

## Gradual Phase out of Text Books, Effective Students Counselling and their Incursions in the 21<sup>st</sup> Century Education System

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### Abstract

*This study determines gradual phase out of text books, effective students counselling services and their incursions in 21<sup>st</sup> century educational system. Gradual write off of text books and effective counselling in 21<sup>st</sup> century educational system has caused graduates to be tagged as half backed graduates in both public and private organizations. Intellectuality, deep and creative thinking that enables good sentence construction, use of sound vocabularies that facilitate effective writing of business letters, memos and other correspondences in organizations should be the ideals for training competent graduates in 21<sup>st</sup> century educational system. Gradual phase out of text books have strangled effective use and construct of good sentences, vocabulary in the world of work where fine tools of English grammar are needed. In this 21<sup>st</sup> century, many students have resorted to use of mobile phones, lap tops, and pam tops for recording, writing and browsing. Ability of students to make good English constructions on their own without referring to the aid of machines to enthuse listeners during conferences and symposiums have been eroded in the lives of students. Creative writings and constructive speeches have gone into extinction due to their poor use. However, Desk tops, lap tops and mobile phones have inbuilt artificial intelligent mechanisms that aid vocabulary and improve writing skills in them. Nonetheless, it is human beings that manipulate these ICT facilities before results are generated from them. On the other hand, counselling is used to control cultism, stealing, rape, fighting, and all manners of inordinate behaviours in teaching and learning institutions. It is saddening that effective students counselling, poor use of textbooks by students in 21<sup>st</sup> century educational system are gradually phasing out in 2<sup>st</sup> century educational system. It was recommended for this study that educational administrators and managers should ensure that textbooks and ICT facilities are made complementary and compulsory for teaching and learning. This implies that none of them should be used to replace the other totally in 21<sup>st</sup> century educational system.*

**Keywords:** *Gradual Phase out of Text books in 21<sup>st</sup> century Educational System. Write off of Counselling services in 21<sup>st</sup> Century educational System.*

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### Introduction

It is Ungratifying that technologically induced revolutions in which ICT has taken the lead has thus, exerted profound influence on “schools, homes, politics, science, business the economy, military, nolly wood industries, manufacturing

companies among others. It is saddening that many public and private primary, secondary and tertiary institutions in Nigeria are gradually eroding the use of text books. This is observed in homes where students constantly make use of ICT facilities during personalized learning. Dockman (1989) opines that computers are

gradually outshining the use of textbooks in teaching and learning institutions. Dockman further opines that ICT facilities are continuously serving as discussion generators and group activators in this modern age. In this new age, students do not make use of text books anymore. Desk tops, lab tops, PCs, and mobile learning devices have been the pens and papers students use to read, jot down notes, browse and get answers to solutions of their assignments, quiz, seminars, projects and other repositories (Vikoo, 2013).

### **Gradual Phase out of text books in 21<sup>st</sup> century educational System**

Gradual use of ICT equipment's and facilities in personalized learning, classroom teaching and learning among students and teachers have eroded the use of textbooks, note books in schools, even at students comfort reading zones. Constant use of ICT facilities by students have eroded human creative writing and debilitating students' intellectual capabilities.

On the other hand, students of this 21 century are constrained with many health, career, marriage, religious, cultural and philological problems that continues to impair their lives due to lack of effective counselling in primary, secondary and tertiary institutions in Nigeria. In the previous times, counselors from different works of lives are invited by primary and secondary school heads to give lectures about forced marriage, career choice, and health issues among others. It is very clear that counselling services that were formerly taking place in most of the community primary and secondary schools in the developing countries of the world, especially in Nigeria, are no more in vogue because many of them have retired, while some are dead. However, logistics involved for inviting counselling specialists from different career, religious and marriage backgrounds have been a thorny issue in

