

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

THE PROCEEDINGS BOOK

EDITOR:
Prof. Dr. İhsan ÇAPCIOĞLU

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CONTENTS

AUTHORS	PRESENTATION TITLE	NO
Önder BÜBERKÖKÜ	FORECASTING THE VOLATILITY OF CRYPTO CURRENCIES: EVIDENCE FROM UNIVARIATE AND MULTIVARIATE GARCH MODELS	1-14
Önder BÜBERKÖKÜ	ANALYSIS THE FINANCIAL RISK LEVEL OF EURO-TURKISH LIRA EXCHANGE RATE: EVIDENCE FROM STOCHASTIC FINANCIAL MODELS	15-21
Kadir GÖKOĞLAN	IMPACT OF PROFESSIONAL ETHICAL PRINCIPLES ON FINANCIAL REPORTING QUALITY: A RESEARCH ON ACCOUNTING PROFESSIONALS	22-31
Kadir GÖKOĞLAN	A RESEARCH ON THE ROLE OF THE AUDITOR IN FRAUD DETECTION, PREVENTATION AND REPORTING	32-40
Tansel TEPE	RELATIONSHIP BETWEEN METAVERSE, VIRTUAL REALITY AND CRYPTO COINS	41-42
Mürsel GÜLER	THE EFFECT OF BANK SERVICE QUALITY ON CUSTOMER SATISFACTION PUBLIC BANKS ANALYSIS	43-48
Mürsel GÜLER	THE RELATIONSHIP BETWEEN SOCIALIZATION AND ORGANIZATION-PERSON ADJUSTMENT IN ORGANIZATIONS: THE CASE OF KUTAHYA	49-55
Hilal OK ERGÜN & Tolga ERGÜN	THE RELATIONSHIP BETWEEN FINANCIAL SERVICES CONFIDENCE INDEX AND BANKING SERVICES USAGE	56-69
Necati ÇOBANOĞLU & Selçuk DEMİR	EVALUATION OF CLASSROOM MANAGEMENT COMPETENCIES OF THE INSTRUCTORS BY UNIVERSITY STUDENTS	70-77
Selçuk DEMİR & Necati ÇOBANOĞLU	THE ROLE OF THE PERCEIVED PRINCIPAL MANAGEMENT STYLE IN THE PROCESS OF TEACHERS' PARTICIPATION IN THE DECISION	78-83

Sercan KÖFÜNCÜ & Hasan Yücel ERTEM	COMPARISON OF TEACHER MOTIVATIONS IN THE PRE-PANDEMIC PERIOD AND THE PANDEMIC PERIOD	84-93
Serkan GÖKALP	INVESTIGATION OF THE LEVEL OF MIDDLE SCHOOL PRINCIPALS' EXHIBITING SERVANT LEADERSHIP BEHAVIOURS	94-95
Serkan GÖKALP	INVESTIGATION OF MIDDLE SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP COMPETENCIES	96-97
Vesile Yıldız DEMİRTAŞ & Çağlar ÖZKUT & Gülşah TOPALOĞLU & İmge YURDABAKAN	SCHOOL DESIGNS OF GIFTED CHILDREN: SCAMPER	98-117
Hüseyin MERTOL & Doç. Dr. Aydın KIZILASLAN & Nisa Gökden KAYA	THE IMPORTANCE OF TOY MUSEUMS IN THE EDUCATION OF GIFTED STUDENTS	118-124
Hüseyin MERTOL & Nisa Gökden KAYA & Berna ARIKAN	THE IMPORTANCE OF THE CITY MUSEUM IN THE FORMATION OF THE CITY MEMORY: THE CASE OF TOKAT	125-145
Arzu ÖZYÜREK & Asya ÇETİN	EMOTIONAL INTELLIGENCE FEATURES OF SECONDARY STUDENTS ACCORDING TO PERSONAL VARIABLES	146-151
Asya ÇETİN & Arzu ÖZYÜREK	MOTHERS' BELIEVEMENTS AND PRACTICES REGARDING PREGNANCY, BIRTH AND POSTPARTUM PERIODS	152-160
Damla Selin YILDIRIM & Mesut CERİT & Metin DALİP	GENETICS AND ATHLETIC PERFORMANCE	161-162
Tuğba YILMAZ	THE CONTENT IN ABDULLA ORIPOV'S POEMS	163-169
Tuğba YILMAZ	THE THEME OF UZBEKISTAN IN ABDULLA ORIPOV'S POEMS	170-177

