PROFESSIONAL DEVELOPMENT AND ENGLISH LANGUAGE TEACHER COMPETENCE IN SELECTED SECONDARY SCHOOLS IN KIRA MUNICIPALITY, UGANDA

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A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATON IN POLICY, PLANNING, AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Simamukama Bernice Mugisha, hereby declare that this research report entitled, *"Professional Development and English Language Teacher Competence in selected secondary schools in Kira municipality, Uganda"* is my original work. It has never been presented to any institution of learning before for any award.

Signature: ___SBM___ Date: ___5|12|2017___

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APPROVAL

This report titled, *"Professional Development and English Language Teacher Competence in selected secondary schools in Kira municipality, Uganda"* by Simamukama Bernice Mugisha has been developed with our guidance and under our supervision.

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DEDICATION

This report is dedicated to my parents; Wilson Nsingwire Mugisha and Betty Adyeri Kwaligonza, my brothers Albert and Osborne, my sisters Jacklyn, Faith, Sabatine and Bridget, you have been a blessing to me. The Thirst for knowledge is insatiable.

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LIST OF ABBREVIATIONS AND ACCRONYMS

ANOVA	Analysis of Variance
LTs	Licensed Teachers
MEOs	Municipality Education Officials
MoES	Ministry of Education and Sports
NTC	National Teachers' College
OECD	Organisation for Economic Co-operation and Development
PDPs	Professional Development Programmes
PhD	Doctor of Philosophy
SESEMAT	Secondary Science Education and Mathematics Teachers
SPSS	Statistical Package for Social Scientists
TDMS	Teacher Development and Management System
TISSA	Teachers Initiative in Sub-Saharan Africa
TPD	Teacher professional Development
TPDPs	Teacher Professional Development Programmes
TTIs	Teacher Training Institutions
UAE	United Arab Emirates
UCE	Uganda Certificate of Education
UK	United Kingdom
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

This study examined professional development and English language teacher competence in selected secondary schools in Kira Municipality, Wakiso district. The purpose was to examine the effect of professional development on English language teacher competence in secondary schools. Its objectives were to: find out the professional development status of secondary school English language Teachers in relation to their competence, establish the Professional Development programmes needed by Secondary Schools to enhance the English language Teacher competence and find out institutional factors needed to support the implementation of professional development programmes that enhance the English language Teacher Competence in secondary schools. A cross-sectional survey design, qualitative and quantitative approaches were used in the study. A total of 120 respondents consisting of Teachers, School Administrators and Municipality Education Officials participated and were selected by simple random and purposive sampling techniques. Self-administered questionnaires, face-to-face interviews and observation were used to collect data. Analysis was done using descriptive statistics.

Findings showed the professional development status of English language teachers was low with a few teachers having interest in pursuing further studies. Seminars, workshops and distance learning were common professional development programmes accorded to English language teachers in secondary schools. Institutional factors like inadequate finances, facilities, physical resources, lack of functional policy constrained competencies of English language teachers.

It was concluded that professional development enhanced English language teacher competencies at secondary schools. School Administrators need to design a professional development policy, improve on career guidance, provide scholarships, and devote more resources to professional development activities. Further research regarding the effect of professional development on students' academic performance was also recommended.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The study focused on examining Professional Development and English Language Teacher Competence in selected secondary schools in Kira municipality, Uganda. This chapter consists the background to this study, statement of the problem, purpose, objectives, research questions, significance of the study, scope and conceptual framework for the study.

1.1. Background to the study

1.1.1 Historical perspective

The surest path to better schools is better teachers, and better teachers mean high level of academic achievement. The demand for quality teaching of English language, has persistently called for teachers to receive professional development programmes related to teaching of the subject (OECD, 2009). Professional Development Programmes are vital tools for improvement in teachers' competencies in teaching-learning process. Professional development programmes as cited by Delaware (2015) are efforts put in place to recognize and accept the responsibility of improving not only practice, but profession of teachers.

Teacher professional Development has been in existence for a long time. Tracing the history of Teacher Professional Development programmes, Timperely (2008) says countries started formal teacher training and professional development programmes as early as the 3rd and 4th Century while Musset (2012) revealed that formal teacher professional development programmes date as far back 200 years ago. With the need to have better teachers and instructors in manuscript transcribing, Greece had started TPD as early as 1770 (Jaap, 2010). Egypt, Mesopotamia, Greece, Rome, Italy and France were the first pioneers in Professional Development of

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Teachers up to late 1790s (Ottesen, 2007). The period 1900-2000, has seen a multiplicity of professional development programmes geared towards improving efficiency, competence, and quality teaching in UAE, UK, Canada, China, Australia and Singapore. The period 1790s and 1900s, experienced transformation in professionalisation of teachers with emphasis of teaching 'trainers'. In order to have interpreters, investment in professional development increased especially in Africa between 1870s and 1970s. Professional development for teachers especially in English language is pronounced in countries where English language is a second language of communication especially in Asia, Africa and Middle East countries (Reimers, 2013). Most professional development programmes and efforts in the late 1980s and early 1990s in the teaching of English language have been manifested in Africa. A number of Sub Saharan African countries including Ethiopia, Uganda, South Africa and Ghana have invested in teacher professional development programmes. In light of this, Waters (2015) pointed out two types of teacher professional development as "off-the-job" and "on-the-job learning, although it can also be classified as formal or informal programmes meant to standardize the teachers' competencies in planning, lesson delivery and assessment. Studies (Alidou, 2013; Abdal-Haqq, 2016) show that recent innovations have focused on improving the teachers' competencies in Africa, especially in regard to foreign languages. Success stories of Professional Development programmes in Africa are highly recognised South Africa, Namibia, Ghana, and Nigeria (Geijsel, 2013) as a measure of professionalising its teaching activities and personnel.

In East Africa, where English is taught as a second language, the practice of training teachers for English language date as far back as the post-colonial times of 1960s (Mulkeen et al., 2007). Kenya and Uganda have not invested much in teaching of Education in the recent times as they used to in early 1960s and 1980s as it is currently for Tanzania, Rwanda and Burundi, although this can be attributed to the colonial masters (Opfer & Pedder, 2011). However, most

professional teacher development programmes in the regions have over time tended to concentrate on activities rather than on the conditions under which they occur (Opfer & Pedder, 2011), and the gap in teachers' competence still prevails. Teacher professional development in Uganda has evolved with the changes in formal education in Uganda (Komba & Nkumbi, 2008). Drawing our reference from Kagoda & Akullu (2014) structural levels of teachers in Uganda, that were adopted from the colonial system and after 1962, is stratified into three (3) categories; grade three teachers (with a certificate in education) who teach in primary schools; grade five teachers (with a Diploma in education, they teach lower secondary classes); and graduate teachers (with a degree in Education, they teach upper secondary school). The trend of improving teacher professionalism, through PDPs has been a continuous process in Uganda, to include programmes such as Teacher Development and Management System (TDMS), up-grading programmes, coaching, mentoring, holiday study programmes, and granting of teachers study leave in the last 10-20 years. With reference to Opfer & Pedder (2011) schools that have continuous PDPs for teachers, twice as much empowers them, improves their competence and self–efficacy in teaching subjects that are considered new, including English Language. This has however varied from time to time, with some districts and schools far better than others, and as such account for variances in teaching competencies and students' achievement in the subject at Term and National examination levels.

1.1.2 Theoretical perspective

The study was guided by the Social Learning theory proposed by Bandura (1977) in complement to the Functional Theory (Lindeman, 1926). The social learning theory postulates that teacher development should professionally focus on improving their practice in both cognitive and social perspectives. Cognitive perspectives centre on notions of changes in teachers' beliefs or knowledge and social perspectives consider professional learning through participation and interactions. The theory provides that effective teacher professional

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development can be attained when programmes and activities undertaken in Teacher Training provide an environment that explores and empowers teachers professionally.

The effectiveness of the theory is based on its ability to make the teachers functional, but also embracing professional ethics, professional networking by formal and informal approaches and utilizing school facilities for effective teaching (Rowlands, Thwaites, & Jared, 2011). The theory postulates that teachers need to have their skills, knowledge, and competencies rejuvenated. In order for professional development activities to have an influence on the teaching and learning process they need to fit the context or the environment and culture of the teaching situation (Diaz-Maggioli, 2004). It is important to point out that teachers' competence can be enriched through empowering the three domains of the teacher, and giving them a continuous exposure to learning, skill building and other study programmes.

It can as well be recognised that effective teaching can be tailored with the extent to which the teacher is able to set good teaching-learning goals, provide a conducive learning environment and feedback, and providing a theoretical approach that integrates cognitive aspects and social effects in learning. Attainment of these requires having professional development programmes, right from the lowest to the highest level of learning. Thus, reflecting to social learning theory it is better for a teacher to be a change agent who is exposed to respective and continuous professional empowerment through different professional development programmes. Allowing teachers to define the path of their own professional development is vital, but having in place a given set of activities, programs and system that facilitates teacher professional development by way of career enrichment is splendid (Hunt, 2010). Therefore, schools and educationists in-charge of teacher training should allow and facilitate teachers to determine what direction their professional development takes.

The teachers must be functional by exhibiting the most professional and unprecedented teaching services, especially in subjects which require mastery of content like English Language which is not native for many learners (Rowlands et al. 2011). Thus supporting professional development programmes encourages innovation, and supports continuous teacher professionalism, as a functional agent in the teaching-learning process (Mahmood, 2006). At a theoretical level, social learning theory appears to offer a useful framework for describing and explaining professional learning, descriptive and explanatory power of a teacher who has pursued a program in teacher education development and one who has not. The efficacy and effectiveness in teaching a given subject matter may vary with the teacher's knowledge and potential behaviours of the two teachers. It is possible to cause effective change in teaching with progressive teacher professional development programmes. This study focused on examining the effect of Professional Development Programmes on English Language Teacher Competence in selected secondary schools while reflecting on the Social Learning and Functional theories, and their relevance in teaching of English Language.

1.1.3 Conceptual perspective

Teacher professionalism is increasingly becoming an integral component of education reforms and educational policy shifts in many economies. Indeed, in developed countries, professional development for teachers has dominated educational policy changes and research since the mid-1980s (Hurd et al. 2012). This has been premised on the basis that teaching and learning is a continuous activity, and as such teachers are constantly called upon to add more and more tasks and content areas to their curriculum and to their professional role (Ling & Mackenzie, 2013). Professional development programmes are activities that are undertaken to improve the quality of teachers and their competencies in teaching. Professional Development Programmes can be in-house or out-of-station study programs, formal or informal programmes among other activities in the cognitive, technical and pedagogical attributes for better teaching. In African

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countries like Tanzania, teacher professional development has primarily focused on the improvement of the professional, academic and technical capacities in terms of coping with the developments in science and technology (Komba & Nkumbi, 2008), although this has not focused exclusively on Teachers for English Language. Professional development in this study based on professional development programmes at institutional an national level, formal and informal professional development programmes such as distance learning, holiday studies, seminars, workshops, and also institutional factors like funding, PD culture and existence of study facilities. In other countries in the region, Kenya and Uganda inclusive, professional development programmes have been fundamental in facilitating skills, competence and proficiency in teaching. For instance, the Uganda Education Sector Strategic Plan (ESSP) 2004-2015 reveals that professional development of teachers should be done by giving in-service training to enhance the quality of education. English language teaching is one of the recommended area of priority, being an official language and means of communication in teaching-learning process in the country (MoES, 2005). Clearly there have been and are still professional development programmes in place intended to continuously up-skill secondary school English Language teachers in Uganda. While there has been regular focus on Science and Mathematics teachers through the Secondary Science Education and Mathematics Teachers (SESEMAT) Project, English language has not been widely prioritised (Kasozi, 2010). This challenge is evident in almost all districts in Uganda since they follow the same national curriculum. Professionalism in English teaching in Uganda is so significant and emerges from early secondary life of the teacher, teacher training, skill and knowledge sharing and empowerment. The value of professionalism can be seen when teachers give their efforts to career development, pursue further studies to master degree, PhD and post-graduate diploma specialising in the English Language (Kimberlly, 2010). The outcome of this professional development is assessed on their competence levels. Competence is several times evident in the

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manner by which teachers exhibit masterly of subject matter, instructional materials usage, pedagogy and also in assessment of learners. When the English language teacher exhibits the above indicators, then they are considered competent. This study in particular paid attention on professional development programmes and English language teacher competencies in secondary schools in Kira Municipality.

1.1.4 Contextual perspective

With the introduction of formal Education in Uganda in early 1900s, English was adopted as an official language (Ssemanda & Luwedde, 2010), and hence taught to chiefs, translators, guides. This gave rise to professional development and subsequently adopted as formal training for teachers to teach it at various levels of Uganda's education. Professional careers in English started with the introduction of secondary formal education in early 1920s and 40s in Uganda. To-date, teachers of English Language for Secondary Education undergo training from secondary, diploma (Grade V), and University, acquiring skills, expertise, and knowledge in English language as a subject. However, teachers require to be professionally trained, and to exercise professional conduct while teaching the subject. In secondary schools, English Teachers should have passed well English language at all levels of her/his training especially at a training institution or university, and can enhance her career and profession through further studies, workshops, and seminars. Nevertheless, competence can be attained with progressive professional and career development which the ministry or the institution should provide (TISSA, 2013). In addition, Okello (2011) mentioned that the quality of teacher graduates is still demanding. For instance Otaala et al. (2013) found out that due to inadequate training instructional materials, students do not get enough hands-on training during university, and so require further professional development programmes. Subsequently this has affected students' performance, especially those who may be under instruction of the fresh university graduates.

Profession development programmes for teachers of languages remain low in most districts in Uganda, in fact some foreign languages such as Latin, French, German and Kiswahili are not taught by teachers, due to lack of trained teachers for them (Arinaitwe, 2011). English teaching was taught at all levels of education, although the numbers of English teachers was still low (MoES, 2014) and TPD related programmes are not emphasized in many schools. This challenge was spread in secondary schools in Uganda, including those in Kira Municipality, Wakiso District.

Kira Municipality is one of the two (2) municipalities that are found in Wakiso District. Wakiso District is made up of 16 sub counties and two (2) municipalities i.e. Nansana and Kira. The district has 23 government-aided secondary schools and close to 152 private secondary schools (Wakiso District Local Government, 2016). Each school has at least one English teacher, although some schools have two to four English Language teachers depending on their students' population. The majority of English Teachers is secondary schools in Wakiso have a minimum of a Diploma in Education- English Double Main, and another large percentage have Bachelor's degree (Kira Municipality, Education Department, 2016). Professional development in terms of further studies, in-service programmes and further studies were not emphasized for teachers as it is for them to ensure high academic excellence of the students (Nahamya, 2014). The teaching of English language is done in all the schools, although performance of the subject at UCE examinations was not yet as good as expected. Despite being one of the districts with good UCE results, scores in English Language have persistently kept on declining since 2014 to date in Wakiso District. In 2014, English Language was the 5th best done subject, with 2,506 getting Passes (P7 and P.8) and 983 students scoring failure (F9) grade in the subject. In 2015 over 453 scored F9 grade and 429 for 2016. This shows a performance decline by 5.3% 2015 to 2016 (UNEB, 2014, 2015 & 2016; Wakiso District Local Government, 2015). It was probable that the level of teacher professional development endeavors and activities are associated with level,

nature and manner in which teachers' exhibit professional competence while they teach English language in secondary schools. This sets a perspective that PDPs given to English teachers remain low and this could have an effect on their competence in teaching and the students' learning outcomes. Detail of this however remained less documented by recent studies. Owing to this background, the researcher was motivated to examine the relationship between Teacher Professional Development and English language teacher competence in secondary schools basing on selected schools in Kira Municipality, Wakiso District.