teaching and learning institutions. It is on this premise that, many public primary and secondary schools heads have abandoned their counselling services in schools. This situation has caused students to exhibit negative attitudes that are confronting many public spirited organizations to handle in developed and developing countries of the world especially in Nigeria. Adekola and Domingo (2014) explained that part of the responsibilities of teachers and school heads is effective students counselling. Adekola and Domingo, identified that in the absence of counsellors, teachers should be responsible for students counselling, because, they received part of the training in their schooling and teaching practice training. Adegoke (2004), Alutu & Etiobhio (2006). Maintained that child counselling especially, those carried out in public primary and secondary schools, reduces violence, bad attitudes and entrench peace and harmony that encourage academic achievements. Teachers and students interaction in classroom are more rewarding especially, when critical and creative thinking are established during learning. Teachers feels very happy when their students show high degree of enthusiasm and intellectuality during teaching and learning transactions. Though, teaching and learning transactions are energy sapping, but when they are planned, they are engaging and result oriented. Critical thinking is the ability of students to achieve or acquire new knowledge, modifying what is existing and creating new thing. It is the ability to criticize, modify old theory and establishing new theory. Critical and deep thinking are human intrinsic actions that are innovative, imaginative and interest arousing Torrence (1964). Critical thinking helps students to identify difficulties in their learning proffer solutions to learning difficulties, establish learning gaps, hypotheses,

and ensuring rigorous test and retest evaluations.

On the other hand, when the results achieved are not real, cogent or coherent they are considered unrewarding, inconsistent with the procedures or undertakings Oladipo & Akinsanya (2006). Critical, deep and creative thinking through effective and efficient questioning, and answers, goes a long way to motivate and enkindle into the students the spirit of competitive enquiry that are engaging, knowledge driven and interest arousing. The skills of critical thinking by students, undoubtedly creates a knowledge based society. It is of no doubt that in some teaching and learning institutions, critical thinking has gone into oblivion as a result of frequent use of ICT equipment's and facilities by teachers and students as sleeping mats. Critical thinkers, think inside the box, while creative thinkers think outside the box. Though, both are two parallel and opposing form of thinking. ICT facilities and equipment's are digital learning tools that enhance learning especially in this new age. Their relevance should not overcome the use of text books and effective counselling in teaching and learning institutions. It is now out of standard conventions that both students and teacher have abandoned face to face learning in the classroom to use of virtual mediated learning. However, constant use of ICT facilities have tremendously hindered students from making their own personal creative reasoning or thinking. In classroom teaching and learning encounters, both teachers and students cooperate to ensure that efficient and effective teaching and learning are enhanced. Questioning skills, fluency, dramatizations and use of brain storming skills, effective counselling services by teachers, cannot be jettisoned or thrown overboard. They are keys of effective learning. In this new age,

students are misled by thinking that books and printed media, such as text books, journals, work books, magazines, newspapers and charts have been expunged or written off by the emergence of ICT facilities and resources. It is not a real fact that ICT facilities and resources have also made the teacher irrelevant. Little wonder, Meziobi and Ndioho (2014) encapsulated that ICT facilities and resources are not likely going to replace the use of textbooks as many still acquire knowledge from use of text books. Hence, text books are synthesized, written and tailored directly to the demands of ministries of educations, examinations bodies and national universities commissions' directives. Kendall & Budin (1987) observed that, ICT facilities and resources cannot totally replace the use of text books in teaching and learning institutions. Kedall & Budin further observed that teachers, lecturers abilities in aiding teachings through inculcation of proper conducts, historical facts, anecdotes, etiquette, good hygiene practices in the classroom, cannot be over emphasized because, they help to mold human behaviours in positive way. It is of no doubt that teachers counselling, empathy, and warmth, correction of students misdemeanors are continually phasing out or going into oblivion in the 21<sup>st</sup> century education system. A cursory surveys in most of the classrooms in 21<sup>st</sup> century, shows that many students of this generation cannot speak good grammars nor use their pens and books to carve out good sentences during classroom teaching and learning and collaborative learning panoramas outside the classroom. Few students that have recourse to reading with textbooks for their examination preparations, have maintained this practice up to their post graduate programmes. Searches made to acquire academic information with internet connections on lap tops, desk tops

search engines are not easy to come by, because, it is not everything students and other interested users of internet mediated facilities have searched for, that they will always get or receive. Some information they have searched for, may be confusing. At times, information obtained may be of poor quality.

