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## **The Effectiveness of SQ3R Technique in Curbing Aliteracy Among High School Students in Ilesa, Southwest, Nigeria.**

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### **ABSTRACT**

When the ability to read does not match with the willingness to do so, students exhibit negative attitude to reading which is expressed by lack of interest in reading known as aliteracy. This study considered SQ3R- a reading technique as a panacea for curbing aliteracy among high school students in Ilesa, Southwest, Nigeria. Pre-test. post-test control group quasi-experimental design was used and the data analyzed using SPSS version 22 with frequency distribution and Paired Sample Test. The study involved 14 high school students, out of which, 6 (42.8%) were males while 8 (57.2%) were females. There was significant reduction of aliteracy in the pre-test (M=63.0, SD=12.9) and post-test (M=52.3, SD=11.8),  $t(13)=2.98, p=0.01 < 0.05$  and the significance effectiveness of SQ3R in the pre-test (M=37.57, SD=14.1) and post-test groups (M=50.71, SD=15.7);  $t(13)=5.07, p=0.00 < 0.05$ . Gender played no role on the effectiveness of (treatment)SQ3R (M=1.50, SD=0.52) on aliteracy (M=1.29, SD=1.07);  $t(13) = 0.67, p=0.51 > 0.05$  as the effectiveness of SQ3R in combating aliteracy did not depend on gender. The study recommended that school librarians and teachers should be trained to identify aliterates and to expose them to different techniques of reading which could aid reading comprehension including SQ3R so as to curb aliteracy among the students.

**Keywords:** Aliteracy, Gender, High school students, Ilesa, Southwest, Nigeria, SQ3R.

## **Introduction**

Reading is the act of decoding the written word. It is also a dynamic process in which the reader relates with text to construct meaning. Reading is a process of communication between the writer and the reader and a vital part of learning that needed to be fused into learning process in order to make it effective (Ayowole, 2017). Basically, reading is an intellectual activity which involves readers' understanding and processing of information as it helps readers to satisfy their personal needs, enrich level of maturity and ensure freedom of establishment and reflection of opinion (Hussain & Munshi 2011). High school students cannot do without reading because it enhances sharing of information and idea, helps them to obtain needed information and broaden their interests and horizons thereby enabling them to develop critical thinking skills, have enriched knowledge, develop enhanced language proficiency and broadened life experiences (Oyewusi, 2016). According to Ogbonna (2014), reading ignites students' imagination and encourages quick learning as it widens their views, and helps the students to learn efficiently and effectively.

High school students are exposed to a whole lot of information and ideas through reading of materials available in different formats. However, despite the benefits reading stands to offer them, high school students display varied disposition to reading. While some students exhibit genuine interest in reading and demonstrate a positive attitude to reading every genre of books, some do not show appropriate interest in reading which is expressed by lack of interest in reading as well as a negative attitude to reading. A learner should have the ability and the willingness to read if learning should take place effectively, reading is thus an integral part of learning activities. If the ability to read does not match the willingness to read, a learner may not be able to attain the maximum level attainable in the learning process.

Aliteracy is a term used to describe the lack of interest shown in reading by capable readers. It is lack of both voluntary and involuntary reading habits among individuals who have the ability to read. It is what occurs when an individual who can read sees reading as a chore or a task rather than pleasure (Wells, 2012). Mickulecky made the attempt to differentiate aliteracy from illiteracy in 1978 as he discovered in a study that apart from those who were not able to read at a basic level, an increasing number of Americans (old and young) were choosing not to read despite having the ability to do so (Wells, 2012). Boorstin, the Librarian of the Library of Congress also identified decline in the reading habits of Americans in 1984 and referred to it as aliteracy in a book titled "Books in Our Future" as he noted that less Americans citizens

were actively involved in reading. (Abimbola and Adeoye 2013). Aliteracy occurs when individuals who have the ability to read are less enthusiastic about reading but rather see reading as a burden. It is expected that high school students should be favourably inclined to reading and derive pleasure in it but when students in high schools perceive reading as being burdensome, time consuming and unprofitable thereby demonstrating apathy to reading, such are said to be aliterates.

