
EXAMINING STUDENTS' INTEREST AND ATTITUDE TOWARDS MATHEMATICS AND TEST AND MEASUREMENT COURSES IN OYO STATE COLLEGE OF EDUCATION, LANLATE

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Abstract

Mathematics is the bedrock of all sciences and application of the knowledge of it is essential in all life's endeavours. For this and other reasons, mathematics is compulsory for students at different levels of education. Oyo State College of Education, Lanlate is a teacher training tertiary institution of learning. Courses taught include Mathematics as well as Tests and Measurement as compulsory courses essential for the training of teachers. Application of the knowledge acquired from Mathematics and Test and Measurement in schools of practice will provide teachers with information on students' learning status and achievement of objectives set. This paper used random sampling technique to examine students' disposition towards these courses to determine factors that affect learners' performances in the courses. For a balanced view, lecturers teaching the courses were also involved in the study. One hundred students from all the schools in the college and ten lecturers were involved in the study. A 26-item questionnaire EIATGMTM 001 was designed for lecturers while a 22-item questionnaire titled IATGMTM 002 was used to collect information from students. The questionnaires were validated. It was discovered that lecturers teaching the course were Masters and Ph.D holders with many years of experience. Both the learners and lecturers stated that there are not enough or adequate instructional materials available to teach the courses in the college. Availability of which will improve learners interest, attitude and performance. It was recommended that government should provide grants for equipping laboratories for learning mathematics and making materials available for teaching the courses.

Keywords: Students, Interest, Attitude, Mathematics, Test and Measurement.

Introduction:

Mathematics is an important subject the knowledge of which is needed in realizing the goals and aspirations of science, technology and education. Its knowledge is needed by every individual to be able to function effectively and efficiently in their daily activities. It plays more roles in one's life than is realized. It constitutes a huge part of teaching and learning in colleges of education. Mathematics is also a tool of education. It is used by educators to find a relationship between hypothesis and the collected data in an experiment and assessing learning by the students in the schools. Educators can use data collected as evidences to either support or dispute their original theories through statistics. Without the application of mathematics in this regard, proving or disproving education theories would be near impossible.

General Mathematics courses taught in colleges of Education as well as Test and measurement do reinforce each other, thereby facilitating better cognitive development. To the educators, mathematics is an analytic tool applied to experimental data with the hope of generating a formula that describes some basic tendency of nature (Wright & Chorini, 1995). Also mathematics can be used with existing theory to deduce an unknown quality. Mathematics or General mathematics has played and continues to play critical roles in expanding field of Science, Technology and Education. It is a basic requirement that research needs to be able to quantify and accurately evaluate the requests of changes/advances in a field of endeavor.

Mathematics or General Mathematics in colleges of education is so much a part of fabric of life that, to have a little or no understanding of it constitutes serious intellectual handicap. It is a pursuit that is intensively rewarding in itself. Relevance of Mathematics or General Mathematics is making an impact on our society and education. In the generations gone by, only physicist and engineers had need for Mathematics. Nowadays, the practice has changed dramatically.

Any graduate of college of education or student aspiring to study Biology, Economics, Geography, Sociology and even Psychology cannot drop mathematics. Mathematics is the bedrock of all education courses which is one of the reasons why the government made it compulsory at primary and secondary school levels (Winfred, 1990).

Winfred (1990) further stressed that mathematics as used by scientists and educationalists predict moral and natural improvement of a man's world through results from the application of mathematics because education can elevate humans as natural to its highest degree of perception. There has always been interest in the development of positive interest perception and attitude toward mathematics.

Tests are a means of evaluating students and of determining their individual needs. Tests can be defined as instruments used for assessing individual differences. It is an objective and standardized measure of a sample of behaviour. Tests help in identifying different types of behaviour deviants. Test and measurement on the other hand is a compulsory course taught in the second semester of the second year in colleges of education. It is geared towards equipping trainee teachers with the needed evaluation tools, techniques and skills for determining the success or otherwise of the teaching and learning process. It is taught to enable teachers determine achievement of set objectives and to what extent. To this end, calculations are involved. According to Onocha & Agomoh (2015) educational evaluation (as taught in test and measurement) helps in identifying what is learnt and what is left to be learnt in an educational programme. It provides adequate and effective feedback on learners'

achievement in cognitive and non-cognitive areas to all stake holders. In this wise, it is important for accountability in education. It also helps to identify problems in education as well as provide solutions that will facilitate achieving quality education.