In the same vein, lap tops, desk tops and mobile phones have internet networks. Sometimes, when network is not friendly, it crashes ones needs or desires to read or study. Furthermore, Viruses could destroy information saved for further readings from lap tops, desk tops and pam tops especially, when antivirus scans are not installed on them. Text books and internet mediated tools and resources are two opposite coins, there efficacy in teaching and learning should be complementary to each other. None of them can be subordinated or give way for the other because, they complement teaching and learning. Text Books are used to ensure that students Psychomotor or writing skills are achieved by students. Test books are very close to the students. Little wonder, they are said to be students companions, they are mostly found on students bags, residential rooms and their libraries. In this era, many students are indoctrinated to use of ICT facilities. Questions used by teachers to text students, intelligent quotients, in the classroom, are usually obtained from google vocabularies in mobile phones and lab tops at the full glare of teachers in the classroom. Creativity is totally thrown overboard.

In this new age, it is now unequivocal that few students makes use of text books in the tertiary institutions. Majority of students in tertiary institutions have sought for enabling grounds through which the use of textbooks can be expunged in the curriculum in this 21<sup>st</sup> century education system. On this note, vast majority of teachers that are ICT inclined have supported

this notion up to the offices of the National Universities Commission and Ministries of education in Nigeria. It is evident that memos, vanguards and propagandas put in by vast majority of teachers and lecturers that are driven with the use of ICT tools and resources have led to the approval of the use of ICT facilities in teaching and learning in both primary schools and tertiary institutions in Nigeria.

It is truism that the use of ICT facilities in teaching and learning is gradually gaining fast approval and recognition in 21<sup>st</sup> century education system. Yes, it is not glaring fact but still, creativity, deep thinking geared towards the use of grammars and creative writing are effective learning that make majority of people geniuses in different countries of the world, therefore, effective use of grammars through effective writing and public speaking cannot be overemphasized. They are the resources that makes one a learned person. It is on this premise that, students, graduates from public and private institutions in the 21<sup>st</sup> century education system, are encouraged to construct good English, hold practical teachings, symposium, and lecturers and engage in more serious work in their work places. They should not always refer to android phones and lab tops as guides to what they are doing. Creativity and deep thinking are needed. It is very clear to understand that social changes are evolving on daily basis, they rate of change is encompassing and affecting all dimensions of human endeavours. It is also a real fact that no human society has been static because of the quest for civilization. Social change as the name implies, is not worth the border, what can command the influence or recognition of social change is its total acceptance because of presumed relevance inherent in the change. Use of ICT facilities and resources are spreading like wild fire. It is candid fact that, no social

change has spread just the way ICT resources and facilities are gaining recognition in both the developed and developing countries of the world. In view of the essential benefits derived from use of ICT in 21<sup>st</sup> century education system, many teachers, lecturers and religious institutions are of the opinions that technology have annulled creativity and deep thinking in teaching and learning, because of these foibles of uncanny results in education, many teachers, lecturers, have lamented how students have indulged themselves in many antisocial behaviours, such as, prostitutions, account harking, document harking, plagiarism, obscene speeches, attitudes and behaviours that are capable of raging wars and commotions in many societies of this world (Salami, 2001). Vast majority of teachers and lecturers in Nigeria, perhaps, in other developing countries of the world have lamented how the use of ICT and Internet have caused their students stray like ships on streets.

Parents and care givers of children equally bitter on this same issue as frequent use of pornographic films, villainous films have caused so many rivalries that led to many broken homes in Nigeria and mostly, in the developed countries of the world (Watchtower, 2003). The struggles between lecturers that are ICT inclined and those that are not ICT

Inclined in states and federal universities in Nigeria and in the developing countries of the world, have caused many lecturers to be tagged as techno- phobia lecturers. The imbroglio, between ICT inclined lecturers and those that are not ICT inclined have caused series of unrest in many tertiary institutions in 21<sup>st</sup> century educational system (Prensky, 2001). Techno phobia lecturers as the name implies, have pointed out that frequent use of ICT resources and facilities have eroded deep thinking, creativity, good conduct of students.

They emphasized that when they engage in face to face contacts with students, it enables them to advice, mold and put a stop to unruly behaviours of students with the use of counselling services. They further emphasized that they teach and as well, advice students to be of good conduct so as to exhibit good characters in the society.

