



ASSESSMENT OF METHODS SECONDARY SCHOOL TEACHERS USE TO TEACH READING COMPREHENSION IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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Abstract

Scholarly researches, chief Examiners' reports and results of senior secondary school students' in external examinations have continued to reflect students' poor performance in reading ability and comprehension. Reading comprehension is a vital component of academic success and literacy development, especially in Nigeria, where English is the primary medium of instruction. Despite its importance, students in Ilorin metropolis continue to perform poorly in reading related tasks, raising concern about the effectiveness of current teaching methods. This study examines the influence of teacher variables - gender, age, qualification, experience, school type and location – on methods being used to teach reading comprehension in secondary schools. A descriptive survey design was adopted, and data were collected using a researcher-designed questionnaire titled: *Assessment of Methods Secondary School Teachers' Use to Teach Reading Comprehension in Ilorin Metropolis (AMESSECTETERECO)*. Fifty English Language teachers' from public and private schools were randomly selected. Descriptive and inferential statistics, including the *t*-test and ANOVA, were used for data analysis. Findings revealed that student-centered methods such as group discussion and summarization of texts are the most frequently used teaching methods. While some teachers still employ lecture-based and grammar-focused approaches, the shift toward interactive methods is evident. However, limited library resources and inadequate instructional materials hinder effective reading instruction. The study also found no significant difference in teaching methods based on teachers' variables. It was therefore recommended that interactive teaching strategies, instructional resources and regular teacher training are to be put in place for improved performance in reading comprehension.

Keywords: *Comprehension, Reading Comprehension, Teaching Methods, Teacher Characteristics, English Instruction*



Introduction

Reading comprehension is a critical component of literacy development and academic success among secondary school students. The scholarly evidences have consistently showed that many secondary school students in Nigeria struggle with understanding and interpreting texts effectively. This challenge has contributed to poor performance in English Language and other subjects that require strong reading skills, as evidenced in the recurrent poor results in external examinations like the West African Senior School Certificate Examination (WASSCE).

Adebayo and Oyetunde (2020) have identified effective reading comprehension strategies to include guided reading, reciprocal teaching, group discussion, and the use of context clues. However, evidence suggests that many teachers in Nigerian secondary schools still rely heavily on traditional, lecture-based, and grammar-focused methods that do not adequately support students' comprehension development (Adebayo & Yusuf, 2020)

According to Adebayo and Yusuf (2020), if teachers are not using appropriate instructional methods, students' ability to comprehend, analyze, and apply information from texts will continue to be hindered, affecting their overall academic performance. They attributed teachers' choice of methods to variables such as gender, age, qualification, and school type.

West African Senior School Certificate Examination (WASSCE) offers a benchmark against which mastery of the key subjects, including English Language, by students can be determined. Students' performances in English over the past few years have not reflected understanding of the language.

Table 1: Showing the Percentage Trend for WAEC Examination Results between 2020-2024

YEAR	A1	B2	B3	C4	C5	C6	D7	E8	F9
2020	3.8%	4.1%	5.8%	4.5%	4.2%	5.5%	6.1%	6.2%	60.18%
2021	8.1%	12.9%	12.3%	9.5%	11.2%	10.5%	7.3%	9.8%	18.4%
2022	9.2%	7.8%	9.9%	11.1%	10.9%	8.5%	9.5%	9.7%	23.64%
2023	7.9%	10.8%	8.3%	11.2%	12.1%	9.4%	9.6%	10.8%	20.19%
2024	7.2%	10.3%	8.5%	10.9%	8.1%	7.4%	9.0%	9.8%	27.88%

Slight rise in failure in 2024 to 27.88% from 20.19% in 2023, according to the WAEC Chief Examiners' report was due to poor handwriting, weak comprehension, misinterpretation of questions, and inadequate time management.

Several factors have been identified as leading to the decline in English Language performance, especially in reading comprehension. These include poor reading culture, inappropriate teaching methods. There have been a drift towards consumption of digital media, thus less contact with traditional reading materials that influence vocabulary acquisition and comprehension skills. Excessive use of informal language, the extensive use of slang and abbreviations in web-based communication has had an impact on students' grasp of formal English, which is important for academic success (Adegbite, T., & Bello, K., 2019).

Traditional teaching methods such as lecture method may not be effective in addressing individual learning needs or in building critical thinking skills necessary for comprehension. In this method limited practice opportunities are given. The students are not adequately provided with writing and speaking practice, which sabotages fluency and confidence building in English Language use (Saadia, & Naveed, (2024).



