

**Reading Overload: A Multiples Case Study of Public and Private Primary Schools in Akure, Nigeria****Adetokunboh Abayomi Adepoju***

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adecxyom@gmail.com**ABSTRACT**

The study examined the extent of excessive reading materials used in selected public and private primary schools in Akure, the capital of Ondo State, Nigeria with a view to determining overloading ESL learners with reading materials and how this affects their learning experiences. The study adopted Cognitive Load Theory and investigated the number of reading materials officially recommended in the curriculum, the actual number used in public and private primary schools, and the influence of material quantity on pupils' comprehension. A multiple case study design was employed, involving eight headteachers, 113 class teachers, four parents, and eight pupils from selected public and private schools. To collect quantitative data, the study used a validated fifteen-item Likert questionnaire. For the qualitative data, in depth interviews and documents were employed. The results rejected the null hypothesis which said 'There is no significant difference between the quantity of English textbooks used in public and private primary school' with t-test results $t(98) = 2.152$, $p < 0.05$, $\eta^2 = 0.045$. It means although the recommended textbooks were generally considered adequate, private schools frequently prescribed additional materials beyond government requirements. The thematic analysis of qualitative data showed substantial duplications of contents across textbooks, overloading of children and violation of curriculum policy. Based on the findings, it recommends policy enforcement, culturally relevant textbook selection, and reduced redundancy in instructional materials to promote more effective and developmentally appropriate reading practices.

Keywords: excessive reading materials, Cognitive Load Theory (CTL), policy, cultures

Introduction

The aim of education is to equip the learners with the desired goals in order to make them responsible adults that will contribute to the growth and development of the society. This has always been the sole objective of education in all societies because education is the transmissional instrument of cultural heritage from one generation to another and also developmental tool for the growth of the society (Obunadike & Omeje, 2018). Western Formal Education was introduced by the missionaries, the Rev. Thomas Freeman led Wesleyan Methodist Society Missionaries in 1842 and it was not until about forty years after that the government enacted the Education Ordinance of 1882 (Johnson & Fatoki, 2016; Ugbudu & Ashir, 2021). Before the introduction of Western Formal Education, Indigenous Education and Islamic Education had been in existence with the former having its aim as functionality and preparation of the youth for responsible adulthood while the later emphasized literacy, relevant subjects and religion; the indigenous education took care of the needs of the individuals in particular and the society in general (Igwe, 2000).

Formal education required literacy, that is reading and writing which should be well taught at the elementary level, otherwise, learners might get it wrong at other stages of education (Igboanusi & Peter, 2016). Reading is extracting the correct information from the text with purpose of understanding the message of the author, using the knowledge of the text and previously acquired information to decode the message passed across by the author in the text (Adepoju, 2018). The educational system should be relevant to the economic and labour realities of the society, otherwise, it is dysfunctional because it will produce unskilled people (Ezewu, 1983). The primary source of getting information in formal education is reading which is crucial and requires critical thinking because it is the gateway to academic success (Melati & Rasyid, 2023). Therefore, the reading materials to be used for reading purposes should contain modest contents that impart worthwhile skills, values and attitudes that will make learners productive and useful to the society.

In second language learning, reading is a receptive skill leading to vocabulary acquisition and comprehension through exposure to a wide range of materials, which at times can be excessive. This can be challenging because of the complex processes involved, which include word recognition, interpretation, and comprehension of words that are culturally different from the lexical items of the first language. Buttressing this claim, Arosy (2025),

remarked that EFL learners in Indonesia encounter difficulties in producing some phonemes accurately. Reading to Nigerian children is first encountered in the school and in most cases through the use of the second language in the upper primary schools as contained in the National Policy on Education (NPE) (2013). This situation gives room for unconscious impact of the first language on the second language (Adeuga & Akinrinmade, 2018).

Reading activities to be carried out by children are functions of their cognitive and physical development, depending on the age of the learner. Overburdening the child with unsuitable and too many reading materials can lead to comprehension breakdown, demotivate the child and loss of interest in reading. Feedback received during the implementation of the 2006 Basic Education Curriculum (BEC) showed that children are loaded with too many and irrelevant reading materials (FME, 2012). This will invariably make some children to wait for extra hours in schools after school hours, some tackle assignments that can only be solved by their parents or with the intervention of their elderly ones. These prevent these children from serving their siestas, participating in extra-curricular activities, thereby, leading to fatigue, lack of interest and eventual failure in examinations in some cases. These and other factors of over schooling motivated the researcher to embark on this study.