Student's interest and attitude towards general mathematics and test and measurement in college of education, Lanlate.

The fear of and inadequate interest in General mathematics and test and measurement is one of the most frequently voiced causes for concern in the debate surrounding education in colleges of education. Interest in any course can be manifested in many ways according to Ivowi, (2001). Some of which include: Reading text in the subject area, manipulation of devices such as tools and equipment and data in the subject area and application of related concepts, principles and ideas in varied situations. Early interest in General mathematics, test and measurement and positive attitude towards learning General Mathematics as well as test and measurement also are related to any area of education and career aspiration in Mathematics, Educational Technology, Management, Psychology of education, test and measurement disciplines (Singh, Granville & Dika, 2002). As important as General Mathematics as well as test and measurement are, it is saddening to note that they are mostly disliked by students in Nigerian colleges of education. To emphasize its importance, it is taught on a daily basis to students. Knowledge of General mathematics as well as test and measurement lead to acquisition of interest and skills useful to any college of education student in schools and later life.

According to Kretch and Crutch (1975) attitude has some basic components, a belief or an emotional feeling and action tendency which interacts with several kinds of human and animal behaviors to give the individual response or reaction to situations or events. These behaviours are characterized by belief, perceptions, opinions, prejudices and stereotypes which is the manifestation of learning having taken place.

Attitude could be described as a long term positive or negative emotional disposition towards learning. Eshun (2004) defined an attitude towards mathematics as “a disposition towards an aspect of Mathematics that has been acquired by an individual through his or her beliefs and experiences but which could be changed. Attitude in general terms is a learned predication or tendency on the part of an individual to respond positively or negatively to some object, situation, concept or traits. Attitude plays an important role in determining individual reaction to a particular entity. Tanveer, Rizwan, Ali, Arif, Saqleem & Rizvi, (2010) see attitude as what shapes the behavior, a positive attitude leans towards a favourable response, while a negative attitude depicts an unfavourable response.

Attitude is usually classified in three different categories which affect cognition and behavioural intention. Those three determinants confer the clear meaning of attitude. Attitude is one of the most pivotal determinants of achievement in academic career. According to Ayub, Lian and Mukli (2005), attitude when studying General Mathematics and test and measurement means optimistic or pessimistic feeling towards General Mathematics or test and measurement. Cognition means how students perceive Mathematics while behavioural intention deals with reactions of students towards General Mathematics & Test and measurement.

These emotional dispositions have an impact on an individual's behaviour as one is likely to attain better in a course that one enjoys, has confidence in or finds useful (Eshun, 2004). For this reason, positive attitude towards General Mathematics and test and

measurement are desirable since they may influence one's willingness to learn and also the benefits one can derive from general mathematics and test and measurement

Statement of the Problem

The poor performance of students in General mathematics and test and measurement has called for much concern at the school board meeting of school of general education in the college of education, Lanlate. In order to find out the causes of this poor performance in General maths and test and measurement, researches carried out revealed that infrastructural problem is one of the causes (Adigun, 2014). Likewise there is dissatisfaction with the achievement of students in Basic General Mathematics 113, 122, 222 and test and measurement EDU222. The poor result obtained in the examinations are as a result of poor interest in mathematics, negative attitude to Basic General Mathematics and test and measurement as well as hatred, fear or dislike of mathematics, inadequate interest in basic General Mathematics and test and measurement. This research intends to examine the students' interest and attitude towards basic General Mathematics and test and measurement in Oyo State College of Education, Lanlate.

Objective of the Study

The objective of this study is:

1. To determine the relationship that exists between students' interest and attitude to Basic General Mathematics and test and measurement in the College of Education, Lanlate and achievement in the courses.