Meryem KOYUN	SYMBOLIC REFLECTIONS OF CULTURAL ALIENATION IN THE WORKS OF HERTA MULLER AND AYFER TUNC	178-191
Filiz İlknur CUMA	MONTESSEI AND WALDORF'S KOSMIC EDUCATION APPROACH IN FOREIGN LANGUAGE TEACHING	192-193
Erbil CÖMERTLER AKTUĞ	DENİZLİ-CAMELİ SARIKAVAK AND AKPINAR MOSQUES CONTINUING THE TRADITION OF POST-REPUBLIC PAINTED DECORATION	194-218
Gülümser DURHAN	THE VALUE OF NASREDDIN HODJA JOKES IN TERMS OF LOGIC ART	219-225
İbrahim PAZAN	RECORDS RELATED WITH THE OTTOMAN DYNASTIC FAMILY CHRONICLED IN THE OTTOMAN HISTORY OF SHAHNAMEH WRITER SAYYID LUQMAN COVERING THE YEARS BETWEEN 1559-1595	226-233
Ahmet KARADENİZ	ITIL TRADE ROAD IN THE KHAZAR KHAGANATE PERIOD	234-240
Bekir DİREKÇİ & Bilal ŞİMŞEK & Betül KOPARAN	PLACE NAMES OF ANTALYA PROVINCE AKSEKI DISTRICT	241-249
Bekir DİREKÇİ & Emre KAYASANDIK & Serdar AKBULUT	PERSON NAMES IN ANTALYA PROVINCE AKSEKI DISTRICT	250-256
Rohan Sunny & L.R.K Krishnan	THE RELATIONSHIP BETWEEN EMPLOYEE MOTIVATION AND ORGANISATIONAL CULTURE AS MODERATED BY WORK ATTITUDE	257-266
Ly Dai Hung	EXTERNAL DEBTS AND TRADE BALANCE: AN INTERNATIONAL EVIDENCE	267

Vorya Shabrandi	OPPORTUNITIES AND LIMITATIONS OF RESISTANCE ECONOMIC DIPLOMACY OF IBRAHIM RAISI IN THE WEST OF ASIA, WITH MEMBERSHIP IN THE SHANGHAI COOPERATION ORGANIZATION IN THE INTERNATIONAL POLITICAL ECONOMY	268-269
Can SAYGINER	EXAMINING THE TECHNICAL AND NON TECHNICAL FACTORS BETWEEN THE SAAS ADOPTERS AND THE NON-SAAS ADOPTERS FOR THE TURKISH SERVICE SECTOR DRIVING IN TURKISH NATIONAL MARKET	270-276
Gideon Oluwaseun Olayioye & Promise Goodness Adeleye & Oludare O. Osiboye & Aderemi Timothy Adeleye	SYSTEMATIC REVIEWS ON GLOBAL CLIMATE CHANGE IMPACTS, ENVIRONMENTAL RISKS & 2030 SUSTAINABLE AGENDA	277
Gideon Oluwaseun Olayioye & Promise Goodness Adeleye & Oludare O. Osiboye & Aderemi Timothy Adeleye	THE NEXUS OF CIRCULAR ECONOMY AND GREEN ECONOMY APPROACH TOWARD ACHIEVING SUSTAINABILITY	278
Tara S. Nair	AWARENESS ON GREEN ECONOMY AND ATTITUDE TOWARDS GREEN JOBS AS PREDICTORS OF GREEN SKILLS OF FEMALE STUDENTS	279
Josef Schöpffel	HUMAN CAPITAL AND KEY PERSON PERFORMANCE IN COMPANIES: HIGHLY IMPORTANT BUT HARD TO MEASURE	280
Morakeng Edward Kenneth Lebaka	CONSTRUCTING TRADITIONAL MUSICAL INSTRUMENTS IS A HUGE CHALLENGE. HOW DO TRADITIONAL BAPEDI MUSIC PRACTITIONERS MAKE IT WORK?	281
Ayətəxan Ziyad Isgəndərov	ARTISTIC FEATURES OF M.P.VAGIF'S CREATIVITY	282-292

