

Guided Informal Groups and Development of Secondary School Students in Kwara State

¹Dr Rasaan Lanre Abdulkareem, ²Dr. Adijat Mojisola Abdulraheem

¹ Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria

² Department of Health Promotions and Environmental Health Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria

¹ Orchid 0009-0001-2320-639

Abstract: All-round development of students is the goal of any educational system. This development can be measure by the level of what they know, how they behave and what they can do with what they know. This development can be enhanced by the level of functionality of guided informal groups in the institution. The purpose of the study is to investigate the relationship between guided informal groups and development of secondary school students in Kwara State. Two research questions and five hypotheses were developed to guide the study. The population of this study included teachers in the entire secondary schools in Kwara State. However, the target population of this study included 3119 teachers in all the private secondary schools in Kwara State, Nigeria. The sample of this study includes 346 out of 3119 teachers in private secondary schools, Kwara State. A researcher-designed questionnaire titled “Guided Informal Group and Students’ Development Questionnaire”. Mean was used to answer the research questions while Pearson’s moment correlation statistic was used to test the hypotheses formulated. The findings of the study includes that: Guided informal groups are moderately functionality in secondary school in Kwara State; the level of secondary school students’ development in Kwara State is on the average; there is significant relationship between guided informal groups functionality and secondary school students’ development in Kwara State. Based on the findings of the study, it was recommended that Sciences requires certain sophisticated resources in order to effectively teach them. Effort should be made by the government to aid the provision of needed materials so that JETS can be more functional and be proactive in the development of secondary school students; and Government should support talented and gifted students towards the achievement of their development especially through the activities of ICT club.

Keyword: Guided Informal Groups, Functionality, Students’ development

Introduction

Kwara State was formed out of the former northern region on 27th May 1967 by the then regime of General Yakubu Gowon. At its creation, the state was made up of the former Ilorin and Kabba provinces of the then Northern Region and was initially named the West Central State but later changed to Kwara, a local name for the River Niger. Located in north western Nigeria, Kwara State occupies 36,825 square kilometres. Kwara State is bounded in the north by Niger State, in the south by Oyo, Osun and Ekiti States, in the east by Kogi State and in the west by Benin Republic. Because of its unique geographical position, the State is referred to as the "gateway" between the north and the south of the country. This state like every other state in Nigeria operate a 9-3-4 system of education. Nine years of basic education, three years of secondary education and four years of tertiary education.

Secondary education is critical to the education of a child, being the bridge between primary and tertiary education. It is even more critical to the development of the child as it is given to the child at his or her formative period that is between ages 12 to 18. An education at this critical period shapes the adulthood of every child. It provides the child with an opportunity to acquire additional knowledge, skills and traits beyond the primary level. Secondary education is the bridge between primary and tertiary institutions and thus holds the compass for the direction the nation intends to follow. It is therefore understandable to maintain that the failure of this tier of education poses a damaging threat to the nation at large. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 12-18. Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. The importance of this stage of education cannot be over-emphasized, Secondary education plays pivotal role in the development of a Nigerian-child, in that it serves as the medium of transformation from elementary education to higher education. The main objective of the educational system in Nigeria is the development of students in the three domains. These domain are cognitive, affective and psychomotor domains. Secondary school students' development is the growth of students in knowledge, attitude and skills. The development of the cognitive domain involves the growth in understanding of the subject matter. Affective development connotes possession or display of expected attitude and behavior while psychomotor development refers to possession of the expected technical know-how or skills. Thus secondary schools students' development involves the level of possession of expected knowledge (cognitive), attitude (affective) and psychomotor (skills) among secondary schools students in Kwara State, Nigeria. These developments can be achieved in the students through teaching and learning process.

