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Perception of Counsellors' Status on the Suitability of SQ3R Robinson Method as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State, Nigeria.

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ABSTRACT

The study examined counsellors' perception of counsellors' status on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. A research question and null hypothesis guided the study and was tested at 0.05 level of confidence. The study adopted a descriptive survey research design. This was done with particular reference to Counsellors status as the respondents. The population of the study is 105 Guidance Counsellors currently serving in the 291 government owned secondary schools in Enugu State. Out of 105 copies of questionnaire developed by the researcher and distributed, 96 copies were returned signifying 91.43%. The 96 copies were used to collect the data for the study using self-structured questionnaire developed by the researcher called SQ3R Scale (SQ3R.S). The instrument was face validated by three (3) experts: Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. Data collected for this study were analyzed using mean, grand mean and standard deviation, to answer the one research question. The one research hypothesis was tested using t-test statistic. The study found that Guidance and Teachers counsellors perceive SQ3R Robinson method as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Thus there is no significant difference between the mean perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Based on the findings, the researcher recommends, among others, that secondary school students ought to be acquainted with SQ3R method as a compulsory method for studying in all secondary school in Enugu State.

Keywords: Counsellors' Perception, Counsellors Status, SQ3R Methods and Self-Esteem

INTRODUCTION

A Guidance Counsellor is a professional who works in schools or other educational institutions, providing academic, personal, and career advice to students. They help examine their students' potential skills to build their self-esteem for success in their future endeavors. A teacher counsellor is often a teacher who does not have any formal training as a Guidance counsellor. He stands in for the Guidance counsellors because of lack of professional counsellors in schools. Though, he does the work of a counsellor but not in a professional manner. Meanwhile, a

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teacher counsellor may be a special educator, an invigilator, an advocate, apart from his/her therapeutic and assessment duties he or she takes the floor when there is a lack of a professional counsellors.

In Enugu State, there is a general scarcity of professional Guidance Counsellors which has left most secondary schools guidance counsellors not to be able to integrate self-esteem in their students as recommended by the Federal Republic of Nigeria (2013) in her National Policy of Education [1]. According to the guidance and counselling Division of the Post Primary School Management Board (PPSMB) Enugu 2015, there are presently 105 guidance counsellors serving in the 291 government owned secondary schools of Enugu State [2]. Of these, statistics shows that 59 have served the board for over ten years and above while the remaining 46 have been in her service for less than 10 years now. This means that there are only 59 guidance counsellors in the 291 Enugu State owned secondary schools. This fact is buttressed by [3] who found that that most secondary schools have no professional guidance and counsellors in Enugu State. Researches carried by [4] found that due to lack of experienced counsellors guidance and counselling programmes are not well implemented in Schools. [5] in a related study found among others that hardly can counsellors satisfy the needs of their students since their number is inadequate. He found that teachers counsellors had little or no experience are unable to apply counselling strategies during counselling session. He also found out that Workshop, seminars and conferences which would have been organized for school counsellors to update them with the new skills are frustrated by government and funds are not made available for such conferences that utilized the perceived counselling strategies for instilling confidence among students.

The above is an indication that instilling confidence among students requires the utilization of counselling strategies which are counselling plans of actions intended to accomplish specific goals. Thus counsellors are expected to make use of these counselling plans of actions depending on their perception of them to resolve the challenges posed by self-esteem among secondary school students in Enugu State.

Using perception as a yard stick by consellers, counsellors involves two processes, sensation and interpretation guided by past experiences. Here, the ability of the counsellor to understand things happening around him or her, [5] and in knowing when to try a different strategy with a student to enhance his/her self-esteem becomes vital even though it's appalling. These may be a necessary reason to encourage the adoption of some counselling strategies for enhancing self-esteem among secondary school students cannot be overemphasized. Working to improve one's confidence takes time and efforts but it is worthwhile on the long run. The moment certain negative threats begin to manifest among students, it is worthwhile to stop and put a check on them.

Some of the already existing counselling strategies among which guidance counsellors and teachers counsellors seem to perceive for enhancing self esteem among secondary school students is SQ3R Robinson methods. SQ3R Robinson method is a systematic reading strategy propounded by Robinson in 1941. The methods helps in curbing students negative excesses out of the depleting state of vulnerability they find themselves which is re-echoed in the National Policy on Education (2013) [1]. More so, this strategy involves, encouraging students with realistic planning, helping students to adopt time-tabling as a way of improving study habit, assisting students to learn how to read systematically, encouraging students to acquire the skill of writing down sets of questions, encouraging students to read with the intent of remembering [6].

