

Perceptions and Interests of Urban High Density Secondary School Students on Applications of Mathematics to Work-related Situations in Zimbabwe

Paul Mutodi¹ and Hlanganipai Ngirande²

¹*Department of Mathematics, Science and Technology Education, ²School of Economics and Management, University of Limpopo, Private Bag x1106, Sovenga, 0727, South Africa*

Cell: ¹<(+27)717 579 859>, ²<(+27) 735 264 366>

E-mail: ¹<paulmutodi@ul.ac.za, paurosmutodi@yahoo.com>, ²<hlanganipai.ngirande@ul.ac.za>

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ABSTRACT The study investigated urban high density students' interests, perceptions and situations that the learners would prefer to be exposed to and handle in relation to learning mathematics. A questionnaire was administered to 450 randomly selected students from 5 high density secondary schools in Harare, Zimbabwe. The main findings from the study show that students in these schools expressed a high preference for mathematics that would provide them with access to studies at universities and technical colleges, mathematics that is relevant to professionals such as engineers, lawyers, and accountants, and mathematics in modern gadgetry such as SMS and ATM devices, computer games, and play stations. The students expressed low preference for mathematics related to lottery and gambling, craft and decorations by indigenous women, pop music, and designing of clothes and shoes. Such observations sensitize planners to a curriculum sense balancing that taps from the current interests of learners, prospective employers, and other curriculum stake holders.