

SCHOOL-BASED TEACHER PROFESSIONAL DEVELOPMENT PRACTICES: THE CASE OF PUBLIC PRIMARY SCHOOLS IN UGANDA

Charles Kyasanku

Department of Foundations and Curriculum studies, College of Education and External studies, Makerere University. P. O Box 7062 Kampala, Uganda

Email: kyasacha@gmail.com/ckyasa@yahoo.com

Mob: +256782387373

Abstract

This article describes a study on the practices/opportunities for school-based teacher professional development in public primary schools in Uganda. The research followed a qualitative multiple case study design where ten public primary schools were purposively selected for the study. The study population consisted of teachers, school administrators and MOES officials. Data was collected through interviews, focus group discussions, and documentary analysis and analysed using content analysis. The study revealed several practices/opportunities for SBTPD in the knowledge, skills, values, attitudes, and professional ethics competence areas. The study recommends the need for school authorities to provide formal strategies/plans/guidelines that create supportive environments for teachers to engage in SBTPD practices and opportunities as supportive school environments increase teachers' internal motivation to engage in SBTPD.

Keywords: School-based teacher professional development, practices, opportunities, Public primary schools, teacher competences.

1. Introduction

Following the 1990 Jomtien worldwide education conference (UNESCO 1994), Uganda showed commitment by introducing universal primary education (UPE) in 1997. This made an immediate impact on primary school enrolment level from 2.8 million in 1996 to 8,655,924 in 2016 (MOE&S, 2016). The number of schools increased from 13,332 in 2002 to 19,718 in 2016 (MOE&S, 2016), Pupil-Teacher Ratio in public primary schools improved from 58:1 in 2002 to 54:1 in 2016 (MOE&S, 2016). However, despite these successes, the low quality of learning achievement remains the primary challenge. Low learning achievement is shown by the low-quality literacy and numeracy proficiency which at P.6 were relatively low at 51.9% and 52.6% respectively in 2016 among other quality issues (MOE&S, 2016). Interventions to address the low learning achievement challenges in primary education, therefore, require commensurate increases in the knowledge and skills of teachers. This situation agrees with findings from UNESCO, (2003) which show that teachers are not the only 'variable' that needs to be changed to improve the educational system but are the most significant agents in this reform.

The teachers are always the centerpiece of educational change, being the active and powerful change agents who have the power to make a difference, both individually and collectively (Castellano & Datnow, 2000). As reform efforts need to place at their core the processes of teaching and learning, teachers transform what happens in the schools. Therefore, professional development is most effective when there is an ongoing process which includes proper, well-designed training and an individual follow-up.

Theoretical Orientation to Researching School-Based Teacher Professional Development

Malcolm Knowles advanced Andragogy, the adult learning theory that guided this study. The word andragogy comes from the ancient Greeks and it is composed of two words; “Andra” meaning “Men” and “Agogus” meaning “leader of”, hence meaning “leader of men”. The key contributors to the field of andragogy include the German educator Alexander Kapp. In his book “Plato’s Educational Ideas, Kapp (1833), establishes that human beings have a lifelong necessity for learning. He also states that as adults, people not only learn from teachers but also from self-reflection and life experience. He recognizes andragogy to be important as the practical necessity of the education of the adults. Eugene Rosenstock another German educator who lived in Germany during world war one, his experiences during this time are reflected in the philosophy on andragogy. He believed that to rebuild his country, the basis for the new power of teaching must arise from shared experiences of both students and teachers (Svein Loeng, 2013). He also believed that with andragogy not only was experience to be shared in this sense that the background of students was to be a costed source of data in the teaching process, but also in the similarities of ages of students and teachers. He wanted to show how adult education requires special teachers, methods and philosophies.