In the light of the above, the study set to achieve these objectives which were to identify the number of prescribed textbooks used for reading comprehension, identify the actual number of reading materials used in primary schools for reading and examine how the quantity of reading materials influence pupils' reading comprehension. Accordingly, the study is guided by a null hypothesis stating that there is no significant difference in the quantity of English reading textbooks used in public and private primary schools. Together, these questions and hypothesis provide a framework for assessing whether pupils are overburdened by reading materials and whether school practices conform to curriculum standards.

Over schooling is very broad but succinctly put, it is a situation whereby the curriculum is over loaded with too many contents or contents with unproductive skills that lead to unemployment and job dissatisfaction (Ogba, 2020). The problem of over schooling has been an endemic educational problem since the introduction of Western Formal Education in Nigeria. For examples, Igwe, (2000), reported that the curriculum of the colonial era was tailored towards proselytization of Nigerians, production of middle man power, detestation

of local languages and introduction of reading materials that were alien to the learners. This implies that the reading materials used then were at variance with the culture of the learners as against the view of Adepoju (2018), who advised that materials for reading comprehension should reflect the culture of the readers to achieve comprehension.

In reading, two major types exist depending on the situation that makes the reader to embark on reading. These are intensive reading and extensive reading which in other words are referred to as study reading and reading for pleasure (Linake & Adepoju, 2018). The characteristics of intensive and extensive reading are concisely outlined on the table below:

Table 1

The Characteristics of Intensive and Extensive reading.

Reading Type	Intensive Reading	Extensive Reading
Speed	0-200 wpm	600-6000 wpm
Manner	Slow reading	Fast reading
Characteristics	Reading, re-reading, word recognition, line by line reading, regression, total comprehension	Moving eyes quickly and rapidly down and across the book, no regression, scanty knowledge

Summarized from: Adepoju, 2018; Linake & Adepoju, 2018

From the above table, embarking on intensive reading leads to proper understanding of the contents while extensive reading means reading too many materials which is tantamount to excessive reading, leading to scanty knowledge and over working the readers, considering the number of words per minute and other characteristics such as the nature of English as a second language. Though, Nakano (2016), posited that reading a wide range of materials leads to vocabulary development, Bowman (2017), remarked that given too much materials to learners give room for general information and shortage of time to complete assignments. Ogba (2020), commented that overloading children with too many contents leads to poor acquisition of reading skills and Chuadchoom (2010), similarly found out that academic load on children leads to fatigue, limits their free time to play with peers, subjects them to academic pressure during summer, causes emotional and social complications, puts pressure on parents, makes children unprepared adults and leads to rivalry among parents. In another development, the investigation of reading textbooks used in public and private primary schools carried out by Adepoju (2019), revealed that the schools investigated used fifteen different textbooks, with only 35% of them approved; a situation caused by corruption and proliferation of publishing companies. In a similar development, government established primary schools for literacy, numeracy and overall development of the child (NPE, 2014).

However, Adepoju (2018) discovered that some primary schools were instituted for economic gains as some retirees convert available spaces to schools to earn a living and this situation forced them to use different curricular.

As mentioned above, putting much academic loads on children reduces their playtime, thereby jettisoning the role of play in development of the child. Subjecting children to rigorous academic activities will make them inactive, affect the development of motor skills, limit creativity, socialization and language development of the child (Chuadchoom, 2010). Stressing the importance of play, Ayoola (2009), posited that when children use sand to make objects and put stuffs such as dolls and papers on water to float, their power of creativity is developed. These submissions imply that children should play and not be overwhelmed by too much academic activities which if done will slow down their creative and motor development because the academic success of a child is a function of cognitive development which is the advancement and maturity of mental process and this is very important in the life of a child, considering its roles in the development of intellectual problem-solving skills of a child and the language development as well (Kaizar & Alordiah, 2023). Benischek et al. (2020), argued that sound mental health and reading skills are well connected; the process of reading takes place in the brain, precisely, the left hemisphere.