Purpose of the Study

The study set out to determine Basic General Mathematics and test and measurement lecturers' academic qualification and methods that would impact or improve students' learning and achievement in Basic General Mathematics and test and measurement. To find out the extent to which instructional materials are available in colleges of education as well as the extent to which the Basic General Mathematics and test and measurement lecturers make use of these instructional materials.

Specifically, the study set out to determine:

- i. The relationship that exists between students' interest and attitude to Basic General Mathematics and test and measurement
- ii. Basic General Mathematics lecturers' academic qualifications and lecturing methods that will bring about improvement in students' achievement in mathematics and Test and Measurement.
- iii. Availability of instructional materials and the extent to which lecturers use the materials to teach students.

Research questions

The following research questions were formulated to guide the study:

- i. What relationship exists between students' interest and attitude to Basic general mathematics and test and measurement?

- ii. Does Basic General Mathematics lecturers' academic qualification and lecturing method lead to improvement in learners' attainment in Basic general mathematics and test and measurement?
- iii. Are instructional materials available for teaching Basic General Mathematics as well as Test and Measurement? To what extent do lecturers make use of these materials?

Methodology

Research Design: The study employed survey research design using questionnaire to obtain information on the Basic General Mathematics and test and measurement, lecturers' qualification and lecturing methods needed for greater attainment in Basic general mathematics and test and measurement and to find out the extent and availability and usability of the Basic General Mathematics instructional materials.

What relationship exists between students' interest and attitude to Basic General Mathematics and test and measurement?

Population of Study: The population of this study is all the Basic general mathematics and test and measurement students and lecturers in Oyo State College of Education, Lanlate.

Sample Size

Ten (10) lecturers and twenty (20) students each from five schools in the College = $5 \times 20 = 100 + 10 = 110$.

Demographic Profile

The profile is for the lecturers and students, the questionnaires is looked upon in term of qualification, experience of the lecturers level of the students, age of the students and gender of lecturer and students.

TABLE 1

VARIABLE	CLASSIFICATION	NO	FREQUENCY
	Ph.D	2	20%
	Master Degree	8	80%
	First Degree	-	-
		10	100
AGE OF LECTURERS	30-50	-	-
	50-65	10	100
AGE OF STUDENTS	15-20	41	41%
	21-25 Above	59	59%
		100	100
GENDER	LECTURERS		
	MALE	9	90%
	FEMALE	1	10%
			100
	STUDENTS		
	MALE	50	50%
	FEMALE	50	50%
	100	100	

SOURCE: The Researcher's field work, 2021

This table shows the bio-data of the lecturers teaching General Mathematics and Test and Measurement courses in Oyo State College of Education, Lanlate and part three (300 level) students that sat for both General Mathematics and Test and Measurement in Part One and two.

The lecturers and the students have been looked into in term of qualification of the lecturers which shows that 2, i.e. 20% of the respondents have a Ph.D. while 8 i.e. 80% had masters degree, 0% have a first degree only. In terms of Age all respondents were in the 50-65 years age bracket. Among students, 41 of them were in the age range 15-20 which is 41%, the 59% remaining were in the age range of 21-25 years and above. In term of gender, 90% of lecturers are male i.e.9 in number, 10% was female which is 1. 50% of students were male and 50% female.

Research Question 1: To determine lecturers' academic qualification and method that would improve the interest and attitude of the students in attaining good result in Basic General Mathematics and Test and Measurement.

Table 2

Lecturer questionnaire

S/N	SA	A	D	SD	FX	NUMBER	MEAN(X)	Decision
1	6	4	-	-	36	10	3.6	Accepted
2	-	-	10	-	20	10	2.0	Rejected
3	2	8	-	-	32	10	3.2	Accepted
4	4	4	1	1	31	10	3.1	Accepted
5	4	-	-	6	18	10	1.8	Rejected
6	6	2	2	-	34	10	3.4	Accepted
7	6	-	4	-	32	10	3.2	Accepted
8	4	4	-	2	30	10	3.0	Accepted
9	-	-	6	4	22	10	2.2	Rejected
10	4	6	-	-	34	10	3.4	Accepted
11	10	-	-	-	40	10	4.0	Accepted
12	-	10	-	-	30	10	3.0	Accepted

Source: Researchers' field work, 2021

From Table 2: The lecturer respondents accepted statement number 1,3,4,6,7,8,10,11,12. Therefore, they agree that only lecturers with Masters Degree and Ph.D should teach the courses in Colleges of education. Likewise, group discussion individualization with computer assisted and demonstration methods are recommended for teaching the courses. The lecturers should always give students practice exercises germane to trainee teachers' expected experiences in the classroom.