1.1. Context of the Study

To enhance the quality of universal primary education (UPE) in Uganda, the MOES through its Quality Enhancement Initiative (QEI) identified four pillars as the key to quality improvement. These were the pupil pillar, teacher pillar, management pillar and community pillar. This study focused on the teacher pillar since no education system is better than the quality of its teachers. Therefore, the primary school teacher competence profile was developed to enhance the quality of primary school teachers to achieve the national goals of primary education (National Teacher Policy, 2019). These competences included knowledge competences, skills competences, values competences and professional ethics competences. Knowledge competences constitute content knowledge, pedagogical knowledge, professional knowledge and contemporary knowledge. Skills competences constitute practical skills, mental skills, pedagogical skills, research skills and leadership skills. Values and attitudes skills constitute treating others respectfully, confrontation prevention, honesty and self-respect, care for others and perseverance. Finally, professional ethics competences constitute professional conduct, professional responsibility and personal conduct. In-service training at primary school level is implemented through the framework of Teacher Development Management System (TDMS). From the national level to the district and school management structures, the framework is coordinated. At the district level, the Centre Coordinating Tutor (CCT) is responsible for the day-to-day supervision of teaching in schools. However, there is no policy in place to harmonize the various in-service training schemes in Uganda. The system in place for in-service training is fragmented and lacks systematic approaches to link it to career development. Teachers take upgrade courses to meet their own interests rather than being determined as part of the national education needs. In-service training courses financed and implemented by international partners, civil society, and other bodies are managed by the same organizations using the existing structure in the Ministry of Education and Sports.

Statement of the Problem

Recent changes in the education system of Uganda (changes in the curriculum, increased funding by government and the increased role of the private sector in the provision of education) have externally pressured teachers to improve their practice in order to attain high levels of pupils’ performance. Kress (2000) pointed out that the previous era had required an education for stability,

the coming era requires an education for instability, and hence the need to redefine TPD for sustainability. In his/her duty, the primary school teacher instructs, cares for learners, provides guidance and counseling services, provides leadership and management, and manages his/her professional growth. Therefore, to carry out the above tasks effectively, and to ensure high levels of pupils' performance, teachers require strong and effective competences.

Teacher effectiveness depends on how well a teacher performs in the classroom, and this is dependent on how competent the teacher is. Teacher competences including the respective competencies of knowledge, skills, values and attitudes, and professional ethics have continued to be questioned (Wamala & Seruwagi, 2013). To ensure improved TC, most schools have relied on the traditional pre-service teacher training programs that have been lacking in quality and slow to change, while large-scale in-service teacher training schemes have proven to be unsustainable and have rarely translated into instructional gains (Mac Neil, 2004). To date, the possible alternative seems to be the School-Based Teacher professional development (SBTPD). However, there are no known clearly spelled out practices for school-base teacher professional development for the developing teacher competences. Also, schools implement these practices sporadically leaving the realization of their potential benefit to the development of teacher's competences to the discretion of school administrators. Hence, the need for establishing the practices/opportunities for SBTPD as an alternative for the development of teacher competences in public primary schools.

2. Literature review on Opportunities for School-Based Teacher Professional Development

Everything that goes on in school presents an opportunity for professional development (Darling-Hammond, et al. 2011). Department meetings, for example, can be an administrative bore or they can operate as mini-seminars, engaging faculty members into the examination of materials, student work, and curriculum plans (Grossman 1996 cited in Darling-Hammond, 2011, p. 86).

Studies conducted by, for example, Koster et al. (2008), and Ben-Peretz et al. (2010) showed that the professional development of teacher educators comprises various types of learning, ranging from implicit ways of learning to deliberate actions to advance one's own competencies. Drawing on her own involvement and experiences, Smith (2003), put forward several suggestions for encouraging professional development, such as attending academic studies, participation in seminars and workshops, staff development and feedback on one's own teaching. Her suggestions point to the diverse nature of professional development activities: formal and informal, and individual- and team-based activities are seen as conducive to professional development.

Engin (2014) studied scaffolding in PD for pre-service trainees. Engin argued that teaching skills could be attained through the negotiation of the conventions and expectations by the trainer and trainee. This approach entailed scaffolding during the planning, preparation and teaching practice, including the development of content and knowledge. Engin's scaffolding model comprised three steps facilitated by the teacher/mentor: modeling, demonstrations, and building frameworks.

In line with the above, mentoring and coaching are relevant aspects of SBTPD. Mentoring is a mutual process of sharing experiences, knowledge, and wisdom with a less experienced person who will benefit from this exchange (Zey, 1984, cited in Nilofar & Rakhshinda, 2010, p. 124). Mentoring, therefore, is the process help offered by experienced staff to another practitioner who needs to gain the professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to a load of a complex job of teaching. The central premise of mentoring as professional learning stems from the belief that individuals may best

learn through observing, doing, commenting and questioning, rather than simply listening (Jarvis, 2006 p.166).

