INSTRUCTIONAL METHODS AND SCHOOL LOCATION AS CORRELATES OF READING COMPREHENSION ACHIEVEMENT OF MALE AND FEMALE STUDENTS IN CROSS RIVER STATE.

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ABSTRACT

The study assessed the instructional methods and school location as correlates of reading comprehension achievement of male and female students in Cross River State. This study adopted quasi-experimental design. The research area of this study is Cross River State of Nigeria. The population of this study comprised all 24,573 Senior Secondary II students enrolled in the 300 public secondary schools across River State during the 2024/2025 academic session. The study used a sample size of 723 senior secondary two (SSII) students. The sample was drawn from the area of study using multi-stage sampling techniques. The instrument used for the data collection is the Reading Comprehension Achievement Test (RCAT) adapted by the researcher from the West African Senior School Certificate Examination English Language Question paper. Face and content validation was used. The data collected were used to determine the reliability coefficient using Kuder Richardson 20 (K-R 20) which yielded an index of 0.91, considered reliable. Data collected from the pretest and post test were analyzed with mean, standard deviation and Analysis of Covariance (ANCOVA). Mean was used to answer the research questions, the standard deviation was used to determine the proximity of scores while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The study concluded that there is no significant difference in the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy and that there is no significant interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension. One of the recommendations made was that English Language teachers should make prepare both the male and female students properly to participate in self-directed instructional strategy.

Keywords: Self-Directed Instructional Strategy, Students' Comprehension Achievement, School Location, Gender

INTRODUCTION

Instructional strategies play a central role in shaping students' achievement in reading comprehension as well as retention. The conventional method of English language instruction in Nigeria is often characterized by the "talk and chalk" or conversational approach, in which information flows predominantly from teacher to students (Igwe, 2020). This teacher-centred

method provides limited opportunities for active engagement, critical thinking, or independent learning. In response to the limitations of teacher-dominated instruction, attention has increasingly turned to innovative, learner-centred approaches that foster autonomy and active engagement. One such approach is the self-directed instructional strategy (SDIS). Rooted in the concept of self-directed learning articulated by Knowles (1975) and further developed by Zimmerman (2020), self-directed instruction emphasizes the learner's ability to plan, monitor, and evaluate their own learning process. In the context of English language teaching, SDIS entails students taking responsibility for their reading development—selecting texts aligned with their interests, formulating comprehension goals, and employing strategies such as skimming, scanning, questioning, summarizing, and inferencing (Syamsuriani et al., 2023; Mitchell, 2023).

Gender and school location are critical variables in understanding students' achievement in reading comprehension. Gender reflects socially constructed roles and expectations that shape educational experiences (WHO, 2019). A growing body of evidence indicates that female students generally outperform males in reading comprehension tasks (James, 2025; Ngwoke, 2022). Girls often exhibit stronger reading habits, higher intrinsic motivation, and greater perseverance, which enhance their engagement with texts (Okunnuwa, 2024). Cognitive studies further suggest that females may demonstrate greater proficiency in higher-order comprehension processes requiring critical thinking and analysis (Oda & Kadhim, 2017). However, these differences are not immutable and may be moderated by the type of instructional strategy employed. For instance, self-directed instructional strategies, which demand independence and self-regulation, may enable male students to harness their autonomy and improve their comprehension, thereby narrowing the gender gap (Achor & Ejigbo, 2018). Ensuring equitable participation, therefore, requires gender-sensitive scaffolding that motivates and supports both male and female learners.

School location urban or rural also significantly influences students' opportunities to develop English reading comprehension skills. Urban schools typically enjoy better infrastructure, a higher concentration of qualified teachers, and greater access to instructional resources, creating an environment more conducive to English language learning (EAJournals, 2025). Urban students are more likely to be exposed to English through media, peer interactions, and community activities, reinforcing classroom instruction and fostering stronger reading skills. Conversely, rural schools often face challenges such as inadequate facilities, a shortage of qualified teachers, and limited access to textbooks and other reading materials (Ntibi & Edoho, 2017). These constraints reduce students' exposure to English and limit opportunities for sustained practice, depressing achievement in reading comprehension (Akinwumi, 2017). Implementing self-directed instructional strategies in rural contexts may help mitigate these disparities by enabling students to take greater initiative in their learning, but effective adoption requires targeted teacher training and the provision of appropriate learning resources.