In Nigeria, some of the factors accountable for aliteracy among high school students with respect to earlier studies (Ilogho, 2011; Olufowobi & Makinde, 2011 and Abimbola & Adeoye, 2013) are scarcity of well-equipped school libraries and professional librarians; nature of assigned books; and negative influence of technology among others. Additionally, while some students may genuinely dislike reading, others may inadvertently find it difficult to make time for reading and for some, the decision not to engage in reading may be due to the inability to comprehend what is read which may at the long run result to loss of interest in reading

Aliteracy can be confronted by acquainting aliterates among high school students with methods that could aid comprehension of reading materials. The essence of reading is comprehension but when students find it difficult to comprehend what is read consistently, there is the propensity of losing interest in reading which may eventually lead to aliteracy. Therefore, assisting high school students with methods capable of improving reading comprehension such as Survey, Question, Read, Recite and Review (SQ3R), they may develop interest in reading activities.

Survey, Question, Read, Recite and Review (SQ3R) is a reading method which was introduced by Francis Robison, a professor of Psychology in 1941 and it was designed in five phases or steps (Khaghaninejad, 2015). The first letter 'S' stands for the first step which is Survey and it has to do with having a general clue of what a particular chapter in a book is all about. It also involves briefly surveying the title, sub-titles, introduction, objective, table and captions, figure and captions, main text, words written in italics, bold, questions and summary of the chapter. The second letter which is 'Q' stands for Question and simply depicts turning each title and sub-title into questions. This enables the reader to read enthusiastically with concentration as efforts are made in the course of reading to seek answers to the questions that are framed. The third letter 'R' stands for Read and it is the stage where the reader engages in the reading of the text with careful attention as efforts are made to find answers to the questions earlier framed. The third letter stands for 'Recite' and this is the stage when the reader recites or recalls

what has been read so far by closing the book and trying as much as possible to write out answers to the questions formulated without recourse to the books. The last letter 'R' stands for 'Review'. This is the stage when the reader recalls what is read systematically and when any idea or facts cannot be recalled, the reader goes back to read the text again and this is done until the facts and ideas presented in the books can be recalled easily without being memorised (Baier, 2011; WETA,2017 and Jackson,2017). The appellation 'SQ3R' as an acronym is often used to remember the steps and makes reference to the reading method easier.

SQ3R had been found to help students of varied categories to read textbooks systematically so as to encourage the remembrance of important information contained in the books. All the five steps involved in reading with SQ3R technique make it easy for students to identify salient facts and ideas contained in the textbooks. Using SQ3R to read textbooks, notebooks and other assigned materials makes it possible for high school students to envision questions they are likely to come across in examinations because teachers most of the times pick questions from the notebooks and textbooks (New Hemisphere Technical Institute (NHTI), 2014). SQ3R method therefore has the propensity to improve the academic performance of high school students as observed in various studies. Studies such as those carried out by Siregar,2012; Yuliana,2013; Marini,2014 and Jannah,2018 among others had established the effectiveness of SQ3R in improving reading comprehension of high school students and other students in the primary school and higher institution of learning.

Yuliana (2013) stated that Indonesian grade eight students who were taught using SQ3R did better in reading comprehension achievement than those who were not exposed to the reading method. Marini (2014) in another research on eighth grade students in Indonesia affirmed that SQ3R boosted reading comprehension. This confirmed that early introduction to SQ3R in the high school can boost the reading comprehension of students thereby growing their interest in reading. High school education is another landmark for the students coming from the primary schools. The bulk of reading materials new students in high schools are often exposed to, necessitates that a proven method of reading that could aid and improve comprehension, thereby making reading to be pleasurable be introduced to the students. Siregar (2012) discovered that SQ3R enhanced the learning outcome of high school students in Indonesia in Biology as students who were introduced to SQ3R were able to comprehend the content of the reading material more than students who were taught using the conventional method. The step by step method of survey, question, read, recite and review help high school students to dissect with ease the content of the textbooks, practical guide books and other assigned materials. Once

the content of the assigned materials is well comprehended by the students, there will be willingness to read and consequent improvement in learning outcomes.

Jannah (2018) confirmed that students who were exposed to SQ3R learned Indonesian language quicker and faster than their counterparts who were not presented with the method. Teaching the reading of a language can be adjudged to be operative only when students are able to comprehend reading materials written in the language and using SQ3R may assist the students to comprehend the language better. When Gurning & Siregar (2017) introduced students to SQ3R in learning English language in Canada, it was revealed that there was improvement in the reading comprehension of the students.