3. Research Methodology

The study was qualitative in approach. The study used a qualitative multi-methods case study design involving in-depth analysis of a single unit of analysis. Specifically, the study used a multiple case study design because the study contained more than a single case and the contexts for each of the cases differed. This allowed the researcher to analyze within each setting and across settings. Further, a multiple case study design enabled the researcher to collect precise data on basic demographic facts, opinions, and behaviors of a large sample of people/different participants at an instant in time. Data were collected through in-depth interviews with school administrators, officials from the Ministry of Education and Sports, and focus group discussions with teachers. Further, documentary analysis involving checking institutional files alongside the study attributes was done to further complement data collected through other methods. Data were recorded, transcribed and then analyzed. The researcher read through the transcribed materials and themes were then constructed from the qualitatively analyzed data in the form of statements and written verbatim quotations that were used to present the data.

To ensure the confidentiality of the participants, participating teachers, and administrators provided oral consent. Further, pseudonyms were used for the participants in place of their names or schools where they worked.

4. Results and Discussion

SBTPD practices/opportunities included practices that developed teachers’ knowledge, skills, values and attitudes and professional ethics competences as shown below in Table 4.1.

Table 4.1: Practices/opportunities for SBTPD

Practice/Opportunity	School																							
	A		B		C		D		E		F		G		H		I		J					
	F	I	D	F	I	D	F	I	D	F	I	D	F	I	D	F	I	D	F	I	D	F	I	D
FGD/Interview/Doc	√	X	√	√	√	√	X	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√
Department Meetings	√	X	√	√	√	√	X	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√
Support supervision	X	X	√	√	√	√	X	X	X	√	√	√	√	√	√	√	√	√	√	X	X	√	√	√
Peer HT supervision	X	√	√	X	√	√	X	√	√	X	X	X	X	X	X	√	√	X	√	√	X	X	√	X
Seminars/Workshops	√	X	X	X	√	X	√	X	X	√	X	X	√	√	X	X	√	X	√	√	√	√	X	√
Staff meetings	X	√	√	X	√	√	X	√	√	√	X	√	√	X	√	√	√	√	√	√	√	√	X	X
Coaching/Mentoring	√	√	X	X	X	X	X	√	X	√	X	X	√	√	X	√	X	X	√	√	X	X	X	X
Panel marking	X	X	X	X	X	X	X	X	√	X	X	X	X	√	X	X	√	√	X	X	X	X	X	X
Marking UNEB exams	X	X	X	X	X	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	X	√
Textbooks use	X	X	√	√	X	√	X	√	√	X	X	√	√	√	√	√	√	X	√	X	X	√	X	
Joint scheming/material	X	X	X	√	√	X	X	X	X	X	√	X	X	X	√	√	X	√	√	X	X	√	X	X
CCTs	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√
Guidance & Counseling	X	X	X	X	X	X	√	X	X	√	X	X	X	√	X	X	X	X	√	X	X	X	X	X
NAPE Reports	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√	X	X	√

Source: Primary Data (2019)

Table 4.1 presents a brief description of knowledge competence practices with the corresponding school responses based on FGDs, in-depth interviews and documentary review.

4.2. Knowledge practices

Department meetings were among the practices schools engaged into. During such meetings, teachers met to discuss issues relating to teaching and assessing in particular, shared problems encountered during preparation for teaching, actual teaching and post teaching phases and collectively advanced solutions to the challenges, thereby improving their knowledge competences. This is in line with Hargreaves and O'Connor (2017) who suggest that future forms of teacher collaboration should concentrate on teachers' joint work and a collective sense of responsibility to improve their teaching practice. The school administrators echoed this that teachers held departmental meetings during which they shared problems they encounter during teaching. For instance, in using the textbooks, drawing of teaching aids, class control and handling of certain topics. This practice, therefore, agrees with the assumption of Andragogy that adults need to feel that learning focuses on issues that directly concern them, and want to know what they will learn, how they will learn, and how learning will be conducted, and why the learning is important.

Related to the above were staff meetings as a SBTPD practice in public primary schools. Staff meetings were an opportunity where the teaching staff and administrators met for information sharing, planning school programs, re-alignment, updating, and highlighting school priorities in areas of teaching and learning, assessment, classroom management and control, teacher and student discipline among other aspects. It was a common practice that schools held staff meetings at least three times a term and during such meetings, discussions on academics, information on how to prepare schemes of work, lesson plans, teacher conduct and dress code and how to improve teaching and learning were held. Mohammad & Milad (2017) agrees that meetings between and among teachers in education, are one of the most important tributaries of enriching their experiences, abilities and development of their performance. Therefore, staff meetings acted as an opportunity to establish commonness among the teaching staff in pursuing set targets and subsequently ensuring improved knowledge, skills, values and professional competences among teachers. Staff meetings are in line with the Andragogy assumption that adults need to know why they need to know something before investing their time in undertaking the task.

