

Perceived Difficult Concepts in Senior Secondary School Mathematics Curriculum by Mathematics Students and Teachers in Kwara State

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Abstract : This study sought to identify the perceived difficult concepts in the new mathematics curriculum by senior secondary school students and mathematics teachers in Kwara State. The study involved a survey research type. Random sampling technique was used to select the 32 sampled schools, 469 students, and 103 teachers. The instrument used in data collection was a research-designed questionnaire tagged 'Perceived Difficult Concepts in Mathematics' (PDCM) was validated by two experts in mathematics education. The test-retest reliability index of 0.69 was obtained. Data analysis was carried out using frequency count percentages and chi-square. The result of the study showed that eight topics were identified as difficult to teach by the teachers, while 14 topics were also identified as difficult to learn by the students. This study also revealed that there was no significant difference in the topics perceived as difficult between the teachers teaching in the school located in urban and rural area. However, there was a significant difference in the perceived difficult topics between student schooling in the schools located in urban and rural area. It was therefore recommended among others that mathematics teachers should undergo training on how to concretize the abstractness of some of the topics especially the new ones as well as use appropriate teaching aid to facilitate teaching/learning of the difficult concepts. It was also recommended that there is a need for evenly development of human and materials among the schools in urban and rural areas.

Keywords : curriculum, difficult concepts, mathematics, perceived

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