

Effect of Question Answer Relationship (QARs) in Science Reading on the Academic Achievement of Students in Biology

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Abstract : The study investigated the effect of Question Answer Relationships (QARs) in science reading on secondary school students' achievement in Biology in Owerri Education Zone II of Imo State. The study adopted a quasi-experimental design and was guided by two research questions and two hypotheses. The sample comprised of 67 SS2 Biology students. The sample was drawn using random sampling technique. One researcher made instrument titled: Biology Achievement Test (BAT) was used for collecting the data of the study. The reliability of the instrument was established using Kuder Richardson formula (KR-20) which yielded a reliability index of 0.85 and Cronbach alpha for the BSIRS with an index of 0.71. Research questions were answered using mean and standard deviation. T-test statistics was used to test the hypotheses at 0.05 level of significance. The major findings are that students exposed to QARs strategy in science reading had higher achievement mean scores in biology than students in the control group; there is no significant difference between the achievement mean scores of male and female students exposed to QARs. The researchers recommended that science teachers should teach students the Question Answer Relationship reading strategy and that science students should endeavour to use the question - answer relationship reading strategy in classroom and individual science reading in order to enhance high academic achievement in the subjects being read.

Keywords : academic achievement, biology, science reading, question-answer relationship

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