

Influence of target-task approach of teaching on students achievement and retention in mensuration

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The purpose of the study is to compare the effectiveness of the use of target-task approach with conventional approach of teaching mensuration at senior secondary school level and determine which approach is more effective in teaching mensuration aspect of mathematics. It is also aimed at investigating whether any of the sexes improve more than other from the use of target-task approach. The study employed quasi-experimental design of non-randomized pre-test and post-test control group type. A sample of 248 SSI students was drawn from the population of 3842 SSI students in Oju local government area. Four research questions and four hypotheses guided the study. In each school, intact classes were used. Two set of lesson plans were developed for experimental and control groups respectively. Data were collected using mensuration achievement test (MAT). Research questions were answered using means and standard deviations while the hypotheses were tested using analysis of covariance (ANCOVA) at 0.05 level of significance. The finding among others shows that target-task approach was more effective in improving students' achievement and retention than the conventional approach. It was also found that the use of target-task approach did not significantly differentiate between male and female students' achievement and retention scores in mensuration. Based on the findings of this study, it was recommended that mathematics teachers should be encouraged to use target-task approach in their mathematics classroom among others.

Keywords: Target-task approach; Mensuration; Achievement; Retention.