Negesse Gessese	ASSESSMENT OF SOURCE, STORY ACTORS, AND TYPES OF FRAMES IMPACT ON THE CHOICE OF DEVELOPMENT ISSUES IN ETHIOPIAN CHRISTIAN MEDIA	293
B. Sai Harshitha & B. Sai Vaishnavi & Aarthi R.M	DEPICTION OF DEVADASI CULTURE IN RAHUL SANKIRTYAN'S <i>SHYAM SINGHA ROY</i>	294
Anuja Halder	A POST-COLONIAL PERSPECTIVE ON THE MISREPRESENTATION OF WOMEN IN SELECT ENGLISH SONGS	295
NDATSU, A & YAHAYA, Fatima. & KUTA, I. I. & Ali, Fati	GOOGLE EARTH AND THE ACADEMIC ACHIEVEMENT OF GEOGRAPHY STUDENTS IN LAPAI, NIGER STATE, NIGERIA	296
YAHAYA, Fatima & NDATSU, A. & HASSAN, A. A.	SPECIAL INTERVENTION COURSE AS A FACTOR FOR ACADEMIC ACHIEVEMENT OF PHYSICS STUDENTS IN COLLEGES OF EDUCATION NIGER STATE, NIGERIA	297
Solomon Buke Chudo	STATISTICAL ANALYSIS OF DETERMINANTS OF ACADEMIC OUTCOMES OF PUBLIC TVET STUDENTS: A Case Study at Dilla and Hawassa TVET Colleges, Ethiopia	298
Major Giurgiu Gheorghe & Cojocar Manole	LINKS OF GUT MICROBIOTA COMPOSITION IN PATIENTS SUFFERING FROM ALCOHOLIC DEPENDENCE	299
P.N.I. Kumarasinghe & U.K. Thalaspitiya	REFLEXIVE RESPONSES TO SOCIAL CHALLENGES AMONG BREST CANCER PATIENTS IN SRI LANKA	300
Sampurna Kundu & Sanghmitra Sheel Acharya	PATTERNS AND CORRELATES OF PREMATURE MENOPAUSE IN INDIA: A SPATIAL APPROACH	301
Olivia Sarkar & Arijita Dutta	EFFECT OF MENSTRUAL HYGIENE SCHEME ON ADOLESCENT GIRLS OF INDIA: HOW SUSTAINABLE WAS THE CHANGE?	302

