/pf0000243321_eng)
- Hussain, R. (2012). Students' views of the impact of textbooks on their achievements. *In Search of Relevance and Sustainability of*

*Educational Change: An International Conference at Aga Khan University Institute for Educational Development, November, 444–452.*

[http://ecommons.aku.edu/pakistan\\_ied\\_pdck](http://ecommons.aku.edu/pakistan_ied_pdck)

Milligan, L. O., Tikly, L., Williams, T., Vianney, J. M., & Uworwabayeho, A. (2017). Textbook availability and use in Rwandan basic Education: A mixed-methods study. *International Journal of Educational Development*, 54, 1–7. <https://doi.org/10.1016/j.ijedudev.2017.01.008>

Ministry of Education. (2022). *Synthesis Report 6th Joint Review of the Education Sector.*

Ministry of Education, C., and H. E. (2021). *Textbook development and distribution policy for Somalia.*

Nilsson, M. (2006). Textbooks and Alternative material. *Växjö University School of Humanities English C GIX 112 Supervisor: Maria Estling Vannestål Textbooks*, 1–26.

Prasetya, S. (2018). *The effect of textbooks on learning outcome viewed from different learning motivation.* <https://doi.org/10.2991/icei-17.2018.83>

World Bank. (2015). *Where Have All the Textbooks Gone? Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa Human Development.* World Bank Group

World Bank. (2018). World Bank: Ending Learning Poverty: What Will It Take? In *Photomedicine and Laser Surgery* (Vol. 36, Issue 12).

World Bank Group. (2017). *Ending Learning Poverty: What will it take?*