Teaching and learning process is mainly classified into curricular and co-curricular activities. Curricular activities are those teaching and learning activities that are official or formal, they are referred to as the core of the learning a child undergoes in school as it is backed up by the document called Curriculum and is reflected on the school's time table. Co-curricular activities on the other hand are activities sponsored or recognized by a school which are not part of the academic curriculum but are used to supplement the curriculum and are usually carried-out outside the classroom to develop the personality of the child. Co-curricular activities include guided informal groups activities. Co-curricular activities in this study therefore referred to guided informal groups.

Guided informal groups are clubs sponsored and promoted by school management as part of extracurricular activities to ease the pressure from classroom activities while still learning. The clubs afford students the opportunity to discover their talents, skills and follow their passion. Such groups include literary and debating club, press club, readers club, drama club, music club, cultural dance club, jet club, young farmers club among others. Guided informal group activities enhances students' development. They are activities that act as a way for students to experience what they are learning in the classroom in real-life context.

It is a known fact that all schools indulge in co-curricular activities, the Ministry of Education has made it mandatory for all secondary schools to involve students in co-curricular activities but the importance of Co-curricular activities to the teaching and learning process are not been emphasized, as a fact these activities are being under-utilized, most students do not see the link or connection between the curricular and the co-curricular in understanding a subject or in passing school subjects rather most teachers and students see it as a relief period or play time. Though, it can be classified as a relief period as the curricular activities which are basically classroom based have become rigid, boring and unproductive and can no longer be relied solely on for students' development (Sholadoye,2020).

In recognition of the problem associated with classroom-centered activities in students' overall development, guide informal groups' activity need to be put to proper use. Guided informal group activities supplement the classroom teaching to promote self-efficacy, decrease anxiety, and enhance informal and learning-supportive environment that will encourage students to develop better cognitively, affectively and skillfully (Sholadoye,2020). This position is affirmed by Holloway Olugbenro and Olurotimi(2023) that education goals and objectives are best achieved by a diversity of learning experience some of which are more appropriately conducted outside the regular classroom programs. Unfortunately guided informal groups seems to be more active in private secondary school, with public secondary schools lagging behind thereby missing out on the

significance associated with informal groups in the development of students. It is against this background that this study was carried out.

Statement of the Problem

All-round development of students is the goal of any educational system. This development can be measured by the level of what they know, how they behave and what they can do with what they know. The level of knowledge among students can be tested using their level of academic performance. The statistics of students' performance in WASSCE from 2014-2018 though inconsistent, attest to the fact that students perform below expectation in the Secondary School Certificate Examination. The statistic of WAEC in 2014, asserts that 1,692,436 candidates sat for the examination and 529,425 candidates representing 31.28% obtained credit pass in five (5) subjects and above including English language and Mathematics. In 2015 1,593,442 candidates sat for the examination and 38.6% obtained credit pass in five (5) subjects and above. 2016 took a different turn as improvement in students' performance was recorded with students aggregate moving up a bit above average. According to the statistics released, 1,552,758 candidates sat for the May/June examination and 52.97% obtained credit pass in five (5) subjects and above including English language and Mathematics. The improvement in performance beefed up in 2017, 1,471,151 candidates were reported to have sat for the examination and 59.22% passed with a minimum of credit pass in five (5) subjects and above. The trend of decline continued in 2018, 1,572,396 candidates sat for the May/June examination, 786,016 candidates representing 49.98% obtained credit pass in five (5) subjects and above.

Hence, the conviction of the Nwosu (2025), that a paradigm shift from the normal classroom instruction, to out-of-classroom „co-curricular“ activities and the role it can play to aid the teaching and learning. This study therefore investigated guided informal group and secondary schools students' development in Kwara State to ascertain if the activities of guided informal groups significantly relate to the secondary school students' academic performance in Kwara State. This is the gap this study filled and to the best of the Researchers' knowledge, there is no study that has done this before using the three domains as parameters.

