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STUDENTS INTEREST AND ACHIEVEMENTS IN LITERATURE IN
ENGLISH: AN INSIGHT FROM Tafa Local Government Area of
Niger State, Nigeria**

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GUIDED DISCOVERY APPROACH AND ITS INFLUENCE ON STUDENTS INTEREST AND ACHIEVEMENTS IN LITERATURE IN ENGLISH: AN INSIGHT FROM TAFAL LOCAL GOVERNMENT AREA OF NIGER STATE, NIGERIA

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Abstract

The study was carried out to examine the guided discovery approach and its influence on students' interest and achievements in literature in English: an insight from Tafal local government area of Niger state, Nigeria. The study had four objectives. In line with the objectives, four research questions were raised and four null hypotheses were formulated to guide the study. Related literature, theories and empirical studies were reviewed. Quasi experimental research design was adopted for the study. The population of the study comprised 2,966 SSS 1 Literature-in-English students. Multi-stage sampling procedure was used to select 135 SSS 1 Literature-in-English students from four senior secondary schools in Tafal Local Government Area of Niger State who served as the sample of the study. Literature-in-English Achievement Test and Literature-in-English Interest Inventory Scale were developed by the researcher and used for data collection. LEAT was subjected to face and content validity while LEIS was subjected to construct validity by three experts. The reliability coefficients of 0.70 using Kuder Richardson formula and 0.77 using Cronbach Alpha were obtained for LEAT and LEIS respectively. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using ANCOVA at 0.05 level of significance. The findings of the study revealed that guided discovery method had a significant effect on the interest and achievement of Literature-in-English students, guided discovery method had a significant effect on the achievement of public school and private school students and no significant effect on the interest of public school and private school students in Literature-in-English. Recommendations were that in-service training for Literature-in-English teachers should be made available at regular intervals. This would help to expose the teachers to guided discovery method. Teacher training institutions should incorporate guided discovery method into their curriculum. This would help the student-teachers become conversant with the teaching method.

Keyword: Guided Discovery Approach, Interest, Achievements, And Literature in English

1.1 INTRODUCTION

English is a universal language; it is a language of communication used in several developed, developing and under-developed countries. It is a language used in different trades across continents. In Nigeria, English is used as a second language, the country's lingua franca. It is the language of trade, communication, education and government. It facilitates intercultural communication and allows people from different cultural background to share their diverse thoughts. English language is one of the obligatory languages in the Nigerian school curriculum. Literature-in-English is an off-shoot of the English language.

Literature-in-English has been adopted into the Nigerian school curriculum. It is now a compulsory subject for all Nigerian art students. For a candidate to gain admission into any university in Nigeria, the candidate must obtain at least credits in five subjects, including English Language and Mathematics, in SSCE or its equivalent examination body (Oguguo & Uboh, 2020). A core requirement for admission into any discipline in humanities courses like English language and literary studies, English education, mass communication, law, linguistics and theatre arts is an O' level credit pass in literature-in-English. It is the condition for both Unified Tertiary Matriculation Examination and Direct Entry admission through the Joint Admissions Matriculation Board (Orobosa, 2019). Even with these requirements on ground, most Nigerian students offering literature-in-English, find the learning of literature-in-English to be a challenging task. This is probably due to the fact that most literature texts used in teaching these students are socially, socio-politically, linguistically, culturally and even morally estranged from these students, the complexity of poetry; one of the genres of literature and students' poor knowledge of English language as a medium of expression. These leaves the students struggling as a result; a massive decline in the achievement and interest of the students is inevitable. Another reason is the fact that the literature classroom and methodology is different from the English language classroom and methodology but most schools and teachers treat them as one and the same.

