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AN APPRAISAL OF INSTRUCTIONAL FACILITIES AND PERSONNEL FOR TEACHING PHYSICS IN SENIOR SECONDARY SCHOOLS IN ONITSHA SOUTH LOCAL GOVERNMENT AREA (L.G.A) OF ANAMBRA STATE

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ABSTRACT

The main purpose of this study is to appraisal instructional facilities /materials or aids and the personal for teaching physics in senior secondary schools in Onitsha South Local government area of Anambra state. The population of the study comprises of 163 physics teachers in the thirteen (13) Communities that make up the local government area. They include, 64 male and 99 female physics teachers. Due to the smallness of the population, the entire population was used for the study meaning there was no sampling and sampling technique for the study. The design of the study was a descriptive Survey. Three research questions and three null hypotheses guided the study. A-23 item questionnaire was used constructed by the researcher titled "An Appraisal of instructional facilities and personnel for teaching physics in public secondary school's questionnaire (A.I.F.P.T.H.Q). 39 public secondary schools were used for the study. The reliability index stood at 0.79 using Cronbach Alpha method which was considered high enough for the study. The validation instrument was done by two experts from the department of Measurement and Evaluation and two from the department of Educational Administration and Planning. Their criticisms, suggestions and comments help to re-shape the instrument while Likert like four-point rating scales of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) point were used to analysis the data collected in which 2.50 above was accepted below 2.49 rejected and standard deviation (SD) was used for data analysis. Results shows showed that using up-to data modern physics tools will help stimulate interest in physics and remove phobia from students while proper evaluation of physics teaching personnel through training will help physics teachers to cover the content, achieve the objective of the study, motivate both the teachers' interest in physics learning the concepts of physics amongst others. Conclusions, recommendations and contributions to knowledge were made on the way forward.

Keywords: Appraisal, Instructional facilities, Personnel for teaching physics, Senior secondary school.

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Introduction

Physics is a branch of science devoted to the study of properties and interactions of space light, time matter and energy. According to Nzelum (2006), it is that aspects of studying a phenomenon or a system concerned with scientific evaluation. It's a branch of science that has helped to speed up the rate of development in science and technology. This is the reason why the National Policy on Education FRN (2013), listed it as one of the core science subjects that students studying Biochemistry, Pharmacy, Medicine, Industrial Chemistry or Engineering etc. subjects must pass with credit at Senior Secondary School Certificate Examination (S.S.S.C.E) level before he or she is allowed to study any of the science courses in our tertiary institutions in Nigeria.

It is therefore important to appraise the quality of Instructional facilities and personnel available for the teaching and learning of physics in senior secondary schools in Onitsha South Local government area (L.G.A) of Anambra state, so as to ensure the students studying the subjects comes out with flying colors at the end of their external examinations

Concepts

The concept of Instructional facilities (aids/materials) and classroom teaching and learning

The goals of every classroom teacher at the nursery, primary, secondary and tertiary institutions is to make his lessons stimulating, interesting, lively and everlasting so as to impact the necessary knowledge, skills and ideas to his students in the shortest possible time. This is because learning at all levels involves the sense of hearing, sight, touch, and taste and manipulating instructional aids or materials made available to the learner by the classroom teacher.

The use of Instructional materials Uga (1984), Mkpa (1987), Oteh (2019) and Udensi and Oteh (2023) energizers or arouse or stimulate student's interests and make classroom teaching and learning effective, realistic and meaningful. This is because these Instructional materials and equipment are items that have intellectual content that by their design, serves as a major tool for aiding in the instruction of a subject Ndanusa (2002) and Nzelum (2006). These Instructional materials or facilities can be in form of concrete objects or improvised objects. It may be available in bound, unbound kits, packages, textbooks, consumables learning, laboratories, manipulative, electronic media and computer hardware and software (Udensi and Oteh; 2023).