Approaches and Method for Teaching Reading Comprehension

Approaches for teaching reading comprehension in secondary schools involve a combination of methods, and techniques to meet the needs of learners. Teachers centered method is a conventional model of teaching in which the educator serves as the primary authority figure and the central source of knowledge in the classroom. In this instructional framework, the teacher takes full control of the learning environment by dictating the pace, content, and structure of lessons, while students are positioned as passive recipients expected to listen attentively, take notes, and adhere strictly to directions. This method is often lecture-driven, placing significant emphasis on rote memorization and factual recall over critical thinking or problem-solving. Evaluations within this approach are typically standardized, comprising tests, quizzes, and examinations that demand specific, correct answers. Furthermore, students' interactions are generally minimal, with limited opportunities for collaborative learning or peer discussion. As noted by Dhakal (2024), the teacher-centered paradigm, though effective in maintaining order and delivering uniform content, may hinder students' creativity and limit the development of independent learning skills.

A student-centered approach, also known as learner-centered instruction, represents a significant shift in educational practice, moving the focus from the teacher to the learner. Rather than the teacher being the sole authority and source of knowledge, the student becomes an active participant in their own learning journey. Olawuyi, and Ogunyemi (2020), who asserted that when students are engaged in group discussions, it leads to better comprehension outcomes, In this model, the teacher takes on the role of a facilitator, guide, or coach who supports and scaffolds learning rather than dictating information. Core features of this approach include active learning, where students engage in discussions, hands-on tasks, group projects, and problem-solving activities; student autonomy, which allows learners to have greater control over what they learn, how they learn it, and at what pace; and collaborative learning, which emphasizes teamwork, peer interaction, and cooperative efforts are emphasized.

Subject Centered Approach is also another critical approach. The subject-centered approach, also known as the subject-matter-centered approach, represents a traditional educational philosophy that prioritizes the content or discipline being taught as the central element of instruction. In this model, the curriculum is structured around distinct academic subjects such as mathematics, science, and history, with the primary goal being students' mastery of each discipline.

Reciprocal Teaching Method is one of the importance methods under subject approach. This collaborative approach encourages reading comprehension through guided dialogue between teachers and students. Under this method, students learn four big strategies: predicting, questioning, clarifying, and summarizing. Teachers model the strategies, giving up responsibility to students incrementally.

Techniques are applied in small groups where students take turns to be discussion leaders, promoting active participation and critical thinking. Among notable strategies is Cooperative Learning Strategy. This learning strategy reinforces learning through peer interaction. When Students discuss texts, respond to questions, and teach each other in groups, techniques are assigned roles within groups to promote participation and accountability (Afolabi, & Yusuf, 2019).

In this study, teachers' age refers to the chronological age of educators currently employed within the school system. Teachers are categorized into three distinct age groups. Young teachers, typically between the ages of 20 and 30, represent about 11% of the teaching workforce, according to data from the OECD. Experienced teachers, ranging from ages 30 to 54, make up the majority—approximately 55%—of all teachers. Lastly, Veteran teachers, also referred to as older educators, are aged 55 and above, accounting for 34% of the teaching population. This classification helps provide insight into the generational dynamics within the education sector, which can influence teaching styles, adaptability to technology, and perspectives on pedagogical practices.

Formal education, subject matter knowledge, and instructional planning are the factors that take prominence in offering an effective reading comprehension instruction. In research, evidence has repeatedly revealed that students under professionally trained instructors have better learning outcomes. A study carried out in Taraba State has shown that students that were taught by qualified



teachers showed significantly better grades in English Language compared to the students that were taught by the unqualified instructors. In addition to being qualified, teacher years of experience is what makes instructional strategy more sophisticated as well as improves classroom management skills that are fundamental in effective teaching in reading comprehension.

The type of school a student attends whether public or private can significantly impact their reading comprehension. Private schools, for instance, often benefit from better funding, which translates into greater access to reading materials, well-stocked libraries, and up-to-date technology that enhance reading development. Additionally, these schools may attract more qualified and experienced teachers, capable of delivering high-quality reading instruction. The curriculum and teaching methods can also vary by school type; some may place a stronger emphasis on reading comprehension and employ more advanced or interactive strategies to teach it. Furthermore, private and boarding schools often feature smaller class sizes, allowing teachers to provide more personalized support to students', particularly those who struggle with reading.