1.2. Statement of the problem

There is need for well trained professional English language teachers, since the subject is taught at all levels of education and compulsory for primary and secondary levels (Kateeba, 2015). In Kira Municipality, it is indicated that 31 secondary schools have full-time and qualified English language teachers, 39 schools have qualified but part-time staff, and 16 schools have English teachers who are still pursuing their teaching profession courses in the nearby Universities (Kira Municipality Education department, 2016). Moreover, a few (less than 5%) of the English language teachers have undergone formal training to develop their professional qualification and career for over the last 5 years (Nahamya, 2014) and this could be a reason to account for their teaching competence and subsequent performance of students in the subject. There was scanty information about: professional development programmes for the English teachers; how these professional development programmes are being adopted; and the extent to which teachers are utilizing professional development programmes in question to enhance their competence. As such, this study was set to contribute towards addressing this gap in educational research literature, by examining the effect of Professional Development programmes on English Language Teacher Competence development in secondary schools in Kira Municipality, Wakiso District.

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1.3 Purpose of the study

The study sought to establish the effect of Professional Development on English language Teacher Competence in selected secondary schools in Kira Municipality, Wakiso district.

1.4 Objectives of Study

The study was guided by the ensuing objectives:

i. To find out the professional development status of secondary school English language Teachers in relation to their competence in selected secondary schools in Kira municipality, Wakiso District.

ii. To establish the Professional Development programmes needed by Secondary Schools to enhance the English language Teacher competence in selected secondary schools in Kira municipality, Wakiso District.

iii. To find out institutional factors needed to support the implementation of professional development programmes that enhance the English language Teacher Competence in selected secondary schools in Kira municipality, Wakiso District.

1.5 Research Questions

The study sought answers to the following questions:

(i) What is the professional development status of secondary school English language Teachers in relation to their competence in selected secondary schools in Kira municipality, Wakiso District?

(ii) What professional development programmes do secondary schools need to enhance the English language Teacher Competence in selected secondary schools in Kira municipality, Wakiso District?

(iii) Which institutional factors are needed to support the implementation of professional development programmes that enhance the English Language Teacher Competence in selected secondary schools in Kira municipality, Wakiso District?

1.6. Significance of the study

This study findings can be useful to different stakeholders in a number of ways.

To the teacher training institutions such as colleges and universities, the study findings provides information that can be used by these institutions to develop programmes that can improve career and professionalism among teachers.

The study results are useful to English language teachers. It highlights the value of professional development, and encourage them to pursue such programmes for purposes of enriching their competencies in teaching of English language in secondary schools.

The study is a basis upon MoES can base to formulate and enact policies regarding teacher professional development. Findings provide institutional related and policy factors that influence PDPs in secondary schools. The Ministry can base on these findings to offer study opportunities and sponsorship to teachers in Secondary schools.

To the School Administrators especially headteachers, the study findings remind them that English language Teachers should be provided an opportunity to enrich their pedagogical competencies, instructional material competencies and assessment competencies which they teach English language at secondary schools.

The study findings are useful to other researchers and scholars in analyzing the concepts of teacher professional development programmes, teaching of English language and its scope in secondary schools. This is useful literature for further research especially in policy and institutional management studies.

The study explored and expounded on information about Professional Development Programmes, English language Teacher Competencies in Secondary schools. This enriched the existing body of knowledge about these concepts. It was also a basis upon which improvements

in English Language teaching was attained and Teacher Professional conduct enriched in secondary schools.

1.7. Scope of the study

Geographical scope

The study focused on Professional Development and English language Teacher Competence in Secondary Schools. It was carried out in Kira Municipality, Wakiso District. Eighteen (18) secondary schools were considered selecting 3 secondary schools in each of the six parishes in the municipality. Owing to financial and time constraints, the researcher was not able to cover all secondary schools in Kira Municipality, but selected a manageable few. Nonetheless, each parish and different secondary schools (private and government-aided) was represented. The area was also selected considering researcher's accessibility, awareness about the location of these schools, and the number of teachers and their level of professional development programmes at these schools.

Time scope

The study was conducted from July to October, 2017. It focused on information about the Professional Development and English language Teacher Competence in selected schools for the last three years (2014-2017). The duration of three (3) years was considered long enough to bring out up-to-date and detailed information about the Professional Development and English Language Teacher Competence in the study area.

Content scope

The study examined the professional development status of secondary school English language Teachers in relation to their competence in selected secondary schools and the Professional Development programmes needed by Secondary Schools to enhance the English language Teacher competence in selected secondary schools in Kira municipality. More so, institutional

factors needed to support the implementation of PDPs that enhance the English language Teacher Competence in secondary schools in Kira municipality, Wakiso District were also examined.

1.8 Conceptual framework

The study based on the conceptual framework shown in Figure 1.1.

Figure 1.1: Conceptual framework showing the relationship between Professional Development and English language Teacher Competence

Professional Development
(Independent variable)

English Language Teacher competence
(Dependent variable)

Status of PD of English Language Teachers
- National status
- Institutional/school status

Formal & Informal PD programmes
- Formal PDPs
  Distance learning
  Holiday study/ refresher courses
- Informal PDPs
  Seminars & Workshops
  Symposium
  Brainstorming

Institutional factors for PD Implementation
- Funding
- Institutional culture for PD
- Existence of study facilities

Subject matter knowledge
- Content Mastery
- Adequate preparation
- Communication fluency

Pedagogy
- Adequate content delivery
- Teacher- centred
- Learner-centred

Instructional material usage
- Innovativeness
- Ability to use available resources

Learner assessment
- Formative
- Summative

Extraneous Variables
Government policy

School policy

Adapted and modified by the researcher from Nakabugo et al. (2011)

Figure 1.1 illustrates the relationship between Professional Development as the independent variable and English Language Teacher competence as the dependent variables. Focus was on establishing the effect of professional development on English language Teacher Competence. Professional development was ascertained basing on professional status of teachers, informal

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and formal professional programmes offered and institutional factors that prevail at school. English language Teachers' competence was measured basing on teachers' subject matter knowledge; pedagogy; instructional material usage; and learner assessment. However, English language Teacher competence in secondary schools could also be affected by extraneous variables such as: teacher' self-efficacy; government policy and school policy. These were however held constant by adopting an appropriate research design and data collection methods.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature related to Professional Development and English language Teacher Competence in Secondary Schools. Professional Development programmes, professional development status of secondary school English language Teachers and their competence, Professional Development programmes needed by Secondary Schools to enhance English language Teacher competence and institutional factors needed to support implementation of professional development programmes were reviewed.

2.1 Professional Development programmes

According to Crook (2008) professionals are people who have acquired practical skills through apprenticeship, training and career development. True professionalism has evolved over time to cover classical professionals and semi-professionals or para-professionals (Abelson, 2012). This has attracted attention of examining further what entails PDPs. Freidson (2014) also revealed that professionalism is characterized by pool of knowledge, skills acquisition and application, being dependable by superiors and subordinates as well as bringing forth new knowledge. This makes it hard to distinguish between what is a profession and what is not (Beck & Young, 2005). While writing about professionalism in teacher education, Avalos (2011) revealed that emphasis on professional development has been an area of concern for many scholars and formal programs as foundation to teacher professional development.

In many African countries, professional development especially in the teaching profession has attracted varying perceptions, some considering it as a career (Crook, 2008), or as a conduct (Kateeba, 2015) and also as a body of knowledge organised into study programmes (Freidson, 2014).

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Professional Development Programmes (PDPs) are organised bodies of knowledge that do not only support teacher beginners, but keep them informed at workplace, in the community and with learners and school administrators. Among many instances where teacher professional development programmes are vital examining how teachers put to use the training abilities, as well as theoretical knowledge obtained at the college or university into practical classroom teaching. However, Bernstein (2009) adds that what a teacher gains from TPDPs depend on which programmes he receives, and how these translate into practical outcomes in the teaching. Practical outcomes are built on competence exhibited in classroom, and academic achievement of students after the teaching-learning process.

Bernstein (2009) gives a detailed outlook on teaching profession and asserts that being a professional teacher requires progressive and continuous career development. One becomes a professional teacher upon attaining minimum required qualifications, or meeting set standards (Crook, 2008), but is further enriched through training, workshops, and career developments (Gulamhussein, 2013). In the view of Kerchner & Caufman (2005), Teacher professional Development (TPD) is a series of activities, programmes; opportunities availed to the teacher to improve their knowledge, skills, expertise, and practice of teaching. Teaching is the sharing of skills and the trainer ought to be empowered to share the information being taught and learnt at the same time.

Angus (2011) revealed that teachers go through a series of career and professional developments. From the licensing certificate, to diploma level, first degree, other degrees up to doctorate degree, teachers can attain professional improvement through career building. There are both formal and informal teacher professional development programmes. In some communities, teacher professional development programmes were and have dominantly remained informal especially in Egypt and Greece (Hofman & Dijkstra, 2010).

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Ottesen (2007) portrays that PDP was first prioritized in Egypt through mentorship, co-learning, discipleship, internship and workplace job enrichment dominated. Until recent informal TPDPs were still being prioritised and formal ones are now provided in teacher training institutions (Buczynski, & Hansen, 2010). Therefore, countries to day have both informal and formal professional development programmes. Over decades, teacher professional development has been greatly left to teacher training institutions (TTIs), Colleges and Universities, but this need to be brought as close to the school as possible through putting in place TPD programmes at workplace, in schools and in the community (Clarke & Hollingsworth, 2008; and Freidson, 2014).

Nevertheless, it may be hard to achieve this professional development strategy, unless school-based studies (Gulamhussein, 2013) are carried out to establish the status of professional development programmes there, develop more of these programmes and design a curriculum that supports teacher education and professionalism. Thus, this study purposed to focus on teacher professional development in regard to English language Teaching Competence in secondary schools.

2.2. Professional Development Status of English teachers

English language is a language that is native to a few countries globally, and other countries have it as a second language (SABER Country Report, 2012), and as such its teaching at various levels varies from one country to another. There is increasing interest in formal teaching in countries where it is mostly considered as an official language and dialect of communication. Mulkeen et al. (2007) also reveal that English teaching has attracted professionals as teachers, instructors and lecturers, depending on the level at which it is taught. Professionalism in English teaching is vital if a high command of written, spoken and fluency in the language is to be achieved.

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However, UNESCO (2015) points out that in non-English speaking countries, the command of English language teaching is high, and professionalism and teacher development related programmes are part of the education schemes and policy matters. Specifically the PD of teachers for English language starts with learning it right from the Pre-primary (as literacy), through primary, secondary, and tertiary institutions of learning.

Professionalism and teacher professional development courses in most secondary schools/high school focusing on having the right teachers for a given discipline (Hofman & Dijkstra, 2010). More so Hofman & Dijkstra (2010) adds that there has been increasing research activities focusing on professionalism in the teaching and developing competencies of teachers and principals (head teachers) in Sub-Saharan Africa, although these have largely focused on the primary level as the foundation/basic level of Education and at University level (Kasule, 2015) as the highest level of Education in Uganda. There is relatively scanty literature on teacher professional development focusing on secondary education teachers and principals. Though insights into Teacher Professional Development (TDP) or TPD at primary level could have useful lessons for the secondary school level, policies and operational issues in the recruitment, training, deployment, supervision, and retention of secondary teachers and principals differ from those associated with teachers and principals at the primary level (Nakabugo & Masembe, 2015). Therefore, focusing on examining professional development programmes and policies is not only vital but timely.

A reflection on Uganda Education Structure, professional teacher development programmes for secondary school teachers covers eight (8) levels, although the ninth (9th) category of licensed teachers (LTs) has been phased out. These categories start from Ordinary level teachers, O' level and Certificate and Diploma, Advanced (S.6) level leavers, A level, certificate/diploma

level, post graduate diploma in Education, graduate teachers, master degree and doctorate (PhD) level (MoES, 2016).

In addition, Nakabugo & Masembe (2015) reveal that certainly most of the teachers have either O' level Certificate and Diploma (Grade 111), A level, certificate and Diploma level (Grade V) and in order to have competent teachers, Teacher professional programmes have been put in various teacher training institutions (TTIs), there have been increased professionalism of teachers by pursuing Post graduate Diploma in Education, graduate teachers have also increased, as well as teachers having Master Degrees and PhD are slowly picking up in numbers.

Although the available accessible data on teacher qualification in Ministry of Education and Sports (MoES, 2016) reveal improvements in professionalism, this has not been subject balanced. Efforts have been diverted to Sciences and mathematics while other subjects including English have remained less a focus on national and school level. Certainly the need for and execution of TPDPs to ensure that number of teachers for English language increase among individuals holding degree, and post graduate qualifications, if they are to handle secondary education level. This is possible at all levels if teacher professional development programmes are followed. Conway et al. (2009) simplifies the teacher professional development into level of training (initial training at college) recruiting, retaining and retraining. All these can be developed to help and support teachers extend and deepen subject matter knowledge for teaching; extend and refine repertoire in curriculum, instruction and assessment, strengthen skills and dispositions to study and improve teaching; expand responsibilities and develop leadership skills; and develop a professional identity.

2.3. Teacher Competence

Competence is the ability to do a task: the narrow conception of competence standards is lists of particular, discrete vocational tasks of a teacher (UNESCO, 2008). According to Wrag (2014), competence is conceptualized in terms of knowledge, abilities, skills and attitudes displayed in the context of a carefully chosen set of realistic professional tasks. A teacher's competence in 21st century according to UNESCO (2008) is assessed on the quality and quantity of teaching outcomes that the teacher achieves while implementing the curriculum. It includes aspects such as the ability of the teacher to professionally conduct himself appropriately, exhibit a high level knowledge of the curriculum of his/her subject and to incorporate the use of technology into the curriculum. The formal system of education depends on three components that is; curriculum, student and teacher. The extent, to which the competence of a teacher is viewed, is several times associated with the area of specialty (Sujathamalinia, 2007) and how the teacher suits well to the expectations in that specialty.

According to Khalid & Khan (2016) secondary school teachers' competence in the subject of English can be seen in three (3) broad areas of knowledge based, on professional and personal competencies. Competence in teaching is the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely (Hunt, 2010). While competence can be considered at various dimensions including performance of the learners, there are certain indicators to measure competence/ observable behaviours which are displayed by anyone competent in that field (OECD 2009). These competencies can be viewed at the time of training, learning of teachers, the curriculum in place, and how the teacher fits the knowledge learnt and skills gained into reality. In many sub-Saharan Africa countries especially where English is a second language, Teachers would need to be supported more than ever before, through Continuing Professional Development (CPD) of teachers even after their graduation from a National Teachers' College (NTC) or University. However, competence in

teaching of English far from perfection in Sub-Saharan Africa and for long has been a neglected aspect of secondary education. This makes teaching and subsequent academic achievement for many students in English language quite demanding.

Aduwa-Ogiegbaen (2012) gives an outlook about competence in teaching of English language basing on the written fluency and spoken efficiency. While drawing experience from schools in Nigeria, Aduwa-Ogiegbaen (2012) reveals that English language teaching is low not because teachers are few, but their teaching competence is substandard. Elevating teacher's competence in English Language teaching, calls for rejuvenating teacher professional development programmes. Nonetheless, competence in teaching most non-native languages in Africa is still characterized by shortcomings which were particularly observed in oral and written communication, and technical skills (Aduwa-Ogiegbaen, 2012 and Olapoopo, 2008). This is an utmost indicator of incompetence, though not exclusive for Nigeria alone, but in most countries where English language is taught as a second language.