This means instructional materials, aids or facilities could be any device, piece of equipment, graphic representing sound reproduction or illustration that helps classroom teachers and his students to learn. They include printed and electronic media, books, journals, periodicals, charts, graph, flannel board, flash cards, models, posters, video films, projectors, hardware, camera, etc (Udensi and Oteh; 2023, Mkpa; 1987 and Ukoha; 2015). These materials can be classified based on how they appeal to the user's senses of sight and hearing and also vary in their cost, usage, suitability, storage, acceptance and in achievement of the

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purpose it is meant to serve in classroom teaching and learning. It is therefore the duty of the classroom teacher to know when to apply it in the course of his teaching. His ability to apply it in time, at the beginning of the lesson, middle or the end of the lesson in form of evaluation demands his resourcefulness, creativity and calmness in the selection, preparation and utilization of these instructional materials (Ogbannaya; 2013 an Offorma; 2016).

It is therefore expected that instructional materials for physics at the senior secondary school level should be such that it can be transferrable to the student's real-world situation. The task of the classroom teacher is therefore to provide the materials and experiences that will assist the student to meet his needs, expectations and aspirations. A creative teacher therefore needs to use material that covers the three domains proposed by Bloom as taxonomy of educational objectives namely cognitive, affective and psychomotor domain. Their impact Oteh (2019) noted enhances communication in the classroom, learning, love, understanding as well as achievement of set educational objectives. For instructional materials or facilities to be meaningful, the teacher must ensure it is related to the content, subject matter and the objectives of the lesson.

The concept of appraisal of Instructional facilities and personnel for Teaching Physics

Appraisal means evaluation. It is carried out on any issue or event in order to make value judgment about the worth or effectiveness of that issue being under study or assessment. It can be an institution, programs or project that is being evaluated to ascertain its operations, effectiveness, strength and weakness with a view to improve on it. In appraising of Instructional facilities and personnel for teaching physics, the most important thing is to determine or assess whether their application in classroom teaching and learning are effective or not.

According to Oteh (2019) the idea is to determine the extent to which the objectives and contents have been achieved. Therefore, appraisal of Instructional facilities and personnel for teaching physics would provide valuable information to the government, parents, teachers and even the students opportunity as to know the type of rewards, promotion, assessment needs and feedback needed to enable teachers improve teaching and learning of physics in the schools. It assists in discovery of the needs of the school, the teaching and non-teaching personnel of the school as to why, how, what, when, where and ways of improving the entire system.

In teaching, it involves assessment of teacher's performance in terms of content, objectives, use of Instructional materials/aids and techniques, evaluation, professional growth and development of non- academic staff, provision of physical facilities and equipment as well as teacher's ability to explain concepts, use of physical facilities and equipment as well as teachers ability to explain concepts, use of durable instructional materials and it's appropriateness to the intended audience (Anyanwu; 2018). Appraisal of Instructional facilities and personnel for teaching physics

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both human and material resource will therefore involve providing feedback to teachers after appraisal, teachers participation in the appraisal process, fairness of school administrators in performing appraisal and maintaining communication between the administrators, teachers and students.

This means that those responsible for appraisal of instructional facilities and personnel for teaching physics in senior secondary schools in Onitsha south L.G.A of Anambra state need a good understanding of goals and standards of teaching physics subjects and how to use them during the appraisal process. This stems from the fact that the use of this process to determine students' performance or success in external examination depends how motivated a teacher receives from the school authority or government in terms of his promotion, prompt payment of salaries and allowances, transfers, demotions and termination of appointment. If this is positive, the teacher will commit his activities to the schools and hid students but if bad, he will not show total dedication and commitment to his job. This shows that appraisal of Instructional facilities and personnel teaching physics goes a long way in determining how a teacher performs his job so as to bring in the needed support, change in behavior, attitudes, knowledge and skills which enhance job performance and enrichment.

It is believed that fairness in the provision of teacher's rewards, provision of instructional facilities and equipment and training of teachers to enhance his professional growth and development through sandwich programs, part-time program, study leave with pay, organization of seminars, conferences, workshop, in-service training or on-the-job training, will have significant impact on teachers commitment to the use of Instructional materials in teaching of physics in the classroom (Anyawu; 2011). This is because when teachers perceive that appraisal is fair and just and not use to victimize them, they are likely to increase their commitment to teaching and learning of physics in the classroom.

