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### Effect of Students' Team Achievement Division (STAD) on Achievement and Interest of Students in Reading Comprehension in Onueke Education Zone of Ebonyi State, Nigeria.

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#### ABSTRACT

This study investigated the Effect of Students' Team Achievement Division (STAD) on achievement and interest of students in reading comprehension in Onueke Education Zone of Ebonyi State. Six research questions and six hypotheses guided the study. The study adopted quasi-experimental design, specifically pre-test, post-test non-equivalent control group design. The population of the study comprised 2,400 senior secondary II students. A sample of 104 students (42 males, 62 females) was used for the study. Data obtained from the study were analyzed using mean and standard deviation to answer the research questions while Analysis of co-variance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The findings revealed that students who were exposed to STAD had higher post-test mean achievement and interest score than those who were not exposed. There was no significant difference in the mean achievement scores of male and female students in reading comprehension ( $p > .05$ ). The study also revealed that there was no significant interaction effect of gender and treatment in STAD on students' academic achievement and interest in reading comprehension. Thus, government through the relevant curriculum bodies like Nigeria Educational Research Development Council (NERDC) should incorporate the use of STAD into the curriculum and ensure periodic curriculum review.

**Keywords:** Achievement, Interest, Reading, Students' Team Achievement Division

#### INTRODUCTION

English language is the nation's official language and a prerequisite for admission to any course of study in the tertiary institution in Nigeria. It was the colonial background of Nigeria that favored the adoption of the English Language as the official language. As such, greater demands have been placed on citizens to speak and write it as a means of communication. Hence, for one to learn the English language, such person needs to be competent in the following skills: listening, speaking, reading and writing skills (Ruman,

2021). In the school system, the learner will usually learn to listen to others speak the language, be made to speak it through interaction with teachers and peers, teach how to read, and finally be guided on how to write. From the skills involved, the present study focused on reading. This was informed by a unanimous assumption that a student's ability to read depicts his sign of literacy. It follows then that a student who cannot read efficiently has failed to acquire the skill that will enable him/her to become a literate person in society. It is imperative, therefore, that every child becomes fully competent in reading to succeed in school and be able to discharge his responsibilities as a citizen of a democratic society.

Reading is making meaning from print. Smith (2012) is of the view that it is a thinking process, which involves making meanings out of sounds and interpreting symbols. Reading is thinking and as such a reader has to understand the author's thoughts and not merely his words. Acquiring reading skills implies not only the ability to recognize and say aloud the printed words on a page but also to understand what they mean. Reading skills requires the identification of words in print through the process of recognition, comprehension, fluency, and motivation (Aldhanhani, & Abu-Ayyash, 2020). Word recognition is the ability of a reader to recognize written words correctly and virtually effortlessly. Comprehension on the other hand is the ability to understand or make out meanings out of the reading text or symbols. Hence, reading is the cognitive process of understanding a written linguistic message.

Reading comprehension could be understood in many ways. Adimora (2012) defined reading comprehension as the process of decoding the writer's words and using background knowledge to construct and approximate understanding of the writer's message. Similarly, Amira (2016) stated that reading comprehension is a process that students engage to understand content of the text generally. The above views maintained that the essence of reading is comprehension.

Reading comprehension enables readers to turn writing into meaning and achieve the goals of reading. It requires readers to accurately use all of their language, decoding, phonetic and visual skills to successfully recognize words and gather meaning from the written text. Hence, most readers, especially students, find it difficult to read and comprehend accurately the information presented in a text. In addition, students might also experience difficulties in their phonemic awareness such as expressions, pronunciation, spelling, and dictation involved in the process. These difficulties could be attributed to psychosocial problems experienced by such students. Akubuilu, Okorie, Onwuka, and Uloh-Bethels, (2015) identifies some reading difficulties among students as the inability to decode printed materials, low retention because of the regression, nervousness, and mother tongue interference. This situation could make the students involved bored and reading monotonously consequently, leading to poor academic achievement prevalent among students in both internal and external examinations in Nigeria today.

