Counsellors Perception Of SQ3R Robinson Method as a Counselling Strategy for Enhancing Self-Esteem Among Secondary School Students in Enugu State, Nigeria.

Ani, N.G

Department of Guidance and Counselling Enugu State University of Science and Technology, ESUT, Enugu Nigeria.

ABSTRACT

The study examined counsellors' perception of SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. One research question and one null hypothesis guided the study and was tested at.05 level of significance. The study adopted a descriptive survey research design. This was done with particular reference to the location of the schools of 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 Methods for Enhancing Self-Esteem Scale (SQ3R.MS).The instrument was face validated by three (3) experts: one in measurement and evaluation and two others in Guidance and counselling Department of Faculty of Education, Enugu State University of Science and Technology, Enugu. 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 result showed that SQ3R methods as a 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 male and female counsellors on SQ3R method as a 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, SQ3R Methods and Self-Esteem

INTRODUCTION

What could be the underlying factor for these pervasive and self-destructive behaviours in young people? This rhetorical question brings to the fore the need to appreciate one's disposition to express oneself as being competent to cope with the basic challenges of life. This calls for an individual self-esteem.

What then can be done to salvage these young people and channel them towards the right direction in life? If truly children's vulnerability requires adult's intervention to excel academically, protection and support and if one of those needs is the capacity to develop 'self'; which group of adults can be entrusted with such responsibility? Counsellors' perception of SQ3R Robinson counselling strategy as a topic however, directs the responsibility of counselling the students out of the depleting state of vulnerability they find themselves to guidance counsellors in schools. This is re-echoed in [1]).

Meanwhile, SQ3R Robinson method is a systematic reading strategy propounded by [2]. 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 [3]

SQ3R Robinson method is referred to as a systematic reading strategy by K [4] 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 [5]. 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.

Low self-esteem students have problems studying generally. SQ3R Robinson method helps in restoring the interest lost in reading at the time the individual student was 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 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 on 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 examine counsellors' perception 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. Determining counsellors' perception 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 perceptions of guidance counsellors on 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$_1$: There is no significant difference between the mean perception scores of male and female guidance counsellors on SQ3R method as a 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 female counsellors while 46 male 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.MORS). 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.

DATA ANALYSIS AND RESULTS

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

Table 1: Mean Perception Scores ($\overline{X}$) and Standard Deviation (SD) of Guidance Counsellors on SQ3R Method as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State.

N = 96

S/N	SQ3R Robinson Method as a strategy for Enhancing Self Esteem among Secondary Decision School Students are based on:	SA 4	A 3	D 2	SD 1	$\overline{X}$	SD
1	Encouraging students with realistic plans Disagree	7	11	29	49	1.75	0.92
2	Helping students to adopt time- tabling as a way of improving study habit Agree	36	45	12	3	3.18	0.77
3	Assisting students to learn how to read systematically Disagree	3	6	36	51	1.59	0.74
4	Encouraging students to acquire the skill of writing down sets of questions Agree	24	54	12	6	3.00	0.79
5	Encouraging students to read with the Intent of remembering Agree	42	36	6	15	3.06	1.06
	Grand Mean	**Agree**					**2.51**

Of the 5 items that makes up SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students. Guidance counsellors in Enugu State rated all of them positively as their mean scores (3.18, 3.00 and 3.06) are well above the cut-off point of 2.50. They however disagreed with 2 of the items (21 and 23) with mean scores of (1.75 and 1.59). Their standard deviation is small in all the items signifying that the respondents' responses are tightly clustered around the mean. This shows that the respondents' responses are

similar. Table 5 also indicated that the respondents recorded a grand mean score of 2.51.

With regard to the decision rule, the answer to research question 1 is that guidance counsellors perceive SQ3R Robinson method as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

HO$_1$: **There is no significant difference between the mean perception scores of male and female guidance counsellors on SQ3R method as a strategy for enhancing self-esteem among secondary school students in Enugu State.**

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

Gender Decision	N	$\overline{X}$	S^2	df	t-cal	t-crit
Female Counsellors NS	55	2.97				
Do not reject Ho$_1$			0.39	94	1.14	$\pm$1.96
Male Counsellors	41	2.90				
Total	96	5. 87				

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

The t-test analysis in Table 2 above indicates that the calculated t- value is 1.14 while the critical t-value is $\pm$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 significant difference between the mean perception scores of male and female counsellors on SQ3R method as a strategy for enhancing self-esteem among secondary school students in Enugu State.

DISCUSSION OF THE FINDINGS

The result in Table 5 showed that guidance counsellors perceive SQ3R Robinson method as those for enhancing self-esteem among secondary school students in Enugu State. The findings are in line with the findings of [3] 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 [3] helps to create healthy self-esteem in and among students.

The first research hypothesis tried to find out if there is a significant difference in the mean perception scores of male and female guidance counsellors on group counselling as a 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 the computed t (1.14) is less than the critical t-value ($\pm$1.96) at .05 level of significance. With regard to the decision rule, research hypothesis 1 which held that there is a significant difference between the mean perception scores of male and female guidance counsellors on SQ3R method of counselling as a strategy for enhancing self-esteem among secondary school students in Enugu State is not rejected. This finding is at variance with that of [2] who found out among others that females have a sense of self-esteem more than males.

CONCLUSION

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

1. Guidance counsellors perceive SQ3R Robinson method as a strategy for enhancing self-esteem among secondary school students in Enugu State.

2. There is no significant difference between the mean perception scores of male and female counsellors on SQ3R method as a strategy for enhancing self-esteem among secondary school students in Enugu State.

EDUCATIONAL IMPLICATION OF THE FINDINGS

The findings of this study have far reaching implication for students to enable them navigate through schools with the assurance of adding value to themselves through improvements in academic performances. This will likely spur students up into becoming more focused. Being successful will become a priority resulting from a positive shift in students' study habit. At the end of the day the findings could help place students on top of their circumstances by enhancing their self-esteem.

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 male and female guidance 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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