The location of a school whether urban or rural can significantly influence students' reading comprehension due to variations in environment and access to essential resources. Urban schools typically benefit from greater access to learning tools such as libraries, internet connectivity, and a wider range of reading materials, giving students' more opportunities to engage with texts. Additionally, students in urban settings are often exposed to more linguistically diverse and enriched environments, which can enhance their language development and comprehension skills. Parental education levels also tend to be higher in urban areas, leading to greater support for reading at home. On the other hand, rural schools frequently struggle with a lack of qualified teachers, social amenities, learning tools such as libraries, internet connectivity, reading materials, which directly impacts the quality and effectiveness of reading instruction. These disparities collectively shape how well students' in different locations are able to develop strong reading comprehension abilities.

Therefore, this study seeks to assess the methods secondary school teachers use to teach Reading Comprehension in Ilorin Metropolis.

1.2 Purpose of the Study

The general purpose of this study is to assess the methods teachers use to teach reading comprehension in Ilorin metropolis. Specifically the study aims to assess:

1. the general method used by the teachers to teach reading comprehension in Ilorin metropolis;
2. the influence of teachers' gender on the methods used to teach reading comprehension in Ilorin metropolis;
3. the influence of teachers' age on the methods used to teach reading comprehension in Ilorin metropolis;
4. the influence of teachers' qualification on the methods used to teach reading comprehension in Ilorin metropolis;
5. the influence of teachers' years of experience on the methods used to teach reading comprehension in Ilorin metropolis;
6. the influence of school type on the methods used to teach reading comprehension in Ilorin metropolis;
7. the influence of school location on the methods used to teach reading comprehension in Ilorin metropolis.

1.3 Research Questions

1. What general methods do teachers employ to teach reading comprehension in Ilorin Metropolis?
2. How does a teachers' gender influence the choice of methods used in teaching reading comprehension in Ilorin metropolis?



3. What is the influence of teachers' age on the selection of methods for teaching reading comprehension in Ilorin metropolis?
4. How does teachers' qualification affect the methods employed in teaching reading comprehension in Ilorin metropolis?
5. Could teachers' years of experience influence the methods for teaching reading comprehension in Ilorin metropolis?
6. How does school type (private or public) influence the methods used by teachers' in teaching reading comprehension in Ilorin metropolis?
7. How does school location (rural or urban) influence the methods used by teachers' to teach reading comprehension in Ilorin metropolis?

1.4 Research Hypotheses

H₀₁: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on gender

H₀₂: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on school type.

H₀₃: There is no significance difference in the in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on age.

H₀₄: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on qualification.

H₀₅: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on years of teachers' experience.

Theoretical Framework:

The teaching of reading comprehension in secondary schools, particularly within Ilorin Metropolis, is best understood through the framework of several foundational educational theories that guide both instructional practices and assessment strategies. One of the most influential is Constructivism, a theory rooted in the works of Jean Piaget (1896–1980) and later expanded by Lev Vygotsky (1896–1934). Constructivism posits that learning is an active, constructive process whereby learners build new knowledge upon the foundation of their existing understanding. Piaget emphasized the stages of cognitive development and the importance of hands-on, discovery-based learning. Vygotsky added a sociocultural dimension, highlighting the role of social interaction and language in the construction of knowledge. In reading comprehension, this implies that students do not simply absorb information from texts; rather, they interpret and make sense of the material through personal and collaborative experiences. In Ilorin classrooms, this theory is reflected in student-centered instructional strategies such as guided group discussions, peer teaching, and collaborative learning activities. However, the practical application of Constructivism varies widely, with some teachers still defaulting to lecture-based instruction due to constraints like large class sizes, limited resources, or inadequate professional training.

In summary, while Constructivism, offers powerful insights into how reading comprehension can be effectively taught and assessed, the practical application of the theory in Ilorin's secondary schools remains inconsistent. This underscores the need for ongoing professional development, curriculum reform, and support systems that enable teachers to align their methods more closely with research-based best practices in reading comprehension instruction.