To develop the literary skill of children, drama, poetry and other forms of literature are used as postulated by Machado (1999), that when children use symbols to play, participate in drama and poetry, literacy will be fostered and interaction among children promotes speaking. The points articulated above, are good indicators of the importance of play in the cognitive development of a child which is sine qua non to comprehension in reading because reading too many books, like extensive reading will only expose children to many books but understanding of the contents will be lacking (Adepoju, et al., 2019). In the view of this study, over loading the child with too many reading materials will not give room for functionality in reading, thereby, making the whole essence of reading, that is comprehension, not accomplished. Deducing from the meaning of functional education which ensure all round development of man and the society, Umah (2018), functional reading, therefore, in the view of this study, implies that reading which enables children to use skills acquired during reading for personal and communal benefits.

All the studies considered above did not consider overburden the child with excessive reading materials, which is the subject of this study, for example, Chuadchoom (2010), researched into contents and Linake & Adepoju (2018), was mainly on intensive and extensive reading.

The learning theory for this study is *Cognitive Load Theory* which has its root in Vygotsky's Zone of Proximal Development (Schnotz & Kurschner, 2007). The theory postulates that human cognition has a carrying capacity which may be over loaded with too many instructions, hence, the need to reduce the load to accommodate meaningful learning activities (Bannert, 2002). Cognitive load theory is of two types: intrinsic and extraneous. Intrinsic cognitive load theory postulates that information can only be changed by changing the contents while extraneous hypothesis that change can only be made by modifying the instructional approaches (Sweller, 2011). The subject of the study is overloading learners with many reading materials which makes this theory very relevant to the study.

Method

The study adopted a multiple case study of selected primary schools in Akure, the capital of Ondo State. The city was chosen because it is the political headquarters of Ondo State where parents and children of diverse backgrounds live and school respectively. Parents, headteachers, class teachers and pupils formed the population of the study. Two sampling techniques were used for this study, purposive and snowball techniques. With the use of purposive sampling, four public and four private primary schools were selected and all the headteachers and class teachers in the schools were used as samples while one primary 6 pupil, from each school, were also selected for the study. The researcher went to the community to identify a parent, whose children are in public primary school, who in turn helped to identify three parents who have children in public and private primary schools, that is, snowball sampling. The total sample was then eight headteachers, one hundred and thirteen class teachers, four parents and eight pupils totaling, one hundred and thirty-one. To collect qualitative data, two instruments were used, namely, documents (the English textbooks and the curriculum) and in-depth oral interviews while a self-made fifteen item four points Likert scale questionnaire was used to collect quantitative data. Class teachers and headteachers responded to the structured questionnaire, the documents were examined to get information such as the volume of the contents of the materials and the recommended

textbooks while the in-depth interviews were conducted for headteachers, parents and pupils. The schools were selected based on ownership, public and private ownerships, teachers were selected because they are key to teaching reading, pupils' selection was based on the number of years spent in school which made them have years of reading experiences and parents' choice was hinged on their responsibility of providing reading materials for their children. The structured questionnaire was given to two experts in tests and measurement to ascertain the construct and content validity and was pilot tested to establish the reliability of the instrument. The credibility of the qualitative data was established through rich and thick description, confirmability, data triangulation and anonymity, hence, HT1-8 were used to label the head teachers, Parents1-4 were used to label parents and Pupils 1-8 used to label the pupils interviewed. Mean and standard deviation were used to analyse quantitative data, that is, SA= (Strongly Agree) A= (Agree), D= (Disagree) and SD= (Strongly Disagree). The study used 2.50 cut off as agreed while below 2.50 was regarded as disagreed and t-test was used to test the null hypothesis. Postulated for the study, the study employed thematic analysis to analyse qualitative data.

Result and Discussion

The results gathered from the data are hereby presented below in line with the research questions. The study examined the amount of reading materials used for reading comprehension in public and private primary schools. It also sought to identify how pupils and teachers perceive the adequacy and impact of the textbook utilized on learning and leisure time.

