

## **Uganda Secondary School teacher’s perception of “teacher professional development” and implications for their professional development**

Although teacher professional development is important in improving teacher practices, in Uganda teachers hardly undertake professional development. Yet as Mcchurg and Buss (2007) assert, teachers need information, theory, modelling, coaching, support and feedback through sustained intensive experimental learning opportunities. The main objective of this study was to establish secondary school teachers understanding of the concept “teacher professional development”. In addition the study explored the approaches teachers use to develop themselves and; the barriers/constraints they face, One hundred (100) secondary school teachers from ten schools, both rural and urban participated in this study. Results show that most teachers have narrow understanding of the concept of ‘teacher professional development. Many understood it as subject content upgrading while others perceived it as strict observance of code of conduct. Barriers mentioned include shortage of time, lack of funds, lack of motivation and support by head teachers and government as a whole. Researchers recommend that teacher education should incorporate a component of professional teacher development in the initial teacher training. The Ministry of Education and Sports should establish formal structures of teacher professional development since there are many changes in the curriculum which require a changed teacher. Teachers with low self-esteem should be motivated through attendance of conferences, workshops and group activities at local level.

Key words: Secondary School Teachers, teacher Professional development.

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