In its most general sense, literature is defined to mean everything in print which has to do with knowledge or information that is in printed form. In this sense, literature is used to refer to available written materials in different subject areas like History, Geography, Physics, Chemistry, Home Economics, Fine Arts and Social Studies. But the definition of literature goes beyond 'prints in books'. Literature is the depiction of life through the medium of language. It is however, not an exact replica of life as it is only an interpretation of the life which is shaped in the mind of the writer. It can be characterized as an imaginative reconstruction of life. The term literature, deals with life as it is seen and experienced by the individual writer. It is a form of art, and as such, imagination plays a vital part in the presentation of life in literature. Dike in Aris (2019) asserted that literature serves as an authentic mirror of the entire society and its time. From the above definition, literature is a medium of transmitting the culture of the people who speak the language in which it is written and at the particular period the literature was written. Literature, if properly taught and inculcated, has the capacity to aid cultural integration, language awareness, emotional development, personal advancement, conflict resolution, liberal education, enhancement of positive values and experiences. In view of the above, dated, conventional teaching methods like lecture method and a host of others which are characterized by the teacher being the only authority and source of knowledge and the students being passive and inactive participators should by all means be understated and discouraged; as this kind of teaching methods might not allow students with diverse learning styles to freely express themselves. Students' poor performance in literature-in-English and lack of interest in the subject have been traced to certain factors. These factors include: teacher-student relationship, learning strategies, student-subject relationship, students' inability to cope with the language of literature, student's family background and the students' reluctance to read the recommended texts. Quite often, the teachers' teaching methodology has been held majorly responsible for students' poor performance and lack of interest.

A shift in the teaching methodology from one which is teacher – centered to one like guided discovery method which is learner – centered is arguably assumed to be a great step in

effecting change in the students' achievement and interest in literature-in-English. It is worthy to note that the interest students' show and the expertise they demonstrate in their field of study depend largely on how they were taught. However, it is important to note that a good way of knowing the effectiveness of a teaching method and effecting change in the method of teaching a subject is to discover through the help of experimentation and empirical evidence that such a method can yield effective instructional outcomes. However, this study aims to investigate guided discovery approach and its influence on students' interest and achievements in literature in English: an insight from Tafa local government area of Niger state, Nigeria. The objectives of the study are therefore: (i). Determine the effect of guided discovery method on students' achievement in literature-in-English. (ii). Determine the effect of guided discovery method on students' interest in literature-in-English. (iii). Ascertain the influence of school ownership on students' achievement in literature-in-English when taught using guided discovery method. (iv). Determine the influence of school ownership on students' interest in literature-in-English when taught using guided discovery method. The rest of the study is presented as follows: section 2 presents the literature review involving the theoretical underpinning of the study and the review of empirical studies. Section 3 focuses on material and methods which captures the data and model specifications. Section 4 analyses the data and divulges the findings, while sections 5 concludes the paper and highlights the recommendations.

2.0 REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

This section discusses the concept of literature, concept of conventional teaching method, concept of guided discovery method of teaching, concept of interest, concept of academic achievement and concept of school ownership.

2.1.1 Concept of Literature

Literature was first created by some of the world's earliest civilizations: those of Ancient Egypt and Sumeria as early as the 4th millennium BC; these literature were taken to include spoken or sung texts. It is worthy to note that literature had originated even earlier, and some of the first written works may have been based on a pre-existing oral tradition (Antrim, 2010). The word literature emanated from the Latin word 'Litteratura' derived from 'Littera' which means 'letters' or 'written symbol' referring to an acquaintance with the written word; although some definitions include spoken or sung texts. As urban cultures and societies developed, there was also a development in the form of literature. Advances in print technology allowed for literature to be distributed and experienced on an unparalleled scale, these advancement has culminated in the twenty-first century into electronic literature.

2.1.2 Concept of Conventional Teaching Method

In Nigeria, the instructional method of teaching literature-in-English in senior secondary schools generally seems to be through the conventional teaching method; lecture approach, textbook approach, analytical approach, reading aloud approach, expository approach, memorization, summary approach and other teacher – centred methods of teaching. These methods may lead to the loss of interest in learning, seeing that the learners are passive and not active participants in the learning process. Moreover, since it is always the same monotonous order of only the teacher doing mostly all the talking throughout the entire learning process, the learners' enthusiasm to learn tends to dry out.