Purpose of the Study

The main purpose of the study is to investigate the relationship between guided informal groups functionality and secondary school students' development in Kwara State. Specifically, the study investigated:

- a. the functionality of guided informal groups in secondary schools in Kwara State
- b. the level of students' development in secondary schools in Kwara State

- c. the relationship between Junior Engineers, Technicians and Scientis (JETS) functionality and secondary school students' development in Kwara State.
- d. the relationship Debate club functionality and secondary school students' development in Kwara State
- e. the relationship between ICT Club functionality and secondary school students' development in Kwara State.
- f. the relationship between Young farmers club functionality and secondary school students' development in Kwara State.

Research Questions

The following research questions were set to guide the study:

1. How functional are guided informal groups in secondary schools in Kwara State?
2. What is the level of students' development in in secondary schools in Kwara State?

Research Hypotheses

There are one main hypothesis and six operational hypotheses designed to guide this study inferentially.

Main Hypothesis

There is no significant relationship between Junior Engineers, Technicians and Scientis (JETS) functionality and secondary school students' development in Kwara State.

Operational Hypotheses

There are six operational hypotheses which includes the following:

1. There is no significant relationship between Junior Engineers, Technicians and Scientis (JETS) functionality and secondary school students' development in Kwara State.
2. There is no significant relationship Debate club functionality and secondary school students' development in Kwara State
3. There is no significant relationship between ICT Club functionality and secondary school students' development in Kwara State.
4. There is no significant relationship between Young farmers club functionality and secondary school students' development in Kwara State

Methodology

Geographically, the study would cover all secondary schools in the three senatorial districts in Kwara State. Contextually, guide informal group was determined by the functionality of JETS club, debate club, ICT club, and YFC while students' development was determined using cognitive, affective and psychomotor development. The sample of this study includes 346 out of 3119 teachers in private secondary schools, Kwara State. The sample size was determined using Research Advisor's 2006 table. Table 1 presents the sampling procedures of the population.

Table 1: Sample Frame

SN	Senatorial District	Teachers' Population	Teachers' Sample
1	Kwara Central	2,179	241
2	Kwara South	541	60
3	Kwara North	399	45
	Total	3,119	346

Multi-stage sampling procedure was used to select the respondents for this study. In the first stage, stratified sampling technique was used to segregate the population into senatorial districts. There are therefore 2179 private secondary school teachers in Kwara Central, 541 in Kwara South and 399 in Kwara North. Research advisor was then used to determine the required sample from the 3119 private school teachers in Kwara state and the table recommended 346. Proportional sampling technique was used to determine the required sample from each of the senatorial districts. Therefore, 241 out of 2179 private secondary school teachers in Kwara Central, 60 out of 541 in Kwara South and 45 out of 399 in Kwara North were proportionally selected respectively. The total sample was therefore 346 private secondary school teachers out of the target population of 3119 private secondary school teachers in Kwara State.

A researcher-designed questionnaire titled "Guided Informal Group and Students' Development Questionnaire". To ascertain the reliability of the questionnaires, the validated questionnaires were administered on 20 respondents that will not form part of the major sample for this study. The retrieved questionnaires were subjected to reliability test using Cronbach's Alpha measure of internal consistency on Statistical Package of Social Sciences (SPSS) and reliability value of 0.71 and 0.69 for part A and B which showed that the questionnaires were reliable. Mean was used to answer the research questions while Pearson's moment correlation statistic was used to test the hypotheses formulated.

Data Analysis

Research Question One: How functional are guided informal groups in secondary schools in Kwara State?

Table 2: Functionality of Informal Groups in Secondary Schools in Kwara State

S/N	Item	Mean
1	JETS Club	2.9
2	Debate Club	2.6
3	ICT Club	2.8

S/N	Item	Mean
4	Young Farmers' Club	2.7
	Grand Mean	2.75

Source: Field Study (2025)

Table two revealed a grand mean value of 2.7 which is slightly above the midpoint average, it can therefore be concluded that guided informal groups are averagely functional in secondary schools in Kwara State.