There is a widespread complaint about the low level of achievements in the English language among students in secondary schools. The West African examination council O' level results have continued to show that the English language has one of the least numbers of passes despite the efforts made by the government, teachers, and researchers to improve on the reading habits of students. The WAEC Chief Examiner's Report (2018) lamented the poor performance in English language and stated that, it is not unconnected to use of pidgin language by students. The ugly situation indicated that, provisional results showed that, 31% of the students who sat for WAEC in that year obtained D7 to D8 in English Language. Consequently, it could be that, candidates'

answers revealed their ignorance of the rudiments of the English language as most students lost all the marks allocated to spelling, punctuation, grammar, comprehension passages summary, and sequence of tenses because they tend to lift “seeming answers” from the passage that many candidates were yet to come to grips with the skills of comprehension. This dismal academic achievement reflects state of Education within Ebonyi state, especially in Onueke education zone.

The desire to achieve cut across every human endeavor such as education, sports, vocation, and business. The achievement reflects the sense of sincerity, candidness, and perseverance on the part of achievers, parents, teachers, and all those helping to achieve it (Agah & Akobi, 2013). Achievement might mean the act of completing or attaining a particular goal such as academic goals. Thus, academic achievement means that a student meets the criteria or the standard to a level that demonstrates an adequate understanding of the concepts tested (Abdullah & Gubbad, 2014). This indicates that academic achievement refers to the level of scholastic attainment one has completed and the ability to attain success in one's studies.

In the education sector, people differ in achievement levels. Some achieve high in education, whereas some achieve low. For one to perform well in education, the person may be a driving force and the use of appropriate method teaching by the teacher. The driving force (interest) and the method adopted by the teacher might lead to high or low academic achievement by such students. These academic achievements are measured through grades and standard testing thereby making a successful evaluation of academic tasks for each student. In other words, numbers (in the context of grading and testing) are used to indicate whether a student has been successful in mastering academic content and skills, especially in reading comprehension.

In a classroom situation, the learner will be attentive during a lesson only if the instruction is of interest to the learner, and learning that occurs after indulging in such activities is, in most cases, permanent. However, studies carried out in Nigeria have revealed a high failure rate and a relatively small proportion of students' interest in subjects that require reading for comprehension (Danjuma & Nwagbo 2013; Adimora, 2012). Most students, especially those within the Onueke Education Zone appear to lack interest in reading comprehension passages, particularly in the English language. They were found to pay less attention to the study of the subject and will boldly reply that they do not have intentions of furthering their education up to university level. Hence, students might not waste their time trying to master comprehension passage.

Students who have interest in each subject or topic are more likely to refrain from negative thoughts and concentrate on beliefs and their academic tasks. Students with low interest may exhibit behaviors such as poor attendance to classes, avoidance of group work in the class, refusal to do homework given in the school among others. Conversely, when students are interested, the students tend to participate actively in the learning process. These actions of the students could be caused by both external and internal factors. For instance, students who are driven by individual interest will have an intent urge for learning, active participation and may wish to pay keen attention to learning situations (Barkley, & Major, 2020). In addition, students with individual interests are likely to be self-regulated and are more focused on the preferences they have towards learning activities than those who have situational interests (Sansone, & Harackiewicz, 2014).

Students who are driven by situational interest tend to put in effort in learning only when they are driven by an environmental force. This type of interest is temporal state that might be aroused by specific features of a situation, task or object such as

vividness of a text passage. When situational interest is aroused in a student, the student involved may pay attention without compulsion. This might be because, the student has developed interest. Thus, interest could therefore be said to be an important aspect in the learning process because the learners' interest (either individual or situational) is a fundamental factor in inculcating the right knowledge, skills, values, and attitudes that the curriculum seeks to attain.

Interest can be aroused and sustained when students learn from their peers. Working in a team among peers with varying abilities and potential may generate interest among students which might enhance their academic achievement. Therefore, it is important to determine the extent to which students' team achievement division (STAD) can affect students' interest in reading for comprehension since it is learner centered. For this study, interest is defined as the feelings that arouse focused attention on an object or events because of shared exposure among peers of varying abilities.

