

Study of Secondary Schools Students Performance in Mathematics from Zimbabwe

Newman Wadesango* and Ezekiel Dhliwayo

Walter Sisulu University, Teaching and Learning Centre, East London, South Africa

**E-mail: nwadesango@wsu.ac.za*

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ABSTRACT The study was set up to determine some causes of poor performance in Mathematics examinations at Ordinary ('O') levels in Gweru District Day Secondary Schools in Zimbabwe. For the purpose of establishing the causes, ten day secondary schools in the district were investigated. The research design employed was the descriptive survey because of its ability to address current issues during the time of the study. Ten 'O' level mathematics teachers and their heads of departments were sampled. This information was collected through the use of teacher questionnaire and Head of Departments (H.O.D) questionnaires which enabled the researchers to have a wider view on the research problem. The questionnaires were physically administered by the researchers from school to school which facilitated a 100% return rate. Data collected was grouped and presented in tables in the form of numbers and interpretation. The results obtained from the study indicated that teaching methods and negative attitudes by students of both sexes are some of the causes of poor performance by students at 'O' level mathematics. The study recommends regular staff development workshops.