2.3.1 Knowledge based competence

A teacher's best tool is his/her knowledge about the subject matter (White, 2013) and the teacher plays a significant role in inculcating new knowledge and skills to students. Teachers' competencies can be evaluated as excellent, if they are custodian of knowledge and believed to be so by not only themselves, but by parents, colleagues and other stakeholders (Bibi, 2015; Hunt, 2010). To this end, teachers' educational expertise needs to be strengthened, together with their professional knowledge, skills and dispositions. Teachers have a primary role in determining what is needed or what would work best with their students and as such should command the highest level of knowledge at the time of lesson delivery (Rahman et al. 2015).

According to Khalid & Khan (2016), the dimension of teachers' competence when looked at in terms of knowledge focus on their status of information on the core subject and content area

approved. Communicative competencies in terms of grammar, discourse, socio-linguistic and comprehension are key if teaching outcomes are to be relied in secondary schools. The basic requirement for the teacher is that he has sound background knowledge of that subject (Qing, 2007) which he/she is teaching, teachers competence is based on his/her ability to utilize and enhance approved curriculum (Rowan, 2011), give clear explanations relating to lesson contents (Kostkova, 2006), show interrelatedness of one content area to another and communicate accurately in content area.

According to Qing (2007) teachers' competence with respect to subject and content area is to teach what is meaningful to the students in a way that they see as the most efficient to deliver the meaning. In order to be fluent in English, learners need to have a command of the language; one has to develop a communicative instruction background. According to Wu & Cao (2007) foreign language teaching and learning has a history of hundreds of years and modern foreign language teaching dates from 17th century. Parsad (2003) emphasizes that communicative competency is producing language correctly and usage of language for particular purpose. Learners need to develop skills, such as listening, speaking, reading and writing to be competent in English. These are some of the areas that remain less attained and put into practice by a number of English teachers in Sub-Saharan countries and other nations, where English is the second lingual dialect (Rahman et al. 2015). Focus should be on how English teachers have knowledge and professional enrichment in effectively using their grammar (Yuwono, 2014) and provide a commendable socio-cultural competence, discourse to overcome potential breakdown in communication. According to Darrell (2011) professional and competent teachers should be those who can enhance the knowledge according to the need of the time and also be able to establish good connections among subjects and topics as well as to plan in parallel with national objectives.

2.3.2. Professional competence

According to Prialgauskaite (2008) teachers need professional competencies. Professionalism competence can be viewed in the manner by which they plan for lessons, teaching techniques, classroom management and how he or she evaluates and records various aspects related with the subject matter. Earlier studies (Sert, 2006; Aiazzi, 2007 and Meighan & Walker, 2004) reveal that deeper learning is a discipline premised on deep professional knowledge on the part of the teacher. As a form of professional teaching, it is committed to a subject discipline for teachers to explore new theoretical paradigms about learning and teaching. According to Canale & Swain (2008), basic types of planning include long-range plans for the year or semester, plans of units of work relating to the larger plan, and plans for each day's work. The challenge that remains is that some of the teachers of English do not plan effectively and consequently their teaching is jeopardized.

According to Ryan (2004) teaching is a planned learning activity. A competent teacher plans in advance topics and ideas that have to be taught and what the class may wish to explore. Killeavy & Moloney (2010) reveals that professional competence in English language teaching is critical because a competent teacher of English understands how texts are organised, which concepts and vocabulary are critical, and how to evaluate key ideas in their fields. He/she has knowledge about why students may experience difficulties in reading or writing and should be able to cover in content the areas that focus and build comprehension. Chlopek (2008) also added that a professional and competent teacher of English should focus on teaching techniques as a priority. Studies of (Zoreda & Vivaldo-Lima, 2008) showed that as part of professional conduct, teachers should introduce the content, motivate the students during the communication of ideas, summarizes, and asks for clarification when necessary. English language teacher's ability to organise, explain and clarify, as well as to arouse and sustain interest and motivation among students is critical in evaluating his professional competence.

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2.3.3 Personal competences

A competent teacher of English should be a good communicator. Platts (2008) asserted that all teachers in an institution need to work in collaboration with colleagues and influence each other in positive ways. According to Amjad (2015) personal competencies can be cited with collaboration with colleagues, effectively communicate through proper words in proper places to convey ideas or information. Teachers should make the best use of their efforts to provide an atmosphere to their students which is compatible to the development of higher virtues and morals in their characters. Fraser & Spiller (2011) showed that a good teacher should be one that possesses certain personal qualities, creates confidence among students, is friendly and firm in the class room, acting in a just and fair manner, a role model and respectable. It should be noted that human beings are rational so every person cannot be equal in any respect.

2.3.4 Innovation Competence

According to Kasule (2015) competence of teachers can be viewed basing on their innovation levels. Professional development should focus on domains that develop the needed competences of the teaching staff. In his view, he reveals that that innovative competence can focus on what they can put in place to improve the teaching-learning process. Besides, progress in the teaching at various levels greatly dwell on how the teacher can competently integrate not only knowledge about the subject matter, its pedagogy but also how he is able to be innovative in lesson preparation and coming up with teaching aids. Other studies including King (2002) and Koc, Peker & Osmanoglu (2009) show that the teachers' ability to take advantage of the environment in which he or she teaches is vital for competent service delivery. The teacher who should be branded, "competent" when they are able to adapt to the demands of the environment in which he/she operates (Abaho, 2013). These competencies however remain secondary to knowledge-base; pedagogical expert and also classroom management contribute significantly to the level, quality and effectiveness in the teaching of English language in secondary schools.

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2.4 Professional development status and Competence in teaching English Language

Professionalism is critical in any career and according to Kateeba (2015), professionalism in teaching is not only required but expected to be attained by teachers to their highest standards. In the study of Lortie (2012), TPD is a sequential progress in attainment of higher career qualifications, skills, trainings, knowledge for purposes of serving and doing their activities better. Teacher Professional Development is vital for facilitating better learning, social interaction and planning of the teaching-learning session, and at times for self-inquiry and motivation. Teachers are expected to exhibit a high level of professionalism in teaching and this seldom arises from the training they get before employment and how they are exposed to on-job training opportunities (Conway *et al.* 2009). In English language teaching, professionalism is a critical aspect, but professional and career development is indeed a great aspect that each teacher ought to have. This section gives an in-depth coverage of literature regarding Professional Development status and teachers' competence in teaching of English Language.

2. 4.1 Guarantees consistence in content/subject matter
According to Kimberlly (2010) reliability of a teacher's work depends upon his competence. Competence also depends upon consistency of that work and its value to the learners. A teacher needs different kinds of skills in different subjects and learners are expected to have different competencies in the subject matter he//she is covering. English language is one of such subjects that require readiness, and preparation on the side of the teacher. Reflecting on this view Castaneda (2013) notes that TPDPs should not only be on professionalising the teacher but empowering him/her with detailed background of information about the subject matter. To achieve this, different programmes need to be developed to suit this noble purpose and hence the role of having teacher professional development programmes becomes indispensable.

In addition, Musset (2010) has rightly asserted that teaching is a complex and demanding intellectual work, one that cannot be accomplished without the adequate preparation. It is thus

worthwhile for education systems to strengthen their teacher professional development programmes for all teachers and make arrangements for practicing teachers to have minimum qualifications. The role of professional development is key and cannot be underestimated when advocating for competence in teaching of English Language.

Khalid & Khan (2016) reflecting on the value of professional Teacher Development and learning closely on the goal setting theory reveals that by emphasizing Teacher Professional Development, the country and the education system in general puts into effect; setting a goal of attaining quality human resources with rich experience, and knowledge about the subjects of their specialty. Adweoloe & Kim (2010) further assert that having well trained human resources, is a primarily a goal set to achieve quality in their service. Complementing the above view, Adweoloe & Kim (2010) noted that professionalism builds a highly trained and reliable labour force who are to a great extent equipped to offer highest quality service basing on their wide exposure in terms of subject matter and pedagogy. In regard to the teaching of English, Adweoloe & Kim's (2010) view confers to the fact that professional development of teachers equips them with skills that they can use as a goal and also a tool for ensuring quality teaching in classrooms.

2.4.2 Improves Professional collaboration and network

Teaching and learning is a process that cannot be monopolised because it is a continuous process, as such it requires that teachers keep in the network of other professionals with whom they can share knowledge. In this context, Kasule (2015) revealed that teaching staff's collaboration and networking is an undertaking for all teachers if they are to act competently and equip students with knowledge and skills. It indirectly reveals that teachers should exhibit competence by sharing the competence with other professionals for better teaching-learning out comes. On the contrary, Amjad (2015) reports that competence may not be achieved and experiences shared when they are not trained or learnt. Most of what teachers do is built upon

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what they have learnt, especially the methods of teaching and lesson presentation. In some subjects such as English, where the content is abstract, there is a high risk of not yielding good academic outcomes, when teaching is done without reference to text books and expert colleagues in the same field of languages. Comprehension in English language is measured basing on how leaners are able to properly express themselves, and use English language to express their views by way of speech and in writing (Trotter, 2006 and Hunt, 2010). Trotter (2006) further revealed that to attain this, the level of training, professional conduct and expertise ought to be high. Teachers have a role to prepare citizens for future and citizens make a nation. Thus, they should have a high command and levels of knowledge, competencies and skills basic for achieving this.

2.4.3 Setting up a good teaching-learning environment

In the study by Hunt (2010), highly trained and professional teachers provide between 67-78 percent towards the learning environment and consistence in quality of their work, than the licensed or unprofessional teachers. Having TPDPs is a tool for revamping learners' comprehension abilities and should be encouraged in schools and the education system (Rowlands, et al. 2011). Sujathamalinia (2007) also reveals that with high level of professional awareness, and knowledge, the teachers are able to build learners' future careers and hence they opt to provide high quality education that is essential for this purpose. But different subjects need different techniques, skills for effective teaching and learning process and its outcomes. All these techniques, abilities and skills are integrated and make a teacher competent and for him to set a conducive learning environment not only for his good but also for the good of his learners. Wilkinson (2005) further remarked that the professional guidance accorded to students has a strong bond with the level of training, qualification and exposure the teachers have. Teachers become more reliable and competent in teaching as they tread the professional development path (Lee & Jung, 2014).

2.4.4 Enriches proper use of instructional materials

Conway et al. (2009) offer some insightful suggestions on which Uganda's secondary education system could build to make headway into improved TPD and also reveals that teacher professional development programmes are key in developing and use of instructional materials. In a related view (Cochran, 2013 and Mulkeen et al. 2007) also point out different dimensions in which starting teacher professional development programmes can be useful in helping teachers to prepare instructional materials in pre-service, during placement and ongoing service for professional development.. Mulkeen et al. 2007) caution that it would be naïve to assume that teachers can go through a pre-service program and then perform well without being exposed to further training, empowerment and professional developments. This is because not all is covered at the time of first training, but learning to teach happens over a number of years (Conway et al. 2009), thus while the teacher may have good training, he/she may fail to prepare the right materials and organise the content well during the teaching-learning session, if not provided an opportunity for professional development.

2.5. Professional Development programmes and English language Teacher competence

Clearly there have been and are still ad hoc programmes in place intended to continuously up-skill secondary school teachers in various ways in Uganda (MoES, 2016. Some of these programmes are formal while others are part of the school teacher professionalism activities, or policy requirements. Mulkeen et al. (2007) drawing experiences from Uganda and in five other African countries revealed that teachers had participated in an in-service teacher education program, but felt that the in-service professional development (INSET) they received prepared them to a lesser degree than their initial training. In a related view, Komba & Nkumbi (2008) also pointed out that in many countries in-service programs have been used, primarily for three different purposes: (a) upgrading untrained teachers' qualifications; (b) providing master's degree-level programs for qualified teachers; and (c) offering short-term training related to

subject and pedagogy areas and this can be critical in influencing the competence teachers exhibit as they teach the subject.

According to Rowlands et al. (2011), a number of TPDPs exist and these may include in-service professional development programmes and/or on-job programmes. On job-programmes include conferences, workshops, seminars, training and also off-station programmes such as study/refresher courses taking place away from the school premises (Rowlands, et al. 2011; Musset, 2010).

Off-station programmes reflect a progressive development because after, the teacher's level of education is elevated on the academic ladder. It should be noted that though not widely carried out, TPDPs exist and vary in many dimensions and as such may have effect on the teaching process especially competence of the teacher differently. This section presented related literature regarding the effect of teacher professional development programmes on competence of teaching English language in secondary schools.

2.5.1. Facilitates lesson planning and presentation

Crook (2008) revealed that professionalism and continuous career development in the teaching profession has seen tremendous improvements in classroom presentation and preparation. Teachers to date can improve their education technology facilities they use in teaching. It is possible that as the teachers get further training, they get to know how to use various media differently and can also be innovative to generate their own. In the study by Ottesen (2007), 40-60 percent of teachers at Grade III and Grade V levels have little exposure, knowledge and training in educational technology, subsequently they do not properly present, utilize and put to use the various technologies.

According to Rivas (2014) better teaching can be achieved when lessons are properly planned and handling of teaching starts with training. The better, the teacher is equipped in form of

potential career and enrichment, determines how he/she exhibits him/herself as an pedagogical expert (Hunt, 2010) and as such is competent and knowledgeable in covering issues related to the subject matter, hence better outcome of learning.

According to De la Torre & Arias (2014), Teachers with proper training can competently plan, present and evaluate learners competently and with authority compared to their less trained counterparts. Further training and professional development translates into better preparation, and quality teaching. In addition, Angus (2011) advances his views that the success of any teaching learning process arises from the ability of the teacher as a planner and facilitator; and the teacher can do this when he/she is equipped to do so (Angus, 2011).

Authors such as Adweoloe & Kim (2010) and Castaneda (2013) note that the knowledge and awareness of the teacher of what he/she intends to teach and how he plans to do it depends in his readiness. Readiness is in this extrinsic in the sense of how they have been exposed to professional development as well as their personal abilities. However, Castaneda (2013) notes that a few English teachers have competently exhibited this trait in teaching English Language and there was need to examine the state of TPD they have and how it has influenced their competence.

2.5.2 Widens the knowledge base

Grooming up and teaching trainers or teachers helps to pacify and enrich their knowledge in subject matter, narrows their ignorance as it widens their knowledge and awareness base (Rowlands, et al. 2011). This shows that progress ought to be done in relation to what teachers need to know if they are to do their job effectively. Castaneda (2013) adds that the onus of the education system is to have in place progress activities, and programmes that enrich teachers' with knowledge but also facilitate their competence, and quality in service delivery. In a related manner, Nasaza (2016), a good teacher is measured by the ability to use multiple teaching

methods and mediums to convey the same information and to have a scholar level of awareness of what he or she is teaching. Education partly rectifies this challenge of equipping the teacher/trainer but progressive learning on job is paramount in enhancing this. Professional development thus opens up avenues for the teacher to have passion and remain professionally informed (Beck & Young, 2005). Having programmes and training for professional empowerment to the teacher, helps to set pace for successful teaching even in shortfall of instructional materials and facilities. So, with respect to learning and teaching a teacher's role is central based.

2.5.3. Help realize better academic outcomes

There are a number of formal and informal teacher professional development programmes and these have been a basis/foundation for knowledge, skills and competencies cherished and used by teachers. Reflecting on this, Kasule (2015) noted that both formal and informal related professional development activities [programmes] enhance competence of the staff especially in innovation and using the school environment to their best. Although Kasule's, concern was on higher institutions of learning, this is also relevant for secondary level of education in Uganda.