### **Phase out of Counselling in 21<sup>st</sup> century educational System**

Lack of effective and efficient counselling in teaching and learning institutions, have generated series of tailored disordered attitudes or misbehaviours among students especially, in secondary and tertiary institutions in the developed and developing countries of the world. Majority of children in some primary, secondary and tertiary institutions, are not cultured with the customs, traditions that teaches good conducts. These are reasons why many students drop out of schools, while some that are still schooling behaves like ships in the streets.

In this era, there are persistent marriage, vocational, health, cultural and poor educational achievement problems. Poor counselling services in primary, secondary and tertiary institutions in Nigeria have resulted into many divorces, career, health and religious problems in Nigeria and in the Diasporas communities. Counselling is used correct inordinate behaviours that crop up on daily basis in different societies in the world such as, drug addiction, teenage mother, and child abuse (Nwamuo 2011). Counselling is also used to correct and rehabilitate people that are emotional disturbed, mental and physical handicapped' (Telford & Sawrey 1981), (Nwamuo (2001). Poor counselling in schools has weakened many societies in the whole world, many are lured to use of drugs, prostitutions, teenage motherhood Onwudiwe

(2001). Many accusing fingers are blamed on teachers and school administrators for allowing counselling to debilitate in many teaching and learning institutions in 21st century educational system especially in Nigeria.

Nwachukwu (1996) defined counselling as relationship between a professionally trained counsellor and the individual (Client, Counselee) who seeks help towards resolution of his or her personal problems. Before counselling is administered to a counselee or client, both the counselee and the counselor must cooperate or exhibit positive attitudes that effects mutual conducts of counselling. Counsellors should ensure that their client demonstrate commitment to the counselling process. It is when the cooperative efforts of counsellor and counselee, are rewarding that counselling relationship will be exhibited or enhanced. Nwamuo (2001) posits that counselling is integral in changing the behavior of an individual from negative to a positive way. Nwamuo further emphasized that counselling is both a learning process and a helping relationship. Counselling enables teachers, lecturers and parents understand the needs and problems of their children. It enables students to be in normal state of mind, ensuring that students understands their achievement in relation to their abilities. (Bulus & Lar 2004) identified that counselling is related to guidance. They further identified that both counselling and guidance are life long process geared towards the development of an individual mentally, socially, economically, religiously, culturally and physiologically. Matropier and Scruggs (1987) opined that Counselling students in school enables them to build their mind to participate in class activities. Mastropier and Scruggs (1987) opined further that counselling is for both normal and abnormal students in teaching and learning

institutions. Nwamuo, Ugwu egbulam & Ulaku (2012) averred that counselling services is majorly on both personal and group counselling. They emphatically averred that individual counselling is strictly on the individual that needs the counselling services. While, group counseling is for the groups that are involved.

### **Statement of Problem**

Technology has brought revolutions in commerce, health and education. It is truism that since invention of technology, human's struggles with bare hands have reduced. Technology has improved human horizon and at the same time destroys human. In this era, computers, lap tops, desk tops are gradually replacing the use of textbooks during teaching and learning in Nigeria. It very clear that in this new age, students are bereft of effective reading skills, creative writing and deep thinking. Poor use of textbooks to mimic good sentence constructions, use metaphoric, maxims, allegory, simile, sarcasm and antithesis that aid effective construct of sentences and grammar, have been jettisoned with the use of ICT facilities in the classroom. On the other hand, it has been uneasy to acquire or afford ICT facilities and resources by students due to the impalpable cost of living in Nigerian. It has been observed that there is a significant disparity between children from rich homes and children from poor homes. Nigerian education system has maintained inclusive education in the past till this new age. Many public and private institutions of learning are incorporating face to face learning with blended learning. When face to face learning turns to use of ICT facilities and equipment to learn, many students find it uneasy to cope or measure up with students that have ICT facilities. In this form of learning, use of textbooks are not encouraged.