Studies have shown that the teaching of literature-in-English in schools has fallen drastically (Daze cited in Aris, 2019). This is evident in the high failure rate of Literature-in-English students in school and in external examinations.

2.1.3 Concept of Guided Discovery Method of Teaching

Jerome Bruner (1961), an early advocate of active learning postulated that the act of discovery leads to acquiring information in such a way that makes it swiftly available for problem solving. Guided discovery method is a learning – centred, problem solving, and activity – oriented teaching method where the teacher guides the students through structured and well-arranged activities in order to help the students discover new knowledge, ideas and information. Bamiro (2015) stipulates that guided discovery method is a teaching method in which learners take an active role in the learning process, they are given a maximum amount of freedom to explore their learning environment. The students are not provided with the exact answer, rather, they are given materials and helpful guidance that would help them find the answer themselves.

2.1.4 Concept of Interest

In attempting to assess teaching, learning strategies and learners' performance, it is vital to take into consideration the students' interest. Ozioko (2015) opines that interest is an emotional oriented trait which determines the intensity of the relationship that exists between an individual, his environment, his values and pursuits. In varying degrees, interest has been conceptualized as greater concentration, a pleasant feeling and often times, increased motivation to learn. Nnachi quoted in Ozioko (2015) asserts that interest is an element of motivation which plays a prominent role in learning, and also in all proportions of human attainment. It is vital that literature-in-English teachers pay attention to their students' interest in literature-in-English as it is a key factor for enhancing their motivation, perseverance, and overall success in the subject.

2.1.5 Concept of Academic Achievement

Nbina and Obomanu (2011) opine that achievement in the teaching and learning process has to do with the attainment of set objectives of instruction. The academic achievement of students, is an important feature in the educational system. It is considered to be the focal point on which the educational system revolves around. Narad and Abdullah (2016) stated that the academic achievement of students determines the success or flop of an academic institution. In fact, the academic achievement of students can either have a positive or negative effect on the socio-economic growth of a country. Academic achievement could be said to be high grades and examination scores (Finn and Rock, 1997 as quoted in Kumar et al., 2021). Adeyemi in Ozoiko (2015) describes academic achievement as the academic stand of a student at a given time which states categorically the students' intellectual abilities. It could be viewed as the extent to which an individual learner does a piece work or activity, how well or poorly a learner performs an assigned activity within the learning process.

2.1.6 Concept of School Ownership

Nigerian students get enrolled into the Senior Secondary School after the successful completion of the Junior Secondary School. There are different types of secondary schools in Nigeria. These schools are categorized based on their ownership: public secondary schools, private secondary schools, missionary secondary schools, and community secondary schools. Though these schools are owned by different organisations, they all adhere to a uniform curriculum which is established by the Federal Ministry of Education. The major secondary schools in Nigeria are mainly a mix of public and private secondary schools.

According to Babagana (2015), a public school is school generally supervised, monitored and controlled by the local and state government. The academic curriculum of the public school are prescribed by the government thereby imposing a streamlined syllabus, approved tests and exams not minding if the students are well taught by their teachers or not.

2.2. Theoretical framework

2.2.1 Expediency Theory of Taxation

This study is anchored on the Theory of Discovery Learning by Jerome Bruner (1961). The theory focuses on the proposes that learning is an active process where individuals construct their own knowledge through experience and exploration. Bruner's theory of discovery emphasizes the importance of creating an environment that encourages exploration, curiosity, inquisitiveness, and creativity, rather than simply transmitting knowledge. By following the tenets of the theory, learners can develop a deeper understanding of concepts and develop critical thinking skills. The tenets of the theory of discovery learning include:

Active Learning: learners actively engage with the environment to construct knowledge.