Swargiary Manali & Paul Chandrima & Kundu Sampurna	HYSTERECTOMY AND ITS ASSOCIATIVE FACTORS AMONG WOMEN AGE 40 AND ABOVE IN INDIA	303
Suantak Demkhosei Vaiphei	THE CLINICAL ROLE'S OF PSYCHOLOGISTS IN END-OF-LIFE CARE: A NEW HORIZON IN INDIAN PALLIATIVE END-OF-LIFE CARE	304-305
HAYAT AHAMAD	SOCIAL EXCLUSION AND RELIGION: A STUDY OF DALIT MUSLIMS IN INDIA	306
Naseem Akhter	MALICIOUS TALK AND CURRENT SOCIETY FROM ISLAMIC PERSPECTIVE	307
Shabeeh Rahat	THE IDEA OF THE INDIAN MUSLIM WOMAN: IDENTITY AND AGENCY VIS-À- VIS THE INDIAN STATE	308-316
Divya Gauri	TRACING THE NARRATIVES FROM SHITALA TO CORONA AS THE FEARSOME AND BENIGN WOMEN GODDESSES	317
Natela Borisovna POPKHADZE	OFFICIAL REVIVAL OF THE RELIGION OF GODDESS AIA//AYA OF MY//OUR REPUBLIC WILL HELP THE REHABILITATION OF THE HISTORICAL TRUTH AND WILL BECOME AN ACTIVE MEANS TO DEFEND OUR COUNTRY FROM IMPOSITION OF FOREIGN RELIGIONS	318
Sapna Kumari Sah	WOMEN AND SOCIETY IN INDIAN CONTEXT	319
Novalini JAILANI & AM. Hafidz MAKSHUM & Hendri Hermawan ADINUGRAHA	THE IMPACT OF DIGITIZING ZAKAT AND PHILANTHROPY IN INDONESIA	320
Rizky ANDREAN & Hendri Hermawan ADINUGRAHA	HALAL INDUSTRY OPPORTUNITIES AND CHALLENGES IN INDONESIA	321
Muhammed Abdu Rahman & D. Jayakumar	TOWARDS AN EGALITARIAN SOCIETY: PERIYARISM AS A PHILOSOPHY TO DREAM A BETTER NATION	322

Mihalıs KUYUCU	CAN DIGITAL BROADCASTING FINALIZE TERRESTRIAL BROADCASTING? : THE ADVANTAGES AND OPPORTUNITIES OF THE DIGITAL TRANSFORMATION THAT BROUGHT TO RADIO BROADCASTING	323-340
Kübra GÖKLER	A REVIEW ON DIGITAL SOCIALIZATION DURING THE PANDEMIC PERIOD: THE CASE OF ISTANBUL ELSEWHERE	341-342
Dilara Nergıshan KOÇER	A REVIEW ON THE POLITICAL-HUMOR NEWSPAPER <i>HUCUM</i> (1952-1953) PUBLISHED IN SIVAS DURING THE DP PERIOD	343-344
Emre ÖZCAN	A DISCUSSION ON POST-ANTHROPOCENTRISM FOCUS ON THE COVID-19 PANDEMIC	345-346
Gökhan KARADİREK	EXAMINATION OF THE RELATIONS BETWEEN ACADEMIC CAREER SATISFACTION AND DEMOGRAPHIC VARIABLES	347-359
Abidin KEMEÇ	EXAMINATION OF IMPACTS REDUCING URBAN RESILIENCE IN THE CASE OF TURKEY	360-373
Muharrem AKSU	THE EFFECT OF COVID 19 PANDEMIC ON JOB SATISFACTION AND INTENTION TO LEAVE	374-396
Münevver BAYAR	EFFECTS OF BLOCKCHAIN TECHNOLOGY ON THE RECRUITMENT PROCESS	397-404
Ceren AVCİL	THE INSTRUMENTALITY OF THE THOUGHT OF EUGENICS IN NATION-BUILDING PROCESSES: THE CASES OF TURKEY AND GERMANY	405-406
Ali TANIŞ	MULTICULTURALITY IN SOCIAL IDENTITY AND GROUP BELONGING	407-415
Rıfat ATAY & Meryem Cemile ÇİÇEK	THE POSSIBILITY OF RELIGIOUS PLURALISM IN BAHAIISM	416-426