Statement of Problem

Many students lack essential foundational skills such as adequate vocabulary, reading fluency, and the ability to apply effective reading strategies. Instructional challenges also

persist, particularly the shortage of well-trained English teachers and the dominance of teacher-centered approaches that limit student engagement and critical thinking. Furthermore, disparities in access to relevant reading materials between urban and rural schools exacerbate the problem, raising concerns about equity and quality of instruction. This situation calls for urgent investigation into how instructional strategies can be tailored to meet the diverse learning needs of students. It is also necessary to examine the influence of gender and school location on students' comprehension achievement, as well as how learners can be empowered to take more active roles in developing their literacy skills. Therefore, this study seeks to address the persistent challenges in reading comprehension achievement among senior secondary school students in Cross River State with a view to improving their academic performance and fostering lifelong learning.

Research Objective

1. Ascertain the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy.
2. Identify the interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension

Research Question

1. What are the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy?
2. What is the interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension?

Research Hypothesis

1. There is no significant difference in the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy.
2. There is no significant interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension

CONCEPTUAL REVIEW

Self-Directed Instructional Strategy

Students take ownership and responsibility for their own studies by choosing specific experiences that interest them the most, such as through either a hands-on or lecture-based delivery method which results in a more natural and desirable comprehension of a subject. By choosing what, how and when to learn, students who use the Self-Directed Instructional Method (SDIS) take control of their education. Its foundation is the belief that students are competent of freely determining their learning requirements, establishing objectives, choosing approaches and assessing their own progress. This approach is strongly related to constructivism, which emphasizes that learning is a process that is active and self-constructed (Rindal, 2014).

Self-Directed Learning (SDL) is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or

with group learning, but the overall concept is that students take ownership of their learning (Abeni, 2018). Additionally, self-directed learning is an approach to education that empowers learners to lead their own learning journey. A learner identifies their own learning goals, the resources they need and the strategies they want to adopt and set about gaining new knowledge or skills and later, evaluate the outcome. SDL means self-learning under the directions of teachers in essence, all learning is self-learning. Even when a teacher gives a lecture, it is the student who is learning, however, SDL is not synonymous with self-learning. Telling students to sit in the classroom or library and read a chapter is not SDL but what makes self-directed learning different is the 'locus of control.' In SDL, it is the learner who takes the initiative and controls the direction of learning, hence locus of control' refers to learners' belief in their abilities to control life events. Individuals who have a predominantly internal locus of control believe they have the power to direct and control the events which affect their lives (Achi, 2017). On the other hand, individuals who have an external locus of control believe that events in their life are controlled by factors such as fate, chance or fortune, which are beyond their control.

Students assume main responsibility for their own learning through a learner-cantered approach that is emphasized by the Self-Directed Instructional Strategy (SDIS). This strategy encourages students to actively engage in the learning process, make choices about their study goals and develop skills in self-regulation, such as time management, goal-setting and self-assessment (Shea &Bidjerano, 2019). In contrast to traditional teacher-centered models, SDIS allows learners to explore and construct knowledge at their own pace and according to their individual needs, often leading to a deeper understanding and retention of content (Santos, 2021). Garrison (2018) defines SDIS as an approach where learners are actively involved in their learning processes, taking responsibility for their educational journey through self-management and self-regulation strategies. He further added that SDIS encompasses a range of instructional methods that allows learners to set their own learning objectives, choose appropriate resources, and evaluate their progress, thus fostering greater engagement and ownership of learning experience. Anshu, Gupta & Singh (2022) explained that self-directed learning is a process in which individuals take initiative with or without the help of others in diagnosing their own learning needs, formulating goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes. Self-directed instructional strategies emphasize the importance of learners taking responsibility for their own learning, making decisions about what, how, and when they learn, and reflecting on their learning process.