Discovery: learners discover concepts and relationships through their own effort and exploration.

Inquiry: learners generate questions and investigate answers.

Problem-Solving: learners encounter problems as the learning process progresses and develop solutions.

Hands-on Experience: learners engage in concrete, hands-on experiences.

Self-Regulation: learners take responsibility for their own learning.

Cognitive Structure: learners organize and connect new knowledge to already existing knowledge.

Intuition: learners use intuition to make connections and generate hypotheses.

Creativity: learners generate new ideas and solutions.

Collaborative Learning: Learners work together to share knowledge and ideas.

Brunner viewed learners as information processors, thinkers and creators of ideas whose mental processes develop through the interaction and exploitation of their environment. He believes that learning is effective when learners are given the opportunity to discover realities by themselves.

Discovery learning implies learners' constructs their own knowledge through experiencing these experiences by themselves via the means of discovery as opposed to being told what to do by the teacher. The teacher facilitates the learning process by developing lessons that would provide students the necessary information they require to delve into the discovery process without necessarily pointing it out to them or being told what to do. The learners process available information which enables them to go beyond the evidence to gain new and novel understanding.

As the learners acquire more experiences, the teacher gives less and less guidance in order to let the learners formulate their own questions to solve the problems being explored. The theory states that a learner no matter how young is able to learn on his own through discovery as long as the instruction is organised appropriately by the teacher. Discovery theory encourages learners to build on past experiences and knowledge, use their imagination, insight and creativity to search for new information to discover facts, information and knowledge. The theory holds that effective learning takes place in an environment which is suitable and conducive for the learners. Where learners are taught through constructive methods which trigger mental activities, and finally encouraged to make reflections on what they have learnt.

To Bruner, the acquisition of knowledge is an active process. He sees education not just as a process of imparting knowledge but a means of facilitating a child's cognitive and problem solving skills. Learners do not learn isolated facts and theories in some abstract fragile land of the mind solitary from the rest of their lives. Learners learn in relationship to what they know, what they believe, their predispositions and sometimes their fears. Considering this, it becomes clear that this point is an implication of the idea that learning is active and social. It becomes evident that learning cannot be divorced from the learners' lives.

In discovery learning theory, the learner is an active participant in the learning process. The learner takes full responsibility of his learning. The learners rather than teachers are accountable for defending, proving, demonstrating, explaining, and communicating their thoughts and ideas to other members of the classroom. The students' involvement in the learning process would influence students' engagement and interest which in turn would, leave an impression in their academic achievement. Discovery learning theory emphasizes

the discovery of knowledge rather than learners being passive recipients who just receives what they are told. Brunner argued that the understanding of a concept would be more genuine and long lasting if the learner discovered the difference by himself. With discovery learning, the learning process does not end with the final lesson, it is expected of the students to organise themselves within and outside the classroom in order to draw from the knowledge that is delivered indirectly by the teacher.

This theory was adopted for this study because an effective implementation of discovery theory of learning requires a balance between guidance and autonomy, ensuring the learners receive appropriate support while encouraging exploration and discovery at the same time. Teachers who make use of guided discovery method are not the central focus in the classroom, the learners are. Guided discovery is a method of teaching which proffers the students the opportunity to question and discover new experiences by themselves. The method lay emphasis on students actively discovering new knowledge and experiences while integrating it with prior ones to solve problems.

2.3 Empirical Review

Akpan, Igwe and Kanno (2020) examined the effect of guided discovery teaching method on academic achievement of Upper Basic II education students in English Studies in South-South Zone of Nigeria. Quasi-experimental research design with a non-randomized 2×2 factorial pre-test post-test control group design was used for the study. Two intact classes were randomly selected to constitute a sample size of 100 students from a population of 693,631 Upper Basic Students. Treatment lasted for four weeks. Research questions were answered using the mean and standard deviation of the control and treatment group test scores, while ANCOVA was used to test the hypotheses 0.05 level of significance. The result of the study revealed that guided discovery teaching method had an increasing positive effect on academic achievement of the students. Gender had no significant effect in this. Recommendations made were that teachers should adopt this teaching method in lesson preparation and presentation, school administrators should structure the time table to allow for its adoption. The present research is similar to the past research, being that both studies cover subjects that are closely related and the same teaching method.

