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TOPIC:

**AN INVESTIGATION INTO TEACHERS' PERCEPTIONS OF
PROFESSIONAL DEVELOPMENT AND TEACHERS' PERFORMANCE
AT A RURAL SECONDARY SCHOOL**

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CURRICULUM STUDY

AN INVESTIGATION INTO TEACHERS' PERCEPTIONS OF
PROFESSIONAL DEVELOPMENT AND TEACHERS' PERFORMANCE AT A
RURAL SECONDARY SCHOOL

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Abstract

The purpose of this study was to investigate and analyse teachers' perceptions of professional development at a rural secondary school in the North Eastern Educational District of Trinidad and Tobago. It also sought to determine what relationship, if any, could be established between teachers' perceptions of professional development and teachers' performance at the school under study. The research methodology was quantitative in nature and a questionnaire was utilized as the data collection instrument. The sample consisted of thirty (30) teachers. Descriptive statistics including mean, standard deviation and correlation were used to analyse the data collected.

The findings indicated that the sample of teachers had a strong perception of the importance and relevance of continuous professional development. They were however dissatisfied with the professional development opportunities offered at the school. The findings also suggested that teachers' job performance at the school was mediocre. The analysis of the correlation coefficient revealed a weak but positive relationship between teachers' perception of professional development and teachers' performance at the school. The findings therefore seem to indicate the need for systematic coherent planning of professional development based on a needs analysis at the school. These findings were limited to the context of this study.