

Teachers' Perceptions of the Impact of Continuing Professional Development on Promoting Quality Teaching and Learning

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ABSTRACT The aim of this study was to investigate teachers' perceptions of the impact of Continuing Professional Development on promoting quality teaching and learning. This study adopted a mixed method approach using 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, while ten teachers participated in face-to-face semi-structured interviews. The results show that teachers recognise the impact of professional development in broadening their pedagogical and content knowledge, teaching skills and strategies to improve student's learning. Results also show that teachers are undergoing professional development initiatives in order to gain financial rewards. The study concludes that teachers have positive perceptions of their professional development even though they are not being supported adequately by Department of Basic Education and their schools. The study recommends that adequate financial rewards be put in place to encourage and motivate teachers when furthering their studies as part of Continuing Professional Development. Further research into the factors influencing teachers furthering their studies as part of professional development in South Africa should be undertaken.