The current work differs from the past research under review such that, the scope of the present study was SSS 1 students offering literature-in-English in Tafa Local Government Area of Niger state, Nigeria while the reviewed research work covered Upper Basic II students in English Studies in the South-South zone of Nigeria.

3.1 METHODOLOGY

The study adopted a quasi-experimental research design. The study evaluated the guided discovery approach and its influence on students' interest and achievements in literature in English: an insight from Tafa local government area of Niger state, Nigeria. The study used Questionnaire, by distribution via the target population of the study which comprises of all senior secondary school year one students offering literature-in-English in Tafa Local Government Area of Niger state, Nigeria. The senior secondary school year one students were chosen for this study because they have only been exposed to preliminary concepts of literature-in-English in junior secondary school and are still very much fresh to the deep structure of literature-in-English. They are also more likely to be receptive and willing to participate as they are not under any pressure of preparing for any external examination, which had a total population of 135 SS1 student. The study also adopted A multi stage sampling technique was adopted for this study. Four stages was used to draw up the sample. In the first stage of sampling, the balloting technique was used to select four schools that were used for the study. In the second stage of sampling, purposive sampling technique was adopted to select the class that was used, particularly art classes offering literature-in-English from the four selected schools. In the third stage of sampling, intact classes were selected for the control and experimental group. All the members of the selected classes were used. This measure was taken in order to provide for consistency and stability in the control and experimental group. It also helped in avoiding interferences in class arrangement and class lessons. In the fourth and final stage of sampling, the simple random technique was adopted. A balloting system consisting of yes and no option was used to assign the four selected schools into control group and experimental group.

3.2 Model Specification

The study adopted a quasi-experimental research design, which is schematically presented thus:

EG: $O_{11} \times O_{12}$

CG: $O_{21} \times O_{22}$

Where;

EG = Guided discovery teaching method.

O_{11} = Pre-test using literature-in-English Achievement Test and literature-in-English Interest Inventory Scale for experimental group.

O_{12} = Post-test using literature-in-English Achievement Test and literature-in-English Interest Inventory Scale for experimental group.

CG = Conventional lecture teaching method.

O_{21} = Pre-test using literature-in-English Achievement Test and literature-in-English Interest Inventory Scale.

O_{22} = Post-test using literature-in-English Achievement Test and literature-in-English Interest Inventory Scale for control group.

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4.1 Data Analysis and Discussions

It was observed that out of the 400 questionnaires distributed, 13 were not returned, and 19 were not properly filled; thus, making the properly filled questionnaire to be 368, which was returned. The 368 properly filled questionnaires were thus used for the analysis. This shows that 89.36 percent of the administered questionnaires were used for the analysis in this study.

Table 4.1: Analysis of Covariance Results for H_{01}

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	27659.858 ^a	2	13829.929	497.711	.000	.883
Intercept	2659.580	1	2659.580	95.713	.000	.420
Pretest	24916.917	1	24916.917	896.710	.000	.872
Group	1139.705	1	1139.705	41.016	.000	.237
Error	3667.890	132	27.787			
Total	417785.000	135				
Corrected Total	31327.748	134				

a. R Squared = .883 (Adjusted R Squared = .881)

$F_{(1,132)} = 41.016$; $P = 0.000 < \alpha = 0.05$; Reject H_{01}

Source: Field Survey, 2023

The data presented in Table 4.1 shows that the computed mean value for the effect of guided discovery method on academic achievement in literature-in-English is 41.016. The value is significant at 0.000. This indicates that there was significant effect of guided discovery teaching method on the achievement scores of literature-in-English students. Therefore, the hypothesis of no significant effect of guided discovery teaching method on the mean achievement scores of students was rejected.

