

Dynamic Multidisciplinary Journal of Nigeria: Delta State University Library, Abraka, Delta State, Nigeria
Email: Dmjon2080@gmail.Com, ISSN: 2955-0564, Articles Are Indexed in Google Scholar
Volume 6, Number 3, May, 2024

DYNAMIC MULTIDISCIPLINARY JOURNAL OF NIGERIA
DELTA STATE UNIVERSITY LIBRARY, ABRKA, DELTA STATE, NIGERIA.
Email: dmjon2080@gmail.com
ISSN: 2955-0564

Volume 6, Number 3, MAY, 2024

PUBLISHED BY DYNAMIC MULTIDISCIPLINARY JOURNAL OF NIGERIA
DELTA STATE UNIVERSITY LIBRARY, ABRKA, DELTA STATE, NIGERIA

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THE EFFECT OF MINDS-ON ACTIVITY TEACHING METHOD ON STUDENTS' ACHIEVEMENT AND ATTITUDES TOWARD PHYSICS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN GOMBE SOUTH, GOMBE STATE

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Abstract

This paper explores the effect of the minds-on activity teaching method on students' achievement and attitudes towards physics among senior secondary school students in Gombe South, Gombe State. The research work was guided by three objectives, questions and hypotheses. The quasi-experimental research design was used on a population that comprised of 165 SS II Science Students (86 males and 79 females). Sixty (60) Physics students selected using the SRS method participated in the research. Two instruments tagged: the Physics Achievement Test (PAT) and the Physics Students Attitude Questionnaire (PSAQ) were used to collect data for the study. The research questions were answered using descriptive statistics while the hypotheses were tested using the t-test statistics at 0.05 level of significance. The results revealed a significant difference between the achievement of the experimental and control groups in favour of the former. The study concludes that the mind-on activity teaching method was found to be more effective than the conventional method at improving the achievement of students taught Physics.

Keywords: Minds-on, Achievement, Teaching, Method, Attitude and Students

Introduction

Physics, is an integral aspect of the natural science and technology curriculum. It plays an active role in contributing to the meaningful learning of science in secondary schools. The use of an adequate teaching method is therefore crucial to the realization of classroom objectives because meaningful learning is said to take place when there is a relative lifelong change in the attitudes of the learners (Bada & Jita, 2023).