

SECONDARY SCHOOL MATHEMATICS TEACHERS' UTILIZATION OF
PEDAGOGICAL KNOWLEDGE AND THEIR TEACHING EFFECTIVENESS

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ABSTRACT

The study explored mathematics teachers' understanding of pedagogical knowledge and how it works out in teaching and learning. The sample consisted of 162 Senior Secondary School years two (II) students (87 boys and 75 girls) randomly selected and six secondary school teachers purposefully selected from 5 Local Government Areas of Ekiti State, Nigeria. Two instruments were used for the study-an interview schedule and a researcher designed questionnaire. Data were analyzed using frequency counts, regression and multiple regressions. Results indicated that teachers' pedagogical knowledge correlated significantly with practice. Furthermore, a significant correlation was established between teachers' preparation and teacher characteristics with practice in mathematics. Recommendations were made to meet current demands for teacher effectiveness in mathematics teaching.

Keywords: Mathematics, Teaching Methods, Pedagogical Knowledge
