This study is an investigation into the methods used by teachers in teaching mathematics. The methodology used by teachers was hoped to either promote or hinder good performance in mathematics.

This study addressed the methods used by teachers in teaching mathematics and especially in and out of classroom. There has been increasing concern among scholars and educators about the poor performance in mathematics. The grade obtained in mathematics nationally is dismally low. The key assumption of this study was that by promoting out of class activities like symposiums and projects in mathematics students would be motivated to take mathematics seriously. The interest of the students would be captured. It was noted that schools with contest in mathematics perform better than those without such activities.

Relevant literature was reviewed concerning motivation and mathematics as a subject. Exploration was done concerning the nature of mathematics. From the existing literature it was revealed that teachers teaching methods affect the learning and motivation level of students.

A total of 4 randomly selected schools out of 9 schools and 4 purposively selected teachers who were head of departments were involved in the study. These were given questionnaires to get the data required. Data were also collected using classroom observation schedule for 7 teachers. Each teacher was observed for 40 minutes in mathematics.

Responses from the instruments were analyzed to provide data that would help to answer questions raised by the researcher. The study found that:

1. Methods used by the teachers were the same
2. That teachers tend to avoid the use of such interest creating tools like teaching aids and materials
3. Nearly in all the schools visited, the students had never heard of such things like symposium and rarely prepared projects in mathematics for contest
4. The performance in mathematics was low in all schools.

The study recommends that emphasis be made for the teacher to use discovery method of teaching. A key recommendation was that students need to be exposed to peers through symposium and seminars to boost their interest in mathematics.