Statement of the problem

Using instructional materials to teach physics at the senior secondary school level have been observed to have lasting impression on student's academic performance in both internal and external examination. Recently, it was observed that most teachers in the secondary school system no longer use instructional materials to teach. This was attributed to lack of inadequate training or knowledge and skills to know when to apply these materials to enhance classroom teaching while others blamed it on cost of acquiring these instructional materials, lack of maintenance culture, storage facilities and nonchalant attitudes of government, teachers and patents to fashion out the school curriculum content to meet the needs, expectations and aspiration of the students. Other still blame it on poor appraisal of Instructional facilities and personnel for teaching physics which they perceive as being bias, unfair and unjust to their needs and expectation. It is against this background, that it become necessary to have an appraisal of instructional facilities and personnel for

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teaching physics in senior Secendary Schools in Onitsha south local government area of Anambra state.

Purpose of the study

The main purpose of this study is to appraisal instructional facilities and personnel for teaching physics in senior Secondary Schools in Onitsha south local government area of Anambra State. Specifically, the Study sought to:

1. Identify instructional facilities that enhance the teaching and learning of physics in senior secondary school.
2. Identify the benefits of using instructional facilities in teaching physics in senior secondary schools.
3. Ascertain how the appraisal of personnel for teaching physics aids the use of instructional facilities in classroom teaching and learning

Research Questions

The following research questions guided the study.

1. What are the instructional facilities that enhance the teaching and learning of physics in senior secondary school?
2. What are the benefits of using instructional facilities in teaching physics in senior secondary schools?
3. How does the appraisal of personnel for teaching physics aids the use of instructional facilities in classroom teaching and learning.

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho1, there is no significant difference between the mean scores of male and female teachers using instructional facilities to enhance the teaching and learning of physics in senior secondary schools.

Ho2, there is no significant difference between the mean scores of male and female teachers on the benefits of using instructional facilities in teaching physics in senior secondary schools.

Ho3, there is no significant difference between the mean scores of male and female teachers on the appraisal of personnel for teaching physics aids the use of Instructional facilities in classroom teaching and learning.

Research Method

The area of study is Onitsha south local government area of Anambra state. The local government area comprised of thirteen (13) communities namely; Fegge, Iweka, Odoakpu, Woliwo, Awada, Ochanja, Upper lweka, Ojukwu Gate way, Arondizuogu Street, Port Harcourt Road, Zik Avenue, Ozomagala road and Niger street. This research was a descriptive survey design aimed at finding out how an appraisal of instructional facilities and personnel for Teaching physics in senior secondary schools in Onitsha south local Government Area of Anambra State aids teaching and learning in the classroom. The population of the study was drawn from the thirty-nine (39) public and private secondary

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schools within the thirteen communities that make up the local Government Area that have physics laboratories and teachers at the senior secondary school's level. The population of male and female physics teachers comprised of/63 respondents, made up 64 male and 99 female teachers. The respondents were chosen because of the believe that they have the knowledge and skills of what is being studied and can give fair assessment of the variables under study. All the teachers, whether male or female that teach the subjects at senior secondary school level were used for the study. This means there was no sample and sampling technique used for the study as the figure could be managed. The instrument for data collection was item questionnaire derived from the literature review to solicit information on "An Appraisal of Instructional Facilities and Personnel for Teaching Physics in Senior Secondary Schools (A.I.F.P.T.H.Q). A-twenty-three (23) item survey instrument was structured on a 4-point Likert type rating scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 point and Strongly Disagree (SD) 1 point. The validation of instrument was face validated by four experts, two in the department of Measurement and Evaluation and two from the department of Educational Administration and planning Nwafor Orizu College of Education, Nsugbe, Anambra state. Their comments, suggestions and criticisms aided in the reshaping of the instrument for the study. The reliability was trial tested outside Onitsha educational zone with physics teachers (male and female) that possess the same characteristic as the one used for the study. This was done using Cronbach Alpha method to arrive at reliability co-efficient of 0.79 which was considered reliable or high enough to measure what it is supposed to measure. Two research assistants were trained and used for the study and the responses of the respondents were collected on the spot after they have filled in the research item questionnaire. Finally, the method of data analysis was done using mean and standard deviation scores for research questions 1, 2 and 3 while z-test was used for the three null hypotheses. Any score above 2.50 and above were accepted using 4- points type rating scales while any score below 2.49 was rejected with the letter's "A" and "R" respectively.

Results

The results are presented according to research questions and null hypotheses that guided the study.

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Table 1, Mean responses of male and female teachers on the instructional facilities that enhances the teaching and learning of physics.