Table 2

Results from Public Primary Schools

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Recommended reading comprehension textbooks are adequate.	19	14	6	3	3.2	.92
2	The quantity of books recommended does not allow pupils to have leisure time.	2	6	21	13	1.9	.80
3	The number of reading comprehension textbooks do not give room for comprehension.	5	7	15	15	2.0	1.00
4	The quantity of reading comprehension textbooks stress pupils unnecessarily.	4	9	18	11	2.1	.91
5	Pupils can cope with the number of recommended textbooks for reading comprehension.	10	20	16	6	3.3	.92
Total		40	56	76	46	2.5	.91

Weighted Average= 2.5, N= 50;

From the table above, the respondents agreed that reading textbooks are adequate, mean 3.2 and with mean 3.3, they also agreed that pupils can cope with the quantity of books recommended. The respondents, in addition, disagreed that the quantity of books does not give room for play, mean 1.9, neither does the quantity hinder comprehension nor stress pupils means 2.0 and 2.1 respectively show these. The mean here is 2.5 which is above the cut off and this implies agreement.

Table 3*Results from Private Primary Schools*

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Recommended reading comprehension textbooks are adequate.	27	14	1	0	3.6	.53
2	The quantity of books recommended does not allow pupils to have leisure time.	7	5	21	9	2.2	.97
3	The number of reading comprehension textbooks do not give room for comprehension.	2	7	24	9	2.0	.75
4	The quantity of reading comprehension textbooks stress pupils unnecessarily.	0	2	26	9	1.6	.51
5	Pupils can cope with the number of recommended textbooks for reading comprehension.	18	17	4	3	2.5	.88
Total		54	45	76	30	2.4	.73

Weighted Average= 2.4, N= 50;

The calculated mean of 3.6 and 2.5 on items 1 and 5 means that the respondents agreed that the recommended books are adequate and not beyond what pupils can cope with. The means cut off $\bar{X}$ 2.2, 2.0 and 1.6 respectively on items 2, 3 and 4 indicates that the quantity of books recommended does not prevent pupils from playing, neither hinders comprehension and nor stresses pupils. The weighted average here is 2.4 which is below the cut-off point. This implies disagreement.

The following focus of this research was about the actual number of reading materials used for reading comprehension. In other words, it sought to determine the actual as against the recommended.

Table 4*Results from Public Primary Schools*

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Schools recommend extra books for pupils apart from the ones recommended by the ministry.	8	8	19	7	2.4	.98
2	Learners attend extra lessons to cope with the quantity of books used in schools.	13	16	10	3	3.9	.91
3	The number of reading comprehension do not allow pupils to understand what they read.	7	12	14	9	2.4	1.00

4	Parents buy additional books for their children apart from the recommended ones.	7	10	18	7	2.4	.95
5	Reading books used are not different from the recommended ones.	10	10	16	6	2.6	1.00
Total		45	56	77	32	2.7	.97

Weighted Average= 2.7, N= 50;

From the table above, it is revealed that schools do not recommend extra books for pupils, mean 2.4 on item 1 indicates this and that reading textbooks are not different from the recommended ones, calculated mean 2.6. The table also shows that learners attend extra lessons to cope with the number of recommended textbooks, as indicated by mean 3.9 on item 2, the number of books does not hinder learning and parents do not buy addition books apart from the recommended ones as indicated by the calculated mean of 2.4 for each of items 3 and 4. The weighted average here is 2.7 which means agreement.

Table 5

Results from Private Primary Schools

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Schools recommend extra books for pupils apart from the ones recommended by the ministry.	20	19	1	2	3.3	.75
2	Learners attend extra lessons to cope with the quantity of books used in schools.	5	17	9	11	2.4	1.00
3	The number of reading comprehension do not allow pupils to understand what they read.	3	5	23	11	2.2	.82
4	Parents buy additional books for their children apart from the recommended ones.	22	14	4	2	3.3	.84
5	Reading books used are not different from the recommended ones.	6	6	20	10	2.2	.96
Total		56	61	57	36	2.7	.87

Weighted Average= 2.7, N= 50

On the table above, items 1, with means 3.3, shows that schools prescribe additional books for pupils, pupils do not attend extra lessons, mean 2.4 for item 2 and the respondent disagreed that the quantity of recommended books hinders comprehension, means 2.2 for item 3. Parents also purchase additional books for pupils, as indicated by mean 3.3 on item 4 and the findings also show that reading books are different from the recommended ones as indicated by the calculated mean of 2.2 on item 5 which shows disagreement. The weighted average on this table is 2.7 which means agreement.

The last question of this research investigated how the number of reading materials, that is, the workload, impact on the understanding of the contents of materials read. The

workload included related activities like reading during holidays and borrowing books. The result was presented in the following table.

