



## EFFECT OF FIXED FACILITATOR MODEL ON NCE TECHNOLOGY EDUCATION STUDENTS' ATTITUDE AND ACADEMIC PERFORMANCE IN NIGER STATE

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## Abstract

This study title Effect of fixed facilitator model on NCE Technology Education Students' Attitude and Academic Performance in Niger State, Nigeria. The study used quasi experimental design. The total population was 942, while the sample size was 216 educational technology from two colleges of Education in Niger State. The test instrument developed by the researcher for the study was the Student's Performance Assessment Instrument (SPAI) and Technology Education Student Attitude Questionnaire (TESAQ) which contained 50 questions. The statistic used were t-test independent sample cumulative mean and the finding of the study standard deviation. The findings of the study revealed that NCE students performed better when taught with fixed facilitator model compared to their counter parts taught with lecture method. Based on the results obtained the researcher recommended that: the instructors of Technology Education should endeavor to use fixed facilitator model in teaching Technology Education in college of education.

## Research Highlights

The field of education like numerous different fields constantly works with regularly changing thoughts and methods. Education, be that as it may, appears to be interesting in the way new thoughts, theories and methodologies are attempted, utilized and now and again, relinquished. It isn't surprising to hear the inquiries; what is the present prevailing fashion in education? The supposition that will be that present educational practices and additionally method will offer approach to new ones. For example, one can recall the emphasis on the open classroom during the 1970s or the ongoing discussions over the utilization of phonics versus entire language systems for figuring out how to reach (Omeje, 2013)

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## Research Objectives

This research work plans to find out the effect of using fixed facilitator model method on students' academic performance in Educational Technology in Niger State, assess the effect of using fixed facilitator model method on students' academic performance in Educational Technology on the basis on gender in Niger State and Investigate the effect of using fixed facilitator model on Federal and State Colleges of Education students' attitude to Educational Technology in Colleges of Education, Niger State.

## Methodology

Quasi experimental design was used for this study. The population for this study consisted of all Educational Technology Students of Colleges of Education in Niger State. The total population was 942, while the sample size was 216 educational technology from two colleges





of Education in Niger State. The sample selected was based on the recommendation of Meyes & Stevens (2012) that in a population at 1000 up to 100, 000 10% of the population should be selected as sample of the study. The instruments that were used for this study includes Student's Performance Assessment Instrument (SPA) and ETSAQ (Educational Technology Students Attitude Questionnaire). The instruments were validated by three experts from Niger State College of Education, Minna, Niger State. The researcher divide the groups into two; experimental and control groups and teach them separately. Thereafter, the researcher administered the test instrument, the teaching and administrating of the instrument lasted for 4 weeks. In other words the mean, standard deviation was used to analyse the research questions while t-test was used to test the three null hypotheses formulated to either reject or retain them. The test statistics was used to compare two groups of independent subjects.

## Results

The results shows that the students taught using fixed facilitator model had mean score significantly different from those students taught using teacher centered strategy. This indicated that N.C.E Educational Technology students' performance was better enhanced when taught using fixed facilitator model. The result also shows that, the use of fixed facilitator model did not produce significant difference in the academic performance of NCE II and NCE III Educational Technology students in FCE and COE Minna. This is so because, Fixed facilitator model instruction is based on the believe that grades are not needy exclusively on tests and individual assessments which just take into account right or wrong reactions, leaving practically zero space for reflection and discussion of error or confusion and as such, learner are given opportunity to learn and relearn in order for them no master the content which make it possible for them to have high scores as well perform excellently.

## Findings

This concurs with the findings of such, Duch *et al.* (2007) Eggen and Kauchak (2011) revealed that Fixed facilitator model promote active role of students in the learning process, students satisfaction with learning experience is enhanced; it help to develop interpersonal relationship among students build students self-esteem, creates a safer nurturing environment. Student also benefit academically because students taught with fixed facilitator model. Also, learner attends to retain significantly more than students taught with conventional methods. The finding also, agreed with that Omeje (2013) which stated that Fixed facilitator model produce no significant difference in levels or classes of students. This is so because the structure for learning provides opportunity for students to learn interdependently and students preferred cooperation more than competition in learning process





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### Author's Biography



**Dr. Tukura Charles Saidu** was born on 31st December, 1964 in kuyi village, the present day Bosso Local Govt. Area of Niger State, Nigeria. He attended the following institutions: Primary school, Maikunkele, Govt. Teachers College Bida (Grade II), College of Education Minna (NCE), Ahmadu Bello University Zaria (B.ed), 5. F. U. T. Minna (MTech) and University of Nigeria, Nsukka (PhD) educational Technology. He is happily married with four children.



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