In addition, Nakabugo & Masembe (2015) postulate that Teacher Professional Development Programmes provides foundational knowledge and skills on which the teacher can build as they operate in their school environment. Hence, when teachers would still need a different set of TPDPs that focused on their areas of specialisation and hence build their competence in the same field of interest.

2.5.4 Facilities Leaner's assessment effectiveness

Teacher effectiveness in English language being a second language requires routine and continuous assessment of the achieved benchmarks and handling emerging hurdles. Teacher involvement through programmes such as distance learning, getting involved in curriculum

design and attending workshops can help them to be effective in how they handle classroom activities including exercise marking, assessment and follow-up (Rowlands, et al. 2011). In addition, Musset (2010), there was need to support and build a string structure regarding teacher professional development programmes since they are not only helpful to teachers but facilitate the teaching-learning assessment, and process to take place smoothly.

2.6. Institutional factors on professional development programmes and English Language Teacher Competence

In the study by Zhu & Engels (2013), it was found that school pave way and determine the competence level of staff in a number of fields. In the teaching of some subjects, the school is not only a learning environment but a network in which different stakes relate to facilitate learning (DeJaeghere et al. 2009). The school related factors (institutional factors) remain fundamental in a short run, and also in a long run in ensuring that the teachers do their roles, in a much more professional manner.

Studies (Wellborn & Connell, 2012; Skinner & Belmont, 2012 and Angus, 2011) give various dimensions on how the school shapes the destiny, conduct, behaviour and competence of the teachers. Teachers base on what plan and initiatives the school puts in place to build their career, profession and competence especially on-job and off-station opportunities. Institutional factors on PDPs and English Language Teacher Competence are presented below.

2.6.1 Support for refresher and study leave

Mulkeen et al. (2007) revealed that the school has a lot of policies that can provide a good foundation for a teacher to keep on track and improve on his career. Teacher professional development (TPD) is important in keeping teachers abreast with changes that characterise the 21st century schools. However, TPD can only be valuable if teachers perceive them as important and school stakeholders value it so (Timperely, 2008). Therefore the school through

providing framework through which the teacher can add onto what they studied during initial training supports the competence of teachers in their career.

In addition, Avalos (2011) reveals that for the teachers to have a sounding reform regarding the quality and level of teaching, their competence need to be high. This can be through providing opportunities for career development and professional development. Programmes should be made by policy as well as be well communicated to teachers. The schools need to consider Teacher professional development as a "professional renewal" which energizes and strengthens teacher's commitment to their career and enriches their competence to teach (Avalos, 2011; Opfer & Pedder, 2011). Programmes such as refresher courses, study leave, distance learning, holiday studies as well as on-line study programmes should not only be enacted by policy at Ministry level but should be seen being utilized by teachers in schools (MoES, 2016).

2.6.2 Resources supporting Professional Career Development

Teachers have looked at professional development programmes with less interest most often because they attract a cost which the school may not help them to cover. With reflection to the costs, Darling-Hammond (2006) reveals that the most effective form of professional development programme is that which is based in schools and is related to the daily activities of teachers and learners, and where possible the school foots the bill. This makes the school have an upper hand in ensuring that the programme is a success and teachers exhibit the actual knowledge and competencies they have acquired. It was however, not common for schools to sponsor and offer professional development programmes that are funded by the school, or solicit for such programmes from the Ministry. This has affected the number of English teachers for instance taking up opportunities offered under TPDPs, and this affects their competence in teaching.

2.6.3. Providing a conducive Environment for Professional Development

To ensure that teacher professional development programmes yield high level of competence expected, there is need for schools to provide an enabling environment. In line of this, Quattlebaum (2011) points out nine (9) standards that school should offer or make clear for teachers to benefit and put to use the TPDPs. These include helping the teachers to have facilities that can enrich their content knowledge such as libraries and resource centres, advocating for quality teaching, research basis, collaboration, diverse learning needs, student learning environment, family involvement, evaluation, data driven design, and teacher learning that all professional development should follow.

In addition, Timperely (2008) argue that context-specific approaches should be the priority of the school when adopting and integrating TPD programmes. This approach promotes teaching practices that are consistent with the principle of effective teaching but also systematically assist teachers to translate those principles into locally adapted applications. However, most TPDPs concentrate on activities rather than on the conditions under which they occur (Opfer & Pedder, 2011). Reimers (2013) also showed that teacher learning is as important as children learning and there is need for comprehensive professional programme for teachers. Governments should provide on-going support for teachers needing to develop student learning. However, Nakabugo & Masembe (2015) recounts that this could be possible but there are a number of school related challenges like staffing levels. A number of schools have a few Teachers of English Language, and it is hard for these schools to send such teachers to pursue professional development programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a description of the methods that were used to carry out this study. The study focused on professional development and English Language Teacher competence in selected secondary schools in Kira Municipality in Wakiso district. It also includes the research design, study population, sample size and sampling techniques, research instruments, procedures of data collection, analysis and limitations for the study.

3.1 Research design

The researcher used a cross-sectional survey design to examine the effect of professional development on English Language Teacher competence in secondary schools. The design was useful in obtaining data from a heterogeneous population being considered for this study. The cross section design facilitated the researcher to explore in an in-depth manner the attitudes, views, concerns and ideas of a group of people regarding a given area of inquiry (Amin, 2005). Qualitative and quantitative approaches were used to gather and interpret the data about the study. Use of both qualitative and quantitative approaches help to comprehensively cover the study variables (Odiya, 2009). These two approaches helped to obtain comprehensive information in numerical and descriptive form regarding Teacher Professional Development and English Language Teacher competence in secondary schools.

3.2 Study Population

The study population constituted key stakeholders directly involved in Teacher Professional Development and teaching of English Language in secondary schools in Kira Municipality, Wakiso District. The population of a research study convers category of persons or elements qualifying to participate in the study (Kombo & Tromp, 2009). In this study the population included Teachers (of English Language), School Administrators and Municipal Official

(representative of MoES) in Kira Municipality. Eighteen (18) secondary schools were considered. At least three (03) secondary schools were selected per parish. For purposes of confidentiality the researcher used pseudonyms A, B, C, D, E, F, G, H, I, J, K,L, M, N, O, P, Q and R to represent selected schools, rather than mentioning their real names. Basing on their end of year (2016) registers, the selected schools had the total number of administrators and teachers of languages shown in Table 3.1 below.

Table 3.1: Distribution target population for this study

School code	Category and number of population			Total
	Administrators	Teachers in Languages Department	Division Official	
A	04	09	0	13
B	03	09	0	12
C	02	07	0	09
D	02	06	0	08
E	04	09	0	13
F	03	07	0	10
G	04	08	0	12
H	02	06	0	08
I	02	06	0	08
J	04	09	0	13
K	03	08	0	11
L	02	07	0	09
M	04	06	0	10
N	02	07	0	09
O	03	07	0	10
P	04	06	0	10
Q	03	05	0	08
R	03	04	0	07
Division Offices	00	00	20	20
Total	**54**	**126**	**20**	**200**

Source: Selected Schools Staff Registers, 2016

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The aforementioned categories of participants were considered appropriate for this study. These were selected because they were directly involved in Teacher Professional Development programmes and Teaching of English Language in secondary schools in Kira Municipality.

3.3 Sample Size

The sample is a representation of the population (Kombo & Tromp, 2009). The sample size was selected basing on Krejcie & Morgan (1970). The target and accessible population for this study was 200 and corresponding sample size is 132. This was distributed as in Table 3.2 below.

Table 3.2: Target population and sample size

S/N	Category of Respondents	Target Population	Number selected (sample)	Percentage Sample	Sampling technique
1	Teachers (3 per school)	126	81	61%	Simple random sampling
2	School Administrators	54	36	27%	Purposive sampling
3	Division Officials (Education Department)	20	15	12%	Purposive Sampling
	Total	**200**	**132**	**100%**	

Source: Kira Municipality Education Office Report, 2016

3.4 Sampling Technique

To select the sample, simple random sampling and purposive sampling techniques were used. Purposive sampling technique allowed the researcher to decide who to include in the sample based on their typicality and special consideration in to data needed (Oso & Onen, 2009). Purposive sampling was used to select School administrators and Municipal Education Officials because they are key informants. Simple random Sampling was used to select English Teachers. Simple random sampling provides opportunities for all respondents under the same category to participate (Kombo & Tromp, 2009). The two sampling techniques were appropriate to contact key informants and attain comprehensive data about the study.

3.5 Research instruments

Structured questionnaire and interview guides were used to collect primary data collection tools. Meanwhile, documentary analysis was used as secondary data collection tool. These tools were preferred because of their appropriateness is gathering comprehensive data (Sarantakos, 2005) regarding the variables under investigation in this study.

3.5.1 Structured Questionnaire

Structured questionnaire was used to collect quantitative data for the study. They were administered on teachers and school administrators. The instrument consisted of questions regarding background information about the respondents, professional development status of secondary school English Language Teachers in relation to their competence, PDPs needed by Secondary Schools to enhance the English Language Teacher competence and institutional factors needed to support the implementation of PDPs in secondary schools so as to enhance the English Language Teacher Competence. Questionnaires were appropriate in attracting a high response rate at a less costly and short time duration (Mbabazi, 2010). The instrument was also convenient for the respondents in this study.

3.5.2 Interview guides

The study used interview guides to collect qualitative data. Interview guides were used to obtain information about Professional development programmes and English Language Teacher competence in secondary schools from the Municipal Council Officials at Kira Municipality. Interview guides consisted of structured questions, formulated basing on the study objectives. Interviews were useful in sourcing for first-hand information about professional development and competence which according to Mbabazi (2010) makes an interview the most credible tool for comprehensive obtaining qualitative survey data.

3.5.3 Documentary analysis

The researcher carefully studied written documents in School Offices, Different Libraries and Municipal Council Education department Offices /Archives regarding TPDPs and English Language Teacher Competence. A documentary review checklist was prepared. The researcher observed (if available at the school or Division Education Office), the Education Act, TPD programmes manuals, policy statements about teachers' professional development and records of teachers on study leave. According to Kombo & Tromp (2009) documentary analysis is appropriate in obtaining already existing information on the variables published and preserved. Information obtained under documentary analysis assisted in triangulation, and backing up the findings.

3.6 Research procedure

The researcher obtained an introductory letter from the Department of Educational Planning Management of Kyambogo University. The letter was presented to the respondents seeking for their consent to participate in the study. The researcher personally administered questionnaires, and conducted face to face interviews with the respondents. Careful review of documents was made at the consent of officials in custody of these documents at schools and municipal offices.

3.7 Validity and Reliability of Instruments

As a means of ensuring quality, the researcher ensured both reliability and validity of the tools is tested and found to be appropriate as recommended.

3.7.1 Validity of instruments

Validity of the tool is the ability of the tool to give true and answers as expected from the asked questions which can be generalized to other populations (Kombo & Tromp, 2009). Face and content validity was ascertained. For face validity, instruments were reviewed by the supervisor and experts who made comments on the tools. The inter judge validity was computed by:

$$\text{Formula for CVI} \quad = \quad \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

The validity of the questionnaire and interview items was established by computing the CVI. All the instruments when tested showed an average index of 0.7 or above (Amin, 2005).

3.7.2 Reliability

This was measured using Cronbach's Coefficient Alpha after conducting a pilot study. Ten (10) English Teachers from Secondary schools not involved in the study were used to rate the questionnaires as relevant or irrelevant. Their views were established and the reliability of the tools was established. The Cronbach coefficient alpha formula $= \left[\dfrac{k}{k-1} \; 1 - \dfrac{\sum SDi^2}{SDt^2} \right]$

Where K = Number of items in the questionnaire, SDi^2 = Standard deviation squared (variance) for each individual item and SDt^2 = Variance for total items in the questionnaire.

3.8 Data analysis

Data analysis entails separation of data into constituent parts or elements that are easy to interpret, explain and deduce conclusions (Ahuja, 2010). This study used both quantitative and qualitative data analysis techniques.

Quantitative data was edited, coded and entered into a computer using SPSS. The data was analysed using descriptive statistics (mean, standard deviation, and ANOVA). ANOVA was used basing on the views of teachers, school administrators and Kira Municipality Officials. There was an analysis of the responses/ perspectives that teachers and administrators have towards PDPs and English Language Teacher Competence. While, Qualitative data was sorted according to study objectives and questions from which they emerge and hence analysed using narrative analysis technique. Narrative analysis involved paraphrasing views obtained from respondents about PDPs and English Language Teacher Competence in secondary schools.

3.9 Ethical considerations

Ethics are very important in research and ethical considerations are all those endeavors the researcher puts in mind to ensure that the rights of the respondents, and the quality of information provided is/are protected (Oso & Onen, 2009). Only responses obtained were considered useful for the study findings. More so, the study ensured high levels of confidentiality and treated responses anonymous for privacy of the respondents. The researcher gathered information from respondent who gave in their consent. Access to documents was done with formal approval by the responsible officials.

3.10 Limitations of the study

The study experienced a number of challenges which included poor cooperation from potential key informants, concealment of the data, costs and shortage of time to cover the entire schools in Kira Municipality. However, the researcher formally introduced herself to the respondents, established a good rapport and hence was able to get co-operation. Budgeting for the available finance and time resources was also ensured to reduce shortage of time and funds.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter presents findings of the study that was focused on examining Professional Development and English Language Teacher Competence in selected secondary schools in Kira Municipality, Uganda. The chapter presents views obtained from teachers, administrators and education officials at Kira Municipality. It covers information about biodata of the respondents and the study objectives. The objectives of the study were to:

- find out the professional development status of secondary school English Language Teachers in relation to their competence in selected secondary schools

- establish the Professional Development programmes needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools

- find out institutional factors needed to support the implementation of professional development programmes that enhance the English Language Teacher Competence selected secondary schools in Kira municipality, Wakiso District.

Data was collected using field questionnaires, face–to-face interview guides and documentary review checklists which were administered to English Language Teachers, School Administrators, heads of Department and officials at Kira Municipality respectively. The data was analysed using SPSS (Ver. 16) and a one-way ANOVA computed. Results were computed basing on the study response rate presented below.

4.1 Study response rate
Table 4.1: Distribution of actual respondents for the study

Response rate	Category of Respondents			Total Response	
	Management	Teachers	MEOs	Frequency	Percentage
Responded	30	80	10	120	92.3
Did not respond	06	01	05	12	7.7
Total				**30**	**100.0**

Field data, 2017 Key: MEOs - Municipality Education Officers

Results in Table 4.1 shows that out of 132 targeted respondents, only 120 respondents accounting for 92.3% of the respondents' sample full participate and the study through responding to the questionnaires and responding in face-face interviews. This response rate was considered relevant and acceptable to provide an in-depth coverage of information about professional development and English language competence. This was also in support to Fincham (2008) who advises researcher aim at realizing a response rate of approximately 60% and above as expected by Editors and Associated editors of journal articles. The distribution of the actual study participants basing on their biodata were as shown below.

4.2. Biodata information on the respondents

A total of 120 respondents participated in the study. The biodata information about the position held by the respondents, sex, class taught (for those actively teaching English language), level of education and information on how recent they had undergone a professional training course were established.

