

**Teachers' perceptions on the impact of professional development on promoting quality
teaching and learning**

By

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A thesis submitted for the fulfillment for the degree of

DOCTOR OF EDUCATION IN CURRICULUM STUDIES

In the

DEPARTMENT OF CURRICULUM STUDIES AND EDUCATION MANAGEMENT

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

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ABSTRACT

Teachers' perceptions on the impact of professional development are crucial on promoting quality teaching and learning. However, there has been mixed perceptions amongst teachers in South Africa regarding the promotion of quality teaching and learning through their professional development. Teachers perceive the relevance and contribution of their professional development with discontent. The aim of this study was to investigate teachers' perceptions on the impact of professional development on promoting quality teaching and learning. This survey study utilised both quantitative and qualitative research designs. Closed-ended self-administered questionnaires and interview schedule were used to collect data. Two hundred teachers were sampled through simple random sampling procedure to complete the questionnaires. From the two hundred sampled teachers, ten were requested to take part in face-to-face semi-structured interviews. The results show that both less and most experienced teachers recognise the impact of professional development in broadening their pedagogical and content knowledge, and teaching skills and strategies to improve student's learning. Furthermore results show that teachers are undergoing professional development initiatives in order to gain financial rewards even though they lack support from their schools and the Department of Basic Education. I recommend that further research on the effects of professional development be undertaken.

Keywords: Perceptions; professional development; quality teaching and learning