S/N	Instructional facilities that enhance the teaching and learning of physics subjects.	Male teachers N = 64			Female teachers N = 99		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
1	Pictorial and verbal illustrations as well as textbooks.	3.03	0.81	A	3.38	0.88	A
2	Printed and electronic media (newspapers, journals, televisions).	3.21	0.79	A	3.04	0.89	A
3	Chalk boards, tape recorder, models/pictures.	3.12	0.83	A	3.21	0.83	A
4	Computer hardware and software.	3.26	0.77	A	3.31	0.79	A
5	Visual and non-visual aids, charts, maps and graph.	3.25	0.76	A	3.66	0.67	A
6	Audio- and audio-visual materials, video films conferencing and projectors.	3.48	0.90	A	3.66	0.69	A
7	Concrete objects or improvised materials by the teacher.	3.21	0.88	A	3.59	0.95	A
8	Photographs, flannel boards, flash cards and sketches.	2.84	0.68	A	3.96	0.90	A
	Grand mean	**3.17**	**0.80**	**A**	**3.46**	**0.82**	**A**

Table 1 reveals the view of respondents on the instructional facilities that enhances teaching and learning in physics. Both male and female teachers rated the items from 1, 2, 3, 4, 5, 6, 7 and 8 high with mean scores of 3.03, 3.21, 3.12, 3.26, 3.25, 3.48, 3.21 and 2.84 with the grand mean score of 3.17 while the standard deviation scores (SD) stood as 0.81, 0.79, 0.83, 0.77, 0.76, 0.90, 0.88 and 0.68 with the (SD) mean score of 0.80 male teachers. The female teachers on the other hand, rated the same items 1, 2, 3, 4, 5, 6, 7 and 8 high with mean score of 3.38, 3.04, 3.21, 3.31, 3.66, 3.59 and 3.69 with the SD score of 0.88, 0.89, 0.83, 0.79, 0.67, 0.69, 0.95, 0.90 and grand mean of 3.46 and 0.82 meaning acceptance by both respondents.

Table 2, mean responses on the benefits of using instructional facilities in teaching physics in senior secondary schools.

S/N	The benefits derived from using instructional materials to teach physics.	Male teachers N = 64			Female teachers N = 99		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
9	It enhances communication between the students and the students.	2.60	0.93	A	3.96	0.90	A
10	It assists the students (learners) to meet its needs, expectations and aspirations.	2.68	0.75	A	3.35	0.78	A
11	It helps to arouse and stimulate learner's interest in the subject.	2.65	0.56	A	3.34	0.76	A
12	It helps to capture student's imagination and stimulate their sense of reasoning in the lesson.	3.28	0.81	A	3.38	0.80	A
13	It creates everlasting impression on the student.	2.59	0.93	A	3.28	0.82	A
14	It is used to impact cognitive, affective and psychomotor knowledge and skills on the students.	3.56	0.83	A	3.83	0.84	A

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15	It makes classroom teaching and learning effective, realistic and meaningful.	2.89	0.90	A	3.36	0.92	A
	Grand mean	**2.89**	**0.81**	**A**	**3.35**	**0.23**	**A**

Table 2 reveals the views of respondents on the benefits of using instructional facilities in teaching physics in senior secondary schools. Both male and female respondent teachers rated items 9, 10, 11, 12, 13, 14 and 15 2.60, 2.68, 2.65, 3.28, 2.59, 3.56 and 2.89 with SD score of 0.93, 0.75, 0.56, 0.81, 0.93, 0.83 and 090 with grand mean score of 2.89 and SD of 0.81 by male teachers. The female teachers on the other hand rated the same items high with 3.96, 3.35, 3.34, 3.38, 3.28, 2.83, 3.36 with SD mean score of 0.90, 0.78, 0.76, 0.80, 0.82, 0.84 and 0.92 with the grand mean and SD score of 3.35 and 0.23 meaning acceptance.

Table 3, mean responses on how the appraisal of personnel for teaching physics aids the use of instructional facilities in classroom teaching and learning.