H₀₂: There is no significant difference in the mean interest scores of students taught literature-in-English using guided discovery method and those taught using conventional method.

Table 4.2: Analysis of Covariance H₀₂

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	21698.062 ^a	2	10849.031	285.688	.000	.812
Intercept	1840.885	1	1840.885	48.476	.000	.269
Preinterest	20646.397	1	20646.397	543.683	.000	.805
Group	629.185	1	629.185	16.568	.000	.112
Error	5012.708	132	5012.708			
Total	431902.000	135				
Corrected Total	26710.770	134				

a. R Squared = .812 (Adjusted R Squared = .809)

$F_{(1,132)} = 16.568$; $P = 0.000 < \alpha = 0.05$; Reject H_{02}

Source: Field Survey, 2023

The data in Table 4.2 reveals that the computed mean value for the effect of guided discovery method on interest of students in literature-in-English is, f value; 16.568. This value is significant at 0.000. The decision is that the null hypothesis of no significant effect of guided discovery method on the mean interest scores of students is rejected. The table exposes that guided discovery method of teaching had significant effect on the interest of students taught using guided discovery method. This means that interest is a significant factor on students' achievement in literature-in-English.

H₀₃: There is no significant difference in the mean achievement scores of private school and public school students taught literature-in-English using guided discovery method.

Table 4.3: Analysis of Covariance for Ho₃

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12551.845 ^a	2	6275.923	251.191	.000	.887
Intercept	593.732	1	593.732	23.764	.000	.271
Pretest	11418.381	1	11418.381	457.015	.000	.877
School Type	220.493	1	220.493	8.825	.004	.121
Error	1599.020	64	24.985			
Total	239887.000	67				
Corrected Total	14150.866	66				

a. R Squared = .887 (Adjusted R Squared = .883)
 $F_{(1,64)} = 8.825$; $P = 0.004 < \alpha = 0.05$; *Reject H₀₃*
Source: Field Survey, 2023

The data analysis in Table 4.3 shows that the computed F value is 8.825. This value is significant at .004. This indicates that there was a significant effect of guided discovery method on the mean achievement scores of private school and public school students taught literature-in-English using guided discovery method. Therefore the hypothesis of no significant difference in the mean achievement scores of private school and public school students taught literature-in-English using guided discovery method was rejected.

Ho₄: There is no significant difference in the mean interest scores of private school and public school students taught literature-in-English using guided discovery method.

Table 4.4: Analysis of Covariance for Ho₄

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8318.275 ^a	2	4159.137	86.766	.000	.731
Intercept	978.664	1	978.664	20.416	.000	.242
Preinterest	7454.892	1	7454.892	155.521	.000	.708
School Type	.278	1	.278	.006	.940	.000
Error	3067.845	64	47.935			
Total	233653.000	67				
Corrected Total	11386.119	66				

a. R Squared = .731 (Adjusted R Squared = .722)

$F_{(1,64)} = 0.006$; $P = 0.940 > \alpha = 0.05$; Do not Reject H_{o4}

Source: Field Survey, 2023

The results presented in Table 4.4 above reveals that the computed F value is .006. This value is significant at .940. Since this value is greater than 0.05 alpha ($p > 0.05$) when tested at 0.05 level of significance, the HO₄ which states that there is no significant difference in the mean interest scores of private school and public school students taught literature-in-English using guided discovery method was not rejected. This means that there was no significant difference in the mean interest scores of public school and private school students taught literature-in-English using guided discovery method.