Methodology

This study adopted a descriptive research design. The target population includes all English language teachers in Ilorin metropolis. Ilorin Metropolis included Ilorin West and part of Ilorin East Local Government Areas of Kwara State. Fifty (50) respondents were proportionately selected from four randomly selected schools as samples. The research instrument for this study was a researcher designed questionnaire tagged 'Assessment of Methods Secondary School Teacher Use to Teach Reading Comprehension in Ilorin Metropolis (AMSSTTRC)'. The questionnaire was divided into Section A and Section B. Section A would contain the demographics information of the respondents



which includes school type, gender and qualification and Section B contains items on teaching methods. The researcher subjected the instruments to both face and content validity to ensure consistency and accuracy of the instrument. A pilot study was conducted with a small sample of English Language teachers outside the main study area. The reliability of the questionnaire was assessed using Cronbach’s Alpha to ensure internal consistency of the item using spilt half methods. A reliability coefficient of 0.78 was obtained. Simple percentage, mean and standard deviation were used to answer research questions, while t-test and ANOVA were used to test the research hypotheses.

DATA ANALYSIS AND RESULTS

Table 1: Distribution of respondents based on gender

Gender	Frequency	Percentage
Male	24	48.0%
Female	26	52.0%
Total	50	100.0%

Table 2: Distribution of Respondents Based on Qualification

Qualification	Frequency	Percentage
NCE	6	12.0%
B.sc	6	12.0%
B.Ed.	11	22.0%
B.A	9	18.0%
Ph.D.	3	6.0%
Total	50	100.0%

Research Question 1: What are the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis?

Table 3: Showing the methods secondary school teachers use to teach Reading Comprehension in Ilorin Metropolis

S/N	ITEMS	Regularly	Occasionally	Rarely	No occurrence	Mean	Rank
1	I use lecture-based method to teach reading comprehension skills.	32(64.0)	18(36.0)	-	-	3.64	4 TH
2	I use Reciprocal teaching method in teaching reading comprehension.	29(58.0)	21(42.0)	-	-	3.58	6 TH
3	I employ Deductive method in the teaching of reading comprehension.	29(58.0)	20(40.0)	1(2.0)	-	3.56	8 TH



4	I use guided reading method to help students understand texts while teaching reading comprehension.	30(60.0)	20(40.0)	-	-	3.60	5 TH
5	I engage students in group discussions as a method of teaching reading comprehension.	47(94.0)	3(6.0)	-	-	3.94	1 ST
6	I employ Inductive teaching method to teach reading comprehension.	29(58.0)	21(42.0)	-	-	3.58	6 TH
7	Communicative method is deployed to teach reading comprehension to students.	34(68.0)	16(32.0)	-	-	3.68	3 RD
8	Students are taught using context clues as a method in reading comprehension classroom.	30(60.0)	17(34.0)	3(6.0)	-	3.54	9 TH
9	I use grammar translation method to make students understand reading comprehension.	19(38.0)	31(62.0)	-	-	3.38	10 TH
10	I use summarization method to explain comprehension to students.	39(78.0)	10(20.0)	1(2.0)	-	3.76	2 ND

Note: The figures in parentheses are in percentages

Source: Field Survey 2026

Table 3 showed the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis. It was revealed that the use of Discussion and Summarization methods came first and second, while Context Clues and Grammar Translation methods came last in order of teachers' usage in the teaching of reading comprehension among secondary school students in Ilorin Metropolis. This implies that teachers of English use discussion and summarization methods to teach reading comprehension in Ilorin Metropolis.



Testing the Hypotheses

H01: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on gender.

Table 4: Summary of t-test showing difference in the methods secondary school teachers use to teach reading comprehension based on gender

	Gender	N	Mean	Std Deviation	T	F	Df	Sig	Decision
Methods	Male	24	36.75	3.68	0.157	5.099	48	.059	H0 Not Rejected
	Female	26	36.88	2.26					

Source: Field Survey 2026

Table 4 revealed that male respondents had mean score 36.75 and standard deviation 3.68 while female respondents had mean score 36.88 and standard deviation 2.26, the t was 0.157, degree of freedom 48, F was 5.099 and significant level of 0.059 (P>0.05). This implies that there was no significant difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on gender. Therefore, the null hypothesis was not rejected.

H02: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on school type.