Similarly, Biringkanae (2018) reported an improvement in the reading comprehension of the eighth-grade students in Indonesia as a result of the application of SQ3R in teaching English Language. It was observed that the method helped the students to identify the main ideas of the selected texts; comprehend the meaning of words that they are not acquainted with and to discover the implied information rooted in the text. Comprehension of reading materials can only take place when students identify the main ideas presented in the reading materials and comprehend the meaning of the words. Parwati (2014) observed that SQ3R improved the reading abilities and consequently the reading comprehension of the high school students in Indonesia. This suggests that if high school students are properly guided to properly apply SQ3R in reading textbooks, notebooks and other assigned materials, good reading skills and good reading abilities could be developed, which may invariably result in improved reading comprehension. The moment high school students could effectively comprehend reading materials, there might be improvement in the academic achievement in all the school subjects and this may build the love and the desire to read in the students.

SQ3R aids students to fully absorb written information and it helps them to create a good mental framework of a subject so as to easily extract facts in the texts. With SQ3R, students would be able to set study goals and they can get maximum benefit from their reading time and gain knowledge and information as much as they can (Falenti, 2012). SQ3R equips students with the techniques needed to comprehend texts in a better way and turn them into active learners rather than passive learners (Asiri & Momani, 2017). High school students' motivation for reading could be redefined with a positive reading attitude and rekindled interest in reading

when they find meaning in reading through the inculcation of SQ3R. If used appropriately, SQ3R can improve comprehension of reading materials (especially subject based textbooks) by the high school students which can invariably boost their interest in reading. Exposing aliterates to SQ3R may lead to arousal of interest in reading and the rate of comprehension increases, this may invariably lead to improved reading attitude.

Gender had always been a factor in studies relating to reading among high school students in Nigeria and in other parts of the world. Leveraging on the report of earlier studies carried out on reading among high school students in Nigeria and other parts of the world, the researchers are of the opinion that gender has a role to play in the reading behaviour and reading attitude of high school students and invariably in high prevalence of aliteracy among the students. Studies on the differences in the reading attitudes of male and female students had established that female students have better reading attitude than male students (Neff, 2015 & Fan, Umaru & Nsedii, 2017).

Existing studies on gender differences in reading among high school students asserted that females have better reading habits than males (Ameyaw & Anto, 2017). Repeated habits would eventually lead to attitude, therefore, students with good reading habits will invariably possess good reading attitude and have good feelings toward reading, resulting in good reading behaviour.

Most studies on reading and gender differences among high school students laid emphasis on implication of reading habits on academic achievement (Cook,2012; Akinwumi,2017) Therefore, this study took into consideration the extent to which gender determine the effectiveness of SQ3R in combatting aliteracy. Previous studies on SQ3R focused on its effect on the academic achievement and learning outcomes of high school students on different school subjects with no particular attention given the its effectiveness in reducing aliteracy. This gap necessitated the need for this study.

### **Objectives of the study**

This study sought to examine the effectiveness of SQ3R on aliteracy among high school students in some selected schools in Ilesa, Southwest, Nigeria. The following specific objectives guided study:

- (1) to determine the effectiveness of SQ3R on aliteracy among high school students in Ilesa, Nigeria;
- (2) to examine the role of gender on the effectiveness of SQ3R on aliteracy among high school students in Ilesa, Nigeria.

### **Hypothesis**

The following null hypotheses were tested at 0.05 level of significance:

**H0<sub>1</sub>:** There is no significant effectiveness of SQ3R on aliteracy among high school students in Ilesa, Nigeria.

**H0<sub>2</sub>:** There is no significant role of gender on the effectiveness of SQ3R on aliteracy among high school students in Ilesa, Nigeria

### **Methodology**

The study was conducted in two local government areas of Ilesa East and Ilesa West in Ilesa, Nigeria. The study adopted a pre-test- post-test control group quasi experimental design. Total enumeration was used to select all the 14 students in Senior High School Class One who identified as aliterates through ‘Aliteracy Initial Survey’ (See Appendix I) designed by the researchers. Their response to the survey were scored and students with the scores of 70% and above participated in the study (see Table I). Pre-test which is a combination of the instrument and standardised Civic Education Performance Test (CEPT) (See AppendixIII) questions was administered to the participants before the treatment. Post -test comprising instrument and standardised Civic Education Performance Test (CEPT) questions was administered to the participants after the treatment.