Table 6

Results from Public Primary Schools

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Pupils still read during holiday to because they have much to read.	9	17	9	7	2.7	.99
2	Pupils attend extra lessons to cover many books.	8	15	10	9	2.3	1.03
3	Parents source for money to buy extra books recommended.	6	16	12	8	2.4	.96
4	Pupils borrow books from peers to read when they cannot afford them.	8	22	6	6	2.8	.92
5	Teachers exchange books among pupils to make up for inadequacies.	10	14	14	4	2.7	.93
Total		41	84	51	34	2.6	.97

Weighted Average= 2.6, N= 50

As observed from Table 6 above, the respondents agreed that pupils read during holidays, as indicated by mean 2.7 on item 1. It is also known that pupils do not attend extra lessons and parent do not source for money to buy books, mean 2.3 and 2.4 on items 2 and 3 are pointers. The respondents also agree that pupils borrow books from peers for economic reasons and teachers also exchange books among pupils, mean 2.8 and 2.7 for items 4 and 5 respectively. This result shows agreement because the weighted average (2.6) is above the cut-off point which means pupils' reading load is moderate but manageable.

Table 7

Results from Private Primary Schools

S/N	Item	SA	A	D	SD	$\bar{X}$	St.D
1	Pupils still read during holiday to because they have much to read.	29	6	7	0	3.5	.76
2	Pupils attend extra lessons to cover many books.	4	6	17	15	1.9	.94
3	Parents source for money to buy extra books recommended.	24	14	3	1	3.5	.73
4	Pupils borrow books from peers to read when they cannot afford them.	5	31	4	2	2.9	.63
5	Teachers exchange books among pupils to make up for inadequacies.	15	20	6	1	3.1	.96
Total		77	77	37	19	3.0	.80

Weighted Average= 3.0, N= 50

As tabled above, the respondents agreed that pupils read during holidays, calculated means 3.5 on item 1 indicates this. Parents also source for money to buy additional books, pupils borrow books to read and teachers exchange books among pupils, calculated means 3.5, 2.9 and 3.1 on items 3, 4 and 5 show that the respondents agreed, while the respondents disagreed that pupils attend extra lessons to more, mean 1.9 which is below the cut off point

on item 2 indicates this. The weighted average above, which is 3.0 is above the cut-off point and it highlights reading materials' workload in private school.

The hypothesis testing of H_{01} : There is no significant difference between the quantity of recommended English textbooks used in public and private primary schools is presented in the following table.

Table 8

Independent T-test Summary Showing the Difference in the Reading Materials in public and private primary schools

Variable		N	$\bar{X}$	St.D.	Df	T	Sig	P	η^2
Recommended Reading Materials	Public	50	4.28	2.047	98	2.152	.000	<.05	0.045
	Private	50	6.93	2.271					

Source: Field, (2025)

Table 8 reveals the significant difference between the reading materials recommended for reading comprehension in public and private primary schools; $t(98) = 2.152$, $p < 0.05$, $\eta^2 = 0.045$. Thus, the null hypothesis is rejected. The table further reveals that mean rating of pupils in private school ($\bar{X} = 6.93$) is higher than their public counterparts ($\bar{X} = 4.28$). This implies that private pupils' perception is superior towards recommended reading materials for reading comprehension. Size of effect ($\eta^2 = 0.045$) reveals that type of school had low effect according to Cohen (1988) and Field (2000) rule of thumb for size of effect) on the reading materials for reading comprehension; that is, school type accounted for 4.5% change in the perception of pupils towards reading materials for comprehension.

The qualitative data gathered from documents, that is, the curriculum (Federal Ministry of Education 9-Year Basic Education Curriculum, FME9YBEC) and the textbooks (High Standard English, HSE and Nigerian Primary English, NPE) and in-depth interviews are presented on Tables 9 and 10 and thematized as duplication of contents, overloading the child and violation of policy. The in-depth interviews with key stakeholders, primarily headteachers, centered on three crucial areas. First, the participants were asked to state the number of recommended English reading comprehension textbook utilized in their school. Following this question, they are required to explicitly mention and identify the prescribed text. Finally, the discussion moved into policy, asking if the school recommended any additional reading materials and requiring their justification for this decision.

