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Creating the Support for High School After-Hour-Tutorial Programme: A Pilot Study

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There seems to be problems in South African schools regarding Science and Mathematics at the GET and FET phases in parts of Cape Flats where crime and other vices thrive. The security, social and economic effect cannot be overemphasized as whatever choice learners make in school regarding mathematics and the sciences impact the very society they live in. This problem will have economic implications in the long run if South Africa wants to be a global player in the 4th Industrial Revolution. That is because, South Africa will need to produce students who can follow careers in the Sciences, Technology, Engineering and Mathematics (STEM) stream, to foster skills relating to the 4th Industrial Revolution and to lead life in the global village. For the STEM career paths, learners with good foundation in Mathematics will always be needed and will always be in short supply. The North High School is a technical school with great potential of meeting a small portion of the supply chain for learners that are needed for the STEM field in South Africa and it stands to develop individuals to attain their full potentials in life. The pass rate for grades 8 and 9 mathematics for 2017/2018 was about 10% respectively, thus the need for this intervention. The overall goal of the intervention is at the community level with high schools is to ensure significant growth and improvement in learners' achievement, learners' interest and learners' participation in Mathematics. The study sought to identify factors that encourages learners' retention in such programme.

Apply to be considered for a student ; award (Yes / No)?

Yes

Level for award;(Hons, MSc, PhD, N/A)?

PhD

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