

**Mathematics Education in Nigeria:  
Gender and Spatial Dimensions of Enrolment****M. F. Salman, L. A. Yahaya\* and A. A. Adewara\*\****Department of Science Education, University of Ilorin., P.M.B. 1515, Ilorin,  
Kwara State, Nigeria**E-mail: <salman\_mf2005@yahoo.com>, \*<yalasia@yahoo.com>, \*\*<aadewara@yahoo.com>***KEYWORDS** Gender and Spatial Patterns. Geo-political Zones. Counseling. Tertiary level of Education

**ABSTRACT** Mathematics is an essential course for scientific and technological development of any country. Literature indicates low enrolment of students in Mathematics Education when compared with other courses in Social Sciences and Arts, especially at the tertiary level of Education. This development is viewed with grave concern for teaching and learning of Mathematics in schools. In view of this, the study examines the spatial and gender patterns of students' enrolment for Mathematics Education in Nigerian Universities. This is with a view to identifying areas of deficiencies in order to adopt appropriate strategies in teaching and learning of Mathematics and improve the enrolment for Mathematics Education in Nigerian Universities. The study obtained data from six Universities randomly selected from each of the six geo-political zones in Nigeria. The data collected were analyzed using both the descriptive and inferential statistics. The results show significant gender and spatial differences in the enrolment for Mathematics Education in Nigerian Universities. Based on these findings, the study recommends some strategies for bridging the gap in students' enrolment for Mathematics Education. These include provision of incentives and counseling services to students at both secondary and tertiary levels of Education.