There are many teaching strategies used by teachers. Among which is conventional teaching strategy. According to Boateny (2020), conventional teaching strategy is a method in which the teachers present a verbal discourse on a subject, theme or concept to the learner, the teacher delivers a pre-planned lesson with little or no instructional materials. This could be that the students receive information passively and reiterate the information memorized during the examination. Here, the teacher gives individual questions to students in which student-to-student interaction is limited and not encouraged by the teacher. The use of the conventional teaching strategy by teachers might make students not find teaching meaningful, thereby depriving them of learning meaningfully. Researchers are of the consensus that the lecture method among others do not help students, construct their understanding and opine that it might not only lead to low academic achievement but is capable to incapacitate students from developing required skills necessary for creative thinking (Fadhullah, & Ahmad, 2017). It is because of the above that A shift was therefore advocated by the researcher to use STAD that may enable students to construct their understanding of the learning situation. STAD stands for students' team achievement divisions and was devised by Robert Slavin and his associates at Johns Hopkins University (Slavin, 1978) as a collaborative learning strategy in which students are heterogeneously assigned to four or five-member learning teams. This implies that members with varying academic abilities, achievement levels, capabilities, talents, gender, and ethnicity are assigned to work together to accomplish a shared learning goal (Slavin, 1994). It also stimulates group responsibility to foster individual learning (Ocampo & Bascos-ocampo, 2015). STAD is made up of five interlocking components: Class presentations, teams, quizzes, improvement scoring, and team recognition (Slavin, 1986). Using the strategy, the teacher presents a lesson and allows students to work together within their teams to make sure that all team members have mastered the lesson. It is usually by discussing concepts, drilling one another on worksheet items, or working problems separately, comparing answers, and discussing discrepancies. Following the team study time, students take individual quizzes. Team members are required to help each other using multiple learning resources applicable to the concept under investigation such as online, mobile learning applications, books, maps, and many other sources that are comfortable for them to enhance group discussion and develop creativity (Tiantong & Teemuangsai, 2013).

This strategy (STAD) has an advantage over other forms of cooperative learning. According to Keramati (2014) pupils in the experimental group who received instruction using the STAD technique outperformed those in the control group. This may be as a result that STAD technique allows more experienced students to help their teammates define terms from the text, which helps them understand the full meaning of the descriptive text.

If a student forgets the meaning of a word, their teammates can refresh their memory. This would enable their more experienced teammates to raise the academic accomplishment of the pupils in reading comprehension, resulting in more engaged and enthusiastic learners.

In adopting STAD as an instructional strategy, gender should be taken into consideration as a moderator variable. Risman (2018) stated that gender is used to specify cultural patterns of behavior that are attributed to humans based on their being males or females. From the above definitions, it can be inferred that gender is a set of socially constructed values, attributes, roles, expectations, and perceived capabilities that are distinctively associated with males and females in a given culture or society. Such attributes are learned and not natural. Giving credence to the postulation of Amoah, Agyemang and Adjei (2020) which maintained that gender bias in the allocation of roles is still very prevalent in Nigeria and even Africa. The great concern in the field of education is the biases and misconceptions about which gender ought to dominate either the science or arts discipline in the education sector (Agyemang, & Adjei, 2020).

Studies on female interest in reading comprehension have revealed that females read more than males Clark (2012) have remarked that females enjoy reading more than males who tend to hold more negative attitudes towards reading than females. Scholars have reiterated that females demonstrate more positive attitudes in extensive reading than males (Clark, 2012; Barel, & Tzischinsky, 2018). Some research studies showed evidence of males' superiority over females in academics (Motari, Momanyi, Ogoma & Misigo, 2012; Shkullak, 2013). Some of these researchers believed that women are more effective than men whereas others do not see any distinctions between the sexes. Considering these discrepancies, this study aimed at contributing to the debate over the role of gender in reading comprehension as it relates to achievement and interest.

STAD has been used on students from varying groups as peer-mediated learning strategies where more knowledgeable students assist in helping less experienced students become proficient in the material being studied. Researchers also indicate that students' team achievement can decrease academic difficulties and increase cognitive performance (Ocampo & Bascos-ocampo, 2015; Tiantong & Teemuangsai, 2013). Owing to these facts, the researcher has decided to apply STAD in this study to see the effectiveness on academic achievement and interest of students in Onueke education zone, Ebonyi State

### **Purpose of the Study**

The general purpose of this study was to determine the effect of the Students' Team Achievement Division (STAD) on the academic achievement and interest of students in reading comprehension.

Specifically, this study sought to:

1. determine the effect of STAD on the mean achievement scores of students in reading comprehension.
2. ascertain the effect of STAD on the mean interest scores of students in reading comprehension.
3. determine the influence of gender on mean achievement scores of students in reading comprehension.

4. ascertain the influence of gender on the mean interest scores of students in reading comprehension.

