

INVESTIGATING DIFFICULT CONCEPTS IN SENIOR SECONDARY SCHOOL MATHEMATICS CURRICULUM AS PERCEIVED BY STUDENTS

GLADYS CHARLES-OGAN (Ph.D)

Department of Curriculum Studies
and Educational Technology
University of Port Harcourt
Port Harcourt, **NIGERIA**

NCHELEM ROSEMARY GEORGE (Ph.D)

Department of Mathematics/Statistics
Ignatius Ajuru University of
Education, Port Harcourt
NIGERIA

ABSTRACT

This study employed the survey research design aimed at investigating difficult concepts in senior secondary school mathematics curriculum as perceived by students in Rivers state. The study was guided by two research questions and the sample for the study was 250 SS3 students. The instrument used for the collection of data was a 31-item questionnaire tagged Difficult Concept Identification Questionnaire in Mathematics (DCIQM). The instrument was validated and the reliability established using the test-retest method. The data obtained were analyzed using mean with the criterion mean set at 2.5. The findings of the study revealed that students identified some mathematics topics (longitude and latitude, bearing mensuration) as difficult topics. Based on the findings of the study, it was recommended amongst others that workshops should be organized to train mathematics teachers on the effective and efficient strategies that should be adopted for the teaching of the identified difficult mathematics concepts.

Keywords: Mathematics, Difficult topics, Curriculum, Students.