Furthermore, support supervision was another practice where school administrators or heads of departments visited teachers in classrooms to observe the teaching and learning process, intending to identify strengths and weaknesses in the instructional process and joint problem solving. Before supervision, the supervisor and supervisee agreed on the date, subject and topic for supervision. During actual supervision, the supervisor observed the supervisee conducting instruction in class and specifically noted areas of strengths and weaknesses in various aspects. For instance, appropriate learner-centered methods, use of teaching aids, communication, classroom management and control among others. After supervision, the supervisors would conference with the teachers to discuss areas of weakness but also to highlight aspects of strength during the lesson and a way forward for better instruction in subsequent lessons. In conducting support supervision, schools applied principles of Andragogy, specifically the principle of scaffolding and the need to have adults actively involved in the learning process. Ranjan (2012), comments that many teachers especially student teachers and newly qualified teachers may not have mastered or developed sufficient skills for effective teaching, hence there is a need for supervisions in a classroom to be conducted so that the teachers gain confidence while teaching. Until now, policies have focused on

ensuring that teachers are highly qualified (MOES, 2018). However, it is becoming clear that having the necessary qualifications and certifications does not necessarily predict highly effective teaching (Little et al. 2009). There is a need for high quality standards and strict accountability mechanisms in the form of support or instructional supervision to make a difference.

Internal seminars and workshops were the other SBTPD practices. During internal seminars and workshops, teachers received PD from knowledgeable people or resource persons (especially the UNEB examiners stationed within the school and/or externally hired resource personnel by the Head teacher). The usefulness of and/or seminars/workshops has been used by many medical schools inspired by social constructivist theories of learning, stating that learners should construct their own knowledge in active learning environments (see for example Dennick & Spencer, 2008). In the same vein, active involvement in questioning, discussion and interaction with subject matter in small groups promotes deep learning, whereby students elaborate and restructure facts, principles and concepts to build robust cognitive frameworks (Dennick & Spencer, 2011). Internal seminars or workshops are in line with the Andragogy theory, especially the assumption on the need to include adults into what they learn and setting goals and plans for their learning. Teachers need to know why they are learning something, what the benefits are and what they risk by not learning it. When teachers know how learning will happen, what learning will occur and why it is important, they respond positively to the learning experiences.

Skills practices

Concerning skills practices, delegation of responsibilities was the most prominent practice. Delegation in schools involved the head teacher assigning some of his work to teachers to make aspects of the workload more manageable. Head teachers delegated responsibilities to teachers and encouraged them to provide feedback on delegated duties. Schools had several departments, and each had an administrative Head. The departments included Gardening department, Compound and Sanitation department, deputies (administration, welfare and academics), the director of studies (DOS) and the Guidance and Counseling department. The practice of delegation is supported by Yukl's (2006) observation that the empowerment and delegation of authority offers several potential advantages if carried out appropriately. It improves decision quality, greater subordinate commitment to implement decisions, and increases job satisfaction, and effective method of time management. Findings from interviews, however, presented challenges to delegation as a practice for skills development. For instance, lack of interest, lack of knowledge and skills and the tendency to delegate without corresponding authority.

The other skills competence practised in line with SBTPD was gardening. Through school gardens, teachers were enabled to develop gardening, research and pedagogical skills. Gardens were two-fold: there were school gardens and individual teacher gardens. School gardens were used to provide teaching materials and for demonstrations in Science subject especially Agriculture. Equally, teachers used the school gardens to grow crops for personal consumption in their personal plots. The availability of the gardening opportunity, therefore, contributed to teachers' practical research and pedagogical skills competences. Apolot et al., (2012) refers to school gardens as a living laboratory where lessons are drawn from real-life experiences rather than textbook examples, thereby allowing pupils to become active participants in the learning process as they learn practical agricultural skills that last a lifetime.

