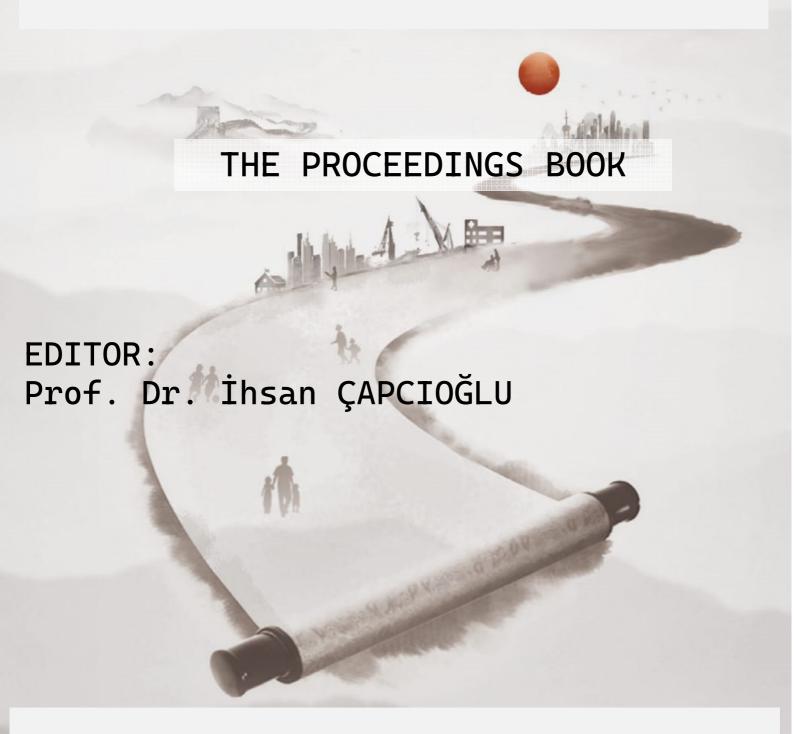
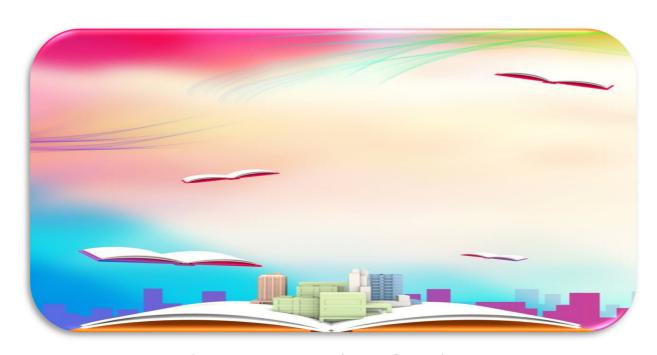
9th INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES & HUMANITIES MARCH 19-20,2022 BURDUR, TURKEY



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(THE PROCEEDINGS BOOK)

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SPECIAL INTERVENTION COURSE AS A FACTOR FOR ACADEMIC ACHIEVEMENT OF PHYSICS STUDENTS IN COLLEGES OF EDUCATION NIGER STATE, NIGERIA

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Abstract

The study investigated Special Intervention Course as a factor for Academic Achievement of Physics Students in Colleges of Education Niger State, Nigeria. Quasi-experimental design, specifically Pretest, Posttest, non-equivalent, control group design was adopted for the study. Eighty-one (81) preservice teachers were sampled for the study. Two research questions were raised and Two corresponding null hypotheses were formulated and tested at 0.05 level of significance. Two experts validated the research instrument used for the study. Test-retest method was used to determine the reliability coefficient of Optics Achievement Test (OAT). The scores collected were analyzed using Pearson Product Moment Correlation Coefficient formula and reliability index of 0.96 was obtained. The data collected were analyzed using Mean, Standard Deviation and Analysis of Variance (ANOVA) with Statistical Package for Social Sciences (SPSS) version 23.00. The results of the study revealed that the preservice teachers in the Special Intervention Course performed significantly better than those taught Optics only from the indication on the p-value. Based on the finding revealed that using Special Intervention Course as a supplement in Physics, preservice teachers under the Experimental group perform better than the preservice teachers in the Control group of the study. NCCE should adopted the use of Special Intervention Course pending the reintroduction of Optics I into NCE Minimum Standard of Physics and other subjects was among the recommendations made for this study.

Keyword: teacher, Special, collect