

Influence of Problem Solving Approach on Secondary School Students' Mathematics Achievement by School Type in Vihiga County, Kenya

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Abstract- In Kenya, the fundamental challenge facing learning of mathematics in secondary schools is how to enhance students' conceptual understanding associated with the learning process. Based on this challenge, the study investigated the influence of using Problem Solving Approach on secondary school students' mathematics achievement by school type. The purpose of this study was to determine whether the use of Problem Solving Approach had any influence on students' mathematics achievement by school type. Students from one hundred and nine schools from Vihiga County formed the population of the study. Stratified random sampling was used to select twelve schools from the 109 schools. The population of the study was 1459 Form Three students selected from the twelve schools that participated in the study. The sample size of 727 students was selected from the 109 schools by the use of purposive and simple random sampling techniques. The Solomon Four-Group design was used in the study. The respondents were assigned in their intact classes to four groups; experimental groups 1 and 3, and control groups 2 and 4. All the groups were taught the same content of the topic Commercial Arithmetic. However, groups 1 and 3 were taught using Problem Solving Approach while groups 2 and 4 were taught by conventional methods. Groups 1 and 2 were pre-tested prior to the implementation of the Problem Solving Approach treatment. Mathematics Achievement Test 1 and Mathematics Achievement Test 2 were used to collect data. The instruments' validity was determined by the researcher, a panel of mathematics educators from the Department of Science and Mathematics Education at Masinde Muliro University of Science and Technology and experienced secondary school mathematics teachers. Reliability coefficients of 0.795 and 0.872 were obtained for Mathematics Achievement Test 1 and Mathematics Achievement Test 2 respectively using Cronbach's Coefficient alpha formula. After the treatment, all the four groups were post-tested. The results showed that increased students' learning occurred among students in the three types of schools and more significantly in the County schools in comparison to the National and Sub-county schools when Problem Solving Approach was used. The study concluded that Problem Solving Approach is a more effective teaching approach to the students in the County schools in comparison to those in the National and Sub-county schools. Therefore, mathematics educators should encourage mathematics teachers to use it and

teacher educators to make it part of the teacher-training curriculum.

Index Terms- Problem Solving Approach, Secondary School, Mathematics Achievement, School Type.

I. INTRODUCTION

Mathematics is one of the core subjects in the Kenya secondary school curriculum. It is an examinable subject for all students (Kenya Institute of Education [KIE], 2006). Much importance is currently attached to it by the society. As a tool, it finds its application in daily lives at home, in the office and in scientific and technological fields. Despite its importance, students have consistently performed poorly in the subject. This is evident from the Kenya Certificate of Secondary Education (KCSE) examination results. The years 2006, 2007, 2008 and 2009 recorded low mean scores of 38.08, 39.46, 42.59 and 42.26 respectively (KNEC, 2010). The mean score figures indicate that there was a slight decline in the overall mean score in the year 2009 compared to the previous year. However, the general performance in the subject is poor as depicted by the low mean scores. This poor performance was attributed to poor teaching and/or learning strategies (KNEC, 2009).

In the recent past, teaching and learning practices have undergone changes of revolutionary proportions; changes underpinned by shifts in psychological and pedagogical theory in teaching and learning process. The new developments advocates for new approaches to mathematics teaching and learning, not only in secondary schools but also in teacher education (Okigbo & Osuafor, 2008). Research findings on learning and memory show that for learning to be effective, the learner should be actively involved in the learning process (Lambros, 2002). Piaget believed that there is no true learning unless the students mentally act on information and in the process, assimilate or accommodate what they encounter in their environment. Unless this assimilation occurs, teachers and students are involved in pseudo-learning, which is knowledge retained only for short time. Efforts made to translate these new conceptions of learning into classroom practices include development of instructional methods that engage the learner actively in the process of

Mathematics In Middle And Secondary School A Problem Solving Approach

Lyn D. English, David Kirshner



Mathematics In Middle And Secondary School A Problem Solving Approach:

Mathematics in Middle and Secondary School Alexander Karp, Nicholas Wasserman, 2014-11-01 The experience and knowledge acquired in teacher education courses should build important fundamentals for the future teaching of mathematics In particular experience in mathematical problem solving and in planning lessons devoted to problem solving is an essential component of teacher preparation This book develops a problem solving approach and is intended to be a text used in mathematics education courses or professional development for pre service or in service middle and secondary school teachers It can be used both in graduate and undergraduate courses in accordance with the focus of teacher preparation programs The content of the book is suited especially for those students who are further along in their mathematics education preparation as the text is more involved with mathematical ideas and problem solving and discusses some of the intricate pedagogical considerations that arise in teaching The text is written not as an introduction to mathematics education a first course but rather as a second or probably third course The book deals both with general methodology issues in mathematics education incorporating a problem solving approach Chapters 1 6 and with more concrete applications within the context of specific topics algebra geometry and discrete mathematics Chapters 7 13 The book provides opportunities for teachers to engage in authentic mathematical thinking The mathematical ideas under consideration build on specific middle and secondary school content while simultaneously pushing the teacher to consider more advanced topics as well as various connections across mathematical domains The book strives to preserve the spirit of discussion and at times even argument typical of collaborative work on a lesson plan Based on the accumulated experience of work with future and current teachers the book assumes that students have some background in lesson planning and extends their thinking further Specifically this book aims to provide a discussion of how a lesson plan is constructed including the ways in which problems are selected or invented rather than the compilation of prepared lesson plans This approach reflects the authors view that the process of searching for an answer is often more important than the formal result Resources in Education ,2001