Permission was obtained from the Osun State Ministry of Education from where letters of introduction addressed to the principals of the schools involved in the study were obtained who in turn gave permission to carry out the study. The consent of the participants to participate in the research was obtained in proxy from the principals of the affected schools under whose care they were.

#### *Sample and Data Collection*

The participants of the study were Senior High School Class One students in public mixed schools who were aliterates willing to participate in the study.

The participants in the treatment group were exposed to eight weeks of SQ3R involving Survey, Question, Read, Recite and Review (SQ3R) sessions of one hour per week They were



exposed to the use of the SQ3R as a method of reading that aids comprehension which involves survey of the reading text, formulating questions from the text read, reciting what is read and reviewing what has been read using Essential Civic Education for Senior Secondary Schools by Babalola, G. and Igbinobu.C. The control group was not exposed to any kind of treatment but they were exposed to conventional method of reading textbooks for eight weeks during which they were given Essential Civic Education for Senior Secondary Schools by Babalola, G. and Igbinobu.C and they were exposed to the same pre-test and post- test at the beginning and end of the treatment respectively.

The questionnaire tagged “Reading Attitude and Reading Behaviour Questionnaire (RAABQ)” (See Appendix II) designed by the researcher was used for this study. The instrument comprises 23 items which were measured on a four-point Likert scale format of Strongly Agree =4 (SA=4), Agree=3 (A=3), Disagree=2 (D=2), Strongly Disagree=1 (SD=1). Validation of the instrument was done with a pilot study with Senior High School Class One students in a school which is not part of the study in Ilesa, Southwest, Nigeria. The scores obtained were subjected to Kuder Richardson (KR 20) and the reliability coefficient was 0.86 was achieved. The choice of Civic-Education was arrived at by the researchers because Civic Education is a subject being offered by the generality of all the students in the high schools irrespective of their subject specialisation and since aliteracy cut across all the subject areas in the high schools, a subject peculiar to science, arts or social sciences specialisation may not be appropriate for the aliterates hence the choice of Civic Education which cut across all the classes irrespective of subjects of specialisation. SQ3R worksheets (See Appendix IV) ( were designed by the researcher and used along with Essential Civic Education for Senior Secondary Schools by Babalola, G. and Igbinobu.C.

#### *Analyzing of Data*

The SQ3R sessions were conducted between May and July, 2019. The data collected were analyzed with SPSS version 22 using frequency and percentage with paired sample test

## Findings/Results

**Table I: Study participants**

Name of Schools	Study Participants
Methodist High School, Ilesa	07
Saint Margaret High School, Ilesa	07
<b>Total</b>	14

**Table 2: Demographic profile of high school students in Ilesa, Southwest, Nigeria**

S/N	Description	Frequency	Percentages (%)
<b>1</b>	<b>Gender</b>		
	Male	6	42.8
	Female	<b>8</b>	57.2
	<b>Total</b>	14	<b>100 .0</b>
<b>2</b>	<b>Age</b>		
	Less than 12	-	-
	12 – 14	6	42.8
	15 – 17	4	28.6
	Above 17	4	28.6
	<b>Total</b>	18	<b>100.0</b>

The demographic profile of the students shows that 6 (42.8%) of the 11 students involved in the study were males while the remaining 8 (57.2%) were females. It can also be observed that 6 (27.7%) of the students were between the ages of 12 and 14, 4 (28.6%) were between the ages of 15 and 17 while 4 (28.6%) were above 17 years as shown in Table 2.

**Table3: Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Aliteracy	63.0000	14	12.93772	3.45775
Post-test Aliteracy	52.7143	14	11.82194	3.15955
Pair 2 Pre-test SQ3R	37.57	14	14.124	3.775
Post-test SQ3R	52.43	14	15.195	4.061
Pair 3 Treatment	1.50	14	.519	.139
Gender	1.29	14	1.069	.286

**Table 4: Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Aliteracy – Post-test Aliteracy	10.28571	13.28057	3.54938	2.61774	17.95369	2.898	13	.012
Pair 2 Pre-test SQ3R – Post-test SQ3R	14.857	10.946	2.926	21.177	8.537	5.078	13	.000
Pair 3 Treatment - Gender	.214	1.188	.318	-.472	.900	.675	13	.512

