

Enhancing Educational Quality: The Impact of Professionalizing Teaching in Higher Education

Prof. Newman Wadesango

University of Limpopo, Centre for Academic Excellence, Republic of South Africa

Abstract

This study investigates the significance of professionalizing teaching among higher education academics, focusing on its impact on teaching quality and student outcomes. The purpose of this research is to evaluate the perceptions and experiences of 170 academics from a single university who have attained a professional teaching qualification. A quantitative methodology was employed, utilizing a structured survey administered to the selected participants. The survey encompassed several dimensions, including teaching effectiveness, student engagement, and professional development opportunities. Data were analyzed using descriptive and inferential statistics to identify correlations between educators' professional qualifications and their teaching practices. Preliminary results indicate that a majority of respondents believe that professional qualifications positively influence their teaching effectiveness and student engagement. Moreover, participants reported increased confidence in their teaching abilities and greater satisfaction with their professional roles. Concluding, the findings highlight the essential role qualified teaching practitioners play in enhancing educational quality and fostering improved student experiences in higher education. Recommendations include advocating for systemic support for professional development programs and encouraging the adoption of professional teaching qualifications across institutions to enhance faculty effectiveness. This research underscores the crucial need for ongoing professionalization in teaching, positing that such initiatives can lead to transformative outcomes for both educators and students alike, ultimately contributing to a more robust educational framework in higher learning environments.

Keywords: Professionalisation, Higher Education, Teaching Qualifications, Academic Effectiveness, Quantitative Research