SQ3R Robinson method is referred to as a systematic reading strategy by [7] to help one organize the reading process into a manageable unit. SQ3R Robinson method is an acronym with 5 steps of reading and study method, originally suggested by the proponent Robinson in 1941. It is a reading formula devised to help military personnel to learn specialized skills in as little time as possible. These methods provide a systematic approach to reading and suggest that one writes down a set of questions first and then reads actively with the aim of answering those questions.

The first letter S, in SQ3R stands for Survey (a chapter in a book to get an overview), Q stands for Question (ask one or more questions for each section in a chapter), 1st R stands for Read (and mentally answer the questions), 2nd R stands for Recite (recall the answers to a section's questions from your memory) and the 3rd R stands for Review. A systematic approach to reading is as relevant now as it was in the 1940s. Being flexible with this approach will help the adolescent formulate questions for a particular chapter in advance (rather than per section) and then actively read the chapters once before reciting the answers. When secondary school students imbibe this approach, the tendency is for them to turn it into a habit. Forming a good reading habit will encourage more research work that will eventually contribute to the knowledge bank in future. The entire exercise demands proper planning which will in turn help in nurturing good self-esteem in secondary school students.

The problem of low self-esteem among secondary students is worrisome. This is linked with their general studies. SQ3R Robinson method restores students interest lost in reading especially students battling with social problems. SQ3R Robinson method when successfully applied on secondary school students struggling with poor academic performances will introduce some positive changes which will in turn boost the self-esteem of such

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students. Again this study is about counsellors' perception of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students. This statement is elaborated with the application of some variables that follows.

The worries of all and sundry is that if the school system is not equipped with human resources to impart the culture of self-esteem in students, the nation will in no distant time be at risk of regression. Regarding this study, two schools of thoughts emerged. One school argued that guidance counsellors are well at home with the SQ3R methods are utilized for enhancing self-esteem but the problem is that they are handicapped by the high dearth of guidance counsellors in schools. The other school has argued that guidance counsellors have vague perception of SQ3R methods as a counselling strategy that enhances self-esteem among secondary school students as their employers (P.P.S.M.B, Enugu) have only organized two workshops since the inception of guidance and counselling in schools in 1982. This group has argued strongly that it is because of this ambiguous perception of SQ3R methods of counselling strategy that makes it difficult for them to inculcate self-esteem traits in students.

Most students aspire to excel in their academic pursuit but this might become an illusion unless it is equally nursed and nurtured by counsellors who have a clear cut perception of strategies that enhance self-esteem. It is against this background that this study was undertaken. The problem of this study is therefore, put in a question form, "What are the perceptions of guidance counsellors and teachers counsellors on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?"

Purpose of the Study

The main purpose of this study is to ascertain the perception of counsellors' status on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Specifically the study aims at;

1. ascertaining the perception of Guidance and Teachers counsellors on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Research Question

The following research question guided the study.

1. What are the perception of Guidance and Teachers counsellors on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Research Hypothesis

The following research hypothesis guided the study and were tested at .05 level of significance.

HO.: There is no significant difference between the mean perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

METHODOLOGY

The study adopted a descriptive the survey research design. The area of the study was Enugu State, Nigeria. The population for this study comprised 105 practicing guidance counsellors in all the 291 government owned secondary schools in the 6 Education Zones of Enugu State. Of these 59 Guidance counsellors while 46 Teachers counsellors. The population is small so no sampling was done. The instrument used for data collection was a 5 item questionnaire called SQ3R Method of Robinson Scale (SQ3R). The instrument had a 4-point response scale with response category of Strongly Agree (SA)----4 points; Agree(A)-----3 points; Disagree (D)----2 points and Strongly Disagree (SD)—1 point. The instrument was validated by three experts; two from Guidance and counselling department and one from measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .77. The study was carried out in all the 291 secondary schools in Enugu State. One hundred and five copies of the questionnaire were distributed but ninety-six copies were retrieved from the respondents representing 91.43 percent return rate. Data collected were analyzed using mean with standard deviation. Any mean score of 2.50 and above was regarded as Agreed while any mean below 2.50 was regarded as Disagreed. The one null hypothesis was tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of ± 1.96 for the required degree of freedom of 94, the null hypothesis was not rejected but if the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

