

Teaching senior secondary school mathematics for retention

Learners do not retain enough of the mathematics that they were taught at school despite extended instruction periods, and teachers are not given enough opportunities to improve learners' retention of school mathematics. To deal with this problem, teachers must be given the opportunity to explore retention strategies for their learners and to apply these effectively.

This study aims to explore the perceptions, experiences, opportunities, and challenges mathematics teachers face in addressing the problem of 'forgetting'. Theoretical and empirical explanations of, as well as various aspects of learning and teaching through revision- and retention strategies, were considered. Face-to-face interviews, questionnaires and classroom observation provided data for a case study of ten teachers in Oshikoto, Namibia. The study also explained and discussed the results of pre-tests, post-tests and delayed tests of four Grade 11 and 12 classes respectively, from two different schools. The results showed that retention- and revision strategies have a positive influence on learners' mathematics achievement scores. It is recommended that collaborative professional development programs be designed to stimulate and promote teachers' willingness to develop an understanding of retention- and revision strategies and their use.

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