

The Effect of Ethnomathematics on School Mathematics in Kano State Junior Secondary Schools

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Abstract : In as much as mathematics is important to national development, it is regrettable to note that in Nigeria Students academic achievement especially in public examinations remains poor. Among the several factors responsible for such a poor performance is the lack of bringing cultural elements into the conventional school mathematics. The design for this study is triangulation in nature which is set to examined 800 students From 20 School (40 each from male and female schools). Ten (10) male and ten (10) female schools consisting of 400 male and 400 female students to formed the experiment and control groups with a further sub-gropeing of samples to represent urban and rural settings for both male and female groups. While the experimental groups were taught using ethnomathematics techniques, the control groups were taught using conventional techniques, the results of a t-test for independent samples at $p = 0.05$ level of significance with $t_{critical} = 1.968$ showed that (a) boys performed significantly better than girls (b) there is no significantly difference in performance between urban and rural girls (c) significant difference in academic performance was obtained between urban and rural boys. Generally, it was observed that teaching mathematics with ethnomathematics technique would help in great achievement in mathematics.

Keywords : ethnomathematics, achievement, gender, settlement

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