Hacı ÇİÇEK	AN ANALYTICAL OVERVIEW OF ZAMAKHSHARİ 'S COMMENTS ON ARROGANCE IN KASHSHAF	427-439
Hacı ÇİÇEK	ANALYSIS OF CARULLÂH ZAMAKHSHARI'S COMMENTS ON THE CONCEPT OF HYPOCRISY IN KASHSHAF AND ATWAQ	440-449
Fatih CANKURT	TMSK E. H. 29 INVENTORY NUMBERED MUSHAF in TERMS of RESM-I MUSHAF RULES	450-456
Derviş DOKGÖZ	THE CONCEPT OF UTTERING SALAWAT TO PROPHET MUHAMMAD IN SPECIFIC TO THE RUHU'L BEYÂN TAFSIR AND THE IMPORTANCE OF SALAWAT IN SUFISM	457-464
İhsan ÇAPCIOĞLU & Esra TUYSUZ	A SOCIOLOGICAL DESCRIPTION OF THE DIGITIZATION OF MIGRATION	465-470
Mikail KAR	PRICING IN PLATFORM ECONOMIES	471-472
Ananda Majumdar	FOOD AND WATER - A GLOBAL CRISIS AND ITS CONSEQUENCES	473-480
Hayk PARONYAN	RUSSIA FOREIGN POLICY IN LATIN AMERICA: THE MAIN ISSUES IN RUSSIA-ECUADOR RELATIONS	481
Chris Dias & Prachya J. Bhattacharya	DIVERSITY IN POLITICAL REPRESENTATION, WOMEN IN POWER, POLITICS, AND DECISION-MAKING	482
Aditi Shukla	WOMEN'S LEADERSHIP AND REPRESENTATION IN POLITICS, GOVERNANCE AND DECISION MAKING	483
Ufuoma Loretta Ogidiaka & Aisha Haruna & Eda Ogheneosunme	WOMEN'S RIGHTS AND MENTAL HEALTH ILLNESS IN NIGERIA	484-486
Eda Ogheneosunme & Ufuoma Loretta Ogidiaka	AN APPRAISAL OF WOMEN'S RIGHT TO LIFE FROM ANOTHER PERSPECTIVE	487

Ayesha Kiran & Amna Yousaf	WATER AVAILABILITY: EXPLOITATION OF WOMEN'S RIGHTS	488
Aditya Verma	DOCTRINE OF COVERTURE AND MARITAL RAPE IN INDIA: SEPARATING CONUNDRUM FROM CONSENT	489
Kavya Tomar	CHILD MARRIAGE AND THE DISCRIMINATION OF THE GIRL CHILD	490
Ramalakshmi. C	COMPARATIVE ANALYSIS OF 'FREEDOM' IN URBAN AND RURAL WOMEN	491
Faryal Ishtiaq & Saba Gulzar	AN EMPIRICAL ANALYSIS OF GENDER EQUALITY IN PROMOTING SUSTAINABILITY GOALS	492
IMOH SUNDAY OBOT	WOMEN AND SOCIO-CULTURAL REALITIES IN THE TRADITIONAL AFRICAN SOCIETY. A RETHINKING OF BUCHI EMECHETA'S <i>THE JOYS OF MOTHERHOOD</i>	493
Mercy Uwaezuoke Chukwuedo	WOMEN MINISTRY AND NATION BUILDING	494-501
Poonam Tiwari & Anjali Bajpai	NEED TO INTRODUCE LIFE SKILLS FOR EMPOWERING WOMEN	502
Jyothi Lakshmi	WOMEN EMPOWERMENT AND SHGS: THROUGH THE KUDUMBASREE PROJECT IN KERALA	503
Harikumar R & Siddharth R G & Satheesh M & Ramya.M	WOMEN EMPOWERMENT	504
Monalisa Halder & Ranjita Sinha & Ajit Kumar Meikap	WOMEN'S ECONOMIC EMPOWERMENT IN INDIA DURING COVID-19 PANDEMIC	505
Anshul Kharbanda	LEVERAGING TECHNOLOGY TO ENABLE ACCESS TO GIRLS AND WOMEN IN OPEN SCHOOLING -A CASE STUDY OF NIOS	506
Krishna Kumari	THE UNPATTERN SOCIALISATION	507