Despite its advantages, for instance, availing instructional materials, enabling experiential learning and providing meals for teachers during lunch, Gardening presented challenges for school administrators and teachers. These challenges included the negative attitude towards Gardening, inadequate space for gardening and the lack of gardening in-puts which posed obstacles to utilization of gardens to ensure effective development of teacher's practical and pedagogical skills. Apolot et al., (2012) seem to agree when they state that school gardens existed in the 1950s through 1980s for supplying midday meals for pupils and teachers at school and complementing Science lessons through experimental learning. They were then ignored for reasons that ranged from the negative attitude of pupils, teachers and parents and changing government policies. Despite finding no evidence or documentation on school gardens in all the schools visited, the practice agrees with Andragogy, especially that adults need to see the link between what they are learning and how it will apply to their lives.

4.3. Values practices

With such saving scheme as Savings and credit cooperative societies (SACCOs), teachers made monthly financial contributions from which one or two teachers received an agreed sum of money without interest. Collections from such schemes helped teachers to supplement their salaries. By subscribing to these schemes, teachers were helped to not only supplement on their salaries but also develop values of honesty, trustworthiness and care for others. The SACCOs further relieved teachers the burden of borrowing money from moneylenders who charged exorbitant interests. This practice of saving schemes is in line with Pam (2019) who notes that classroom teachers must also be willing to be innovative and create their own pathway, if their current situation is not motivating them to come to work and be creative. Similar to the above schemes is the friend-in-need/Munno Mukabi/Munno mubyonna scheme. This scheme involved teachers in making a compulsory financial contribution once a term to a pool. Money from this pool was meant to facilitate a colleague/s in case of a function in both sorrow and happiness. This practice contributed to not only bringing teachers together but also promoted values and attitudes among teachers. The practice of friends-in-need and saving schemes agree with the adult learning principle of team and group work that learners must be able to function independently and in groups. The schemes contribute to the main objective of the teacher incentive framework for Uganda (2017) which is to stimulate thinking about teacher motivation, drive policy of development, and energize the implementation of a national teacher motivation strategy in a systematic, pragmatic and sustainable manner.

Another values development opportunity was the Teacher Disciplinary Committee and the Guidance and Counseling department. The Disciplinary Committee was especially effective in developing teacher's values in areas of confrontation prevention and self-respect. Schools had Disciplinary Committees headed by senior men and women. The Disciplinary Committees existed in schools because just like in any community, one cannot expect that people can live in harmony all the time. Schools held disciplinary meetings where the Senior Man and Woman sat to guide and counsel colleagues in order to resolve conflicts among teachers. This enhanced confrontation prevention mechanisms and self-respect among teachers and school administrators. In line with this foregoing observation, Kipkemboi et al., (2016) note that using a Disciplinary Committee to promote discipline must continually be practised if people are to work harmoniously for the achievement of a common purpose. In the same vein, Tshalalala et al., (2014) observe that teachers, like any other employees, are expected to act responsibly and perform their duties as expected.

Further, in the attempt to realize discipline in some schools, school administrators invited school management committee members to guide and counsel teachers. Findings revealed that the practice of inviting SMC members was challenged by an inferiority complex between SMC and superiority complex on the side of teachers. This complex was mainly a result of teachers thinking of themselves as highly educated as compared to most SMC members. In addition, some teachers had a negative attitude and lack of interest in the Guidance and Counseling activity. The findings on Guidance and Counseling and the Disciplinary Committee contradicts the principle of Andragogy concerning the need by adults to know the reason for engaging in new learning. Teachers are more likely to enjoy successful outcomes of the guidance and counseling as well as disciplinary committee sessions if they believe in the outcome of these sessions. Specifically, because they understand why they are being counseled and they equally agree that their time is not being wasted.

4.4. Professional ethics practices

The professional ethics practices included the practice of setting work plans, targets, and timelines with teachers. Schools set up targets and timelines to ensure that teachers fulfill their obligations regarding assigned duties. Once the targets and timelines are set, they are followed by strict monitoring and supervision which makes teachers oblige to requirements like preparing schemes of work, lesson plans, teaching notes and teaching and learning aids, assessing and providing feedback. To achieve this, teachers and administrators sat together and made work plans, set targets, and ensured regular monitoring. The set timetable was a driving force to put teachers under pressure to deliver in time. In line with the North Carolina School Implementation Plan guide (2013), a school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement. It shows how and when these changes will be made. Therefore, schools devised systematic ways of planning improvement and providing timelines for tracking the improvement. Further, the CPD framework, another key element of the NTP, proposes teacher assessment, appraisal and support supervision to be competence- and school-based, with schools setting targets to be achieved at the end of the year through consensus with teachers from different departments (Ministry of Education and Sports, 2018). In attempting to fulfil such plans or targets in the timelines, teachers were helped to develop professional conduct competences for effective school performance management. In line with Andragogy, the practice of setting work plans, targets and setting timelines together with teachers reflects the principle that adults are self-directed and independent learners. Adults need to be involved in decision making for their learning, hence, teachers are given a sense of choice in the planning and evaluation of the set targets.