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Data Analysis and Results

Research Question 1: What are the perception of Guidance and Teachers counsellors on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Table 6: Mean (\bar{X}) Rating with Standard Deviation of the Extent Guidance Counsellors and Teacher Counsellors on the Suitability of SQ3R Method as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State

S/N	Items	Guidance Counsellors N=55		Teacher Counsellors N=41		Overall		Decision
		X_1	SD_1	X_2	SD_2	X_3	SD_3	
1.	Encouraging students with realistic plans	3.83	0.50	3.50	0.87	3.67	0.69	Agree
2.	Helping students to adopt time- tabling as a way of improving study habit	3.82	0.39	3.64	0.51	3.73	0.45	Agree
3.	Assisting students to learn how to read systematically	3.92	0.50	2.99	0.16	3.46	0.33	Agree
4.	Encouraging students to acquire the skill of writing down sets of questions	2.90	0.38	3.29	0.97	3.09	0.68	Agree
5.	Encouraging students to read with the Intent of remembering	3.64	0.59	2.96	0.28	3.30	0.44	Agree
Grand Mean		3.57	0.56	3.23	0.48	3.40	0.52	Agree

Data in Table 1 indicates that of the 5 items on the perception of Guidance and Teachers counsellors on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State, the respondents agreed with 5 of the items (1, 2, 3, 4 and 5)) as they recorded mean scores of (3.67, 3.73, 3.46, 3.09 and 3.30). The standard deviation for all the items raised is 0.52 which is small signifying that the responses are closely clustered around the mean. The Table also shows that the respondents grand mean score for the overall items raised is (3.40). Following the guideline for the interpretation of the respondents data, the answers to research question one is that guidance counsellors and teacher counsellors perceive SQ3R Robinson method as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

HO: There is no significant difference between the mean perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Table 2: t-test Analysis of the Difference Between the (\bar{X}) Mean Perception Scores of Guidance Counsellors and Teachers on the Suitability of SQ3R Robinson Method as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State.

STATUS	N	\bar{X}	S^2	df	t-cal	t-crit	Decision
Guidance Counsellors	55	3.57	0.39	94	1.04	± 1.96	NS Do not reject H_{01}
Teachers Counsellors	41	3.23					
Total	96	5.87					

Significant at $P < .05$, $df = 94$, critical t-value = ± 1.96

The t-test analysis in Table 2 above indicates that the calculated t- value is 1.04 while the critical t-value is ± 1.96 at .05 level of significance. This implies that the calculated t-value is less than the critical t- value. Thus, going by the decision rule, there is no difference between the mean perception scores of Guidance Counsellors and Teachers

on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

DISCUSSION OF THE FINDINGS

The result in Table 1 showed that guidance counsellors and teacher counsellors perceive SQ3R Robinson method as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The research hypothesis ascertained if there is no significant difference perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The analysis of the t-test comparison according to Table 2 showed that there is no significant difference between the mean perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The findings are in line with the findings of [6] who found that the SQ3R method helps learners to organize their studies into manageable units that can assist them to improve their comprehension of facts. It was adopted as a reading formula devised to help military personnel to learn specialized skills within a short space of time. Students who are able to organize themselves and remain focused will consciously or unconsciously have their confidence developed positively. This systematic approach to reading found in the adoption of SQ3R Robinson method by [6] helps to create healthy self-esteem in and among students.

CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. Guidance and Teachers counsellors perceive SQ3R Robinson method as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State.
2. There is no significant difference between the mean perception scores of Guidance Counsellors and Teachers on the suitability of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

RECOMMENDATIONS

To achieve this mission the following recommendations were made based on the findings of this study.

1. The Post Primary Schools Management Board (PPSMB) should assist guidance and teachers counsellors who hitherto have been serving as school counsellors by appointment to acquire university education in guidance and counselling for self-improvement.
2. Secondary school students ought to be acquainted with SQ3R method as a compulsory method for studying in all secondary school in Enugu State.

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