### **Research Questions**

The following research questions were formulated to guide this study:

1. What are the mean academic achievement scores of students exposed to STAD and those who were not exposed?
2. What are the mean interest scores of students exposed to STAD and those who were not exposed?
3. What is the influence of gender on mean achievement scores of students in reading comprehension?
4. What is the influence of gender on the mean interest scores of students in reading comprehension?

### **Hypotheses**

The following null hypotheses were formulated and were tested at a 0.05 level of significance

- HO<sub>1</sub>: **The** mean achievement scores of students in reading comprehension exposed to STAD do not significantly differ from those of students not exposed to STAD.
- HO<sub>2</sub>: The mean interest scores of students in reading comprehension exposed to STAD do not significantly differ from those of students not exposed to STAD.
- HO<sub>3</sub>: Gender has no significant influence on the mean achievement scores of students in reading comprehension.
- HO<sub>4</sub>: Gender has no significant influence on the mean interest scores of students in reading comprehension.

### **METHODS**

The study adopted a quasi-experimental design. The population of the study was 2400 SSII Students (1,080 Males and 1,326 females) in 13 co-educational secondary schools in Ezza South Local Government Area of Ebonyi State. The sample was drawn using multistage sampling technique. The instruments titled Reading Comprehension Achievement Test (RCAT) and Reading Comprehension Interest Scale (RCIS) were used. The instruments were validated by the relevant experts. Pretests of RCAT and RCIS were administered before treatment and post-test after the treatment to obtain the academic achievement and interest level of the students. The study employed four weeks experimental approach to evaluate the effectiveness of STAD programme in enhancing secondary school students reading comprehension problems Phase 1 centered on thorough preparations through orientation sessions and immersive training over the first week. A research assistant was used for overseeing and guiding the STAD process. During this training week, the researcher oriented the research assistant on the purpose of the study's purpose, structure and activities involved in STAD intervention programme. Phase 11 consisted of the implementation of core STAD programme. First the baseline data were collected after the students with reading comprehension problems were identified. The experimented procedure was outlined in Tables 1 and 2.

Data collected was analyzed using mean and standard deviation to answer the research questions while the hypotheses were tested using two-way analysis of Covariance (ANCOVA) at 0.05 level of Significance.

## RESULTS

**Table 1:** Mean analysis of achievement scores of the experimental group (STAD) and the control group

	N	Pre-test		Post-test		Mean Gain Score
		$\bar{X}$	SD	$\bar{X}$	SD	
STAD Group	59	40.50	13.41	60.05	9.84	19.55
Control Group	45	41.00	12.86	46.77	12.16	5.77

Table 1 showed that the students who were exposed to STAD in reading comprehension had pre-test mean achievement score of 40.50 with a standard deviation of 13.41 and post-test mean achievement score of 60.05 with a standard deviation of 9.84, while those who were not exposed had pre-test mean achievement score of 41.00 with a standard deviation of 12.86 and post-test mean achievement score of 46.77 with a standard deviation of 12.16. Mean gain scores of 19.55 and 5.77 for the two groups respectively indicate that the students who were exposed to STAD had higher post-test mean achievement scores than those who were not exposed it Post-test standard deviations of 9.84 and 12.16 for the two groups of students respectively indicate that the variation in the individual scores of the students who were not exposed to STAD is higher than those who were exposed to it. The result implied that STAD enhanced academic achievement of students.

**Table 2:** Analysis of covariance of significant differences in the mean academic achievement scores of students exposed to STAD and those who were not exposed.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9727.063 <sup>a</sup>	4	2431.766	34.915	.000	.585
Intercept	9495.349	1	9495.349	136.335	.000	.579
Pre-test	5175.320	1	5175.320	74.307	.000	.429
Treatment	4352.859	1	4352.859	62.499	.000	.872
Gender	132.113	1	132.113	1.900	.389	.009
Treatment * Gender	33.323	1	33.323	.478	.491	.005
Error	6895.091	99	69.647			
Total	323352.000	104				
Corrected Total	16622.154	103				

a. R Squared = .585 (Adjusted R Squared = .568)

Table 2 revealed that STAD had significant effect on students' academic achievement in reading comprehension,  $F(1, 99) = 62.499, p=.000$ . The partial eta square value of 0.872 showed that STAD had an 87.2% effect size on students' achievement in reading comprehension which is adjudged to be high. The students exposed to STAD in reading comprehension achieved significantly better than those who were not exposed to STAD. Therefore, the null hypothesis which stated that the mean achievement scores of students in reading comprehension exposed to STAD do not significantly differ from those not exposed to the Control method was rejected.