Reading Comprehension

Comprehension is a fundamental cognitive process that plays a vital role in learning and communication. It involves the ability to understand, interpret, and make meaning from spoken or written language. In educational settings, comprehension, particularly reading comprehension, is a key indicator of academic success. Students who struggle with comprehension often face challenges across subjects, as the ability to grasp information, infer meaning, and retain knowledge is crucial for effective learning (Keene, 2019). Numerous studies have shown that comprehension is influenced by several factors, including vocabulary knowledge, prior knowledge, cognitive strategies, and motivation. Despite efforts to improve

comprehension through teaching strategies and curriculum enhancements, many learners continue to perform below expected levels. This ongoing challenge highlights the need for further research to explore innovative approaches, identify barriers, and enhance existing methods to improve comprehension skills among students. Bulya (2018) stated that a student's poor performance in reading comprehension is usually due to lack of techniques needed to be applied in reading comprehension. Since anyone who cannot read or write is regarded as an illiterate, peoples' literacy should be encouraged. To achieve that, the teaching of reading comprehension through proper strategies is needful. In spite of the above, Ngwoke maintains that findings have shown that only a small number of youths in school read, and still a small number actually comprehend. This could be attributed to, why there is poor performance of such youths. Among other factors hindering the reading comprehension is the poor teaching strategy which precipitated the writing of this paper for a possible solution.

Therefore, one way to revitalize reading comprehension is through the application of the most appropriate reading strategy. Lawal (2019), has it that reading comprehension is a complex process of deciphering the author's intention through the strategic use of-thinking, questioning, anticipating, evaluating and interpreting skills. Inability to possess and apply these skills by the learner is inimical to proper and systematic understanding of the passage of the text. Therefore, there is an urgent need to sensitize learners to the development of critical reading through the use of appropriate reading aids, reading methods and reading strategies. Such aids include visual and verbal aids. Instructional practices, and an extension of the reading techniques to enable learners improve on or, manipulate the specialized reading skills they already possess.

Keene and Zimmermann (2019), advanced the idea that teachers can become hooked on comprehension strategies themselves, and come to understand the potency of strategies by learning them one at a time. There is no doubt that the Keene and Zimmermann book has fueled interest in comprehension strategies among teachers. This is because, we know that some teachers resist teaching comprehension strategies packages. Pressley and El-Dinary (2020) has it that: findings have shown that a small number of our youths who are in school read, and only an insignificant number actually comprehend. This is largely responsible for the abysmal performance of candidates in qualifying examinations. Pressley (2020) states that based on research, a strong case can be made for doing the following in order to improve reading comprehension in students: teach decoding skills, teach vocabulary and encourage students to build world knowledge through reading, and relate what they know to what they read (e.g. by asking ‘why’ questions about factual knowledge on text).

School location and academic achievement reading comprehension

School location refers to the geographical and environmental context in which an educational institution operates, typically categorized as either urban or rural. It is an important ecological factor influencing the teaching–learning process, the availability and quality of educational resources, and students’ academic achievement (Nwachukwu, 2025). Urban schools are situated in metropolitan areas characterized by dense populations, better infrastructure, and greater access to instructional resources such as libraries, laboratories, and information and communication technology (ICT) facilities. In contrast, rural schools are

located in less densely populated communities where infrastructure, qualified teaching personnel, and learning materials are often limited (RSIS International, 2025).

Consequently, school location significantly determines the extent to which learners are exposed to quality educational experiences that shape their cognitive and language development, including reading comprehension skills. Empirical evidence from Nigeria has revealed persistent disparities between urban and rural schools that directly influence students' learning outcomes. For instance, a study conducted in the Federal Capital Territory (FCT) reported that approximately 75% of urban schools possess functional libraries and ICT laboratories, compared to only 18% of rural schools. Similarly, 81% of urban schools reported adequate classroom facilities, while only 23% of rural schools did. Basic amenities such as potable water and sanitation were available in 89% of urban schools but only 29% of rural ones (RSIS International, 2025). These infrastructural differences create disparities in learning environments, where urban students benefit from conducive classrooms and resource-rich surroundings, while rural students often learn under less favorable conditions. Such inequalities are closely linked to variations in students' academic performance, particularly in reading comprehension, which thrives in resource-abundant and literacy-stimulating environments.