Table 9*Summaries of in-depth interview questions*

Ques.	Participants	Aggregate of Responses	Codes	Themes
1	HT1-8, Parent1-4 & Pupil1-8	Four to six books and more are recommended in the schools for English reading comprehension.	Above recommendation, over syllabus, over reading, excess materials	Overloading
2	HT1-8, Parent1-4 & Pupil1-8	Federal Ministry of Education 9-Year Basic Education Curriculum, High Standard English, Nigerian English for Primary Schools,	Similar books, similar contents, overlap contents	Duplication of contents
3	HT1-8, Parent1-4 & Pupil1-8	Additional books are recommended, apart from the recommended, to complement one another and teach different and specific areas.	A departure from the recommendations, additional recommendations, self-regulation	Violation of policy

Table 9 shows the summaries of in-depth interviews data, the codes and the themes derived. The participants revealed that schools add to the recommended textbooks in excess and against the regulation.

Table 10

Contents of documents: Federal Ministry of Education 9-Year Basic Education Curriculum, FME9YBEC and the textbooks High Standard English, HSE and Nigerian Primary English, NPE.

S/N	Documents	Contents	Codes	Themes
	FME 9YBEC ¹ , HSE ² , NPE ³	Comprehension, writing, grammatical accuracy, listening and speaking ¹ Reading, listening and speaking, grammar, writing, vocabulary development ² Passage, essay writing, grammar, lexis and structure, pronunciation practice ³	Synonymous learning items/contents, over-lap contents, repetition of learning contents	Duplication of contents

Table 10 is the presentation of the books used and their contents which are mere repetitions and duplications of ideas.

Duplication of Contents

The materials used for English are mere duplications in the sense that they repeat contents of the curriculum. One of them, High Standard English, contains all the aspects listed in the curriculum which are reading, listening and speaking, grammar, writing and vocabulary development. Despite this, schools and teachers go ahead to recommend additional ones and according to HT 5 (private schools) ‘...we recommend additional books when we feel they

are good'. This is done out of the personal volition of the schools and headteachers. Another headteacher, HT 7, remarked that four textbooks are used, 'em... we use for books, one for grammar, comprehension, another for lexis and structures and phonics...ok'. These are repetitions of ideas and not economical for parents. This is not common in public primary schools as the authorities operate within the prescribed books as remarked by HT 3 who said, '*...the two they recommend is enough to read.*' Item 2 on Table 9 and the contents of Table 10 show duplications of contents which can be boring and stressful when unnecessary repetitions are made.

Overloading the Child

Children are overloaded unnecessarily by the books recommended for English. This prevents them from serving their siesta and observing their holidays because children are overwhelmed with too many academic assignments. During the interview, Pupil 3 said, '*...we close by 4pm and weee...do assignments at home...*' another pupil, Pupil 5, also responded that '*...during holiday wee go to Auntie Betty (a private school) to attend lessons.*' Holidays are meant for leisure and recreation to relive pupils of burdens associated with school time. Similar to this is a comprehension passage titled, The Atlantic Ocean, a content that is alien to the pupils and teaches pupils contents that may not connect them with their environment. The codes and the theme on Table 9, item 1 are strong testaments to this claim that learners are overloaded which have telling effects on the leisure time and cognitive development.

Violation of Policy

The recommendations of some schools and headteachers for pupils to read additional materials is a gross defilement of the regulation of the approving body. The recommended books are two, according to HT 1-4 but school authorities go ahead to add additional ones. Though, a participant, HT 6 said, '*...the books are used to supplement the ones given by government...*,' a perusal of the contents shows mere repetitions of ideas. The codes and the theme of the response of the participants to item 3, Table 9 lay it barely clear that there is policy violation because schools make recommendations above government's prescription.

Findings from the study revealed that pupils are overburdened in private schools more than public schools. The t-test result, $t(98) = 2.152$, $p < 0.05$, $\eta^2 = 0.045$ which rejected the null hypothesis is a good confirmation of this and the difference in the mean, that is ($\bar{X} = 6.93$) for private school which is higher than the mean of public schools ($\bar{X} = 4.28$), is another testament. This finding is in consonance with the submission of Chuadchoom, 2010 and Ogba,

2020, who said that too much academic load on children leads to poor assimilation and fatigue and Adepoju (2019), asserted that corruption is responsible for recommending different books, though, the view of Nakano (2016), contradicts this claim as it was argued that reading many materials boosts vocabulary development. Table 9, item 1 also shows that pupils are overloaded.

