

**Effectiveness of Selected Teaching Strategies in the Remediation
of Process Errors Committed by Senior Secondary School
Students in Mathematics**

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ABSTRACT The purpose of the study was to determine the effectiveness of selected teaching strategies in the remediation of process errors committed by students in mathematics in senior secondary schools. Four hypotheses were formulated to guide the study. The study employed the quasi-experimental design. Sample for the study consisted of two hundred and seven (207) students drawn from six senior secondary schools randomly selected from the three hundred and sixty senior secondary schools in Edo State. The Diagnostic Test on Mathematics (DIATOM) was used to collect data for the study. Data collected were analysed using analysis of covariance (ANCOVA) and z-test for two population proportions. Results of data analysis revealed that the direct instruction was a more effective strategy for the remediation of process errors committed by students in mathematics. Sex and school location were shown not to have had any significant influence on the effectiveness of either strategy. The study recommended that enough practice activities should be given to students during class sessions to assist them develop mastery of content taught.