

INCLUSIVITY: AN EFFECTIVE TOOL FOR MATHEMATICS CLASSROOM PRACTICE IN NIGERIAN SECONDARY SCHOOLS

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ABSTRACT

The mathematics classroom in Nigeria is a major problem to teachers and to the students. Most classroom activities are teacher-centred with students as mere listeners and recipients of knowledge rather than being active initiators of their knowledge. This paper seeks to investigate the effects of introducing inclusion to Nigerian mathematics classroom practice. Four mathematics teachers taught senior secondary mathematics in one secondary school in Northern Nigeria for one term, adopting the concept of inclusion in their classroom practice. Six students were also interviewed on the benefits of the new classroom setting to their mathematics classroom learning. There was also a reflection meeting with the teachers on their classroom practice. Data was collected from focus group interviews with the students and reflection meetings with the teachers. The results of the study reveal that there was a positive change in students' attitude towards mathematics classroom practice that facilitated learning and they felt included in the mathematics classroom practice. The teachers felt the adoption of an inclusive mathematics classroom enabled student learning and reduced the teachers domineering attitude to mathematics classroom practice.

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