S/N	How appraisal of personnel for teaching aids the teaching of physics.	Male teachers N = 64			Female teachers N = 99		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
16	It assists the teacher to make value judgment about the effectiveness of the teaching.	2.89	0.62	A	3.22	0.83	A
17	It aids the teacher in determining the extent to which the objectives and contents of the lesson have covered/achieved.	3.14	0.85	A	3.38	0.88	A
18	It provides valuable information to government about school areas of needs, strength and weakness and how to improve on it.	2.59	0.93	A	3.31	0.79	A
19	It helps in assessing teacher's performance in terms of objectives, content, use of instructional materials and techniques to evaluate its appropriateness to the intended audience.	2.89	0.90	A	3.22	0.72	A
20	It provides feedback on student's participation and teacher's use of instructional materials to the school administrators.	3.21	0.88	A	3.04	0.89	A
21	It helps in professional growth and development of academic and non-academic staff of the schools in terms knowledge and skills in explaining subject concepts.	2.84	0.68	A	3.03	0.85	A
22	It is to determine student's performance in internal and external examination, teacher's promotion and rewards.	3.25	0.76	A	3.06	0.66	A
23	It helps to motivate teachers and students to bring in the needed change in behavior, attitudes and job enrichment.	3.03	0.81	A	3.21	0.83	A
Grand mean		**2.98**	**0.80**	**A**	**3.18**	**0.80**	**A**

Table 3 equally reveals the view expressed by the two respondents (male and female teachers). The male teachers rated the items high with mean scores of 2.89, 3.14, 2.59, 2.89, 3.21, 2.84, 3.25 and 3.03 with standard deviation (SD) mean scores of 0.62, 0.85,

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0.93, 0.90, 0.88, 0.68, 0.76 and 0.80. The female teachers rated the same items 16-23 high with mean scores of 3.22, 3.38, 3.31, 3.22, 3.04, 3.03, 3.06, 3.21 with (SD) mean score of 0.83,0.88, 0.79, 0.72, 0.89, 0.85, 0.66 and 0.83 with grand mean and SD score of 3.18 and 0.80. This means acceptance.

Hypotheses

Hypothesis one: There is no significant difference between the mean scores of male and female teachers using instructional facilities to enhance teaching and learning of physics in senior secondary schools.

Table 4, summary of z-test on using instructional facilities to enhance teaching and learning of physics in senior secondary schools

S/N	Source	N	X-	SD	Df^0	z-cal	z-val	lev	Dec
1	Male teachers	64	3.17	0.80					
			3.46	0.82	161	-2.7	1.96	0.05	*Not sig*
2	Female teachers	99							

Table 4 reveals that the calculated z-value of -2.7 is less than the table value of 1.96 at 161 degree of freedom and at 0.05 level of significance. Since the table value is higher than the calculated z-value, the stated null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of male and female teachers with regards to the use of instructional facilities in senior secondary schools.

Hypothesis two: There is no significant difference between the mean scores of male and female teachers on the benefits of using instructional facilities in teaching physics in senior secondary schools.

Table 5, summary of z-test o the benefits of using instructional facilities in teaching physics in senior secondary schools.

S/N	Source	N	X-	SD	Df^0	z-cal	z-val	lev	Dec
1	Male teachers	64	2.89	0.81					
			3.35	0.23	161	-0.08	1.96	0.05	*Not sig*
2	Female teachers	99							

Table 5 reveals that the calculated z-value of -0.08 is less than the table value of 1.96 at 161 degree of freedom and at 0.05 level of significance. Since the table value is higher than the calculated z-value, the stated null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of male and female teachers with regards to the benefits of using instructional facilities in teaching physics in senior secondary schools.

Hypothesis three: There is no significant difference between the mean scores of male

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and female teachers on the appraisal of personnel for teaching in classroom teaching and learning.

Table 6, summary of z-test on the appraisal of personnel for teaching physics aids instructional facilities in classroom teaching and learning.

S/N	Source	N	X-	SD	Df^0	z-cal	z-val	lev	Dec
1	Male teachers	64	3.17	0.80					
			3.46	0.82	161	-2.7	1.96	0.05	*Not sig*
2	Female teachers	99							

Table 6 reveals that the calculated z-value of -0.03 is less than the table value of 1.96 at 161 degree of freedom and at 0.05 level of significance. Since the table value is higher than the calculated z-value, the stated null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of male and female teachers with regards to the appraisal of personnel for teaching physics aids instructional facilities in classroom teaching and learning.

