

Learners' Perceptions of the Teaching Effectiveness of Science Tutors during Winter School Sessions

Wendy N. Setlaletoa

*Faculty of Humanities, Department of Mathematics, Science and Technology Education,
Central University of Technology, Free State Private Bag X20539,
Bloemfontein 9300, South Africa
E-mail: wsetlale@cut.ac.za*

KEYWORDS Winter School. Teaching Efficacy. Critical Thinking. South Africa

ABSTRACT This study investigated the perceived teaching effectiveness of science tutors by grade 12 learners who attended the Winter School programme. It aimed at equipping them with critical concepts and skills in science and related subjects, organised by a University of Technology in South Africa. The participants were 198 grade 12 learners enrolled for Physical Sciences at the Winter School, comprising 93 (47%) females and 104 (53%) males with age range 17-25 years old. Data were collected by means of a questionnaire on teacher efficacy administered during the final week of the Winter School session and analysed using Descriptive statistics. The study found that, participants (learners) were satisfied with delivery modes utilized by the tutors during teaching sessions. The learners were also content on how tutors managed classroom activities and how they, the learners, were able to reflect upon personal experiences and hands-on discovery learning that can overtly be connected to the tenets of constructivism.