Research Question Two: What is the level of students' development in secondary schools in Kwara State?

Table 3: Level of Students' Development in Secondary Schools in Kwara State

S/N	Item	Mean
1	Cognitive Development	2.4
2	Affective Development	2.7
3	Psychomotor Development	2.4
	Grand Mean	2.50

Source: Field Study (2025)

Table two revealed a grand mean value of 2.50 which is slightly above the midpoint average, it can therefore be concluded that students' development is on the average in secondary schools in Kwara State.

Hypothesis Testing

Main Hypothesis: There is no significant relationship between guided informal groups functionality and secondary school students' development in Kwara State

Table 4: Guided Informal Groups Functionality and Secondary School Students' Development.

Variable	N	Mean	SD	r	p-value	Decision
Guided Informal Groups	346	9.5	4.7	0.49	0.00	Ho rejected
Students' Development	346	6.9	3.3			

Source: Fieldwork (2025)

It is revealed from table four that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between guided informal groups functionality and secondary school students' development in Kwara State is therefore rejected. Thus, there is significant relationship between guided informal groups functionality and secondary school students' development in Kwara State.

Hypothesis One: There is no significant relationship between JETS functionality and secondary school students' development in Kwara State

Table 5: JETS Club Functionality and Secondary School Students' Development

Variable	N	\bar{X}	SD	Cal.r	P-value	Decision
JETS Club	381	9.1	3.8			
				0.49	0.01	
						Ho _i
Students' rejected						
Development	381	6.9	3.3			

Source: Fieldwork (2025)

It is revealed from table five that the p-value is 0.01 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between JETS club functionality and secondary school students' development in Kwara State is therefore rejected. Thus, there is significant relationship between JETS club functionality and secondary school students' development in Kwara State .

Hypothesis Two: There is no significant relationship between JETS functionality and secondary school students' development in Kwara State

Table 6: Debate Club Functionality and Secondary School Students’ Development

Variable	N	X	SD	Cal.r	P-value	Decision
Debate Club	381	7.1	3.6			
				0.49	0.01	
						Ho _i
Students’						rejected
Development	381	6.9	3.3			

Source: Fieldwork (2025)

It is revealed from table six that the p-value is 0.01 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between debate club functionality and secondary school students’ development in Kwara State is therefore rejected. Thus, there is significant relationship between debate club functionality and secondary school students’ development in Kwara State.

Hypothesis Three: There is no significant relationship between ICT Club functionality and secondary school students’ development in Kwara State

Table 7: ICT Club Functionality and Secondary School Students’ Development

Variable	N	X	SD	Cal.r	P-value	Decision
ICT Club	381	7.1	3.6			
				0.49	0.01	
						Ho _i
Students’						rejected
Development	381	6.9	3.3			

Source: Fieldwork (2025)

It is revealed from table six that the p-value is 0.01 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between ICT club functionality and secondary school students’ development in Kwara State is therefore rejected. Thus, there

is significant relationship between ICT club functionality and secondary school students' development in Kwara State.

Hypothesis Four: There is no significant relationship between young farmers Club functionality and secondary school students' development in Kwara State

Table 8: Young Farmers Club Functionality and Secondary School Students' Development

Variable	N	X	SD	Cal.r	P-value	Decision
Young Farmers Club	381		7.0	3.9		
				0.49	0.00	
						H _{0i}
Students'						rejected
Development 381	6.9	3.3				

Source: Fieldwork (2025)

It is revealed from table six that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between young farmers' club functionality and secondary school students' development in Kwara State is therefore rejected. Thus, there is significant relationship between young farmers' club functionality and secondary school students' development in Kwara State.

