

**PROFESSIONAL DEVELOPMENT OF ACCOUNTING TEACHERS IN THE  
INTEGRATION OF INSTRUCTIONAL TECHNOLOGY IN  
LIMPOPO PROVINCE**

by

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Thesis Submitted for the fulfilment of the requirements of the degree of

**DOCTOR OF EDUCATION IN CURRICULUM STUDIES**

in the

Department of Curriculum Studies

**SCHOOL OF EDUCATION  
UNIVERSITY OF VENDA**

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**SEPTEMBER 2017**

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## ABSTRACT

This study aimed at examining professional development of Accounting teachers in the integration of instructional technology in Limpopo Province. A number of professional development courses are organised for Accounting teachers at Further Education and Training (FET) level at Makhado Centre for Professional Development (CPD) in the Limpopo Province. This study raised the following question: What can be done to improve the professional development of Accounting teachers in the integration of instructional technology in schools in the Vhembe District in Limpopo Province of South Africa? This study adopted both the quantitative and qualitative approaches. Questionnaires were used to collect quantitative data and were completed by 230 teachers. The interview schedules was employed to collect qualitative data and 17 participants (1 the Centre manager, 1 Deputy Education Specialist, 1 IT Education Specialist, 4 Subject advisors and 10 principals) were interviewed. Simple random sampling was used to select participants for the quantitative data and purposive sampling was used in the selection of participants for the qualitative data. The quantitative data was analysed through the Statistical Package for Social Science (SPSS) version 23 and the qualitative data was analysed thematically. The study revealed that PD in the integration of instructional technology for Accounting teachers does not exist and that the Centre is not performing its core function. This resulted to the implementation of PD in the integration of instructional technology not being effective. This finding helped in the formulation of recommendations pertaining to the present study. Accounting teachers should receive training on the integration of instructional technology and should be a continuous process because technology is ever changing.

**KEYWORDS:** Professional development, Instructional technology, Accounting, Curriculum Technology integration, Curriculum Assessment Policy Statement, Further Education and Training Band