The data in tables 3 and 4 show that there was a significant reduction in the means of aliteracy as aliteracy means reduced from (M=63.0, SD=12.9) in the pre-test to (M=52.3, SD=11.8),  $t(13)=2.98, p=0.01 < 0.05$  and the significance effectiveness of SQ3R in the pre-test (M=37.57, SD=14.1) and post-test groups (M=50.71, SD=15.7);  $t(13)=5.07, p=0.00 < 0.05$ . However, there was no significant role of gender on the effectiveness of treatment (M=1.50, SD=0.52) on aliteracy (M=1.29, SD=1.07);  $t(13) = 0.67, p=0.51 > 0.05$ . This shows that exposure to SQ3R drastically improved the comprehension of the participants and thus reduced aliteracy among the students and hypothesis one was thus rejected. However, gender had no significant roles to play in the effectiveness of SQ3R to tackle aliteracy and hypothesis two is thus accepted

## Discussion

The findings of this study showed that high school students who were exposed to SQ3R developed improved reading attitude and reading behavior and reduction in aliteracy. This implies that aliteracy among high school students could be curbed by exposing them to SQ3R method of reading to improve the level of reading comprehension which might be responsible for negative attitude to reading and lack of interest in reading. The result of the study showed the technique enhanced the reading comprehension of aliterates thereby encouraging the enjoyment of reading. Lack of reading comprehension is one of the factors adjudged to be responsible for aliteracy because high school students like any other human being tend to develop interest in what they do better and resist what they find difficult. The finding showed that SQ3R was effective in improving reading comprehension of high school students which is in agreement with the findings of Yuliana (2013) and Marini (2014) that Indonesian high school students who were exposed to SQ3R had high mean score in reading comprehension. It also affirmed the findings of Gurning and Siregar (2017) that high school students in Canada had better reading comprehension when exposed to SQ3R as well as Dewi (2016) in Thailand. The results of the study also agreed with the findings of Jannah (2018), Biringkanes (2018) who affirmed that with exposure to reading method such as SQ3R students in Indonesia were better focused when reading and that comprehension and retention were better enhanced. Moreover, the findings of the study also affirmed the effectiveness of SQ3R as stated by Mabekoje (2011), Ajayi and Adewale (2011) and Ezeh (2017) that Nigerian high school students had their reading comprehension and invariably achievement score considerably improved when taken through SQ3R.

The finding of the study also showed that while SQ3R improved the reading comprehension of the participants thus reducing aliteracy among the high school students, the gender of the students did not determine its effectiveness, thus, gender has no significant interaction role to play in the effectiveness of SQ3R treatment in reducing aliteracy. This revealed that the effectiveness of SQ3R in improving reading comprehension and thus reducing aliteracy among the high school students was independent of the gender of the aliterates. The study outcome contradicted that of Clark, Osborne and Akerman (2008) that female students in London displayed positive attitude to reading with a penchant for reading a variety of genres when compared to male students and that of Shafi and Loan (2010) that gender is a central point affecting the students' reading habits in India as female high school students were found to be

be more favourably disposed to reading than males. The findings of this study however substantiated that of Akinwumi (2017) that gender had no significant effect on the reading comprehension of Nigerian students, thus the study was in agreement with the outcome of previous studies on the fact that gender do not play significant roles in reading among high school students. It can thus be inferred that as aliterates were exposed to SQ3R, the gender of the students did not matter in their response to the treatment.

## **Conclusion**

The outcome of this study showed that aliteracy could be reduced by exposing students in high school to reading techniques such as SQ3R that could enhance the comprehension of reading materials. Due to the fact aliteracy has such critical consequences which cannot be taken with levity, SQ3R could be employed by the school librarians and the teachers to curb aliteracy among the high school students. It was observed that the participants of the study did not have an idea of SQ3R as a technique of reading that could aid comprehension of reading materials until they were introduced to the technique and they practically discovered that reading comprehension was enhanced through the reading technique. This confirmed that students' reading comprehension can be enhanced and interests in reading awaken in students through exposure to SQ3R. One of the major causes of aliteracy as observed among the high school students is inability to comprehend both assigned and non- assigned reading materials. This was practically taken care of when the high school students who participated in this study were exposed to this technique of reading. The enthusiasm of being able to comprehend facts and ideas presented in books and other reading materials improved the reading attitude and the reading behavior of the high school students.