Discussion of Findings

The answering of research question one revealed guided informal groups is moderately functional in secondary schools in Kwara State. This finding conforms to that of Patton et al. (2019), who stressed that the primary purpose of a guided informal group is to encourage collaboration and the exchange of ideas among participants. By creating a space that prioritizes comfort and openness, individuals are more likely to share their insights and perspectives, which can lead to innovative solution and collective problem-solving. The club helps to bring the community closer to the school and make people feel like they were part of the educational process. This according to studies by John, Perry, Stoner, and Tarrant, (2022) would enhance professional skill development as students who intend to be broadcasters, journalist, news editors can develop their skill through participation

The answering of research question two showed that the level of students' development in secondary schools in Kwara State is on the average. As noted by Periasamy (2022), the development of students is determined by its ability to achieve its objectives, which should be tailored to reflect the academic capability of the students. To measure student growth, value added scores from prior achievements upon entering the school are taken into account. Therefore, a school is considered effective when it achieves or surpasses its predetermined goals

The testing of main hypothesis led to the finding that there is significant relationship between guided informal groups functionality and secondary school students' development in Kwara State. Researchers like (Adebile, 2015, John, Perry, Stoner, & Tarrant, 2022). have revealed the importance of informal school club activities in contributing to the academic achievement of students in various school subjects

The testing of hypothesis two led to the finding that there is significant relationship between JETS club functionality and secondary school students' development in Kwara State. This findings conforms to that of John et al (2022), who posited that the responsibilities of JETS can vary significantly depending on the industry and specific job roles they occupy. In engineering, for instance, they may be involved in designing, testing, and refining products or systems, utilising computer-aided design (CAD) software and other advanced tools. Technicians, on the other hand, often focus on the hands-on aspects of technology, ensuring that equipment operates efficiently and troubleshooting any issues that arise. Meanwhile, scientists engage in experimental research, collecting and analyzing data to draw meaningful conclusions that can lead to new discoveries or improvements in range of tasks not only enhance their technical expertise but also develops their problem-solving abilities.

According to Rowan-Kenyon and Niehaus (2017), as JETS progress in their careers, they are likely to take on more complex project and leadership roles, further contributing to their fields. The experience gained during these formative years is invaluable, as it equips them with the skills necessary to tackle increasingly sophisticated challenges. Moreover, the emphasis on teamwork and collaboration in their early careers helps cultivate essential soft skills, such as communication and adaptability which are critical today's fast-paced work environments. Ultimately, the development of junior engineers, technicians, and scientists is not only beneficial for their personal growth but also essential for the ongoing advancement of technology and innovation in society.

Accordingly Akinola, (2025) observed, "it is during this tentative stage that the individual begins to face the necessity of rational future and furthermore to assume the responsibility for the course". More information for careers are sought and social and economic environment of jobs are identified as the individual can be identified with certain values. These values include; honesty, freedom of expression, patriotism, spiritual

value and prudence. The society or the psychological environment determines the child's value orientation. This explains why the role of counselors is relevant to help in value clarification.

The testing of hypothesis two led to the finding that there is significant relationship between debate club functionality and secondary school students' development in Kwara State. Realistic period is when a decision is actually taken of where to belong in the world of work. According to Savareikiene (2018) observed that the debate club serves as an essential platform for students to enhance their critical thinking and public speaking skill. By engaging in structured discussions on a variety of topics, members learn to articulate their viewpoints clearly and persuasively. This environment not only fosters intellectual growth but also encourages participants to consider diverse perspectives, thereby broadening their understanding of complex issues. The club often organizes debates on current events, ethical dilemmas, and social issues, allowing students to research thoroughly and prepare compelling arguments.

Akinola, (2025) posited that participation in the debate club also cultivate essential life skills that extend beyond the classroom. Members develop the ability to think on their feet, respond to counter arguments, and engage in respectful discourse, all of which are invaluable in both academic and professional settings. Furthermore, the collaborative nature of the club promotes teamwork, as members often work together to refine their arguments and strategies. This camaraderie not only enhances the debate experience but also builds lasting friendships among participants.

