

The Role of Learners and Parental Socio-economic Conditions on Teaching and Learning of Science Subjects at Mandlethu Further Education Training School

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ABSTRACT A survey was conducted at Mandlethu (FET) School in Mpumalanga province of South Africa with the aim of assessing the role of learners and parental socio-economic conditions in teaching and learning of science subjects. A total study population of 126 interviewees made up of science learners (n=63) and their parents (n=63) were randomly sampled whereby selected interviewees were given structured questionnaires to fill with the assistance of the school management. The results indicate that 66.7% of the parents were unemployed, whereas those who were employed were casual workers, domestic workers or worked in grocery shops and as such had limited sources of income. This implied that majority of the parents had low socio-economic conditions because of their type of employment and hence, it was concluded that parents were unable to provide textbooks and other stationeries to their children although they provided moral support by encouraging them to study.