



# Teacher Professional Development Needs in Virtual Reality Enhanced Training in South African Secondary Schools

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## Abstract

Virtual reality (VR) has been increasingly adopted in education to enhance learning experiences, particularly for secondary school students in South Africa. A mixed methods approach was employed, combining quantitative survey data with qualitative interviews to gather insights into teacher perspectives on VR-based education. The findings indicate that while a significant proportion (75%) of teachers reported high satisfaction with the VR training modules, there were notable gaps in technical support and professional development resources provided by schools. Teachers expressed a strong need for additional training sessions focused on troubleshooting common issues and integrating VR into their existing lesson plans effectively. Schools should prioritise offering ongoing professional development to teachers using VR technology, including workshops and one-on-one support from IT specialists. Professional Development, Virtual Reality, Secondary Education, Teacher Training

**Keywords:** *African Context, Mixed Methods, Teacher Education, Virtual Reality, Professional Development, Secondary Schools, Quantitative Research*

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