**Table 3:** Mean analysis of interest scores of students exposed to STAD and those who were not

Treatment	Pre-test		Post-test		Mean Gain Score
	N	SD	$\bar{X}$	SD	
STAD Group	59	6.12	46.32	9.59	24.49
Control Group	45	9.92	45.75	10.88	14.07

Table 3 showed that the students who were exposed to STAD in reading comprehension had interest scores of 46.32 with a standard deviation of 6.12 at the pre-test and interest scores of 70.81 with a standard deviation of 9.59 at the post-test. On the

other hand, those who were exposed to the Control Method had interest scores of 45.75 with a standard deviation of 9.92 at the pre-test and interest scores of 59.82 with a standard deviation of 10.88 at the post-test. Mean gain scores of 24.49 and 14.07 for the two groups respectively indicate that the students who were exposed to STAD had higher interest scores than those who were not exposed. Post-test standard deviations of 9.59 and 10.88 for the two groups of students respectively indicate that the variation in the individual scores of the students who were exposed to STAD is higher than those who were not exposed to it. This indicated that those exposed benefited from STAD.

**Table 4:** Analysis of covariance of significant difference in the interest scores of students' exposed to STAD and those who were not

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3584.281 <sup>a</sup>	4	896.070	8.820	.000	.263
Intercept	15245.300	1	15245.300	150.067	.000	.603
Pre-interest	346.420	1	346.420	3.410	.068	.033
Treatment	3266.927	1	3266.927	32.158	.000	.765
Gender	67.912	1	67.912	.668	.416	.007
Treatment * Gender	13.664	1	13.664	.134	.715	.001
Error	10057.373	99	101.590			
Total	467458.000	104				
Corrected Total	13641.654	103				

a. R Squared = .263 (Adjusted R Squared = .233)

Table 4 revealed that STAD had significant effect on students' interest in reading comprehension,  $F(1, 99) = 32.158, p = .000$ . The partial eta square value of 0.765 showed that STAD had a 76.5% effect size on students' interest in reading comprehension which is adjudged to be high. The students who were exposed to STAD significantly had a higher interest in reading comprehension than those who were in control group. Thus, the null hypothesis which stated that the mean interest scores of students in reading comprehension exposed to STAD do not significantly differ from those of the students in the control group, was therefore rejected.

**Table 5:** Mean analysis of achievement scores of male and female students in reading comprehension

Gender	Pre-test			Post-test		Mean Gain Score
	N	$\bar{X}$	SD	$\bar{X}$	SD	
Male	42	40.11	10.95	53.92	11.50	13.81
Female	62	41.12	14.46	55.56	13.54	14.44

Table 5 showed that, the male students had pre-test mean achievement scores of 40.11 with a standard deviation of 10.95 and post-test mean achievement scores of 53.92 with a standard deviation of 11.50. On the other hand, female students had pre-test mean achievement scores of 41.12 with a standard deviation of 14.46 and a post-test mean achievement score of 55.56 with a standard deviation of 13.54. Mean gain scores of 13.81 and 14.44 for the male and female students respectively indicate that the female students had higher post-test mean achievement scores than the male students. However, post-test achievement standard deviations of 11.50 and 13.54 for the male and female students respectively indicate that the variation in the individual achievement scores of female students is higher than those of the male students. This implied that both male and female students benefitted equally.

Table 2 revealed that gender had no significant influence on students' achievement in reading comprehension,  $F(1, 99) = 1.900, p = .389$ . The partial eta square value of 0.009 showed that gender had a 0.9% influence on students' achievement in reading comprehension which is not statistically significant. This implied that the male and female students achieved equally in reading comprehension. The null hypothesis which stated that gender has no significant influence on the mean achievement scores of students in reading comprehension was accepted.