Jyoti Gupta	UNDERSTANDING GENDER THROUGH SOCIAL LENS	508
Archan Mitra & Arvind Kumar Pal & Sayani Das	REPRESENTATION OF WOMEN IN ADVERTISEMENTS: A COMPARATIVE ANALYSIS BASED ON CASE STUDIES REPRESENTING DIFFERENT SHADES OF PORTRAYAL AND AUDIENCE'S SENTIMENT	509
Parvathy V.	SOCIAL MEDIA SPACES AND THE SUBVERSION OF QUEER WOMEN IN INDIA	510
Gargi Saha & Paramita Roy	GENDER BASED VIOLENCE (GBV) AGAINST MARRIED WOMEN: AN EXPLORATION OF THE INSTITUTIONAL SUPPORT SYSTEM	511
Y.s.s. Vaishnavi & Ch.M.Kumari Chitturi	ISSUES AND PERSPECTIVES ON WOMEN TRAFFICKING IN INDIA	512
Harshima Vijaivergia & Mannat Rajani	THE THEORY OF BROKEN WINDOWS: EXAMINATION AND SOLUTIONS	513
Alisha Baglari	BODY AS SITE OF POWER, VIOLENCE AND RESISTANCE: RECLAIMING POWER BY DRAUPADI	514
Simi Asharaf & M. Sundaramari & S. Ganesh	ADOPTION OF INDIGENOUS PLANT RESOURCES AMONG THE TRIBAL WOMEN FARMERS TO IMPROVE HEALTH – SOCIAL-ECOLOGICAL RESILIENCE	515-516
Jyoti Pandey	WOMEN'S ROLE IN PROTECTING FOOD AND AGRICULTURE GENETIC RESOURCES	517
Ashwini A. Wao	WOMEN'S CONTRIBUTION FOR RESTORATION OF THE ENVIRONMENT	518-521
Maja Vizjak & Emilia Giacometti	WOMEN TODAY IN THE REPUBLIC OF CROATIA WOMEN IN ECONOMY, POLITICS, EDUCATION, HEALTH	522-536
Jaqueline Maria Schmitz Milanesi & Josiane Barbieri & Claudiane Weber	THE STYLE DIMENSIONS FOR A SUCCESSFUL WOMEN'S LEADERSHIP	537

Hemlata	WOMEN AND THEIR WORK SPACE IN EARLY INDIAN SOCIAL STRUCTURE: A STUDY BASED ON INSCRIPTIONS	538
Uyinomen O. Ekong & Stella C. Chiemek	UPSCALING WOMEN INTEREST IN ARTIFICIAL INTELLIGENCE (AI): STRATEGIES, BARRIERS AND OPPORTUNITIES	539
Daria Suprun	MOTIVATIONAL READINESS TO WORK IN CONDITIONS OF SOCIAL COHESION	540
Demet DÖNMEZ	STRATEGIC PLANNING IN METROPOLITAN MUNICIPALITIES IN TURKEY: THE CASE OF HATAY PROVINCE	541-542
Özgür CENGİZ & Garip ATAY	RISK FACTORS AFFECTING OCCUPATIONAL HEALTH AND SAFETY OF SMALL-SCALE FISHERMEN IN VAN PROVINCE (TURKEY)	543
Mustafa İLTER	SOCIO-ECONOMIC STRUCTURE OF ALAŞEHİR IN THE EARLY TANZİMAT PERIOD	544-545
Serdar Cem SEDİROĞLU	REPUBLIC PERIOD (1923-1938) STATISM FROM THE PERSPECTIVE OF ECONOMIC POLICIES IN SOCIAL TRANSFORMATION	546-568
Abdulaziz Adullah BAWAZİR & Vildan ATEŞ	POLITICAL CHALLENGES OF THE E-GOVERNMENT PROJECT DEVELOPMENT IN YEMEN	569-577
Tuba ŞAHİNOĞLU	A COMPARISON OF THE COUNTRIES THAT MEMBERED THE EUROPEAN UNION IN 2004 IN TERMS OF MACROECONOMIC VARIABLES PRE-MEMBERSHIP AND AFTER MEMBERSHIP	578-579
Ayman KARA	GENERAL WILL AND SOVEREIGNTY IN POLITICAL THOUGHT OF ROUSSEAU	580-581
Ayman KARA	POLITICAL THOUGHTS OF MONTESQUIEU AND LOCKE: A COMPARATIVE ANALYSIS WITHIN THE SCOPE OF SEPARATION OF POWERS	582-583

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