

Junior Secondary Educators' Views on the Strategies for Implementing Continuing Professional Development Programs in One Rural Education District

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ABSTRACT This study assessed the effectiveness of the current strategies for implementing continuing professional teacher development (CPTD) programs in rural junior secondary schools in one Eastern Cape Education District in South Africa. An interpretive paradigm that allowed the use of a qualitative research design was adopted. Eighteen participants took part in the study. Qualitative data was collected through semi-structured interviews and the data was analyzed qualitatively. Findings suggest that strategies for implementing CPTD programs did not impact the teachers' classroom practices. Results also indicate that teachers were not motivated to attend out-of-school CPTD programs as they felt not rewarded by such programs. Teachers preferred professional development that was within the school. Moreover, findings indicate that teachers had already started engaging in communities of practice in their schools on their own. Lastly, findings equally show that district officials were not visiting schools. This study concludes that CPTD programs must continue to exist with the intentions to finding lasting solutions to implement effective strategies. Some recommendations have been made.