

Factors that Impact on the Teaching and Learning of Agriculture Science in FET Schools in Mpumalanga, South Africa: A Case of Mandlethu FET School

C.A. Mbajiorgu^{1*}, J.W. Oguttu¹, M.S. Maake¹, P.J.H. Heeralal², M.G. Ngoepe³,
M.M. Masafu¹ and L.M. Kaino³

¹*Department of Agriculture and Animal Health, University of South Africa,
Private Bag X6, Florida 1710, Johannesburg, South Africa*

²*Department of Science and Technology Education, University of South Africa, Muckleneuk
Campus, PO Box 392, Pretoria, 0003, South Africa*

³*Department of Mathematics Education, University of South Africa, Muckleneuk Campus,
PO Box 392, Pretoria, 0003, South Africa*

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ABSTRACT A survey was conducted at Mandlethu FET School in Mpumalanga Province of South Africa to determine factors that affect teaching and learning of Agriculture Science at the school. The study also sought to identify possible support from the learners' view point that are needed to improve on the teaching and learning of Agriculture Science at the same school. Face-to-face interviews with the learners and one educator using questionnaires, was used to collect data for this study. The present study identified several factors that hinder effective delivery of tuition, and these include: educator's poor attendance of classes; lack of parental support; inadequate government support for learners and educator, poor social skills on the part of the learners and lack of resources like study materials. According to the learners, measures that are needed at the school so as to improve on their teaching and learning experience include: learners being given extra assignments and questions to do after school, the school offering extra classes to reinforce what has been taught during school hours, timely delivery of resources like text books by the Department of Education and provision of a library. In conclusion, closer collaboration between the school, government and families is needed to solve the problems both learners and the educator face so as to create an environment that is conducive for effective teaching and learning to take place. Such an approach recognizes the "*significance of families*" and the "*contributions of schools and government*" as a "*necessary framework*" for working together in "complementary efforts toward common goals" to maximize success for learners.