In relation to the set plans/targets and timelines, another SBTPD practice concerned the filling of the teacher's arrival book. Arrival books were meant to track teachers' time management in reporting to school on working days. This practice helped schools to ensure time management among teachers and subsequently, teacher regularity at school. In the arrival books, teachers recorded time of arrival at school and this was to ensure that teachers are at school in time and especially for the morning lessons. Therefore, filling the arrival book helped teachers to arrive at school promptly. It also made them responsible, teaching conscientiously with diligence, honesty and regularity; hence promoting professional and personal responsibility. The finding on the use of teacher arrival books is in line with Cilliers et al., (2014) who note that local monitoring by head teachers is teaching and has the potential benefit of providing useful information to government for planning. Despite the benefits of filling the arrival books, findings also pointed to the fact that in some schools, teachers did not write the right time they arrived, especially where the head teacher was not available. It was also noted that since head teachers were the custodians of the arrival

books, when they report to school late because of other commitments; teachers never registered their arrival time. Nevertheless, the mode of filling arrival books contradicts the Andragogy principle of intrinsic motivation to learn since the drive to fill the books is external motivation.

Related to professional ethics practices was motivation through rewards and incentives to teachers. Many schools provided motivation in the form of incentives and rewards to teachers that did extra work. The purpose of this practice was to ensure that teachers devote all their time to their duties and conduct all lessons without discrimination or bias. In most schools visited, school administrators had incentives in place like tagging financial incentives for departments that excelled academically and this promoted professional responsibility among teachers. Scott (2015) agrees with the practice referring to the concerns about poor student performance that have led schools to diverge from traditional teacher compensation and base a portion of pay on student outcomes. Scott argues that in the developing countries, paying teachers for student performance has been shown to be highly effective at low cost.

In the same spirit of professional ethics practices, the Uganda National Teachers Union (UNATU) came up with a uniform for teachers. The association provides the uniform to all teachers at a pay. A part from ensuring unity among professionals, the uniform was meant to promote smartness, decency and above all teacher's personal conduct. School administrators noted that they dressed in uniform on agreed working days within the week and that it improved teachers' dress code and personal conduct. For some schools, however, it was revealed that some teachers had failed to purchase these uniforms claiming that they did not have the money. Others that had purchased the uniforms did not put them on because they detested them. Boon (2011) adds that quality teachers are considered those individuals whose pedagogy is grounded in values and beliefs that lead to caring, positive teacher-student relationships, embedded in trust and high standards of professional ethics. In contrast to the principles of Andragogy, the UNATU uniform provision is resented by teachers because they were not part of the decision-making process.

Therefore, concerning the practices and opportunities of SBTPD this study and some other studies show a variety of practices and/or opportunities in the knowledge, skills, values, attitudes, and professional ethics competences. Knowledge competences include department meetings, staff meetings, support supervision, peer group head teacher supervision, internal seminars and workshops, coaching and mentoring, joint scheming and material development, and panel marking. Skills competences include delegation, training opportunities by organisations, gardening, computers, smartphones and internet and nature tables. Value practices include saving schemes/SACCO, Friends in need schemes/ Munno mukabi, teacher disciplinary committees and guidance and counselling units. Professional ethics practices include setting work plans, targets and timelines, teachers' arrival book, rewards and incentives, UNATU uniform and role models.

5. Conclusion

Schools had several PD practices and opportunities to develop teachers' knowledge, skills, values and attitudes and professional ethics competences. However, as much as there were some elements of effective SBTPD found going on in schools, these were sporadic and periodic. For instance, findings revealed an enormous knowledge gap by school administrators and teachers on the various SBTPD practices and opportunities vis-à-vis the existing SBTPD opportunities and practices. Further findings revealed that except for the mandatory SBTPD practices especially in the knowledge competence areas, schools selectively applied other PD practices in the skills,

values and professional ethics competences. The various SBTPD practices and opportunities fit well into the theory of Andragogy, especially the assumption on readiness to learn. As an adult moves into the workforce, they must orient their learning toward the skills necessary for their job. As they become teachers, they suddenly must learn all that is involved in taking care of students. This new role requires new knowledge, skills and values provided by the various SBTPD practices and opportunities. Further, the SBTPD practices and opportunities conform to the Andragogy assumption on shifting application and orientation. As a person matures, their application of learning becomes immediate and more problem-centered. SBTPD practices and opportunities are more context-based and, therefore, enable teachers to solve those problems they encounter in their day today work.