In the same vein, counselling is part of the responsibility of teachers in secondary schools. It is also, provided by lecturers in tertiary institutions. Poor counselling in the school has caused so many anti-social behaviours among students in primary, secondary and tertiary institutions in Nigeria. Poor academic counselling generates poor students' academic performance in primary, secondary and tertiary institutions in Nigeria. Poor counselling has constituted inordinate altitudes of students in many schools. Some of these in ordinate attitudes or behaviours include: Fighting, stealing, raping, absenteeism, loitering, cultism, gambling among others. It is the responsibility of school counsellors to control student mis-behaviours in schools. When school counsellors are not posted to schools or appointed by heads of teaching and learning institutions in primary, secondary and tertiary institutions of learning, the need for counselling becomes very hectic or encompassing.

### **Concept of Textbooks**

Use of text books by both students and teachers existed long ago, right from the medieval age. Urukpa (2005) identified that in the medieval age, the early men that were taught by Socrates and Quintilian made use of back of trees to jot down salient points made by Socrates and Quintilian in an open classroom usually, under trees or enclosures. From the dark ages up to this new age, textbooks, notes books are considered very significant for development of reading and writing skills. Reading and writing are very unique for child's intellectual development. Effective and efficient use of vocabulary, word pronunciation acquired by students through constant practice of reading, enables both children and adult of school ages to be eloquent in public speaking. The world could be more endearing and habitable, especially, when spoken words are heard and

interpreted the way they are spoken. Human beings have developmental stages that starts from childhood hood to adult hood, therefore, teachings and learning acquired from school, are made flexible through use of text books of different varieties, such as novels, poems, drama, biology, chemistry, mathematics and physics text books among others.

It is also, evident that workbooks, drawings, charts provided by teachers in the classroom during teaching and learning are panacea for effective academic delivery and receptivity of a learning content. A child without textbooks, note books in the classroom, is like a car without tyres or a vehicle without a driver. Text books, note books are imperative for teaching and learning because they are the corner stone that aid effective word pronunciation, reading and writing. Reading and writing skills developed by students enables the students compete favourably in the world of work through efficient and effective drafting of memos, minutes of business meetings, and other correspondences. On the other hand, effective reading through use of text books enables students or an individual to ward off fear and develop confidence during public speaking because, text books have been the individual's companion on daily basis.

### **Counselling**

Counselling is an activity carried out in families, schools, religious institutions, work places among others. It is a humanitarian activity carried out by competent personnel trained in that regard. Counselling is embed with different roles such as, assessment of severity of cases for counselling, information dissemination to parents whom their children are affected and training parents on different roles and tasks to cater for their affected children (Fadden, 2003). In both Nigeria and in the Diasporas communities, the job of

teachers and lecturers demands that teachers and lecturers should be adequately trained as a professional in teaching field so as to cater for severity of health, career, educational, peer pressure, learning disabilities observed among students in primary secondary and tertiary institutions (Carnoch, 1994). Nigerian educational system is glued on inclusive educational system where students of different health backgrounds, educational and family backgrounds converge together in an enclosure called learning institution or classroom. Counselling cannot be overemphasized in teaching and learning institutions, otherwise, the strong students will barter the weak students, stealing, cultism, raping, absenteeism, poor learning among others, will increase to an uncontrollable state in teaching and learning institutions in the 21<sup>st</sup> century educational system.

### **Recommendations**

1. It is recommended from this study that educational administrators and managers should ensure that textbooks and ICT facilities complement teaching and learning. This would ensure that use of textbooks are not jettisoned or phased out during teaching and learning.
2. Effective counselling should be carried out in 21<sup>st</sup> century educational system. This would enable students discern between evil and good attitudes.

### **Conclusion**

Use of textbooks and effective students counselling services have been thrown overboard in 21<sup>st</sup> century educational system. When students are acquainted with ideas, facts and methodologies of great writers, it enables them to build their vocabularies, effective sentence construction through deep and creative thinking. On the other hand, Poor counseling has resulted into too many inordinate

behaviours in the whole world. Counselling is a programme designed for effective academic performance of students in 21<sup>st</sup> century educational system. It is also very clear that counselling bridge human anti-social lives. Poor counselling in 21<sup>st</sup> century educational system has dovetailed to poor character formation, such as stealing, rape, cultism, tugging among others. It is the responsibility of educational managers to ensure effective counselling in 21<sup>st</sup> century educational system. This would aid reduction of uncanny attitudes in many societies in the whole world.

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