Teacher quality and instructional capacity also vary considerably between urban and rural schools. Urban schools often maintain more favorable teacher–student ratios (1:37) compared to rural schools (1:59), and about 86% of urban teachers possess at least the Nigeria Certificate in Education (NCE), whereas only 58% of rural teachers hold the same qualification (RSIS International, 2025). Furthermore, urban teachers have more access to professional development and training opportunities, which enhance their pedagogical competence and capacity to implement modern, student-centered instructional approaches. Conversely, rural teachers often face poor working conditions, delayed salaries, and limited access to professional learning, leading to low morale and reduced instructional effectiveness. These differences in teacher quality and exposure significantly influence how students are taught to engage with reading texts and develop comprehension skills.

Differences in school location also affect student participation and learning behaviors. Rural schools frequently experience lower attendance (62%) and higher dropout rates (28%) compared to urban schools (88% attendance, 8% dropout) (RSIS International, 2025). Socioeconomic challenges prevalent in rural areas—such as poverty, child labor, early marriage, and household responsibilities—limit students' consistent engagement in schooling and reduce their exposure to literacy activities (Amadi, Nnamani, & Ukoha, 2018). In contrast, urban students are often immersed in literacy-rich environments where access to books, reading clubs, and digital platforms supports continuous reading practice and vocabulary growth, all of which are critical to the development of reading comprehension skills.

Several empirical studies have underscored the influence of school location on students' achievement in English Language and reading comprehension. For example, Nwachukwu (2025) examined school location as a correlate of reading comprehension achievement among senior secondary school students in Nigeria. The study found a strong positive correlation ($r = 0.84$) between urban students' reading attitudes and their reading comprehension achievement, while rural students exhibited a moderate correlation. This finding suggests that urban learners

benefit more from favorable school conditions and resource availability, which enhance their reading engagement and comprehension proficiency. Rural learners, on the other hand, face contextual barriers that restrict their ability to develop comparable literacy skills.

In the context of the present study on the effects of self-directed instructional strategy on senior secondary school students' achievement in reading comprehension in English Language in Cross River State, school location constitutes a critical moderating variable. Self-directed instructional strategies require learners to take responsibility for their learning through goal setting, independent reading, reflection, and monitoring of comprehension. However, the successful implementation of such learner-centered approaches is influenced by the availability of supportive learning environments, adequate instructional resources, and teacher facilitation—factors more prevalent in urban schools. Rural students may require additional scaffolding, structured guidance, and supplementary materials to benefit effectively from self-directed learning experiences. Understanding the role of school location is therefore essential in interpreting potential differences in students' achievement when exposed to self-directed instructional strategies.

Gender and academic achievement in reading comprehension

Gender refers to the socially constructed roles, behaviors, and expectations that societies assign to males and females. Unlike biological sex, gender encompasses social and cultural factors that influence individuals' attitudes, motivation, and performance in educational settings. In the context of reading comprehension, gender has been widely studied as a variable affecting students' academic achievement. Across many regions of Nigeria, research consistently shows that female students often outperform their male counterparts in English reading comprehension tasks, raising important questions about the social and instructional factors that sustain this disparity. Ngwoke et al (2025) conducted a study in Ebonyi State and found that female students' superior performance in reading comprehension was significantly associated with their more positive attitudes toward reading and stronger motivation to engage in language learning.

The researchers emphasized that attitudinal and motivational factors, rather than inherent cognitive differences, largely explain the observed gender gap in reading achievement. These findings highlight the role of psychosocial and environmental influences—such as reading interest, classroom participation, and teacher expectations—in shaping students' learning outcomes. Cultural and societal expectations also contribute to gendered patterns of academic achievement. In many Nigerian communities, girls are encouraged to develop verbal and communicative skills, while boys are often steered toward physical or technical pursuits. This differential socialization can limit boys' engagement with reading-related activities and ultimately affect their comprehension performance. Similarly, gender-related psychological factors such as confidence, self-efficacy, and coping mechanisms in the face of academic challenges influence students' persistence and success in reading comprehension tasks.