5.2. Recommendation

School authorities need to provide formal strategies/plans/guidelines that create supportive environments for teachers to engage in SBTPD practices and opportunities as supportive school environments increase teachers' internal motivation to engage in SBTPD.

References

- Almeida, J.C. (2017). Teacher performance evaluation: *The importance of performance standards*. International journal for cross-disciplinary standards in education (IJCDSE), Vol 8, Issue
- Alzaghoul, A.F. (2012). The implications of the learning theories on implementing E-learning courses. *The research bulletin of Jordan*, ACM, Vol 2(2)
- Apolot, S. 1., Okaje, P. 1., & Olaja, J. A. (2012). School gardens for improved quality of primary education and community food security in Soroti district, Uganda
- Barret, C., & Breyer, R. (2014). The influence of effective leadership on teaching and learning. *Journal of research initiatives*: Vol 1, Issue 2, Article 3.
- Beaty, L. 1998. *The professional development of teachers in higher education: structures, methods and responsibilities*, in Yiasemina, K. 2012. *Peer observation of teaching: perceptions and experiences of teachers in a primary school in Cyprus*. An international journal of teacher's professional development Vol 16, No 4, P. 443- 461, Routledge Taylor and Francis Group.
- Bell, M. 2005. Peer observation partnerships in higher education. Milperra, NSW: *Higher Education Research and Development Society of Australasia*.
- Ben-Peretz, M., Kleeman, S., Reichenberg, R., & Shimoni, S. (2010). Educators of educators: their goals, perceptions and practices. *Professional Development in Education*, 36 (1–2), 111–129.10.1080/19415250903454908[Taylor & Francis Online]
- Boon, H. (2011). Raising the Bar: Ethics Education for Quality Teachers. *Australian Journal of Teacher Education* Vol 36, 7, July 2011 76
- Castellano, M., & Datnow, A. 2000. Teachers' responses to success for all: How beliefs, experiences, and adaptations shape implementation. *American Educational Research Journal*, 37(3): 775–799. In Shohel, M., Mahruf, C and Banks, F (2012). *School-based teacher professional development through technology-enhanced learning in Bangladesh*. Teacher development: An international journal of teacher's professional development, 16(1) pp.25-42.
- Cilliers, J., Kasirye, I., Leaver, C., Serneels, P., & Zeitlin, A. (2014). Improving Teacher Attendance using a Locally Managed Monitoring Scheme: *Evidence from Ugandan Primary Schools*, Policy note14/0189April 2014 International Growth Centre.

