



African Perspectives on School-Based Remedial Math Tutoring Programmes: Framework for Enhancing Urban Primary School Students' Academic Outcomes and Teacher Efficacy

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Abstract

In Guinea, urban primary schools face challenges in providing equitable mathematics education, particularly for students who struggle with foundational skills. Theoretical synthesis will be employed, drawing insights from existing literature on mathematics education in Guinea and internationally. The theoretical framework provides a structured approach for the design of effective remedial math tutoring programmes, addressing specific needs based on urban context and educational challenges. School administrators should prioritise the development and implementation of comprehensive tutoring programmes that include regular monitoring and adaptation to student needs. Teacher training in evidence-based teaching methods is also recommended.

Keywords: *African Geography, Urbanization, Equity, Tutoring Programmes, Remediation, Teacher Efficacy, Cultural Competence*

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