Olafunke (2020) and Bamise (2021) revealed that female students typically exhibit higher reading self-efficacy and spend more time engaged in reading activities than males, reinforcing the pattern of higher achievement among girls. Studies conducted in other parts of Nigeria further support these findings. James (2025), in a study carried out in Ibadan, reported

that female senior secondary students significantly outperformed male students in English reading comprehension. The difference was attributed to girls' stronger reading habits, greater intrinsic motivation, and better-developed language acquisition skills. Conversely, male students often exhibit lower interest in reading and may experience reduced engagement during reading tasks, which affects their comprehension performance. Similarly, Oda and Kadhim (2017) found that while no significant gender difference existed at the literal and inferential levels of comprehension, female students performed significantly better at the critical comprehension level, which demands deeper cognitive and analytical engagement with texts.

These persistent gender-based disparities in reading achievement indicate that traditional instructional approaches may not adequately cater to the differing learning needs of male and female students. Hence, there is a growing need to adopt gender-sensitive instructional strategies, such as self-directed learning approaches, that promote autonomy, motivation, and engagement among all learners. Self-directed instructional strategies empower students to take responsibility for their own learning—setting goals, selecting materials, and monitoring progress—which can help bridge gender gaps by accommodating individual differences in learning pace, style, and interest. Through such strategies, both male and female students can cultivate stronger reading habits and self-efficacy, leading to improved comprehension outcomes.

In the context of Cross River State, where socio-cultural influences on gender roles remain pronounced, examining the effects of self-directed instructional strategies on students' achievement in reading comprehension becomes especially relevant. Implementing self-directed learning may help mitigate gender-related disparities by providing equal opportunities for active participation and personalized engagement with reading tasks. Furthermore, when teachers incorporate gender-sensitive approaches within self-directed instructional frameworks, they foster inclusive learning environments that support both male and female students in achieving their full academic potential. The Nigerian National Policy on Education advocates for gender equality in access and quality of education; however, implementation gaps persist, particularly at the secondary school level. Addressing these gaps requires deliberate policy actions and classroom practices that integrate gender awareness into curriculum design and instructional delivery. Promoting digital and self-directed learning platforms also presents an opportunity to minimize gender disparities by enabling flexible, student-centered learning experiences that cater to diverse interests and competencies.

METHODOLOGY

This study adopted quasi-experimental design. The research area of this study is Cross River State of Nigeria. The population of this study comprised all 24,573 Senior Secondary II students enrolled in the 300 public secondary schools across River State during the 2024/2025 academic session. The study used a sample size of 723 senior secondary two (SSII) students. The sample was drawn from the area of study using multi-stage sampling techniques. The instrument used for the data collection is the Reading Comprehension Achievement Test (RCAT) adapted by the researcher from the West African Senior School Certificate Examination English Language Question paper. Face and content validation was used. The data collected were used to determine the reliability coefficient using Kuder Richardson 20 (K-R 20) which yielded an index of 0.91, considered reliable. Data collected from the pretest and

post test were analyzed with mean, standard deviation and Analysis of Covariance (ANCOVA). Mean was used to answer the research questions, the standard deviation was used to determine the proximity of scores while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance.

Results and Discussion

Research Question 1

What are the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy?

The result of the data analysis was presented in Table 1.

Table 1: Mean and Standard Deviation of Achievement Scores of Rural and Urban Students Taught Comprehension using Self-Directed Instructions Strategy

	Pretest			Posttest		
Location	**N**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Mean Gain Scores**
Urban	210	43.07	7.58	61.36	7.90	19.29
Rural	94	40.36	8.12	54.20	16.12	13.84
Difference						**5.45**

$\bar{x}$ **= Mean Score** **SD = Standard Deviation**

The result in Table 1 showed that students in urban school taught comprehension using self-directed instructions strategy had a pre-test mean score of 43.07 with a standard deviation of 7.58 and a post-test mean achievement score of 61.36 with the standard deviation of 7.90 while the students in rural schools obtained a pre-test mean score of 40.36 with the standard deviation of 8.12 and a post mean score of 54.20 with a standard deviation of 16.12. The table also showed that a mean gain achievement score of 19.29 obtained by the students in urban school is greater than the mean gain achievement score of 13.84 obtained by the students in from schools in rural area. This result indicated that the self-directed instructions strategy had effect on mean achievement scores of both students in urban and rural schools but favoured the students in urban schools with a slight mean gain of 5.45.

