

A Constraint to Authentic Learning of Mathematics in Katsina State Tertiary Institutions, Nigeria

Aminu Dalhat Kankia

Professor, Federal University Dutsin-Ma, Katsina State, Nigeria

Abubakar Sabo

Federal University Dutsin-Ma, Katsina State, Nigeria

Abstract:

Learning would never be effective in an overcrowded class, is a situation whereby teachers are not convenient to teach, also students are not convenient to learn. This would no doubt have serious negative effect on the teachers and students' performances. It is against this background that this research was conducted. The research is survey in nature, Katsina State has five tertiary institutions. From each institution, results of six Mathematics courses were randomly selected making a total of thirty independent results for the research. The research question is, "what is the average teacher to students ratio in mathematics classes in Katsina State tertiary institutions?" this question was answered using descriptive analysis. Two null hypotheses were formulated and tested at 5% significance level using Pearson Product Moment Correlation statistic. Based on the analyses, conclusions and recommendations were made. Major findings of this research are, "teacher to students ratio in Mathematics classes in Katsina State tertiary institutions is far from ideal", "there is significant negative relationship between class-size and students' Mathematics performance in Katsina State tertiary institutions, and" there is significant negative impact of overcrowded class on students' Mathematics performance in Katsina State tertiary institutions".

Keywords:

Authentic Learning, Constraint, Overcrowded class and Tertiary Institutions.