

ABSTRACT

**Social Science Teachers' Perceptions of the
Impact of the Diploma in Education Programme
at UWI, St. Augustine**

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The study was based on an evaluation of the Social Science component of the Diploma in Education Programme. It highlighted the perceptions of those teachers who participated in the programme during the period 1999-2004. The study examined the role the Dip.Ed. plays in developing teachers as well as whether teachers utilise the skills acquired in training to enhance learning among their students.

The study includes an assessment of (1) the relevance of the Dip.Ed. programme (2) the programme's impact on teachers' pedagogical skills (3) the usefulness of Dip Ed as a tool for promotion and (4) the strengths and weaknesses of the Dip Ed.

The mixed methods study employed both the questionnaire and semi-structured interview as its main data collection tools. The participants in the study included eighty (80) teachers who completed the Dip Ed during the period of the study and comprised the sample population for the questionnaire. Interviews were conducted with eleven (11) teachers who were promoted in the Teaching Service and the three (3) Social Science lecturers. Quantitative data collected through the questionnaire was coded and analyzed using descriptive statistics and correlations. Qualitative data derived from the interviews were developed into themes.

The study revealed that the Dip.Ed. is an attempt to train teachers and enhance their pedagogical skills. However, the training influences teachers' practice in the short term. In addition, it highlighted the major weaknesses of the programme and found that the Dip.Ed. is an inadequate tool for promotion in the Teaching Service.

Key words: Raywatee Goberdhan; Diploma in Education; teacher education; evaluation; pedagogical skills.