However, there is need to address other factors such as lack of school libraries with professional librarians, rigid curriculums, negative influence of parents who do not show good examples of reading, non- availability of books of students' interests among others. When some of these are tackled by relevant stakeholders, aliteracy could be reduced among high school students.

## **Recommendations**

1. Teachers and school librarians should be aware of aliteracy and its implication on the students.

2. Aliterates should be identified among the high school students in order to help them with different means of reducing it.
3. High school students should be exposed to different approaches to reading including SQ3R to reading that could enhance the comprehension of reading materials.
4. Both gender of students should be exposed to SQ3R as a method of reading that could enhance reading comprehension and increase interest in reading.

### **Limitations of the study**

Some of the students who showed interest in taking part in the study dropped out as the treatment session progressed. It was not all the participants who made themselves available at the beginning that stayed through to the end. This accounted for the study sample size but the existing sample size was within the suitable standard of quasi experimental study.

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## Appendix I

### Aliteracy Initial Survey (AIS)

Instructions: The survey is to be answered by ticking the most appropriate answer. Rate your responses as they best describe you by ticking (✓) in the space provided in the table below:

Very True of Me (VTM), Almost True of Me (ATM), Fairly True of Me (FTM), Not True of Me (NTM).

S/N	Items	(VTM)	(ATM)	(FTM)	(NTM)
	<b>Reading Motivation</b>				
1.	I do not like to read if I am not forced				
2.	I do not like to read anything printed				
	<b>Types of text read</b>				
3.	Long stories put me off				
4.	I do not want to read more than my notebooks				
	<b>Importance attached to reading</b>				
5.	I know reading is important for my academic achievement but I cannot bring myself to read				
6.	I prefer playing games and watching movies to reading				
	<b>Reading skills</b>	(VTM)	(ATM)	(FTM)	(NTM)
7	I found it difficult to comprehend textbooks when I try to read them				
8.	I like simplified textbooks with illustration				
9	I found it difficult to remember what I read				
10	I like to read only when examination is approaching				

## Appendix II

### Reading Attitude and Reading Behaviour Questionnaire (RAABQ)”

#### Reading Attitude Scale (SRAS)

4. Please tick (✓) the item in line with your response

**Key SA = Strongly Agree A = Agree D= Disagree SD = Strongly Disagree**

S/N	Students' Reading Attitude	SA	A	D	SD
1.	I do not enjoy reading lengthy books				
2.	Reading is not a strenuous activity				
3.	Reading is not boring to me				
4.	I am motivated by reading				
5.	My friends do not like reading so I lost interest in reading activities				
6.	I have better things to spend my time on than reading				
7.	Reading is not ridiculous to me and I want to be involved in reading				
8.	I prefer watching a story on the screen to reading it in a book				
9.	I need to read to pass my examinations				
10.	Reading can improve my grades in school subjects				
11.	Reading is time consuming				
12.	There is financial reward in reading				

### Reading Behaviour Scale (RBS)

**6. Please tick (✓) the appropriate option in the box in front of each statement)**

**Key SA = Strongly Agreed A = Agreed SD = Strongly Disagreed D= Disagreed**

S/N	Students' Reading Behaviour	SA	A	D	SD
1.	I like reading all the materials assigned for my school subjects				
2.	I read novels, magazines and other materials that are not associated with my school subjects				
3.	I do not get distracted from reading by the social media				
4.	I cannot settle down to read for a longer time				
5.	I do not get distracted from reading by sport activities				
6.	I have interest in reading activities				
7.	I relate with stories I read in books				

8.	I sometimes forget when I read				
9.	I sometimes find it hard to comprehend when I read				
10.	I try to read so as to pass examinations				
11.	Reading brings discomfort to me				