Table 5: t-test Summary of the Significance Difference in the Methods Secondary School Teachers Use to Teach Reading Comprehension in Ilorin Metropolis Based on School Type

	School type	N	Mean	Std Deviation	T	F	Df	Sig	Decision
Methods	Public	25	36.5600	2.82961	0.609	0.322	48	.573	Not Sig
	Private	25	37.0800	3.20052					

Source: Field Survey 2026

Table 5 showed the summary of t-test results showing the significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on school type. It was revealed that male respondents had mean score 36.56 and standard deviation 37.08 while female respondents had mean score 2.82 and standard deviation 3.20, the t was 0.609, significant level of 0.573 (P>0.05). This implies that the null hypothesis on school type was not rejected.

H03: There is no significance difference in the in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on age.

Table 6: ANOVA Summary of the difference in the methods secondary school teachers use to teach reading comprehension based on age.

Age	N	Mean	Std	F	Df	Sig
9-12 Years	22	37.00	3.47	0.591	49	.624
13—16 Years	9	35.88	1.54			
17 Above	13	36.00	2.39			
Total	50					

Source: Field Survey 2026



Table 6 showed the summary of ANOVA in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on age. With the sig. value of .624, the hypothesis that stated that there is no significant difference in the methods secondary school teachers uses to teach reading comprehension in Ilorin metropolis based on age was not rejected.

H04: There is no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on qualification.

Table 7: ANOVA Summary Showing Difference in the Methods Secondary School Teachers Use to Teach Reading Comprehension Based on Qualification

Qualification	N	Mean	Std	F	df	Sig
NCE	6	36.6667	1.87083			
Bsc.	6	36.6667	1.87080			
B.A	9	33.3056	2.0000			
B.Ed.		37.0588	2.74933	0.933	49	.432
MA	-	-	-			
M.ED	12	37.0588	2.74933			
Ph.D.	3	38.0000	6.55744			
Total	50	36.1400	3.1400			

Source: Field Survey 2026

Table 7 showed the summary of ANOVA in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on qualification. With the Sig. value of .432 which is more than the 0.5 level of significance, the hypothesis which stated that there is no significance difference use of instructional resources of teachers of students with disabilities based on qualifications was not rejected.

Summary of the Findings

1. Discussion and Summarization methods are the predominant methods teachers employed in the teaching of reading comprehension in Ilorin Metropolis while Context Clues and Grammar Translation methods were least used by the teachers.
2. There was no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on gender.
3. There was no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on teachers age.
4. There was no significant difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on qualification.
5. There was no significance difference in the methods secondary school teachers use to teach reading comprehension in Ilorin metropolis based on school type.

Discussion of Findings

The findings revealed that teachers use Group Discussion and Summarization methods predominantly in the teaching of reading comprehension, with a strong emphasis on interactive and student-centered approaches. Among the strategies identified, group discussion ranked highest. This finding indicates that teachers recognize the importance of collaborative learning and summarization in enhancing students' understanding of reading materials. This finding aligns with the study by Adewumi and Owolabi (2012), who noted that when students are engaged in group discussions, it leads to better comprehension outcomes, especially in language-related subjects.

Furthermore, the study found that variables of gender, age, qualification and school type did not significantly influence the methods employed by teachers. This suggests that there is a level of



uniformity in teaching practices among teachers in Ilorin metropolis. This finding aligns with the conclusions drawn by Yusuf, Onifade, and Bello's (2016) reports that teacher demographics had little influence on instructional practices in teaching reading comprehension. It also aligns with the submissions of Sanni (2021) who explained that effective teaching practices are influenced more by continuous professional development than the age of the teacher.

However, in contrary Eze and Eze (2017) reported that private schools tend to employ more innovative strategies due to better resources.

Conclusion

The study assessed the methods employed by secondary school teachers in Ilorin metropolis for teaching reading comprehension. The findings revealed that teachers predominantly use Group Discussion and Summarization Methods in enhancing students' reading comprehension skills.

The study found no significant difference in the methods used based on gender, age, qualification, or school type, indicating a relatively uniform pattern of teaching methods across schools in Ilorin metropolis. This uniformity can be attributed to standardized teacher training, curriculum implementation, and educational policies enforced by the Kwara State Ministry of Education Human Capital Development.

Recommendations

Based on the findings, the following recommendations are made:

1. Educational stakeholders should sensitize teachers on the limitations of lecture-based teaching for reading comprehension and encourage the adoption of student-centered approaches.
2. Government and school proprietors should invest in providing adequate teaching aids such as graded reading materials, comprehension texts, workbooks, and digital resources to enhance effective reading instruction.
3. Regular classroom monitoring and supervision should be conducted to ensure that teachers are applying effective reading comprehension strategies.

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