

Teaching Strategies for Rural Dysfunctional Schools: Can Teachers Make a Difference?

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ABSTRACT While there are strategies and models for teachers advocating for promotion of effective teaching in schools, these have not been successful in improving the quality of teaching in public secondary schools. The aim of this study was to develop a model which promotes the quality of teaching through teachers' professional development. Quantitative data was collected through closed-ended self-administered questionnaires. Two hundred teachers were sampled through simple random sampling procedure. Results show that though teachers were attempting to improve the quality of teaching in dysfunctional schools in rural areas, their efforts have been short lived. A model to assist in improving teachers' skills and the quality of teaching through their professional development has been developed. The model shows that teachers must be involved in the planning, conception and implementation of their professional development to improve their teaching skills. Teachers' professional development linked to promotional development would improve the quality of teaching and learning. The model promotes teacher observation process while teaching in class to improve skills.