### Appendix III

#### CIVIC EDUCATION PERFORMANCE TEST (CEPT)

**Name of student (optional):**

**Class**

**Gender: Male [ ] Female [ ]**

**Instruction: Tick the option in line with your responses**

**Time:** 40 minutes

1. ----- is the study of the rights, privileges, duties, responsibilities and obligation of the people who live in a society  
A. Social Studies B. Civic Education C. Government D. Political Science
2. One of the factors that promote good value system is  
A. Intolerance B. Tolerance C. Inconsistency D. Rudeness
3. Good values bring about the following EXCEPT  
A. Conflict B. Co-operation C. Development D. Unity
4. Citizenship can be acquired through  
A. Insurance. B. Registration C. Banking D. Writing
5. Orderliness can be defined as  
A. Being punctual to work. B. Studying diligently in school C. Doing things in a proper way D. Obedience to any authority.
6. Human rights are basic natural rights which people enjoy primarily because they are--  
A. Members of a political party. B. International citizens. C. Members of a community. D. Human beings
7. The individual rights are usually entrenched in the

- A. Constitution B. Bill C. Convention D. Law books
8. Citizenship education influences an individual to be  
A. Patriotic B. Educated. C. Complacent. D. Competent
9. An individual who finds it difficult to control intake of drug is known as drug----  
A. Baron B. Mogul. C. Trafficker D. Addict
10. The tenure for political office holders in Nigeria is .....  
A. Eight B. Six C. Four D. Two
11. Which of the following is an acceptable societal value?  
A. Honesty B. Merriment C. Praise singing D. Family planning
12. The most important place for building good value is the  
A. Social welfare Centre B. Work Place. C. Media place D. Family
13. Which of the following is an effective way of resolving inter-communal conflict?  
A. Meditation B. Dialogue C. Litigation D. Avoidance
14. When there is a dispute in a community, members should  
A. Be indifferent to the issue. B. Co-operate with others. C. Leave the community entirely.  
D. Be resolute to their cause.
15. Community development projects can best be achieved if the people are  
A. Cooperative. B. Religious. C. Optimistic. D. Knowledgeable
16. Which of the following is a consequence of drug abuse?  
A. Depression B. Cowardice C. Victimisation D. Inefficiency
17. The civic obligation of a citizen includes  
A. Political socialization. B. Political participation. C. Engaging in family planning.  
D. Engaging in business ventures.
18. The following are goals of citizenship education except  
A. Preparing learners for leadership. B. Developing appropriate attitude in the learners.  
C. Creating job opportunities. D. Providing social amenities.
19. HIV/AIDS is spread mainly through  
A. Indiscriminate sexual intercourse. B. Kissing and hugging. C. Sharing toiletries with  
victims. D. Handshake with victims.
20. People living with HIV/AIDS could be assisted by  
A. Isolating them. B. Showing them love. C. Blaming them. D. Avoiding them.
21. Which of the following does not promote national consciousness?  
A. Respect for the symbols and identities of the country  
B. Promotion of people's culture and tradition C. Appropriate use of the mass media

- D. Inappropriate use of state property
22. Modern countries adopt rule of law in order to make
- A. Lawyers independent. B. The law supreme. C. The judiciary part of legislature.  
D. Laws in parliament.
23. The habit of obeying traffic regulations helps the individual to
- A. Report late at work. B. Avoid unnecessary accident. C. Be lazy at work.  
D. Use unauthorised route.
24. A challenge facing the protection of human rights in Nigeria is
- A. Absence of public complaints commission. B. Failure of leaders to promote rule  
of law. C. Independence of the judiciary. D. Press freedom
25. Election is a key pillar of democracy because it helps to
- A. Determine the legitimacy of government. B. Unite the country against external aggression  
C. Create goodwill and unity among political parties. D. Identify the richest political  
party in Nigeria.
26. The following are manifestations of law and order in society EXCEPT
- A. Due process B. Peaceful electioneering campaign C. Decorum D. Official election rigging
27. A secret cult can better be regarded as
- A. A secret club in which the members are religious. B. A group that has a secret symbol.  
C. A group of secretive people who love expensive dresses (D) A secret, extreme group in  
which the members behave unacceptably.
28. Generally in Nigeria, cultism operates mostly in
- A. Primary schools B. Secondary schools C. Second-hand educational institutions D. Post-  
secondary schools
29. A law abiding citizen is one who
- A. Is a lawyer B. Keeps and obeys the rules of the society C. Is an entrepreneur D. Worker
30. The government and society \_\_\_\_
- A. Sympathize with cultism B. Synchronise with cultism C. Are against cultism (D) Are for  
cultism.
31. These are some ways the citizens can help in maintaining law and order in society EXCEPT
- A. Reporting crimes and criminals B. Protesting regularly C. protecting public property D.  
acting as witness in law courts
32. The primary duty of the citizens to society is
- A. Obedience to traditional authority B. Obedience to civil society C. loyal to self D. loyal to  
the state.