Similarly, the findings on tables 4 and 5, items 5 show that parents spend additional money to buy extra books for their children in private primary schools. The calculated mean of items 5 on tables 4 and 5, which is 2.4 and 3.3 clearly shows the disparity. This confirms the position of Chuadchoom (2010), that overloading the children with academic activities gives parent stress. Though, the study revealed that children can cope with the number of recommended textbooks, as pointed out by the calculated means 3.3 and 2.5 on tables 2 and 3, and that the numbers does not stress pupils as indicated on items 4 (means 2.1 and 1.6 respectively) on tables 2 and 3, results on table 4 item 2 shows that in public schools, pupils attend extra lessons to make up because the respondents agreed that pupils attend extra lessons to cope, mean 3.9, a confirmation of Bowman (2017) that too reading materials results into shortage of time.

The respondents also disagreed that the number of textbooks does not allow pupils to play and give room for comprehension in their responses to items 2 and 3 on tables 2 and 3 as indicated by calculated means ranging from 1.9 to 2.2. With these findings, pupils will have time for recreation and assimilate the content of the lesson and when they recreate, they will not be sluggish, their creative and language development will not be affected and motor skills will develop (Ayoola, 2009; Chuadchoom, 2010). A comprehension passage in High Standard English titled, *The Atlantic Ocean*, exposes the learners to foreign culture which is in line with the position of Igwe (2000), who remarked that the colonia curriculum contained contents that were foreign and against the suggestion of Adepoju (2018), that the reading content should reflect the background of the pupils and at the same time reading a wide range of materials equip pupils in the area of vocabulary development (Linake & Adepoju, 2018). This implies that the comment of head teachers (private schools), that ‘...we recommend additional books when we feel they are good’ is a two-edged sword that can either develop pupils or overload them.

Borrowing books from peers is a welcome development as discovered on tables 6 and 7, items 4 with the calculated means 2.8 and 2.9 respectively. This will allow them to play together, enhance togetherness and develop their language receptive and productive skills in line with Machado (1999), because making children pass through difficult classroom activities, slows down their motor skills development and alienate them from their peers (Chuadchoom, 2010). On the same tables above, that is 6 and 7, with reference to items 5, the respondents also agreed that books are exchanged among pupils to address inadequacies, means 2.7 and 3.1 which are above the cut of point off 2.5 are proofs. This is another way of interaction and socialization among pupils but should be minimized to avoid excessive pressure on learners which leads to reading at the superficial level, poor comprehension of contents, lack of adequate time to complete tasks and tiredness (Chuadchoom, 2010; Bowman, 2017 & Ogba, 2020).

Conclusion

Despite the fact that the study was hampered by uncooperative attitude of some school administrators who denied access to their schools, shortage of time and transportation problem, the findings were able to reveal that pupils are overloaded with reading materials in private primary schools which is against the policy and the academic well-being of pupils, over stress parents and encroach into the pleasure time of learners which is not in their best interest. Also, some contents are at variance with their culture and some amount to mere repetitions of ideas. The null hypothesis also made it clear that there is significant difference between the reading materials recommended for reading comprehension in public and private primary schools; $t(98) = 2.152$, $p < 0.05$, $\eta^2 = 0.045$, which rejected the null hypothesis. Further studies can investigate suitability of the contents of reading materials or excessive take home assignments.

Based on the findings of this study, it is hereby recommended that textbooks that reflect the culture of the learners should be recommended to avoid propagating foreign ideas that are capable of estranging them from their cultures and make learning abstract and in order to make learning reading active. Guiding policy should be obeyed to guide against recommending above the number of prescribed textbooks to avoid duplications and make purchase of materials stress free for parents.

Monitoring should be carried out regularly by the regulatory body to ensure compliance and discourage uncooperating attitude of some school teachers and administrators. This will ensure uniformity o dissemination of contents and any school that violates governments' regulations should be sanctioned to serve as deterrent to others and regular orientation campaigns should be mounted to create awareness. With these recommendations, teaching and learning reading comprehension will be enjoyable classroom experiences and the desirable results will be achieved.

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