4.2.1 Biodata information of the respondents

Table 4.2: Positions held by respondents

Position held	N	Percent	Valid%
Teacher	80	66.7	66.7
School Administrator	30	25.0	25.0
Mun. Educ. Officials	10	8.3	8.3
Total	120	100.0	

Field data, 2017

Results in Table 4.2 show that English teachers were the majority (66.7%) of the respondents, School Administrators including Headteachers and heads of Language department accounted for 25% of the respondents. Least of all (8.3%) were Kira Municipality Education Officers serving at the level of Inspector of Schools and others were staff in the Municipal Education

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Office. The selection and distribution of respondents greatly considered their involvement in professional development and competence of English language teachers in the study area. For instance, Municipal Education Officers were few, but key informants regarding district and national professional development practices in Wakiso.

In addition, the teachers and School Administrators were considered owing to the fact that they were key stakeholders at secondary school level as regards professional development of teachers and English language teaching. With purpose of getting detailed data about the competence of English language teachers in teaching, their numbers dominated the sample.

The choice of School Administrators, Teachers and Municipal Education Officers therefore helped to provide information regarding professional development and competence of English language teachers at all levels of management and putting into context that the study was in the line of policy planning and management at school and national level. This coverage was ideal since teacher professional development and hence elevating their competence was a concerted effort as also cited by Freidson (2014) who revealed that professional development strategy is both school-based and national issue, hence its information is cross cut at all levels of education management.

In the study, some respondents were actively teaching English Language in secondary schools. These particular respondents were School Administrators and Teachers. The distribution of these respondents basing on the classes they teach was as shown in Figure 4.1.

Figure 4.1: Distribution of actively teaching respondents by the classes they taught

Class taught by Teachers
Source: field data, 2017
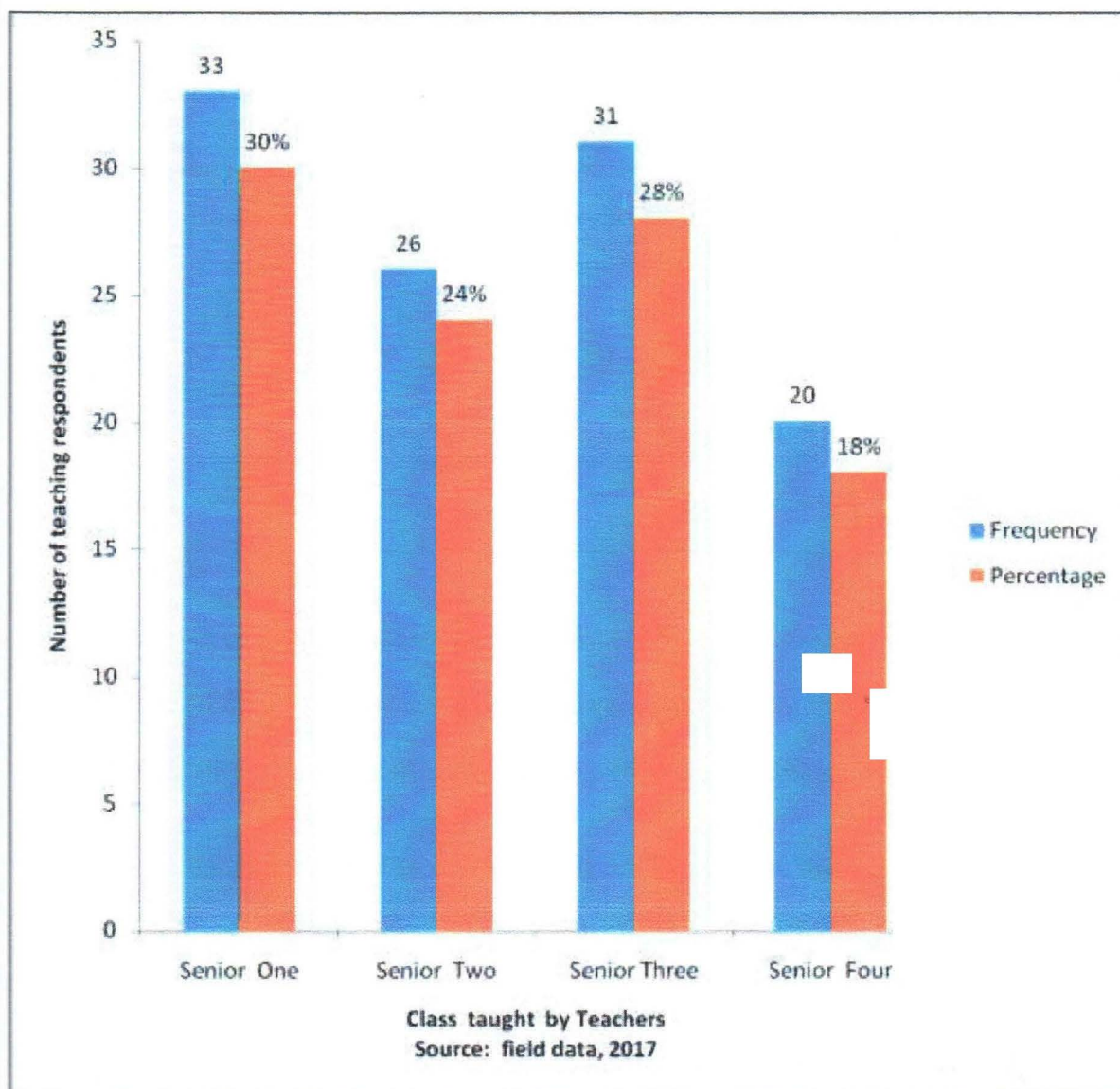
Field data, 2017

In this study, teachers of English varied from class to another, with senior one having the majority (30%), followed by senior three (28%), senior two (24%) and senior four (18%). The number of teachers for English language several times varied with the number of streams (size of the class) at the particular school. From observation, at least each school had two (2) English Language teachers who taught on many occasions more than one class. This implies that the number of professional English language teacher in visited schools was still low (below 50%).

4.2.2. Distribution of respondents by gender

Table 4.3: Distribution of respondents by gender

Sex characteristics	Category of respondents	Frequency (N=120)	Percent
Male	School Administrators	08	6.7
	Teachers	19	15.8
	MEOs	08	6.7
	Total	**35**	**29.2**
Female	School Administrators	22	18.3
	Teachers	61	50.8
	MEOs	02	1.7
	Total	**85**	**70.8**

Field data, 2017

On the aspect of gender distribution, majority (70.8%) were female while 29.2% were male. Meanwhile 50.8% of the teachers were female and 15.8% were male. Majority administrators and Municipality Education Officials (MEOs) were male represented by 6.7% respectively.

Overall, all the professionals in education and results from the three categories of respondents were female, which reflect that there was gender bias towards English language teaching mostly to females than men. The findings on gender show that until now, there are fewer men involved in English language teaching, and this could be associated with the gender imbalance in the admissions, professional training and development of English teachers, more being drawn from the females. This relates closely with the perception held by Opfer & Pedder (2011) who noted that in most regions professional teacher development programmes have over tended to concentrate on females, and variations prevail between male and female teachers of English in various schools.

4.2.3 Distribution of respondents by level of education

The level of education of the respondents was established as shown in Table 4.4 below.

Table 4.4: Level of education of respondents

Level of Education	Category of respondents	Frequency (N=120)	Percent
Diploma	School Administrators	16	13.3
	Teachers	34	28.3
	Total	**50**	**41.6**
Degree	School Administrators	08	6.7
	Teachers	39	32.5
	MEOs	01	0.8
	Total	**48**	**40.0**
Master degree	School Administrators	06	5.0
	Teachers	03	2.5
	MEOs	03	2.5
	Total	**12**	**10.0**
Post graduate diploma	Teachers	04	3.3
	MEOs	03	2.5
	Total	**07**	**5.8**
PhD	MEOs	3	2.5
	Total	**3**	**2.5**

Field data, 2017

In regard to the level of education, majority (41.7%) were diploma holders and 40% were degree holders. Meanwhile teachers dominated respondents with degree (32.5%) and Diploma (28.2%) qualifications. Respondents with Master degree (10%) mainly included school administrators, and MEOs, while 5.8% had post graduate diploma and PhD holders were only MEOs (2.5%). Comparatively, there was a minimal difference between English professionals who had a diploma (minimum) and degree education. Less of these however focused on professional development which accounted for a few teachers with masters, post-graduate and PhD education in the English profession. Therefore, the study was able to obtain information

from all professionals and stakeholders who had a mandate of ensuring professional development of teachers takes place. Nevertheless, most teachers were with minimal professional qualification fact that called for examining their competence level in teaching English Language at secondary school level.

4.3. Professional development status of secondary school English Language Teachers and their competence in selected secondary schools

The first objective was to find out the professional development status of secondary school English Language Teachers in relation to their competence in selected secondary schools. Basing on the survey questionnaire, the following responses were established.

4.3.1. Professional training levels of respondents

Responses on whether respondents had had a professional course in the recent years were further established as in Figure 4.2 below.

Figure 4.2: Response on whether English professionals had had a recent professional training course
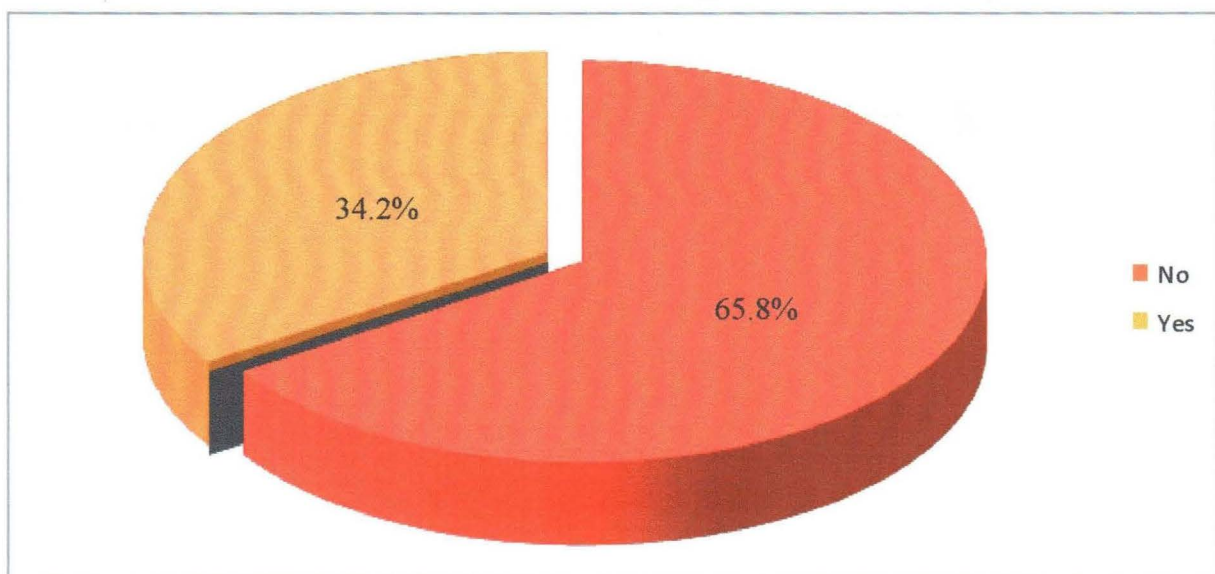
Field data, 2017

In the study, majority (65.8%) of the respondents especially teachers had not in the recent past years pursued any professional development course or programme. Only 34.2% who had studied some of PD programmes who mainly included School Administrators, and Municipality Education Officers and less of teachers had pursued a professional course/programme. This finding shows that there was a fairly low level of professional development among teachers and other English language stakeholders in Kira Municipality. This finding reveals that the investigating the scope and extent to which professional development and how it affected competence of teachers in English language was prioritised was key since a few teachers were found to have pursued PDPs in the recent years.

4.3.2 Professional training course attained in the recent years

When asked about the professional training attained by respondents in the recent years, findings were as presented in Table 4.5.

Table 4.5: Different professional training course attained in the recent years by respondents

Professional training	Category of respondents	Frequency (N=120)	Percent
An upgrading course	School Administrators	3	2.5
	Teachers	4	3.3
	Total	**07**	**5.8**
Refresher course	School Administrators	16	13.3
	Teachers	5	4.2
	Total	**21**	**17.5**
Seminar	School Administrators	1	2.5
	Teachers	0	0.0
	Mun. Educ. Officials	2	5.0
	Total	**3**	**2.5**
Workshops	School Administrators	1	0.8
	Teachers	9	7.5
	Total	**10**	**8.3**

Field data, 2017

Results indicate that out of the 120 participants in the study, 41(34.2%) who had attended a professional course recently and this was in various courses and under various professional development programmes.

Findings from Table 4.5 show that most attended professional development courses were refresher courses (21%), followed by workshops (8.3%), pursuing an upgrading course in the same field of English Language (5.8%), and attendance of seminars. Majority of the professional courses were attended by school administrators (refresher courses, 13.3%), seminars by Municipality Officials (5.0%), while teachers mostly attended workshops (7.5%), and also few (3.3%) went for an upgrading course (s).

To a great extent a few teachers were actively engaged in professional development and hence this posed questions which this study focused on answering as to whether this low professional development had an effect on their competence. In an interview, one of the Municipal Council Official complemented the above view when he said,

> "Yes, we have a programme of ensuring that teachers improve on their skills and professional career. Having a diploma (minimum qualification) is not enough.... Competence increases with exposure and experience..."

The above perspective shows that despite low level of professional development (as cited in figure 4.2 & Table 4.5), municipality education offices encouraged professional development, and municipal officials pursued different professional development courses once in a while.

When contacted and asked about their experience, majority of the MEOs were well trained and professionals with peculiar skill and practices in handling teacher professionalism. Out of the ten contacted more than five years, had an education of master degree and above. Thus they were well informed about professionalism and standards that can be utilized to enhanced competences of English language teachers.

4.3.3 Professional development status of secondary school English Language Teachers and their competence in selected secondary schools

Responses regarding Professional development status of secondary school English Language Teachers and their competence in selected secondary schools were established as presented in Table 4.6.

Table 4.6: Means and standard deviation regarding the Professional development status of secondary school English Language Teachers and their competence in selected secondary schools

Professional development status	Category of respondents	N	Mean	SD
Awareness on the National Policy in English Language professional Development	School Administrators	30	2.70	1.33
	Teachers	80	2.77	1.38
	MEOs	10	4.20	.63
	Total	**120**	**3.22**	**1.11**
English language teachers do not prioritize improving their professional development status	School Administrators	30	2.40	1.54
	Teachers	80	2.13	.82
	MEOs	10	3.60	1.65
	Total	**120**	**2.71**	**1.34**
Teachers are pursuing further studies on distance learning, holiday programmes	School Administrators	30	2.31	1.40
	Teachers	80	2.67	1.63
	MEOs	10	3.30	.48
	Total	**120**	**2.76**	**1.17**
English Teacher are willing to go for further studies	School Administrators	30	3.87	.68
	Teachers	80	4.30	.92
	MEOs	10	4.50	.53
	Total	**120**	**4.22**	**.71**
The school has a 2 year service professional development policy regarding for English Language teachers	School Administrators	30	2.49	1.32
	Teachers	80	3.37	.85
	MEOs	10	2.80	.42
	Total	**120**	**2.89**	**.87**
The school has a calendar in which teacher professional development programmes are scheduled and attended by all teachers	School Administrators	30	1.90	1.46
	Teachers	80	1.67	1.27
	MEOs	10	2.00	1.05
	Total	**120**	**1.86**	**1.26**

Field data, 2017: Key M= Mean, SD: Standard deviation, MEOs- Municipal Education Officers

Results of the study in Table 4.6 show the descriptive statistics that were obtained on professional development status of secondary school English language teachers and their competence in teaching of English Language. Majority agreed (M=3.22, SD 1.11) that they were aware of the national policy in English Language professional development, and this was highly supported by Municipality Education Officials (MEOs) in the interviews while most teachers and School Administrators revealed their little exposure to the existence of the national policy about professional development for English teachers. This finding was also in the line of thought of one of the MEOs, who said,

> "As a district, we focus on improved professional human resources especially in education... education is the backbone of other professions and hence teachers should at all times exhibit highest professional levels... Teachers (English Teachers Inclusive) are encouraged to follow their professional and career path..."

