

**Teachers' Perceptions on Agricultural Science Curriculum  
Evolution, Infrastructure Provision and Quality Enhancement  
in Limpopo Province, South Africa****Phineas Khazamula Chauke<sup>1</sup> and Hlekani Muchazotida Kabiti<sup>2</sup>***<sup>1</sup>Department of Agricultural Economics and Agribusiness, University of Venda,  
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Thohoyandou, South Africa, 0950**Telephone: +2715 962 904; E-mail: <sup>2</sup><kabitihlelemani@yahoo.co.uk >***KEYWORDS** Certificate. Demographic. Syllabus. Qualitative. Validity

**ABSTRACT** This study was conducted in Limpopo Province of South Africa focusing on Agricultural Science teachers. From a population of about 243 teachers, 88 who attended the Provincial conference organized by the Association of South African Agricultural Educators participated in the study. The study aimed at responding to teachers' demographic characteristics, availability of land for agricultural purposes, Senior Certificate subject pass rates and teachers' perceptions regarding evolution of subject content, teacher qualifications and quality of output and infrastructure support. A quantitative, multistage clustered non-probability sampling design was employed to solicit responses from teachers. Data was collected using Likert scale questionnaires and analyzed through non-parametric ordinal level statistical techniques. The study recommends the retraining of teachers who are expected to remain in the system for at least 10 years, provision of support that would assist in transmitting practical knowledge and arrangement of workshops on restructuring the Agricultural Science syllabus to relevant stakeholders.