

Comparative Analysis of Mathematics Syllabi for Secondary School and Teacher Training Programs

Khetha Biyela, Duduzile Sibaya and Patrick Sibaya

University of Zululand, Private Bag X 1001 Kwa Dlangezwa, 3886, South Africa
Telephone: +2731 9026348, Mobile +27732711126
E-mail: SibayaD@unizulu.ac.za

KEYWORDS Content Analysis. High/Secondary School. Mathematics Curricula. Pre-service Teachers. Teacher Education

ABSTRACT Delivering competent teachers for the teaching of mathematics and science remains an ongoing challenge in South Africa. This study aims at comparing the mathematics syllabi for high/secondary schools and bachelor of education degrees in the country and tries to establish any discrepancies between them. A cluster sample was drawn from two universities in the province of KwaZulu-Natal. The method of content analysis was used to collect and analyze data. The coded data was quantified to determine the frequency of occurrence and the intensity of common and different themes. The principal observation indicated a distinctive overlap between the syllabi, but also showed that the teacher training syllabus goes far beyond the high school syllabus. The study concludes with recommendations for further research to investigate the proportions of pedagogical content and academic mathematics content in teacher training programs.