**DECLARATION**

I Sulaymaan Abdulwaahid Olaniyi hereby declare that this dissertation titled ‘Effect of Contextual Teaching Strategy on Attitude and Performance in Algebra among Secondary School Students in Zaria, Kaduna State, Nigeria’ has been written by me in the Department of Science Education and that it is a record of my research work. It has not been presented in any previous application for a higher degree. All the information given in the literature has been duly acknowledged in the text and a list of referencesis provided.

SulaymaanAbdulwaahidOlaniyi Date

**CERTIFICATION**

This dissertation entitled ‘Effect of Contextual Teaching Strategy on Attitude and Performance in Algebra among Secondary School Students in Zaria, Kaduna State, Nigeria’,by SulaymaanAbdulwaahidOlaniyi, P17EDSC8377 meets the regulations governing the award of Masters degree in Mathematics Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and library presentation.

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**DEDICATION**

Thisdissertation is dedicated to my beloved parents, Mr.SulaymaanOlanrewajuAbdus-salamand Late Mrs.SidiqahA. Aboderin.

**ACKNOWLEDGEMENTS**

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**ABBREVIATIONS**

1. ACAQ: Algebraic Concepts Attitude Questionnaire
2. ACPT: Algebraic Concepts Performance Test
3. CORD: Center for Occupational Research and Development
4. CTS: Contextual Teaching Strategy
5. JAMB: Joint Admission and Matriculation Board
6. MAN: Mathematical Association of Nigeria
7. NCTM: National Council of Teachers of Mathematics
8. NECO: National Examinations Council
9. NERDC: Nigerian Educational Research and Development Council
10. NMC: National Mathematical Centre
11. SSCE: Senior School Certificate Examination
12. STAN: Science Teachers Association of Nigeria
13. WAEC: West Africa Examinations Council

**OPERATIONAL DEFINITION OF TERMS**

**Attitude**:

It is a positive or negative reaction towards some experiences, situations, or activities because of the way such a student perceives and conceptualizes them.

**Performance**:

It is conceived as the students’ learning outcome exhibited in a test or examination in a particular area of study. It is the evidence that shows the outcomes of a student’s learning.

**Contextual Teaching Strategy:**

This is an approach to teaching that enables teachers to utilize several divergent instructional models within a social and concrete, memorable context to present the new subject matter in a meaningful, authentic and relevant context.

**Lecture Method:**

The lecture method is a presentation of ideas where the teacherdeliversthe lessonto the students with little or no active participation by the students.

**ABSTRACTS**

This study investigated the effect of contextual teaching strategy on attitude and performance in algebra among senior secondary school students in Zaria metropolis, Kaduna State, Nigeria. The study employed a quasi-experimental, pre-test, post-test design with a control group. The population of the study was six thousand four hundred and forty-four (6444)public senior secondary students’schools. A sample of one hundred and thirty-three (133) SS II students was drawn from the population using a simple random sampling technique through balloting. One group was taught using contextual teaching strategy and the other group was taught using lecture method. Two instruments used for data collection were Algebraic Concepts Performance Test (ACPT) and Algebraic ConceptsAttitude Questionnaire (ACAQ). The instruments were validated by experts. The reliability coefficients for ACPTand ACAQ were 0.82 and 0.76 respectively. Four research questions raised were answered usingdescriptive statistics while researchhypotheses were tested usingt-test and Mann-Whitney u-test statistics at P ≤ 0.05 level of significance. Research findings revealed that students taught algebraic concepts using contextual teaching strategy (REACT strategy) had better performance than students taughtwith lecture method. Contextual teaching strategy also had positive effects on students’ attitudes towards algebraic concepts.The male and female students taught algebraic concepts using contextual teaching strategies do not differ significantly in their performance.There was no gender difference in the effect of contextual teaching strategy in terms of attitude. Based on these findings, it was recommended that the contextual teaching strategy should be adopted for teaching algebraic concepts among secondary studentschools.