According to Olugbenro and Olurotimi, (2023). in a regular meetings and practice debates, the club frequently hosts competitions, providing members with opportunities to showcase their skills against peers from other schools. These events are designed to challenge participants and push them to excel, often resulting in personal growth and increased confidence. The debate club, therefore, plays a pivotal role in shaping well-rounded individuals who are prepared to navigate the complexities of the world with eloquence and poise.

The rejection of hypothesis three revealed that there is significant relationship between ICT Club functionality and secondary school students' development in Kwara State. According to Schneider (2017) posited that the ICT club serves as a dynamic platform for students interested in exploring the vast field of information and communication technology. It provides an environment where members can engage in various activities that enhance their understanding of technology and its applications. Through workshops, seminars, and hands-on projects, participants have the opportunity to delve into topics such as programming, web development, and digital media. This club not only fosters technical skills but also encourages collaboration and teamwork among its members, creating a supportive community of like-minded individuals.

Similarly, Stones, Evans, Forney, Guido, Patton, and Renn,(2019) posited that skill development, the ICT club emphasizes the importance of staying updated with the latest technological trends and innovations. Regular meetings and guest speaker sessions are organized to expose members to industry professionals who share their insights and experiences. This exposure helps students gain a broader perspective on potential career paths within the tech industry. Furthermore, the club often collaborates with local businesses and organisations, providing members with real-world projects that enhance their learning experience and prepare them for future employment opportunities.

Tumwesigye (2017) the ICT club is committed to promoting digital literacy and responsible technology use within the broader school community. By organizing events such as coding boot camps and technology fairs, the club aims to raise awareness about the significance of technology in everyday life. These initiatives not only benefit club members but also engage the entire student body, fostering a culture of innovation and curiosity. Ultimately, the ICT club plays a crucial role in shaping the next generation of tech-savvy individuals who are equipped to navigate and contribute to an increasingly digital world.

There is significant relationship between Young farmers club functionality and secondary school students' development in Kwara State. Sholadoye, (2020) posited that the young farmer club serves as a vital platform for aspiring agriculturalists, providing them with the necessary resources and support to thrive in the farming industry. This organisation is dedicated to fostering a sense of community among young individuals who share a passion for agriculture, enabling them to exchange ideas, experiences, and best practices. Through various programmes and initiatives, the club aims to equip its members with essential skills, knowledge, and networking opportunities that are crucial for their personal and professional development in the field of farming.

According to Caladine, (2018), skill-building workshops and educational seminars, the young farmer club organize hands-on activities that allow members to engage directly with agricultural practices. These activities may include farm visits, crop management sessions, and livestock handling workshops, all designed to provide practical experience and enhance members' understanding of modern farming techniques. By participating in these immersive experience, young farmers can gain insights into sustainable practices, innovative technologies, and the latest trends in agriculture, which are essential for adapting to the ever-evolving demands of the industry.

Akinola, (2025)opined that the young farmer club emphasizes the importance of leadership and advocacy within the agricultural community. Members are encouraged to take on leadership roles, participate in community service projects, and engage in discussions about agricultural policies that impact their future. By fostering a sense of responsibility and civic engagement, the club not only prepares its members to become

successful farmers but also empowers them to be influential voices in shaping the future of agriculture. Through collaboration and shared commitment, the young farmer club plays a crucial role in nurturing the next generation of agricultural leaders.

