EFFICACY OF CODING PROCEDURE AND CONTINUOUS DIVISION PROCEDURE ON STUIDENTS' ACHIEVEMENT AND INTEREST IN NUMBER BASES IN JUNIOR SECONDARY SCHOOL MATHEMATICS

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ABSTRACT

This study was designed to explore the efficacy of Coding Procedure and Continuous Division Procedure on students' achievement and interest in Number Bases in JSS Mathematics. Six research questions and six hypotheses were formulated to guide the study. The study adopted a quasi experimental non equivalent control group design and was restricted to Idah Education Zone of Kogi State. Two co educational Secondary Schools were drawn for the study using purposive sampling technique. Out of the two schools selected, one was randomly assigned to Experimental Group (EG) while the other one to the Control Group (CG). The population of the study comprised of 1805 students (877 male and 928 female). A sample size of 101 JS II students was involved (44 male and 57 female students). The instruments for data collection were Number Bases Achievement Test (NBAT) and Number Bases Interest Inventory (NBII). Data collected were analyzed using mean, standard deviation and analysis of covariance (ANCOVA). The result of the study revealed that teaching number bases using coding procedure, enhanced students' achievement and interest. The result also revealed that there is no significant difference between the mean interest scores of male and female students in number bases. It was further revealed there is no significant interaction efficacy of procedures and gender on students' achievement and interest in number bases. Based on the findings, the researcher recommended that the use of Coding Procedure should be adopted in the teaching of Number Bases in primary, secondary and even tertiary levels of education system. It was also recommended that seminars, workshops and conferences should be organized by professional bodies, federal and state ministries of education on the use of Coding Procedure in teaching Number Bases. This will enable the mathematics educators, mathematics teachers, students and all, to benefit from such a procedure.