

DIAGNOSIS AND REMEDIATION OF SENIOR SECONDARY STUDENTS' COMMON LEARNING DIFFICULTIES IN MATHEMATICS FROM CHIEF EXAMINERS' REPORT

Wonu, Nduka

Department of Mathematics/Statistics Faculty of Natural and Applied Sciences
Ignatius Ajuru University of Education, Port Harcourt, **NIGERIA**

&

Zalmon, Ibaan Gogo

Department of Mathematics/Statistics Faculty of Natural and Applied Sciences
Ignatius Ajuru University of Education, Port Harcourt, **NIGERIA**

ABSTRACT

This study was aimed at diagnosing and remediating students' common learning difficulties in senior secondary mathematics from the West African Senior Secondary Certificate Examination (WASSCE) Chief Examiner's report from 2005 to 2014 in Nigeria. The study adopted the ex-post-facto design. A sample of 13,076,111 students who sat for the May/June WASSCE in general mathematics from 2005 to 2014 was used for the study. The information on the learning difficulties of these students were extracted from ten samples of the annual chief examiner's report in mathematics. A research designed 105 item instrument, Diagnostic and Remediation of Students' Common Learning Difficulties in Mathematics (DRSCLDM) was used to elicit information from students on experienced common mathematics learning difficulties in line with the WASSCE Chief examiners' report from the years 2005 to 2014. The data gathered were analyzed using criteria mean (Commonly Difficult, $\bar{x} < 1.5$ and Not Difficult $\bar{x} \geq 1.5$) and used to answer the research questions that guided the study. Findings from the study indicated that senior secondary students did not have learning difficulties in most topics and concepts under the themes; number and numeration, algebraic processes and statistics while students had common learning difficulty in geometry as majority of them had difficulty in more topics under geometry. Consequently, remedies on the identified area of common learning difficulties in senior secondary mathematics learning themes of number and numeration, algebraic processes, geometry, statistics and introductory calculus were provided. Based on the findings it was recommended among others that diagnostic and remedial teaching and learning strategy be applied by teachers to remediate students' common learning difficulties in mathematics.

Keywords: Diagnosis, Remediation, Common Learning Difficulties, Mathematics, Chief Examiners' Report.