In addition, another respondent said.

> "We encourage teachers to go for further studies at least after two (2) years of service at a school... This however must be pursued in accordance with the school circumstances and on endorsement by the head teacher...."

While one other participant, who was also a municipality Senior Education Officer said,

> "Teachers are encouraged and by policy supposed to progress on their professional career, however, a few of English teachers come for endorsement for further studies. The status to my thinking is still low and the national policy on this is also relaxed..."

From the above perspectives of interviewee's it was established that there is a national focus on teacher professionalism, which was however, level emphasized and most teachers were not in full knowledge of these national policies and strategies, and hence benefited less from the national professional development efforts to professionalize English teachers.

Further findings from Table 4.6 regarding the view that teachers felt they had minimum professional qualifications, and hence did not prioritise their professional development status show that majority disagreed. This was revealed by responses (M=2.71, SD=1.34) from the participants. This finding shows that after attaining minimum qualifications, most teachers did not pay attention to attaining more professional qualifications.

On the contrary, most professional at management level especially MEOs and School Administrators, considered PD as key even when one had minimum required qualifications. In an interview with one of the municipality education officers, she was able to remark that:

> *"Professionalism is encouraged, and holding strong office require a much more experience... than those whom you oversee... it is ideal for school administrators and us (MEOs) to improve our professional development. Teachers can them emulate us....and actively embrace professional development"*

From the above findings, it was established that there were variances in preference to pursue further professional studies among teachers, school administrators, and Municipal Education Officers, although the teachers believed having a minimum professional qualifications was enough.

In addition, the study disclosed that a few teachers (M=2.76, SD=1.17) of English Language were pursuing further studies on distance learning and holiday programmes provided in institutions of higher learning, and respondents especially MEOs, and teachers themselves revealed that English Language Teachers were willing to go for further studies. According to the findings, most respondents especially school administrators, and MEOs, perceived that the PD status of teachers was closely associated with schools having professional development policy for further studies (M=2.89, SD=0.87), though almost all schools visited did not properly

implement/ had a teacher professional development policy and there were minimal variances in the opinions obtained.

Complementing the above views are responses from interviewees. Results from interviews showed that schools have guidelines upon which they can help and motivate teachers to pursue a professional development path. In one of the interviews, one of the participants said;

> *"It's possible that headteachers are encouraging English teachers to pursue further professional development... because... at least were receive on average five (5) applications for a study leave each year.... Although these study leaves are not automatically guaranteed... this shows the school administrators advocate for professional development.... However, the numbers of English teachers is still low... and a few are granted study leave... except when they want to study in holidays (holiday programme)..."*

In addition, results from interviews revealed that the Teachers Code of conduct as well as School guiding principles administered by the Head of Department of languages such as lesson planning, scheming and advocating for refresher courses, seminars and workshops were encouraged not only at school but also at national level. Most teachers tend to felt comfortable with minimum qualifications (diploma) despite current opportunities to pursue further training or study in professional English courses offered by Universities in Uganda.

Additionally, majority of the municipal education officers believed all teachers had required professional status, the scope of professional development was considered low. Affirming the above perspective, one of the Municipality Education Officer said;

> *"In fact we recommend them most times when asking for study leave" said one of the officials. However the number of teachers going for further study is small, since they are several times allowed to study holiday programmes or forfeit their payroll and they choose to top further study and remain on their payroll"*

Results of the study in Table 4.6 regarding the view that the school has a calendar in which teacher professional development programmes are scheduled and attended by teachers revealed that majority of the respondents disagreed with the assertion statement (M= 1.86, and SD=1.26). This implies that schools did not put emphasis on having a PDPs' calendar in regard to teachers' professionalism and with intent to improve competence of teachers in teaching English Language. Findings in table 4.6, generally show that the professional development status was still low (all show a mean value below 4) despite the high level of willingness of teachers to pursue further professional development.

The schools efforts to have a routine professional development calendar to be followed by English teachers was lacking for almost all the schools visited, and this was also affirmed by one of the Municipality Education Officers, when he said: .

> *"Eeeh Yes, professional development starts with the teachers' interest to study, but this has to be in line with the school professional development policy and opportunities offered by MoES. However a few schools have professional development policy and where it is, the same policy covers allocation of opportunities for teacher to represent the school in seminars, workshops, and inter-school conferences organised by the Department of languages.*

The different categories (School Administrators, teachers, and MOEs) expressed their views differently and hence revealed variances in their perception towards Professional Development Status and competences of English Language Teachers. The responses regarding perceptions of respondents basing on their mean difference as per groups in regard to professional development status and their competence in selected secondary schools were established by ANOVA as shown in Table 4.7.

Table 4.7: Mean Differences on the perceptions of respondents regarding the Professional Development Status of English Language Teachers and their competence in Teaching English Language in selected secondary schools

Professional development status on English Language	Category of respondents (a)	Category of respondents (b)	Mean diff (a-b)	Std Error	Sig.	F
Creating awareness on National Policy in English Language Professional Development	School Administrators	Teachers MEOs	-.07* -1.5*		.000	217.46
	Teachers	School Administrators MEOs	.07* -1.43*			
	MEOs	School Administrators Teachers	1.5* 1.43*	0.39		
Prioritizing professional development status	School Administrators	Teachers MEOs	.27* -1.2*		.000	106.67
	Teachers	School Administrators MEOs	-.27* -1.47*			
	MEOs	School Administrators Teachers	1.2* -2.13*	0.38		
Pursuing further studies on distance learning programmes	School Administrators	Teachers MEOs	-.36* -.99*		.000	140.12
	Teachers	School Administrators MEOs	.36* -.63*			
	MEOs	School Administrators Teachers	.99* .63*	.040		
Willingness of English Teacher to go for further studies	School Administrators	Teachers MEOs	-.43* -.63*		.000	64.94
	Teachers	School Administrators MEOs	.43* -.2*			
	MEOs	School Administrators Teachers	.63* .2*	.122		
School has service professional development policy	School Administrators	Teachers MEOs	-.88* -.31*		.000	146.45
	Teachers	School Administrators MEOs	.88* .57*			
	MEOs	School Administrators Teachers	.31* -.57*	.047		
The school has a calendar for teacher professional development programmes	School Administrators	Teachers MEOs	.23* -.1*		.000	69.472
	Teachers	School Administrators MEOs	-.23* -.33*			
	MEOs	School Administrators Teachers	.1* .33*	.039		

*The mean difference is significant at the 0.05 level

***Field data, 2017** Key MEOs- Municipal Education Officers*

Results in Table 4.7 show that there is significant difference in the perceptions of how School Administrators, Teachers and Municipality Education Officers (MEOs) perceived professional development status of English Language Teachers and their competence in Teaching English Language in selected secondary schools.

Most Municipality Education Officials' perception was positive to the professional development status. School administrators perceptions in comparison to other respondents was negative for creating awareness on National Policy in English Language Professional Development, the view that teachers pursuing further training on distance learning, having a school professionalism policy, and that English Language teachers were willing to go for further study so as to improve their competence level in teaching English Language at Secondary schools.

Teachers on the contrary perceived that having the school calendar for professional development programmes would be like forcing them to go for further study ye some were not interested and comfortable with having a minimum qualification (diploma). They did not have professional development in their career as a priority and some teachers treated professional development in their school efforts negatively. This made the schools administrators pay less attention to putting in place a school calendar to be followed by teachers as they pursue their professional development. On the contrary, some few teachers however, believed that when the school has a school policy, it is possible to improve on their professional development status and competence in teaching English Language in secondary schools.

4.4. Professional Development programmes needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools

The second study objective was to establish the Professional Development programmes needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools. Descriptive statistics for the responses in terms of mean and standard deviation were established and presented in Table 4.8.

Table 4.8: Means and standard deviation regarding Professional Development programmes needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools

Professional development programmes	Category of respondents	N	Mean	Std. Deviation
Termly seminars, workshops, symposia, and brainstorming sessions	School Administrators	30	4.37	.81
	Teachers	80	3.44	1.05
	Mun. Educ. Officials	10	3.60	.69
	Total	120	**3.80**	**.85**
Degree, diploma and Post graduate programmes offered at universities	School Administrators	30	2.30	1.44
	Teachers	80	3.21	1.13
	Mun. Educ. Officials	10	4.50	.53
	Total	120	**3.34**	**1.03**
In-service professional training programmes	School Administrators	30	3.37	1.27
	Teachers	80	2.51	1.36
	Mun. Educ. Officials	10	3.90	1.66
	Total	120	**3.26**	**1.43**
Inter-school conferences, collaborations, networking and staff exchange programmes	School Administrators	30	3.40	1.25
	Teachers	80	3.15	1.12
	Mun. Educ. Officials	10	3.90	.57
	Total	120	**3.48**	**0.98**
Holiday/refresher professional training courses/ programmes	School Administrators	30	2.03	1.27
	Teachers	80	3.16	1.38
	Mun. Educ. Officials	10	3.50	1.43
	Total	120	**2.90**	**1.36**
Coaching and mentoring programmes	School Administrators	30	3.57	1.19
	Teachers	80	2.92	1.16
	Mun. Educ. Officials	10	3.50	0.97
	Total	120	**3.33**	**1.11**

Field data, 2017 Key MEOs- Municipal Education Officers

Results in Table 4.8 shows the different professional development programmes (PDPs) that are being implemented in pursuant of attainment of professional development of English teachers. Results show (M=3.8, SD=.85) that termly seminars, workshops, symposia, and brainstorming sessions were some of those PDPs that can be implemented to enhance the competence of English teachers. This was agreed to by the majority especially school administrators.

While complementing the above views, key informants in the interviews also agreed that their department provides an avenue for teachers to improve their competence and professional development trough seminars and workshops. In one of the interview, one MEOs said;

> *"One every year we hold an annual seminar at one of the schools and invite all English teachers to attend... Key issues are discussed/shared.. of course including professionalism and competence in teaching... and opportunities the ministry is offering for the next year... This to me is seen as an avenue for teacher to improve their professional development.*

In addition, results shows that majority of the teachers and school administrators agreed (M=3.34, SD=1.0) like Municipality officials that they were aware of degree, diploma and Post graduate programmes offered at universities, that can be studied as part of professional development programmes to enhance competence of the English language teachers. Findings further disclosed that in-professional training programmes are being encouraged (M= 3.26, SD= 1.43) dominantly reported by School Administrators and Municipal Officials. In addition to the above view, one of the interviewees remarked;

> *"Ministry does not decide for a teacher, but gives them an opportunity to explore different programmes at Universities and motivates them to take up these courses and programmes.."*

From the above findings, it shows that both stakeholders (English teachers, School Administrators and Municipal Officials) considered official programmes offered by public universities and colleges as key professional development programmes.

Table 4.8 also show that majority of respondents agreed (M=3.48, SD=0.98) to the view that Teacher professional programmes such as Inter-school conferences, collaborations, networking and staff exchange programmes improve on the competence and professional conduct of teachers. More so, it was established that few English Language teachers are aware and take interest in holiday and refresher courses (M=2.9, SD=1.36). In reference to the non-formal programmes, it was noted that professional programmes were provided and these included conferences and refresher courses. While referring to these programmes, one of the officials at Kira Municipality Education Office said;

> *"Schools are encouraged to arrange the inter-school conferences, and ensure teachers share, relate and dialogue for purposes of professional development. This is one way of professional development for teachers..."*

Further findings show that a few English Language teachers are aware and take interest in holiday and refresher courses (M=2.9, SD=1.36). Results show that teachers in secondary schools were not only less aware but did not pay attention to the value of holiday and refresher programmes as part of the PDPs that can improve their competence. Coaching and mentoring programmes were also part of the PDPs revealed (M=3.33, SD=1.11) schools ought to offer to teachers as an opportunity to improve their professionalism and competence contrary to the current situation among schools in Kira Municipality.

In an interview with Ministry Education Officers said,

> *"Teachers have an opportunity to go for further study during holidays, although other school administrators may have little time to guide and advise the teachers...."*

From the above views, it was established that there were a number of professional development programmes some of which are formal and others are not formal. However, the programmes are not well known and implemented in many secondary schools.

Table 4.9: Mean Differences on the perceptions of respondents regarding Professional Development programmes needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools

Professional development status on English Language	Category of respondents (a)	Category of respondents (b)	Mean diff (a-b)	Std Error	Sig.	F
Termly seminars, workshops, symposia, and brainstorming sessions	School Administrators	Teachers	.93*		.000	220.18
		MEOs	.77*			
	Teachers	School Administrators	-.93*			
		MEOs	-.16*			
	MEOs	School Administrators	-.77*	0.859		
		Teachers	.16*			
Degree, diploma and Post graduate programmes offered at universities	School Administrators	Teachers	-.91*		.000	254.96
		MEOs	-2.2*			
	Teachers	School Administrators	-.91*			
		MEOs	-1.29*			
	MEOs	School Administrators	2.2*	0.040		
		Teachers	-1.29*			
In-service professional training programmes	School Administrators	Teachers	-.86*		.000	153.34
		MEOs	-.53*			
	Teachers	School Administrators	.86*			
		MEOs	-1.39*	0.051		
	MEOs	School Administrators	.53*			
		Teachers	1.39*			
Inter-school conferences, collaborations, networking and staff exchange programmes	School Administrators	Teachers	.25*	0.905	.000	351.84
		MEOs	-.5*			
	Teachers	School Administrators	-.25*			
		MEOs	-.75*			
	MEOs	School Administrators	.5*			
		Teachers	.75*			
Holiday/refresher professional training courses/ programmes	School Administrators	Teachers	-1.13*	0.872	.000	247.96
		MEOs	-1.47*			
	Teachers	School Administrators	.1.13*			
		MEOs	-.34*			
	MEOs	School Administrators	1.47*			
		Teachers	.34*			
Coaching and mentoring programmes	School Administrators	Teachers	.65*	0.48	.000	235.43
		MEOs	.07*			
	Teachers	School Administrators	-.65*			
		MEOs	-.58*			
	MEOs	School Administrators	-.07*			
		Teachers	.58*			

*The mean difference is significant at the 0.05 level *MEOs- Municipal Education Officers*

From results in Table 4.9, it can be seen that there were mixed opinions obtained regarding the PDPs needed by School English Language teachers to enhance the English Language Teacher competence in selected secondary schools. Most respondents revealed negative perspectives an indication that the scope by which different teacher professional programmes were being implemented was still inadequate and of little priority to teachers.

To a greater extent inter-school conferences, collaborations, networking, staff exchange programmes, coaching, and mentoring programmes were less used as compared to seminars, workshops and allowing teachers to go for further studies. Results (Table 4.5) complement this view and this was highly preferred by teachers as a means of improving the competence of English language teachers in teaching of English Language in Secondary Schools.