33. The nearest government to the people and an important means of grassroots development is the
- A. State government B. Unitary government C. Local government D. Federal government
34. One major barrier to national development is the
- A. Low poverty level B. Existence of multi-party system C. Prevalence of corrupt practices D. persistent rural-urban migration
35. To be self-reliant is to be
- A. Dependent B. Independent C. Unemployed D. Confused
36. The process of governing through which rules and regulation are made is called -----
- A. Communication B. Government C. Constitution D. Civic rules
37. UDHR means the \_\_\_\_\_
- A. United Nations Declaration of Human Rights B. Universe Declaration of Human Rights C. Universal Declaration of Human Rights D. Unity Declaration of Human Rights
38. The seven core rights outlined in the UDHR of 1948 represent
- A. basic principles of the African Union (b) basic guidelines for human association (c) basic summary of all human rights (d) basic views of the United States
39. Which one of the following roles is expected of a good citizen in promoting the spirit of the human rights?
- A. Payment of tax B. Preventing the Police from arresting criminals C. Refusal to join or support human rights groups D. Refusal to become informed on human rights activities
40. Laws of libel and slanders are to protect
- A. Freedom of movement B. Freedom of religion C. Freedom of speech D. Freedom of association
41. Government can best promote the enjoyment of human rights through the following EXCEPT
- A. the use of radio B. the use of television C. the use of the print media D. the oral media
42. One major problem of human rights in developing countries of Africa is the
- A. High standard of education B. High population of people C. High level of poverty D. high rate of religious conflicts
43. The most popular means through which citizens of a country can participate in politics is by
- A. Being members of political parties B. engaging in constructive criticisms C. engaging in political debates D. voting
44. A major benefit of youth empowerment is

- A. Dependable on foreign aid B. Discouragement of patriotism C. Reduction in crime rate  
D. negation to national prosperity

45. One of the conditions which can limit the enjoyment of Human Rights in Nigeria is the  
A Acceptance of foreign aid by the government B. improvement in literacy level of the citizens  
C. Declaration of state of emergency by government D. periodic review of the constitution by government

46. Universal Declaration of Human Rights is based on the resolution of the  
A. Human Rights Watch B. United Nation Organization C. Amnesty International D. League of Nations

47. ----- is known as the father of democracy  
A. Lord Luggard B. Wesley C. John Maslow D. Charles Taylor

48. The right of every citizen upheld under democracy is -----  
A. Fundamental human right B. Artificial right C. Judicial right D. Noble right

49. -----is a way of electing leaders into office in the democratic dispensation  
A. Nomination B. Appointment C. Voting D. Ordination

50. One of the responsibilities of a citizen is \_\_\_\_  
A. Law abiding B. Fair play C. Goal setter D. Visionary

**Appendix IV**

**Sample of SQ3R Worksheet**

**SQ3R Worksheet for chapter one of Essential Civic Education for Secondary Schools  
Book I**

Instruction: Complete the following steps

Time: 60 minutes

<b>Steps</b>	<b>Activities</b>	<b>Time</b>
<b>* Survey</b>	<ul style="list-style-type: none"> <li>▪ Read the title of chapter one</li> <li>▪ Read the sub-titles of chapter one</li> <li>▪ Study the pictures in the chapter</li> <li>▪ Read the captions under each picture</li> <li>▪ Read the questions at the end of chapter</li> <li>▪ Write out any word you find difficult to understand</li> </ul>	<p>1 minute</p> <p>1 minute</p> <p>2 minutes</p> <p>2 minutes</p> <p>2 minutes</p> <p>2 minutes</p>



<b>*Question</b>	Write out five question each from chapter one	10 minutes
<b>* Read</b>	Read chapter one Provide answers to the questions you formed earlier using the textbook	20 minutes
<b>* Recite</b>	A. Close your book and write down answer to the questions you formed earlier B. Summarise the chapter in your own words	10 minutes
<b>Review</b>	<ul style="list-style-type: none"> <li>▪ Go over the questions you formed in chapter one</li> <li>▪ Go over the answers you provided</li> <li>▪ Go over the summary you made</li> <li>▪ Re-read any aspect you find difficult to recall</li> </ul>	10 minutes