Research Question 2

What is the interaction effects of instructional methods and gender of students on mean achievement scores in comprehension?

The result of the data analysis was presented in Table 4.

Table 2: Interaction Effect of Gender and Instructional Strategies on the Mean Achievement Scores of Students.

		Pretest			Posttest		
Groups	**Gender**	**N**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Mean Gain Score**
Self-Directed	Male	156	31.01	9.71	57.33	9.98	26.32
Instructions	Female	148	38.14	12.03	60.13	13.17	21.99
Strategy	**Differences**						**4.33**
Lecture	**Male**	**217**	**41.35**	**5.00**	**43.62**	**9.00**	**2.27**
Method	Female	192	42.46	8.21	45.12	13.41	2.66
	Differences						**0.39**

$\bar{x}$ **= Mean, SD = Standard Deviation**

The result in table 2 showed that the mean gain achievement scores of 26.32 and 21.99 obtained by male and female students respectively, taught comprehension with self-directed instructional strategy were higher than the mean gain achievement scores of 2.27 and 2.66

obtained by male and female students respectively who were taught comprehension using conventional lecture method. The table further revealed that male and female students taught comprehension with self-directed instructional strategy had the pre-test mean score of 31.01 and 38.14 respectively; the male and female students in the control group had the pre-test mean achievement score of 41.35 and 42.46 respectively The male and female students taught comprehension with self-directed instructional strategy had the post-test score of 57.33 and 60.13 respectively while male and female students taught with lecture method obtained the post mean scores of 43.62 and 45.12 respectively. In all, the result indicated that both male and female students in the experimental group performed better than the male and female students in the control group.

Test of Hypotheses

H01: There is no significant difference in the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy.

Table 3: Analysis of Covariance (ANCOVA) of the Difference in the Mean Achievement Scores of Urban and Rural Students Taught Comprehension using Self-Directed Instructions Strategy and those Taught with Conventional Method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2734.456[a]	2	1367.228	9.708	.000
Intercept	68043.696	1	68043.696	483.127	.000
PRETEST	2496.404	1	2496.404	17.725	.450
LOCATION	613.621	1	613.621	4.357	.238
Error	42392.899	301	140.840		
Total	1211968.000	304			
Corrected Total	45127.355	303			

The result in Table 3 showed a probability value of 0.238 which is greater than the 0.05 level of significance. Since the P-value is greater than the 0.05 level of significance, the null hypothesis was upheld. This means that there is no significant difference in the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy

H04: There is no significant interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension

Table 4: Analysis of Covariance (ANCOVA) of the Interaction Effect of Instructional Strategies and Gender on the Mean Achievement Scores of Students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	58536.133[a]	4	14634.033	100.027	.000
Intercept	85579.159	1	85579.159	584.956	.000
Pretest	1804.213	1	1804.213	12.332	.000
Methods	49014.043	1	49014.043	335.024	.000
Gender	703.128	1	703.128	4.806	.029
Methods * Gender	35.733	1	35.733	.244	.621
Error	103580.571	708	146.300		
Total	2083107.000	713			
Corrected Total	162116.704	712			

The result presented in Table 4 showed a probability value of .621 which is greater than the .05 level of significance. Since the P-value is greater than the .05 level of significance, the null hypothesis was upheld and conclusion made was that there is no significant interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension

CONCLUSION

The study concluded that self-directed instructional strategy has shown strong potential in improving students' comprehension achievement by promoting autonomy, active engagement, and deeper processing of texts. The findings showed that there is no significant difference in the mean achievement scores of urban and rural students taught comprehension using self-directed instructions strategy and that there is no significant interaction effects of instructional methods and gender of students on their mean achievement scores in comprehension. Therefore, self-directed instruction offers a viable approach for enhancing comprehension outcomes regardless of location or gender. It is recommended that teachers integrate this method to support inclusive and independent learning.

RECOMMENDATIONS

1. The English Language teachers should make prepare both the male and female students properly to participate in self-directed instructional strategy.
2. Teacher training institute of higher learning should incorporate self-directed instructional strategy in English language curriculum and instill the knowledge of its use into students and teachers.

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