**Table 6:** Mean analysis of interest scores of male and female students in reading comprehension.

Gender	Pre-test			Post-test		Mean Gain Score
	N	$\bar{X}$	SD	$\bar{X}$	SD	
Male	42	50.02	8.26	64.64	12.00	14.62
Female	62	47.20	8.14	67.01	11.15	19.81

Table 6 showed that the male students had pre-test mean interest scores of 50.02 with a standard deviation of 8.26 and post-test mean interest scores of 64.64 with a standard deviation of 12.00. The female students had pre-test mean interest scores of 47.20 with a standard deviation of 8.14 and post-test mean interest scores of 67.01 with a standard deviation of 11.15. Mean gain scores of 14.62 and 19.81 for the male and female students respectively indicate that the female students had higher post-test mean interest scores than the male students. Thus, post-test interest standard deviations of

12.00 and 11.15 for the male and female students respectively indicate that the variation in the individual interest scores of male students is higher than those of the female students. Thus, STAD increases the interest of students in reading comprehension.

Table 4 revealed that gender had no significant influence on students' interest in reading comprehension,  $F(1, 99) = .668, p = .416$ . The partial eta square value of 0.007 showed that gender had a 0.7% influence on students' interest in reading comprehension which is not significant. The male and female students had a relatively equal interest in reading comprehension. The null hypothesis which stated that gender has no significant influence on the mean interest scores of students in reading comprehension was accepted.

## **DISCUSSION**

Our study examined the effect of Student Team Achievement Division (STAD) on Academic Achievement and interest, predicted on the fact that students in Onueke Education zone of Ebonyi State exhibit poor comprehension of text read. Based on this, the researchers sought to investigate how STAD could be leveraged to enhance their academic achievement and interest in their schoolwork. The researcher findings show that STAD experimental group improved on their academic achievement and interest compared to the control group. The ANCOVA showed that these means differences were statistically significant. This implies that students who participated in the STAD programme significantly improved more than those in control, after controlling the pretest. This is an indication that STAD would reduce student comprehension problems. STAD could positively affect student achievement and interest in the sense that students can easily learn from and imitate their peers.

Researchers have demonstrated that the effect of co-operative learning on STDs act (Ari & Sadi 2019). Our findings collaborate with the results of similar studies that have documented the efficiency of STAD in reading comprehension among students. Our finding is significant given the fact that an approach that could leverage on STAD and connectedness could reduce reading comprehension problems among students.

Moreover, our finding revealed no significant difference between mean scores of students exposed to STAD and those exposed to control group methods, though mean scores showed that the experimental group has a high achievement and interest mean gain, this difference is marginal. This supports the null hypothesis that the mean achievement and interest scores of students in reading comprehension exposed to STAD do not significantly differ from those not exposed to the control method.

Theoretically, our findings align with the social learning theory framework that emphasizes that individuals learn from the behavior of others, especially significant others and their models. This is evident in the efficacious result of STAD as students who participated in the STAD programmes were likely influenced by positive peer models or groups.

Our findings close an important gap in literature since it is, to the best of our knowledge one of the first empirical studies to use STAD in Nigeria schools especially Onueke Zone of Ebonyi State.

## **CONCLUSIONS**

Based on the findings of the study, it was concluded that the use of the STAD strategy enhanced the academic achievement and interest of students in reading

comprehension. This is justifiably so because the students who were exposed to STAD had enhanced academic achievement, which led to increased interest more than those in the control group.

Although differences seem to exist in the mean interest scores of male and female students, gender is not a significant factor in determining the academic achievement and interest of students in reading comprehension. Thus, both male and female students benefited equally during the treatment. The interaction effect of gender and STAD on academic achievement and interest of students in reading comprehension is not significant. The results of this study provided empirical evidence that academic achievement and interest of students in reading comprehension depended on the method of instruction adopted and are not affected by gender. Therefore, the interaction effect of gender and STAD is not significant.

## RECOMMENDATIONS

The following recommendations were made based on the findings

1. The researcher recommended that English language teachers should use STAD in teaching comprehension to students. In addition, school principals and Inspectorate units of the Ministry of Education should encourage its usage.
2. The government through the federal ministries of education should organize and sponsor English language workshops, seminars, conferences, and exhibitions regularly aimed at enhancing the knowledge of teachers on teaching strategies especially the use of STAD.
3. Curriculum developers should adopt and include STAD strategies in the English language curriculum such that the spirit of cooperation or teamwork can be instilled in the students before they leave school.
4. Textbook writers should shift from teachers-centered to learner-centered activities that will promote meaningful learning in students such as STAD.
5. Colleges of Education and Faculties of Education in the various tertiary institutions should incorporate STAD in their curriculum unit and ensure that teacher trainees are provided with enough opportunities to master the principles of STAD and how to build them in their lesson plans.

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