4.2 Discussion of Findings

The null hypothesis (H_{01}) in Table 4.1 had results that showed that there was a significant effect of guided discovery method on academic achievement of students in literature-in-English in Tafa Local Government Area of Niger state, Nigeria indicating that the hypothesis was not retained. The data collected showed that guided discovery method of teaching had significant effect on academic achievement of students in literature-in-English; this is similar to the findings of Akpan, Igwe and Kanno (2020) who found that guided discovery teaching method had an increasing positive effect on the academic achievement of the students. Ugwoke, Olulowo and Ige (2020) observed in their study that guided discovery led to an improvement in students' retention and academic attitudes to financial accounting concepts which also invariably improved their average performance. This finding is also in line with Salihu (2015) who reported that guided discovery method had a significant effect on students' academic achievement in ecology. The researcher is therefore of the opinion that guided discovery method has positive effects on literature-in-English students. Yaiche (2021) in his study also gathered that guided discovery facilitated EFL learners' critical thinking ability. The test results demonstrated that the experimental group outperformed the control group. The study also found that learners who were taught with guided discovery method improved in their average performance and became more independent.

Null hypothesis (H_{02}) in Table 4.2 showed the results that there was a significant effect of mean interest scores on literature-in-English students. This indicated that null hypothesis two was rejected. The findings also showed that there was a significant effect on the interest of literature-in-English students. This is in agreement with the findings of Yusuf (2020) who at the end of the study found that guided discovery method had a significant factor on students' overall achievement and interest in Physics. Also, Ozioko (2015) observed that those taught using guided discovery method developed a higher level of interest in Food and Nutrition as compared to those who were taught using conventional lecture method.

Agu, and Samuel (2018) found out that guided discovery method had a significant effect on the interest of Basic Science and Technology students. This effect in interest led to an increase in the students overall average performance.

Null hypothesis (H_{03}), in Table 4.3 showed that guided discovery method had a significant effect on the achievement scores of private school and public school students. This shows that the hypothesis was rejected. The data showed that guided discovery method had a significant effect on the achievement of private school and public school students in literature-in-English. This finding agrees with that of Salihu (2015) who gathered in her study that there exists a significant difference in the performance of public and private school students who were taught ecology using guided discovery method.

The null hypothesis (H_{04}) in table 4.4 had results that showed that the application of guided discovery method was not significant in the mean interest scores of private school and public school students in literature-in-English. The null hypothesis was retained. The data analysed showed that there was no significant effect of guided discovery on the interest of public and private school students in literature-in-English.

Amongst other things, this research work found that:

1. Guided discovery method had significant positive effect on the mean achievement scores of literature-in-English students (Sig. = .000).
2. Guided discovery method had significant positive effect on the mean interest scores of literature-in-English students (Sig. = .000).
3. Guided discovery method had a significant effect on the mean achievement scores of private school and public school students in literature-in-English (Sig. = .004).
4. Guided discovery method had no significant effect on the mean interest scores of private school and public school students literature-in-English (Sig. = .940).

5.1 Conclusion

After statistical analysis of the data, the researcher arrived at the following conclusions. Students in the experimental group who were taught using guided discovery method were introduced to a greater degree of activity and thinking which resulted to an increase in interest and higher achievement. While students in the control group who were taught using conventional lecture method usually interacted with the teacher this led to a lower achievement. Specifically, the researcher concludes that:

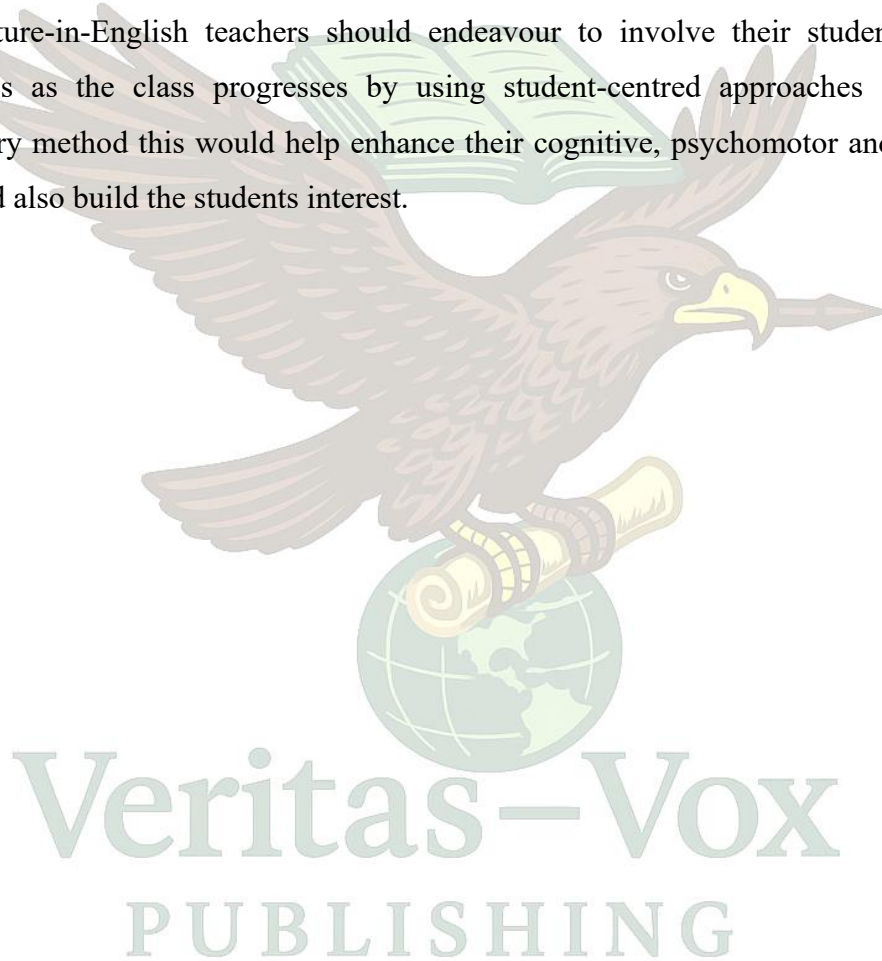
1. Guided discovery method had a significant effect on the achievement and also the interest of students in literature-in-English. This means that guided discovery method improved the interest of students thereby enabling them to achieve higher than their counterparts who were taught using lecture method.
2. Guided discovery method had a significant effect on the achievement of private school and public school students. Both private school and public school students who were taught using guided discovery method had an improvement in their overall average performance. Although private school students had a higher interest and achievement than those in the public schools.

5.2 Recommendations

Based on the findings of this study and conclusions drawn, a number of recommendations are proffered:

1. In-service trainings, workshops and seminars should be organized by proprietors, ministries of education and related government agencies for training of teachers on how to make effective and accurate use of guided discovery method for teaching literature-in-English.
2. Teacher training institutions like colleges of education and universities that offer educational courses should adopt guided discovery method as a teaching method for teaching their students, this will serve two purposes which are to improve the interest and academic achievement of the student-teacher and also to help the student-teacher become conversant and comfortable with the implementation of guided discovery method in the classroom.

3. School administrators should structure the time table in a way that will allow teachers and students have ample time to employ this method of teaching as it is time consuming. They should also ensure that classrooms are structured in such a way that allow for easy alteration by the teacher at any time to accommodate the use of guided discovery teaching method.
4. Guided discovery method should be integrated into literature-in-English senior secondary school curriculum, study text and other learning materials.
5. Literature-in-English teachers should endeavour to involve their students in relevant activities as the class progresses by using student-centred approaches such as guided discovery method this would help enhance their cognitive, psychomotor and affective skill. It would also build the students interest.

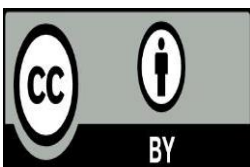


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