Table 3

Student questionnaire

S/N	SA	A	D	SD	(FX)	NUMBER	MEAN(X)	DECISION
1	26	36	14	24	264	100	2.64	Accepted
2	34	48	16	2	316	100	3.16	Accepted
3	6	74	20	16	306	100	3.02	Accepted
4	44	34	14	8	314	100	3.14	Accepted
5	8	24	56	12	228	100	2.28	Rejected
6	14	18	30	38	208	100	2.08	Rejected
7	32	48	18	2	310	100	3.10	Accepted
8	50	42	6	2	440	100	4.40	Accepted

Source: Researcher's field work 2021

From Table 3: The students respondents accepted statements number 1,2,3,4,7 and 8. Therefore, the students respondents stated that lecturers are interested in using instructional material to teach but they do not have knowledge and skills to select and use the available instructional materials and they make use of calculators in teaching trigonometric and make use of graph sheet/graph board in teaching linear and quadratic graphs. The students believe instructional materials for every topic in Basic General Mathematics and test and measurement need to be provided by colleges and well-equipped mathematics laboratory provided by the college is very important. The students respondents on the other hand stated that lecturers have not been using overhead projectors and computer systems to teach Basic General Mathematics and Test and measurement in the college of education.

Research question 2:

To what extent do the lecturers make use of available instructional materials to teach students in Basic General Mathematics and Test and Measurement in College of Education?

Table (IV) Respondents opinion on the availability of instructional materials in our college of education.

TABLE 4

Lecturers' questionnaire

S/N	HA	A	SA	NA	NUMBER	(FX)	MEAN	DECISION
13	-	-	4	6	14	10	1.4	Rejected
14	-	4	4	2	22	10	2.2	Rejected
15	-	2	6	2	20	10	2.0	Rejected
16	-	2	6	2	20	10	2.0	Rejected
17	-	-	6	4	16	10	1.6	Rejected
18	-	7	8	-	22	10	2.2	Rejected
19	-	2	4	4	18	10	1.8	Rejected
20	-	2	6	2	20	10	2.0	Rejected
21	-	8	2	-	28	10	2.8	Accepted
22	-	2	8	-	22	10	2.2	Rejected
23	-	2	8	-	22	10	2.2	Rejected
24	-	-	10	-	20	10	2.0	Rejected
25	-	8	2	-	28	10	2.8	Accepted
26	-	2	2	6	16	10	1.6	Rejected

Source: The Researcher's field work,2021

Table 4: Students opinion on availability of instructional materials. Items 10,11,15,17,19,21 and 21 were accepted by the student respondents. This table shows that lecture books, charts, globes, chalks, whiteboard markers compass, graph books were the only Basic General Mathematics and Test and Measurement materials available for the teaching of the two courses in our college of education in Lanlate. While items 9,13,14,16,18 and 22 were rejected by the students.

TABLE 5

Student Respondents

S/N	HA	A	SA	NA	(FX)	NUMBER	MEAN	DECISION
9	22	36	10	32	204	100	2.04	Rejected
10	14	46	28	12	262	100	2.62	Accepted
11	18	40	18	24	252	100	2.52	Accepted
12	10	58	12	10	248	100	2.48	Rejected
13	22	10	32	30	212	100	2.12	Rejected
14	6	34	24	36	210	100	2.10	Rejected
15	18	40	16	26	250	100	2.50	Accepted
16	14	34	18	34	218	100	2.18	Rejected
17	34	58	61	2	434	100	4.34	Accepted
18	20	32	18	30	202	100	2.02	Rejected
19	16	50	10	24	258	100	2.58	Accepted
20	20	48	8	24	264	100	2.64	Accepted
21	14	44	16	26	246	100	2.46	Accepted
22	14	22	24	40	210	100	2.10	Rejected

SOURCE: The Researcher's field work, 2021

Table 5: This was used to answer the research question 1. Items 21 and 25 were accepted by the lecturer respondents. This shows that chalk/whiteboard markers and graph boards/books were the only Basic General Mathematics and Test and measurement instructional materials available for the teaching of Basic General Mathematics and test and measurement in our college of education. While items 13,14,15,16,17,18,19,20,22,23,24, and 26 were rejected. This simply means that these instructional materials were not available to teach students in our college of education.

