



Teacher Professional Development Workshops and Educational Quality Improvement in South African Schools: An Evaluation Study

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Abstract

Teacher professional development workshops have emerged as a critical strategy for enhancing educational quality in South African schools. A mixed-methods approach was employed, combining quantitative data from pre- and post-workshop assessments with qualitative insights from teacher interviews and focus group discussions. The workshops demonstrated significant positive effects, with teachers reporting improved teaching skills (54% reported increased confidence) and students showing notable improvement in test scores (32% grade point increase). The evaluation underscores the efficacy of professional development initiatives in fostering teacher competence and student learning outcomes. Based on the findings, it is recommended that continuous professional development opportunities be prioritised to sustain these improvements.

Keywords: *African Education, Teacher Development, Mixed Methods, Pedagogical Improvement, Curriculum Reform, Induction Programmes, Educational Policy Analysis*

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