

COMPARATIVE EFFECT OF GUIDED DISCOVERY AND DEMONSTRATION APPROACH ON STUDENTS' ACHIEVEMENT IN FINANCIAL ACCOUNTING

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ABSTRACT

This study examines the effect of guided discovery and demonstration approach on secondary school students' achievement in financial accounting in Gombe state, Nigeria. A pre-test-post-test-control group design was adopted where 180 students from nine randomly selected schools participated in the study. The students were divided into three equal groups, viz. Guided discovery, demonstration (i.e., experimental groups) and conventional approach (i.e., the control group), all at random. The instrument used for data collection is the Financial Accounting Achievement Test (FAAT). The study found there was no statistically significant difference in the financial accounting achievement of students who were assigned to the guided discovery, demonstration and conventional teaching approach at the pre-test stage, this suggests that at the start of the experiment the students were equal in terms of their achievement scores. However, after the students were exposed to the treatment, there was a statistically significant difference in the financial accounting achievement of students who were exposed to the guided discovery, demonstration and conventional approach in favor of guided discovery approach. The finding suggested guided discovery approach as an effective approach to enhance the financial accounting achievement of the secondary school students. It is, therefore, recommended that government should encourage both curriculum planners and secondary schools' teachers to adopt the guided discovery approach as an instructional approach for teaching financial accounting in secondary schools to improve students' achievement in the subject.

Key words: guided discovery, demonstration, students' achievement, financial accounting