Conclusion

The results of the study showed that Masters' degree and Ph.D should be the qualifications for teaching Basic General Mathematics and Test and measurement in colleges of education. If these results can be implemented, the problem of unqualified lecturers in colleges will be eradicated. Likewise, the study revealed that Basic General Mathematics and Test and measurement lecturers are interested in using instructional materials to teach, but most of them lack the knowledge and skills needed to use them. Lecturers have not been using overhead projectors and computer system to teach the two courses in our college of education. More so, student respondents stated that lecture books, charts, chalks/whiteboard markers, compass graph books/boards were the only available instructional materials for Basic General Mathematics and Test and measurement in our college of education. Lecturer respondents indicated that it is only chalk/whiteboard markers that were available in the college to teach the two courses.

The study revealed that ideally, laboratory method, demonstration method, individualized system of instruction method and discovery teaching method should be used in teaching Basic General Mathematics and Test and measurement for better understanding of the two courses in the college and for the achievement of political stability and social transformation of instruction. The college does not have mathematics laboratory where these will be kept thus they are not often utilized by lecturers teaching of Basic General Mathematics and Test and Measurement.

Recommendations

Basic General Mathematics and Test and measurement lecturers without a commensurate welfare plan could hinder the interest and attitude of the teachers and students in taking the two courses in the colleges of education. To enable colleges of education achieve societal needs in teaching Basic General Mathematics and Test and Measurement. The following recommendations are suggested for improvement in our colleges of education in Nigeria.

- It is very essential/necessary that lecturers teaching these two courses in colleges of education be trained on the new technologies so as to update and upgrade their knowledge. This can be organized through study tours, seminars, workshops etc to familiarize the lecturers in these two courses with new technologies.
- Nigerian government should provide enough funds to build more infrastructure and purchase adequate instructional materials for all levels of colleges of education. This will make Basic General Mathematics and Test and Measurement activity-oriented and innovation conscious. In addition to this, institutions should sponsor the lecturers in charge of these two courses in colleges of education to seminars, conferences, workshops and encourage full-in-service training. This will enable them be up-to-date in their knowledge of current events and new developments from advanced nations of the world. All these should be geared towards improving the lecturers' and students' interest and attitude toward Basic General Mathematics and Test and Measurement in our colleges of education.
- Qualified Masters' Degree/Ph.D lecturers should be recruited to teach Basic General Mathematics and Test and Measurement.
- Provision of well-equipped mathematics laboratories in our colleges of education is very important.
- The lecturers taking up the two courses in the colleges of education should be informed on the type of method to be used when teaching each topic in Basic General Mathematics and Test and Measurement.

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OYO STATE COLLEGE OF EDUCATION, LANLATE
DEPARTMENT OF CURRICULUM & INSTRUCTION; SCHOOL OF GENERAL
EDUCATION

EXAMINING INTEREST AND ATTITUDE TOWARDS GENERAL MATHEMATICS AND
TEST AND MEASUREMENT COURSES IN OYO STATE COLLEGE OF EDUCATION,
LANLATE

QUESTIONNAIRE FOR LECTURERS EIATGMTM 001

Dear Respondents,

This questionnaire seeks information on the above subject matter. All responses will be treated with utmost confidentiality.