4.5. Institutional factors needed to support implementation of professional development programmes that enhance English Language Teacher Competence in secondary schools

The third objective of the study was to find out Institutional factors needed to support the implementation of professional development programmes that enhance the English Language Teacher Competence selected secondary schools in Kira municipality, Wakiso District.

In response School Administrators, Teachers responded to the survey questionnaire on aspects related with institutional factors at schools that are tailored towards supporting the implementation of PDPs and subsequently enhancing English language Competences in secondary schools.

Opinions and views obtained from the Kira Municipality Education Officers during interviews significantly related with the assertion statements in the survey questionnaires and hence were incorporated in the analysis of the responses obtained from the school administrators and

teachers. Descriptive statistics for the responses in terms of mean and standard deviation were established and presented in Table 4.10 below.

Table 4.10: Means and standard deviation regarding Institutional factors needed to support the implementation of professional development programmes that enhance the English Language Teacher Competence

Institutional factors in support of PDPs	Category of respondents	N	Mean	Std. Deviation
Professional development policy for English language	School Administrators	30	2.40	1.45
	Teachers	80	2.52	1.38
	MEOs	10	3.50	1.43
	Total	120	2.81	1.42
Facilities and financial support to teachers for professional development	School Administrators	30	1.43	.817
	Teachers	80	2.10	1.25
	MEOs	10	3.70	.949
	Total	120	2.41	1.01
Physical facilities and resources for professional development	School Administrators	30	3.63	1.13
	Teachers	80	2.98	1.37
	MEOs	10	3.50	1.23
	Total	120	3.37	1.24
Teachers on professional development courses remain on payroll and get leave with pay	School Administrators	30	2.47	1.22
	Teachers	80	2.14	1.44
	MEOs	10	4.00	1.16
	Total	120	2.87	1.27
English Language teachers go for professional study programmes on a routine basis	School Administrators	30	4.03	1.07
	Teachers	80	2.47	1.36
	MEOs	10	3.90	.568
	Total	120	3.47	1.50
Schools offers professional development seminars and workshops for English language Teachers	School Administrators	30	4.00	.26
	Teachers	80	3.64	.89
	MEOs	10	4.20	.42
	Total	120	3.95	0.52

Field data, 2017

Results in Table 4.10 shows the different institutional factors needed to support professional development programmes (PDPs) and English language Teacher competences in secondary schools. In the study respondents (M=2.81, SD=1.42) said the school has a policy that supports teacher to pursue PDPs while they continue to serve at the school. This implies that the school policy as an institutional factor was less influencing in elevating the status of PDPs, as they enhance teachers' competencies in secondary schools. In an interview, one of the Municipality Education Officers said;

> "The school has not done much to help professionalise teachers. The teachers should be taking advantage of the factors at school butt these factors are rather unfavorable. In some schools, professionalism is hardly paid attention to and teachers do other things to complement their income instead of going for further professional studies"

Further results (M= 2.41, SD= 1.01) shows that facilities and financial support to teachers for professional development was yet another institutional factor cited though not widely used for secondary schools in Kira Municipality. Most MEOs in an interview believed that it was key if implementation of PDPs was to enhance English language Teacher competences. However, a large number of teachers and Administrators revealed that this has done less to motivate teachers to attend professional seminars, workshops and conferences. In an interview with the respondents, said;

> "When the course is costly, some teachers give up on going for professional development, especially when they are supposed to be removed from the pay roll/list when they go for further study.... This demotivates their willingness to go for further studies"

In addition, the study found out that one other institutional factor influencing implementation of PDPs was establishment of physical facilities and resources for professional development and this was supported by a large number of respondents (M=3.37, SD= 1.24). A significant

standard deviation was attained indicating that a large number of respondents did not utilise the available resources such as library, resource centres and manuals, and this had a bearing on their competence in teaching of English language in secondary schools.

According to the findings (Table 4.10) respondents did not agree (M=2.87, SD=1.27) to the view that in schools, teachers who go for further studies as part of PDPs remain on the payroll and at times are not granted leave with pay. However, officials from the Municipality Offices said, teachers were granted leave upon considering to go for further professional development programmes. This institutional factor constrained teachers' preference to go for further studies and hence affected English language teacher competence in secondary schools.

While referring on the above factors one of the education officers at Kira Municipality said;

> *"Professional development programmes strengthen the will of teachers to research, find out more about their profession and work towards having high level of competencies, however, the school has not done much"*

More so, another respondent said;

> *"The foundation of professional development and its operation are considered as a school programme or initiative. The school should encourage teachers to go for further studies, although they also need to do it on individual basis to improve on their skills and career"*

While responding to school institutional factors, one of the municipality education officers added that:

> *"The school ought to have a calendar and harmonize its institutional factors such as providing resource centres, providing an opportunity for further study after a given tenure off service, sponsor some teachers".*

From the above views, the study found out that the school factors such as lack of teachers' preference, teacher initiative and school support were key in influencing the ability for the teacher to pursue professional development.

In the study findings, it was established (M= 3.47, SD= 1.50) that respondents agreed that one of the school factors for implementing PDPs was allowing them to go for further studies on routine basis according to their interest and readiness to improve on their professional competences. However, a number of teachers did not consent to this view implying that such routine basis for further studies may not be effective.

Results of the study further shows that majority of the respondents agreed (M= 3.95, SD=0.52) to the fact that schools offers PD seminars and workshops for English language teachers. This shows that as part of the institutional factors, schools focus on conducting regular seminars and workshops as an opportunity for teachers of English to improve on their competence in teaching. In many schools, it was established that institutional factors were no supporting career development and professionalism of teachers including English Language teachers.

Complementing the above views, interviewees also revealed a number of institutional factors that were key and could support the implementation of professional development programmes. One of the Municipality Education officers had to note:

> "The school play a key role, how it sets pace, routine and schedule, there is poor staff numbers so it becomes hard for the head teacher to allow the teacher go for further studies, when there is no replacement...."

In view of the above finding, it was established that school institutional factors were key in influencing professional development of teachers and implementation of professional development programmes (PDPs). However, most revealed institutional factors were not well provided in most schools, and this had a bearing on the competence of English language teachers.

Table 4.11: Mean Differences on respondents' perceptions about Institutional factors needed to support the implementation of professional development programmes (PDPs) that enhance the English language Teacher Competence

Institutional factors for PDS on English Language competence	Category of respondents (a)	Category of respondents (b)	Mean diff (a-b)	Std Error	Sig.	F
Professional development policy for English language	School Administrators	Teachers	-.12		.000	268.37
		MEOs	-1.1*			
	Teachers	School Administrators	.12*			
		MEOs	-.98*			
	MEOs	School Administrators	1.1*			
		Teachers	.98*	0.034		
Facilities and financial support to teachers for professional development	School Administrators	Teachers	-.67*		.000	82.26
		MEOs	-2.27*			
	Teachers	School Administrators	.67*			
		MEOs	-1.6*			
	MEOs	School Administrators	2.27*			
		Teachers	1.6*	0.047		
Physical facilities and resources for professional development	School Administrators	Teachers	.65*		.000	288.98
		MEOs	.13*			
	Teachers	School Administrators	-.65*			
		MEOs	-.52*			
	MEOs	School Administrators	-.13*			
		Teachers	.52*	.037		
Teachers on professional development courses remain on payroll and get leave with pay	School Administrators	Teachers	.33*		.000	68.62
		MEOs	-1.53*			
	Teachers	School Administrators	-.33*			
		MEOs	-1.86*			
	MEOs	School Administrators	1.53*			
		Teachers	1.86*	.046		
English Language teachers go for professional study programmes on a routine basis	School Administrators	Teachers	1.56*		.000	97.17
		MEOs	.13*			
	Teachers	School Administrators	-.1.56*			
		MEOs	-1.43*			
	MEOs	School Administrators	-0.13*			
		Teachers	1.43*	.063		
Schools offers professional development seminars and workshops for English language Teachers	School Administrators	Teachers	.36*	0.85	.000	189.93
		MEOs	-0.2*			
	Teachers	School Administrators	-.36*			
		MEOs	-.56*			
	MEOs	School Administrators	.2*			
		Teachers	.56*			

*The mean difference is significant at the 0.05 level

Field data, 2017

Results in Table 4.11 show that there were mixed reactions regarding to the institutional factors that are needed to support the implementation of professional development programmes and English language teacher competences in secondary schools. From the results it was established the school policy was key though not highly implemented in secondary schools as cited by the school administrators, and teachers.

Table 4.11 further shows that among facilities and financial support to teachers for professional development, provision of physical facilities such as libraries, resource centres, research manuals, and conducive platform for teachers were also key but less implemented. Other institutional factors were providing seminars, workshops, and keeping supporting teachers when they go for further study.

Majority agreed to teachers being deleted from the payroll and have no leave with pay when they go for further studies as part of the policy, contrary to district Education Officers who said, the leave can be granted on permission, but without pay. This aspect continuously threatened and demotivated teachers from devoting their time to further studies in fear of failing to manage paying institutional fees and taking care of their families when they are deterred from accessing their pay. A few teachers conceded that they have at times developed interest to study further, but feared being deleted on the payroll yet it was their major source of income.

4.6 Descriptive findings on the competence of English language teachers in Secondary Schools

Competence of English language teachers was a dependent variable for this study. To examine the status and scope by which English Language teachers exhibited competence, respondents were asked questions in survey questionnaires and interviews. The findings in form of descriptive statistics for the responses were obtained and expressed in terms of mean and standard deviation as shown in Table 4.12 below.

Table 4.12: Means and standard deviation regarding English Language Teacher competencies in secondary schools

English Language Teacher competencies	Category of respondents	N	Mean	S. D
Masterly of the English language subject matter	School Administrators	30	3.60	1.10
	Teachers	80	2.85	1.23
	MEOs	10	2.90	1.20
	Total	120	**3.12**	**1.18**
Proper lesson planning and Scheming	School Administrators	30	3.83	.87
	Teachers	80	3.66	.97
	MEOs	10	3.90	.74
	Total	120	**3.79**	**0.86**
Competently communicate and present lessons	School Administrators	30	2.73	1.36
	Teachers	80	2.91	1.13
	MEOs	10	3.70	.48
	Total	120	**3.11**	**0.99**
Evaluate learners' performance well	School Administrators	30	3.87	.63
	Teachers	80	3.21	1.14
	MEOs	10	4.40	.84
	Total	120	**3.83**	**0.87**
Proper utilization of school facilities	School Administrators	30	3.23	1.14
	Teachers	80	3.95	1.05
	MEOs	10	4.20	.919
	Total	120	**3.79**	**1.04**
Innovative and properly use technology available	School Administrators	30	4.43	.50
	Teachers	80	3.50	1.16
	MEOs	10	1.80	.79
	Total	120	**3.24**	**0.82**

Field data, 2017

Results in Table 4.12 reveal the key competencies that are being exhibited by Teachers of English language teachers in secondary schools. In the study, results (M= 3.12 and SD= 1.18) show that respondents agreed that as part of their competencies, teachers exhibited masterly of the subject matter, although a number of MEOs, and teachers providing varying opinions accounting for a 1.18 standard deviation score. Meanwhile majority of the respondents shown by (M=3.79 and SD= 0.86) regarding the view that competent Teachers of English ought to properly plan for subject matter to be effective. The responses obtained fairly show that a

number of Teachers English Language planned and scheme for their lessons as part of their professional conduct and competence.

In regard to the view that Teachers of English language should be able to competently communicate and explain content during lesson presentation, respondents (M=3.11, SD=0.99 especially the views from MEOs agreed. Owing to the fact that majority had minimum training Diploma (41.7%) as shown in Table 4.4. It is also important to note that results (M=3.83, SD=0.87) show high level of agreement by respondents that Teachers of English in selected schools evaluated learners' performance at classroom and end of term/course level and properly utilized the school facilities to make relevant aids (M=3.79). Nevertheless a significant standard deviation (SD=1.04) was established implying not all teachers effectively utilized school facilities to make learning aids in their lesson planning.

In the study, a mean value of 3.24 was established regarding the view the Teachers of English were innovative although majority of the Kira Municipality Education Officers (M=1.80, SD= 0.79) said a few teachers were innovative and competently used relevant technologies. This shows that competent English language teachers ought to be innovative and use relevant technologies in their teaching learning process.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings on the Professional Development and English language Teacher competence in Secondary Schools. The study was conducted in Kira Municipality, and focused on secondary schools. The study focused on PD status, programmes and institutional factors that prevail within the TPD endeavours in Secondary Schools. It also covers a discussion of the detail obtained in regard to teacher competence in English language teaching. The chapter also includes the conclusion and recommendations of the study.

5.1 Discussion of the findings

A total of 120 participants were involved in the study and these were stakeholders at the level of teaching, school administrators, and Municipal Officials (Table 4.2). These were of all gender (Table 4.3) had varying experience and level of education (Table 4.3). The minimum qualification for teaching English Language in Secondary schools was diploma (Table 4.4) and most respondents had diploma and degree qualification. Respondents at managerial level especially Municipality officials had post graduate, masters and one had a PhD. This points to the fact that they were elite and informed about the concepts of professional development and teacher competence. This finding regarding value of qualifications in professional development is also cited by Hunt (2010) who noted that professional training qualification and education background facilitates and smoothens the path of professional development.

With exception of Municipality Officials, and a few school administrators, majority respondents were active teachers of English Language (Figure 4.1). Nevertheless, majority of the respondents had not bothered to improve on their professional qualifications through

undertaking professional training or courses (Figure 4.2). This low level of professional development among teachers of English language was also cited in the study of Opfer & Pedder (2011) who said most professional teacher development programmes in the regions tend to concentrate on activities rather than on the conditions under which they occur, and the gap/interest of teachers in this remain less successful. To critically discuss the findings, focus was drawn to the objectives as presented below.

5.1.1 Professional development status of secondary school English Language Teachers and their competence in secondary schools

The study focused on finding out the professional development status of secondary school English language Teachers in relation to their competence in selected secondary schools in Kira municipality, Wakiso District. The study findings are presented above and related literature is also cited. The professional development status was examined on the status about the national policy on teacher professional development, status regarding prioritisation of English language teacher professionalism, status of English language teachers pursuing further studies on distance learning education, existence of school policy on PD and calendar /schedule followed to harness opportunities for professional development at selected secondary schools. Relate with these findings are what was cited in SABER report (2012) that in schools and countries where English language teaching is a second language, the status of teachers is still low and professional development is worthwhile undertaking.

The study findings (Table 4.6) point out clearly that professionalism among teachers is part of the national professional development aspects and results indicate that professionals in English language were aware about the issues regarding policy on PD and where they can go to enrich their career in English. This finding concurs with the view cited in the Kira Municipality, Education Department (2016) report where it was noted that all schools had 2-4 teachers with

diploma (minimum qualifications) enrolled for further studies but contradicts with Nahamya (2014) who recounted that a number of professional development programmes and further studies exist but teachers are not informed about this as a policy requirement.

Moreover other respondents revealed that with a minimum professional qualifications, a number of teachers conceded that by policy they qualify to teach English language and hence saw no need for further studies. They do not prioritize professional development (Table 4.6). This showed a double challenge that some teachers were not aware of the national PD policy and also those in the know were not willing to pursue different PDPs and the PD status of English language teachers was still low. However Municipal Education officers and School Administrators still felt having a diploma was not adequate enough. Earlier authors especially Arinaitwe (2011) agreed that PDPs for teachers of languages remain low in most districts in Uganda while the Kira Municipality, Education Department (2016) adds that majority of English Teachers in secondary schools have a minimum of a Diploma in Education with an increasing number having bachelor's degree.