Summary of Findings

1. Guided informal groups are moderately functionality in secondary school in Kwara State.
2. The level of secondary school students' development in Kwara State is on the average.
3. There is significant relationship between guided informal groups functionality and secondary school students' development in Kwara State.
4. There is significant relationship between Junior Engineers, Technicians and Scientis (JETS) functionality and secondary school students' development in Kwara State.
5. There is no significant relationship Debate club functionality and secondary school students' development in Kwara State
6. There is significant relationship between ICT Club functionality and secondary school students' development in Kwara State.
7. There is significant relationship between Young farmers club functionality and secondary school students' development in Kwara State

Conclusion

Development of students cognitively, affectively and skillfully depends on so many factors ranging from availability of human, material, financial and physical resources. In students' development, teachers play significant roles but their job performance may not reflect on the students' development if teaching/learning process are not made interesting. Guided informal groups functionality goes a long way in enhancing students' learning with ease. This in turn aid all-round development of the students. Since secondary school form the bedrock of tertiary institutions, a well-groomed secondary student is most likely to develop in all the three domains.

Recommendations

Based on the findings of the study and the conclusion, the following recommendations are made:

1. Effort should be made by the government to aid the activities of informal guide group in public school and assist private school too through the provision of financial, physical, material and human resources.

2. The school administration should focus more on the development of students should be encouraged by parents, school and all stakeholder through encouragement
3. Sciences requires certain sophisticated resources in order to effectively teach them. Effort should be made by the government to aid the provision of needed materials so that JETS can be more functional and be proactive in the development of secondary school students.
4. Debate improves the speaking ability of students likewise their boldness to face large crowd. School needs to encourage more students to join debate society because students don't usually take part if not enforced or motivated.
5. Government should support talented and gifted students towards the achievement of their development especially through the activities of ICT club.
6. Farming is a necessity, especially in the current situation where food prices are going up. Students should be encouraged to know more about farming. They may later develop more skills and enhance their development.

References

1. Adebile, M.C. (2015). Curricular Activities and Goal Achievement of Secondary Schools in Nigeria. *International Journal of Management*. 4(1) 21-28
2. Akinola, L. T. (2025). Teachers' and Students' Perception on the Effectiveness of Teaching English Language Through Informal School Club Activities in Ogbomoso Township, Oyo State.
3. Baxter, I., Magolda, M. B., Creamer, E. G., & Meszaros, P. S. (2016). *Development and Assessment of Self- Authorship: Exploring the Concept Across Cultures*. Sterling, VA: Stylus Publishing.
4. Caladine, I. P. (2018). Access and use of guided formal group for administrative purposes by principals of Government Secondary Schools in Nigeria. *The Researcher* 2, (1), 43-50
5. Dornyes, B. (2005). Human nature and literary meaning: A theoretical model; Illustrated with critique of pride and prejudice. *The literary animal* (Eds) Jonathan Gottschall and David Sloan Wilson, 760, Evanston, IL. Northwestern up. ,
6. Drexler, D. S., & Campbell, D. F. (2018). Student development among community college participants in study abroad programs. *Community College Journal of Research and Practice*, 35(8), 608-619.
7. John, S., Perry, L., Stoner, L., & Tarrant, M. (2022). Students development: Short-term study abroad as a critically reflective, transformative learning experience. *Creative Education*, 3(5), 679.

8. Moursund, H. (2015). Informal guided group by the faculty members of Kuwait University. *The Electronic Library* 24, (6), 791-803.
9. Olugbenro, T. O. & Olurotimi, F. O. (2023). Guided discussion in a formal setting. *International Journal of Education and Development Using Information and Communication Technology(IJEDICT)*, 3, (1), 85-93.
10. Patton, B., Braskamp, L. A., Braskamp, D. C., & Merrill, K. (2019). Assessing progress in global learning and development of students with education abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(8), 101-118.
11. Rowan-Kenyon, H. T., & Niehaus, E. K. (2011). One year later: The influence of short-term study abroad experiences on students. *Journal of Student Affairs Research and Practice*, 48(2), 213-228.
12. Sholadoye, E. (2020). Application of guided and focus group discussion in Nigerian Secondary schools. *Library Philosophy and Practice*, 3(2), 1522 – 0222.
13. Stones, J., Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2019). Student development in college. *Journal of Theory, Research, and Practice*, 2(2), 34-44