Section One (Personal Details)

Please tick (√) the box appropriately and fill where necessary

Gender: Male () Female ()

Age of Lecturer: Below 30 () 31-40 () 41-50 () 51-60 () 61-65 ()

Years of Experience at lecturing: _____

Highest Qualification: First Degree () Masters () Ph.d () Other () Pls state _____

Courses Taught: _____

Average Number of Students in a Class: _____

SECTION TWO

Please tick √ the box as appropriate

SA- Strongly Agree

A- Agree

D- Disagree

SD- Strongly Disagree

S/N	Question	SA	A	D	SD
1	Only lecturers with Masters Degree should teach Basic general mathematics and test and measurement courses				
2	Only lecturers with First Degree should teach Basic general mathematics and test and measurement in college of education				
3	Only lecturers with Master/Ph. D degree in mathematics should teach Basic general mathematics and test and measurement in college of education				
4	Group discussion method should be used to teach Basic general mathematics and test and measurement				
5	Lecture method should be used to teach Basic general mathematics and test and measurement				
6	Individualization with computer assisted system of instruction should be used to teach Basic general mathematics and test and measurement in college of education				
7	Laboratory approach should be used to teach Basic general mathematics and test and measurement in college of education				
8	Demonstration method should be used to teach Basic general mathematics and test and measurement in college of education				
9	Playway and dramatization method should be used in teaching Basic general mathematics and test and measurement in college of education				
10	In Teaching Basic General Mathematics and Test and Measurement Lecturers should use readily available examples				
11	Lecturers should always give students ample practice exercises and take home assignments.				
12	Basic general Mathematics and test and measurement should be related to trainee teachers' expected experiences in class				

2 To what extent are these Basic general mathematics and test and measurement instructional materials available and adequate in colleges of education?

HA- Highly available A- Available SA- Scarcely available NA- Not available

S/N	Instructional materials	HA	A	SA	NA
13	Computer				
14	Lecture Book (Math&Tan)				
15	Charts				
16	Tables				
17	Abacus				
18	Set square				
19	Globes				
20	Metre rule (s)				
21	Chalk/Whiteboard Markers				
22	Posters				
23	Compass				
24	Chalkboard/White Projectors				
25	Graph boards/book				
26	Geoboards				

OYO STATE COLLEGE OF EDUCATION, LANLATE.

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AND MEASUREMENT COURSES IN OYO STATE COLLEGE OF EDUCATION, LANLATE.

STUDENT'S QUESTIONNAIRE IATGMTM 002

Dear Respondents,

This questionnaire solicits information on the above subject matter. All responses will be treated with utmost confidentiality.

SECTION ONE (PERSONAL DETAILS)

Please tick (√) the box appropriate and fill in where necessary.

Gender: Male () Female ()

School in College of Education: Arts & Sos () ECCPED () Languages () Science ()
VTE ()

Age of trainee teacher: Below 15 years () 15-20 () 21-25 () 26-30 () Above 30 ()

Level of College of Education: 200 Level () 300 Level ()

Have you been taught any Basic General Mathematics or Test and Measurement Course? Yes () No ()

SECTION TWO

Please tick (√) as appropriate

SA - Strongly Agree

A - Agree

D - Disagree

SD – Strongly Disagree

S/N	Question	SA	A	D	SD
1	Basic General Mathematics and test and measurement lecturers lack knowledge and skills to select and use the available instructional materials				
2	Basic General Mathematics and test and measurement lecturers are interested in using instructional materials to teach				
3	Make use of calculators in teaching trigonometric				
4	Use graph sheet/Graph board in teaching linear and quadratic graphs				
5	Basic General Mathematics and test and measurement of lecturers use overheard projectors to teach Basic General Mathematics in school				
6	Computer system used by Basic General Mathematics and Test and Measurement lecturers to teach in the college of education				
7	Instructional materials for every topic in Basic General mathematics and test and measurement need to be provided by college				
8	Provision of well-equipped mathematics laboratories by our schools is very important				

HA- Highly available A- Available SA- Scarcely available NA- Not available

S/N	Instructional materials	HA	A	SA	NA
9	Computer				
10	Lecture Book (Math&Tan)				
11	Charts				
12	Tables				
13	Abacus				
14	Set square				
15	Globes				
16	Metre rule (s)				
17	Chalk/Whiteboard Markers				
18	Posters				
19	Compass				
20	Chalkboard/White Projectors				
21	Graph boards/book				
22	Geoboards				