Teaching Secondary Mathematics Douglas K. Brumbaugh, David Rock, 2006 Grounded in research and theory this text for secondary mathematics methods courses provides useful models of how concepts typically found in a secondary mathematics curriculum can be delivered so that students develop a positive attitude about learning and using mathematics in their daily lives

Examining Response to Intervention (RTI) Models in Secondary Education Epler, Pam, 2015-07-25 Response to Intervention RTI is an intervention model designed to assist all students regardless of their academic ability It seeks to assist students who are struggling in academics by providing them with targeted assistance in the form of tutoring pull out services and differentiated classroom instruction Examining Response to Intervention RTI Models in Secondary Education highlights the application of the RTI model to secondary schools through instructional strategies and real world examples of how this model can be used at the middle and high school levels Through a series of

informative and timely chapters written by global educational specialists this publication is ideally designed for use by middle and high school teachers and school administrators as well as professors and students in upper level Educational Leadership and Secondary Education programs **Current Index to Journals in Education** ,2001 *Teaching Secondary Mathematics* David Rock,Douglas K. Brumbaugh,2013-02-15 Solidly grounded in up to date research theory and technology Teaching Secondary Mathematics is a practical student friendly and popular text for secondary mathematics methods courses It provides clear and useful approaches for mathematics teachers and shows how concepts typically found in a secondary mathematics curriculum can be taught in a positive and encouraging way The thoroughly revised fourth edition combines this pragmatic approach with truly innovative and integrated technology content throughout Synthesized content between the book and comprehensive companion website offers expanded discussion of chapter topics additional examples and technological tips Each chapter features tried and tested pedagogical techniques problem solving challenges discussion points activities mathematical challenges and student life based applications that will encourage students to think and do New to the 4th edition A fully revised and updated chapter on technological advancements in the teaching of mathematics Connections to both the updated NCTM Focal Points as well as the new Common Core State Standards are well integrated throughout the text Problem solving challenges and sticky questions featured in each chapter to encourage students to think through everyday issues and possible solutions A fresh interior design to better highlight pedagogical elements and key features A companion website with chapter by chapter video lessons teacher tools problem solving Q As helpful links and resources and embedded graphing calculators **ERIC Clearinghouse Publications** ,1983 *Bridging the Future - STEM Education Across the Globe* ,2025-07-30 This book offers a critical perspective on key aspects of STEM education worldwide Some empirical evidence is provided on best practices encouraging the advancement of STEM education by showcasing various use cases The book s primary purpose is to provide insights and inspiration for educators policymakers and anyone interested in the future of education **SURVEY OF RESEARCHES IN EDUCATION Volume II** Prof. Sunil Kumar Singh,2020-05-26 PREFACE It gives me immense pleasure to share a few sentences as preface of the Survey of Research Abstract of Faculty of Education K Banaras Hindu University Varanasi As we are aware that educational research aimed at developing curriculum syllabus textbooks instructional materials assessment modules pedagogical innovations and qualitative practices and reforms Information and communication technology e resources e contents on line mode of curricular transactions are becoming more prominent and effective in certain domains worldwide Researches at doctoral and post doctoral level are to be addressed the issues related to community it needs and aspirations curriculum advances to be incorporate and teaching learning processes in order to make education updated fulfilling the developmental needs updated education refines the sensitivities of the learners to be constructive and productive in their approaches to bring desired development for themselves and for the society at large Fast changing scenario on expected to lines and also on unexpected

lines both demand multifaceted preparedness to meet the challenges of life likely to emerge The present covid 19 situation has forced people globally to be locked down to fight against fatal corona virus Under the situation researches and education processes one unique features such as online mode of teaching learning development of e content e resources digital pedagogy curricular flexibility alternate system of evaluation and examinations teachers knowledge base and preparedness and students achievement etc all these have put forwards new areas of study The comprehensive volume II of the Research Abstract includes eighty Ph D thesis and two hundred P G dissertations covered various areas including educational psychology philosophy sociology technology curricular studies examination evaluation discipline based pedagogies etc Volume provides a rich knowledge base to readers to find knowledge gap in a particular areas for further research design in a way researcher finds a direction to proceed with a new problem with a sound research plan I on behalf of the Faculty of Education and on my own behalf convey my sincere congratulations to the entire team of the publication and to Prof S K Singh the chief editor of the volume I am sure readers will be immensely benefited from this great volume Date 26th May 2020 R P Shukla

Teaching Mathematics in Secondary and Middle School James S. Cangelosi,1992 **Differentiating Math Instruction** William N. Bender,2005-05-18 This exciting and unique book presents practical immediately applicable ideas for differentiating instruction in maths in the elementary classroom It explains in detail the process of differentiation in maths beginning with lesson planning through implementation of a wide variety of research proven instructional strategies and tactics The Ideas from Teachers feature located in various chapters includes instructional tactics provided by teachers that exemplify the differentiation process Also included are the To Ten Tactics lists which provide simple immediately applicable tactics that can be easily implemented in almost every classroom **Resources in Education** ,1997

Research in Education ,1974 *The Secondary School Mathematics Curriculum* ,1985 *The Secondary School Mathematics Curriculum* Christian R. Hirsch,Marilyn Zweng,1985 *Bulletin* Kansas Association of Teachers of Mathematics,1927 *Handbook of International Research in Mathematics Education* Lyn D. English,David Kirshner,2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in

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