- Clement, M., & Vandenberghe, E. (2000). "Teachers' professional development: A solitary or collegial adventure" D, H. Rost (ed.), Waxmann, Munster.
- Darling-Hammond, L., & Mclaughlin, M.W. (2011). *Policies that support professional development in an era of reform*. Phi Delta Kappan.
- Dennick R, G., & Spencer J. (2011). Teaching and learning in small groups. *In medical education Theory and Practice*. 1st edition. Edited by Dornan T, Mann K, Scherpbier AJJA, Spencer J. Edinburgh: Elsevier Ltd; 2011:131–156.
- Dennick, R. G. (2008). Theories of learning: Constructive experience. *In an introduction to the study of education*. 3rd edition. Edited by Matheson D. London: Routledge; 2008:50–52.
- Ellice, A. F., Forman, N. M., & Addison, C. S. (1996). Contexts for learning sociocultural dynamics in children's development. Oxford University Press
- Hargreaves, A., & O'Connor, M.T. (2017). Cultures of professional collaboration: *Their origins and opponents*, *Journal of Professional Capital and Community*, 2 (2017), pp. 74-85
- Javis, P (2006). (Ed). *The theory and practice of teaching*. Routledge, Taylor and Francis, London and New York.
- Kapp, Alexander (1833): *Platon's Erziehungslehre, als Paedagogik für die Einzelnen und als Staatspaedagogik*. Minden und Leipzig: Ferdinand Essmann.
- Koster, B., Dengerink, J., Korthagen, F., & Lunenberg, M., 2008. Teacher educators working on their own professional development; goals, activities and outcomes of a project for the professional development of teacher educators. *Teachers and Teaching: Theory and Practice*, 14, 567–581. [[Taylor & Francis Online](#)].
- Kipkemboi, V., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.13, 2016 142 development, 16(1) pp.25-42.
- Kohut, G., C. Burnap., & M. Yon. 2007. Peer observation of teaching; perceptions of the observer and the observed. *College teaching* 55, no. 1:19-25 in Yiasemina, K. 2012. *Peer observation of teaching: perceptions and experiences of teachers in a primary school in Cyprus*. An international journal of teacher's professional development Vol 16, No 4, P. 443- 461, Routledge Taylor and Francis Group.
- Little, O., Laura, G., & Courtney, B. (2009). A practical guide to evaluating teacher effectiveness. National Comprehensive Center for Teacher Quality
- Marshall, B. 2004. Learning from the academy. From peer observation of teaching to peer enhancement of learning and teaching. *The journal of adult theological education*. In Yiasemina, K. 2012. *Peer observation of teaching: perceptions and experiences of teachers in a primary school in Cyprus*. An international journal of teacher's professional development Vol 16, No 4, P. 443- 461, Routledge Taylor and Francis Group.
- Mohammad, A., & Milad, A. (2017). The Meetings Management in the Secondary Schools in Ramtha District, from the Teachers Point of View. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.9, 2017
- Ministry of education and sports (2016), EMIS Fact sheet 2002-2016
- Ministry of Education and Sports (2017). A Teacher Incentive Framework (TIF) for Uganda. Kampala, Uganda.
- Ministry of Education and Sports (2018). The National teacher Policy Uganda. Kampala, Uganda.
- Ministry of Education and Sports (2018). The National teacher Policy Uganda. Kampala, Uganda.
- National Planning Authority (2015). Pre- Primary and primary Education in uganda: *Access, Cost, Quality and Relevance*. Kampala – Uganda

- Nilofar, V., & Rakhshinda, M. (2010). Mentoring in teacher education: *Building nurturing context and teaching communities for rural primary school teachers in Sindh, Pakistan. Journal of educational research, 13(1), 123-143.*
- North Carolina School Improvement Planning Implementation Guide (2013) North Carolina Department of Public Instruction.
- Pam, E. (2019). Enhancing teaching and leadership initiatives with teacherpreneurs: *Emerging research and opportunities*. A volume in the advances in educational marketing, administration and leadership (AEMAL) Book series.
- Race, P. 2001. The lecturer's toolkit. London, Kogan page In Yiasemina, K. 2012. *Peer observation of teaching: perceptions and experiences of teachers in a primary school in Cyprus*. An international journal of teacher's professional development Vol 16, No 4, P. 443- 461, Routledge Taylor and Francis Group.
- Ranjan, M. P. (2012). Implementation of instructional supervision in secondary schools: *Approaches, prospects and problems*. ISSN: 2226-7522(Print) and 2305-3327 (Online) Science, Technology and Arts Research Journal
- Scott, A. I. (2015). How effective are financial incentives for teachers? Linking teacher pay to student performance has become popular, but evidence on its effectiveness is mixed
- Smith, K., 2003. So, what about the professional development of teacher educators? *European Journal of Teacher Educators*, 26, 201–215.10.1080/0261976032000088738[Taylor & Francis Online]
- Svein Loeng. (2013) Eugen Rosenstock-Huessy – an andragogical pioneer, *Studies in Continuing Education*, 35:2, 241-253, DOI: 10.1080/0158037X.2012.749850
- Swinglehurst, S., & Glanz, J. (2008). Peer observation of teaching in the online environment: *An action research approach*. *Journal of computer assisted learning* 24, no. 5: 383-93
- Tshabalala, T., Zano, A., & Gazimbe, M. P. (2014). Challenges faced by school heads in handling teacher disciplinary issues in primary schools in Umguza District. *Nova Journal of Humanities and Social Sciences*. Vol. 3(4), 1-6.
- Wamala, R., & Seruwagi, G. (2013). Teacher competence and the academic achievement of sixth grade students in Uganda. *Journal of International Education Research*, 9(1)
- Yukl, G. (2006). *Leadership in organizations*. 6th ed. Pearson Education, Inc., upper Saddle River, NJ, USA.