Discussion of Findings

From the result of the data analysis made, it is obvious that there are similarities between the responses male and female teachers. The result question one identified instructional materials that aids teaching and learning of physics in senior secondary schools in Onitsha south L.G.A of Anambra State. This findings is in line with Ukoha (1996), Mkpa (1997) and Udensi and Oteh (2023) who opined that these instructional materials or facilities can be in form of concrete objects or improvised objects which be available in bound, unbound kits, packages, textbooks, consumables learning laboratories, manipulative electronic media, computer hard ware and software, printed media, journals, flash cards, models, posters, video films, projectors and hardware camera to mention but a few. The ability of the teacher to apply it when it needed demands, his resourcefulness, creativity and calmness in selection, preparation and utilization as well as usage, suitability, storage and acceptance by all in order to achieve the set objectives.

Research question two, on the benefits to be derived from the use of instructional facilities to enhance learning in physics shows that the teacher must ensure it is related to the content, subject matter and objectives of the lesson. These findings are in line with Ogbonnaya (2013), Offorma (2016) and Oteh (2023) who noted that the uses of instructional facilities/ materials / aids makes the lessons stimulating, interesting, alive and everlasting as it intend to impact necessary knowledge, skills and ideas on students with in the shortest skills and ideas on students within the shortest possible time as all the sensors of hearing, sight, touch, feelings and taste are at work through the use of cognitive, affective and psychomotor domain. Hence, they noted it energizers or arouse or stimulate student's interest and make classroom teaching effective, realistic and meaningfulness.

Research question three is on the appraisal of personnel for teaching physics in secondary schools. The study reveals that

appraisal of teachers are very important in that it is used to make value judgement about the effectiveness of using it to teach physics students such topics as light, energy, heat and mechanics. The findings is in line with the assertion made by Anyawu (2018), Oteh (2019) and Udensi and Oteh (2023) who started that motivation of teachers through assessment of physics personnel will promote rewards in terms of teacher's performance in concepts, content, objectives, use of teaching aids, instructional techniques and evaluation, commitment and dedication to duty to ascertain its operations, effectiveness, strength and weakness with the view to improve on it.

Hypotheses 1, 2 and 3 show that there is no significance in the mean ratings of male and female teachers with regards to the appraisal of instructional facilities and personnel for teaching physics in senior secondary schools.

Conclusion

Based on the above findings, it is hereby concluded that there is high level of relationship between student's appraisal of instructional facilities and personnel fur teaching physics in senior secondary schools in terms of qualifications of personnel, maintenance of curriculum standard appraisal, identification of strength and weakness of the systemic appraisal, regular appraisal and evaluation of instructional materials and feedback. Others are the identification of instructional materials tools, the benefits of using it to teach physics and appraisal of physics teaching personnel so as to enhance teaching and learning in Onitsha south L.G.A of Anambra state through career development program.

Recommendations

The following recommendations are made based on the findings of the study:

1. Government both at federal and state level should provide instructional facilities and equipment to teachers to stimulate, arouse and create room for student's interest in teaching and learning of physics as a core subject for science related courses.
2. Teachers should ensure all the instructional materials that are beneficial for teaching physics is purchased and based on curriculum standard, accuracy of time, accessibility, course content, objectives and concepts so as to stimulate and create ever lasting impression on students studying physics.
3. All public secondary school principals should improve on their motivation function for improvement of physics teachers' job performance in terms of.
4. Professional training and development of physics teachers through effective evaluation that is fair and unjust to encourage teacher's commitment and dedication to duty.
5. Workshops, conferences and seminars should be organized for teachers on annual basis to improve their knowledge and skills of using the latest facilities in physics to enhance classroom learning.

Contributions to knowledge

The concept of effective teaching refers to what's in the course of teaching to enhance understanding and achievements of aims and objectives based on content of the curriculum. These includes among other things teaching methodology, relevant Instructional facilities and equipment. That the student is able to laugh, develop interest and curiosity for physics shows that the teacher's instructional materials is effectively stimulating and interesting. This study therefore will

1. Serve as a tool/strategy that public school's administrators should adopt to remove physics phobia among students.
2. The finding of the study will add to the existing literature and act as a spring board for future research studies This i because proper laboratory space, up-to-date experimental apparatus and access to technological tool in physics can significantly enhance the learning experience and allow students to engage in hands-on inquiry-based physics activities.

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