Additionally, respondents revealed that the number of teacher pursuing further studies especially on distance learning, holiday programmes in Universities and other institutions is increasing, with recognition of the value of PTD, universities and most particularly Kyambogo University has come up with Teacher professional development programmes on fulltime, distance learning and mature entry levels. These formal programmes were also revealed by Conway et al. (2009) who revealed that professional development status based on the level of training. The findings above are also premised on the belief that it can increase the status of PDPs for teachers (English teachers inclusive). Nonetheless, the number of teachers taking up this opportunity remains low as shown in the findings (Table 4.6). This finding brings to our

attention that PD status in Uganda and particularly secondary schools within Kira Municipality is low, not because such programmes do not exist, but the teachers have not given them priority. This is buttressed to the earlier view of Angus (2011) who cited that teachers go through a series of career and professional development before they can attain professional improvement through career building, and its on their inspiration, motivation and interest in PDPS that define their professional status.

The results of the present study shows that the PD status depict that teachers are aware that the minimum qualification they hold are not professionally satisfactory enough and as such they are willing to go for further studies. Nevertheless this study further established that their schools did not provide a professional development policy where each of the teachers can have an opportunity for further studies after serving at least 2 years. This findings complement Kateeba (2015)'s views that professional development and professionalism in teaching is not only required but expected by policy to be of high standards.

Most respondents especially teachers said the opportunity for PD among English language teachers is not limited. Almost all schools visited did not properly implement/ have a teacher PD policy. In agreement with the aforementioned findings is the earlier view of Freidson (2014) who noted that teacher professional development has been greatly left to teacher training institutions (TTIs), Colleges and Universities and not as close to the school as possible, this has kept the pace and status of TPD programmes in schools low. A few schools have a school policy and implement it equitably for all teachers as scheduled.

The study findings show that the professionalism of teachers is possible when the school considers it as part of its annual school calendar activities. However, findings (Table 4.6) show that a few schools have a calendar in which teacher professional development programmes are scheduled and attended by all teachers. This shows clearly that the institutional status of

professionalism of English language teachers as well as their competence was largely jeopardized by not being put on schedule of the school activities. The present study findings above on the fact that schools have not prioritised TPD programmes by scheduling them, were also cited by Trotter (2006) who revealed that teachers have a role to play although this emerges when they exhibit high level of competence after being supported to pursue further training and career development.

Professional development was found to be originating from teachers who developed interest in attaining higher qualification (most often not attached to professional development) but for self-esteem purposes. These findings complement the earlier view of Hofman & Dijkstra (2010) who noted that there has been increasing research activities focusing on professionalism in the teaching and developing competencies of teachers and head teachers in Sub-Saharan Africa, although these have largely focused on the primary level, and the secondary schools have taken little attention. Most of the teachers who have under gone professional teacher development right from licensed teachers (LTs) to PhD holders in education have their backup in primary education system rather than secondary education system.

The results (Table 4.7) present variances in terms of perceptions between teachers, municipality education officers and teachers in Kira Municipality regarding the Professional Development Status of English Language Teachers and their competence in Teaching English Language in selected secondary schools. The study clearly reveals that most of the Municipal Officials and Administrators revealed that the professional development status at Secondary school level was steadily progressing. This shows that most teachers and officials at higher level of responsibility had/took first priority when there was an effort to provided professional development opportunities, at the expense of teachers. This was some form of career discrimination against low level cadres (teachers) in education system as regards providing professional development.

Results show that the effect of PDS as exhibited at secondary schools was significantly influential on the teacher' competence especially for English language teachers in teaching English language at secondary school level. Teachers on the other hand revealed it was still low and those who were pursuing further studies did it for personal reasons and were not being supported as desired. In the same line of thinking is Mulkeen et al. (2007) who provided a caution that it would be naive to assume that teachers can go through a pre-service program and then perform well without being exposed to further training, empowerment and professional developments. Proficiency and effectiveness is enriched over time, and progressive career development status is a core practice to achieve this.

5.1.2 Professional Development programmes needed to enhance the English Language Teacher competence in selected secondary schools

The study further focused on establishing the Professional Development programmes (PDPs) needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools in Kira municipality, Wakiso District. The results of the study (Table 4.8) show that among many other PDPs were termly seminars, workshops, symposia and brainstorming sessions. As revealed in the level of implementation of these at the school was moderate. Where they were provided, they were vital in unleashing the knowledge and skills building techniques that could empower English language teachers. Most often the seminars and workshops dominated. These programmes are also cited in Komba and Nkumbi (2008) as upgrading, short-term and long professional study programmes.

To this fact the teachers who attended these workshops agreed that using them as PDPs could improve their competence level especially in content masterly and lesson presentation effectiveness. This complement the Social Learning theory proposed by Bandura (1977) where it opines that effective teacher professional development programmes are those undertaken in

teacher training that explore and empower teachers professionally and also agrees with Castaneda (2013) who revealed that TPDPs should not only be on professionalising the teacher but empowering him/her with detailed background of information about the subject matter.

The study findings further reveal that it was also found out that pursuing formal education programmes such as degree, diploma and Post graduate programmes offered at universities was yet another key PDP especially suggested by MEOs during interview interactions. Provision of such professional development programmes as full time courses were revealed also in Rowlands et al. (2011) that teaching institutions provide off-school programmes that support professional development for teachers during school term and holiday sessions.

The teachers' level of awareness about these programmes was not enough to improve their professionalism and competence but enrolling on them. This finding further shows by way of attaining more qualification, teachers get exposed and subsequently enhance their competence in content delivery and assessment. This finding concurs with Nakabugo & Masembe (2015) who cited that professionalism of teachers has increased as teachers to date pursue Post graduate Diploma in Education, graduate teachers have also increased, as well as teachers having Master Degrees and PhD are slowly picking up in numbers. Similarly Adweoloe & Kim's (2010) also expressed this perspective by noting that formal professional development programmes for teacher equips them with skills that they can use as a goal and tool for quality teaching in classrooms.

The study further established that schools should provide opportunity for in-service professional training opportunities to enhance competence among teachers. Such programmes when well implemented keeps teachers informed and competent especially in subject matter and update data on the topics in English or English language in general. This finding is also in line with

(Gulamhussein, 2013) who recounted that it may be hard to achieve this professional development strategy, unless school-based studies and in service programmes are in place. In addition to in-service programmes, schools should focus on providing holiday programmes, refresher professional course, holding conferences and staff exchange programmes. This on the contrary was not highly practiced among schools visited and the blame was put on financial resources to organise such PDPs. Similar views were expressed by Bernstein (2009) by asserting that being a professional teacher requires progressive and continuous career development and as such in-service programmes are not only vital but an indispensable tool for improving on the knowledge, skills, expertise, and practice of teaching.

Respondents further revealed in the study that a few teachers were aware of the value of pursuing further studies even when holiday programmes or refresher courses opportunities existed. Teachers considered their minimum qualifications as a yardstick to believe they are competent enough to teach English language. However, some schools were offering their teachers an opportunity for professional development through coaching and mentoring programmes. This finding agrees with Amjad (2015) that competence may not be achieved and experiences shared when they are not trained or learnt, and as such continuous formal, informal and on-job training are key for arousing competence traits, behaviour and conduct among English language teachers.

In the study, findings show that mixed opinions and perceptions both positive and negative were obtained from all respondents regarding the PDPs needed by Secondary Schools to enhance the English Language Teacher competence in selected secondary schools. This finding and the mixed perceptions regarding professional development programmes in enhancing teacher competence were also cited by Wellborn & Connell (2012) who noted that there are various dimensions regarding professional development programmes and competence of teachers.

It was established that owing to the view that most of the PDPs were not effectively and comprehensively offered, the competence levels of teachers varied from school to another. This intrinsically indicate that teacher professional development programmes exist, but their implementation in secondary schools for better and quality teaching practices was still inadequate. This finding also confers with Rivas (2014)'s argument that better teaching can be achieved when properly planned and handling of teaching starts with training, and it ended with building a wide knowledge base and competence levels.

5.1.3 Institutional factors needed to support implementation of PDPs that enhance English language Teacher Competence in secondary schools

Professionalism of teachers tends to emerge from the will of the teacher and requirements of the profession, but can be emphasized at the school. Thus this study further focused on finding out Institutional factors needed to support the implementation of PDPs that enhance the English language Teacher Competence in secondary schools. Drawing experience from schools in Kira Municipality, Wakiso District Uganda, the study found out that one of the key institutional factor was the school professional development policy. This same factor was cited to be critical for professional development and competence of teachers by Angus (2011) when studying the professionalism and the public good school operations.

Whereas most schools did not have this policy (Table 4.10), education officers emphasized that it is ideal and schools need to develop or have one for better competences and professional development of their teachers. This factor was not new, as Wellborn & Connell (2012) also revealed that schools through having a relevant policy on PDPs can help to shape the destiny, conduct, behaviour and competence of the teachers.

More so, the study found out that yet another institutional factor that needed re-dress or better implementation of PDPs and subsequent competence among teachers was facilitation and

financial support to teachers who opt to pursue further studies as part of their PD activities. However results show that a few schools offered this support as revealed by school administrators and teachers in this survey study (Table 4.10). This translates into constrained and struggle experience by such teachers even when they are attending shorter courses. Few schools support and fully funded seminars, workshops and conferences occasionally held by the school or district. This factor ideally shows the inefficiencies in supporting PDPs in secondary schools and particularly to English language teachers. Related findings expounding on the inefficiencies of schools to provide short courses for professional development and conduct regular seminars and workshops were also cited by Clarke & Hollingsworth (2013) that the status of professionalism among teachers is low because the key stakeholders are not giving teachers an opportunity to pursue their career at school and beyond.

Physical facilities and resources support also complemented financial support, and findings revealed that a few schools provided such facilities and resources to their English teachers. On-workstation career development and competencies could be enhanced by utilizing services such as library, resource centres, research manual and journals, which unfortunately were reported less funded and prioritised for many schools in Kira Municipality (Table 4.10). This is in line with Darling-Hammond (2006) who revealed that the most effective form of professional development programme is that which is based in schools and is related to the daily activities of teachers and learners.

Results also showed that several times teachers who focus on career development and enrol for further studies do not remain on payroll and hardly get the leave with pay. In the findings the opportunities for PDPs in terms of monetary/remuneration stability was not supportive for many schools, and though the MEOs revealed that they on many occasions have granted study leave to English teachers. This finding presents a perspective that has deterred teachers from pursuing

further studies keeping their ego for professional development and their competence low. Timperely (2008) also presents a similar view to these findings noting that context-specific approaches should be the priority of the school when adopting and integrating TPD programmes and should not only be provided but where possible facilitated. Teachers need to be kept in an en environment in which they can afford to pursue professional development courses and programmes.

Results (Table 4.10) showed that efforts by schools to ensure that English language teachers get an opportunity to study professional development programmes are steadily progressing and majority of the teachers and school administrators were aware of these opportunities such as attending seminars, workshops and conferences to enhance their PD and competence in teaching English language. This finding clearly complements what Kerchner & Caufman (2005) who revealed that professional development is a series of programmes and activities ideal for practical and empowerment of teachers.

Further results (Table 4.11) present the views that a few schools offered necessary institutional based support factors such as resource centres, libraries, study leave with pay, and as such a few teachers opted to go for further studies. To this effect institutional factors were not supportive to professional development among English language teachers. Owing to this, a number of benefits including helping teachers to effectively plan, scheme for lessons, and properly utilize the school facilities for better was hardly adhered to therefore delivery was constrained.

Nevertheless, findings (Table 4.12) revealed that on average English language teachers exhibited some masterly of the subject matter, took time to properly plan and scheme their lessons, competently communicated and presented their lessons, evaluate learners' work and tried their best to utilise all possible available school facilities and institutional factor opportunities. These findings agree and complement the view of Quattlebaum (2011) that to

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attain high levels of teacher professional development programmes and competence expected, there is need for schools to provide an enabling environment and help teachers to have facilities that can enrich their content knowledge, advocate for quality teaching, collaboration and providing a conducive teacher professional learning environment.

5.2. Conclusions

The present study has expounded on the key aspects related to professional development activities in secondary schools and how they are pertinent in boosting the English language teacher competences among teachers. From the findings above, the following conclusions were made:

Professional development among English language teachers still stand low and majority of the teachers consider their minimum qualifications (Diploma) as ideal and enough. Little attention and focus is directed towards improving on their professional status. The PD status related policy was not well enshrined in the national programmes, and a few schools have a professional development policy at their schools. The study concluded that the professional development status of English language teachers was ideally low yet influential on the competence of teachers in English Language teaching at secondary school level.

Besides, the study concluded that a few of the PDPs and in particular, seminars, workshops, further study specially on distance learning are being accorded to English language teachers as part of the school programmes of teacher development. Nevertheless, regional conferences, staff exchange programmes, and other programmes such as symposia were less provided to teachers.

The study also concluded that the school related (institutional) factors had a key influence in the implementation of PDP and enhancing English Language teacher competencies at secondary schools. such factors established included minimal financial support and facilities, inadequate

physical resource such as library, research manuals and resource centres for teachers to use, deletion of teachers from payroll when they go for further study, and lack of a functional, routine policy and calendar to for professional development.

The study generally established a moderately fair level of teachers' competence for most schools visited. A number of Teachers of English language had some masterly of subject matter, on some occasions lessons planned and schemed, evaluated students class and end of term work and recorded marks. However, a minority was innovative and utilized well the existing facilities to develop teaching learning aids and relevant teaching-learning technologies at the schools.

5.3. Recommendations

In light to the above findings and conclusions, the study recommends that:

School Administrators need to design a policy that can provide an opportunity for all teachers to improve on their professional development. This policy can be inclusive of the school contribution to teachers pursuing further studies, job safety, remuneration subsidization especially advocating for leave with pay so that teachers can be motivated to utilise any opportunities available for teachers in career and professional development.

There is need for career guidance especially for teachers who still perceive that having a minimum qualification (diploma) is enough. This can be done a countrywide programme by Ministry of Education and Sports. Additionally, there is need to increase staff remuneration with the qualifications attained so that teachers can focus on this salary variances to enroll for further studies.

Teachers need to appreciate and take chance of any opportunities provided at their schools. These programmes were found available but less a priority for most teacher. Schools also need

to improve on the PDPs scope so that teachers have a variety from which to choose if they need to improve on their professional skills and career.

There is need for an improved inter-school link, networking and relationships since it was established that there were a few opportunities Teachers of English language had through inter-school seminars, conferences, symposia, and staff exchange programmes.

Schools need to devote more resources especially finance in the professional development activities especially by putting in place libraries, school resource and research centres, as well as providing financial and materials support to teachers who may wish to improve on their professional development status.

The study also recommends that teachers need to be innovative, properly utilise the available resources that can enhance their competence levels at the school and hence be able to provide outstanding quality and competence in teaching of English Languages in secondary schools.

5.4 Areas for further research

The study focused on Professional Development and English Language Teacher competences in secondary schools. The following areas were also established for further study:

- Professional Development of Teachers and Students Academic performance
- Professional Development of Teacher and effective utilization of modern technology in teaching
- School environment and English language teacher' competences.

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APPENDICES

Appendix I:

Questionnaire for School Administrators and Teachers

Dear Respondent,

I am Simamukama Bernice Mugisha, a student of Kyambogo University. I am conducting a study on topic, "Professional Development and English Language Teacher Competence in Selected Secondary Schools in Kira Municipality, Uganda". As an Administrator or a teacher in one of the selected schools, you are hereby requested to participate in the study. Your views will be treated with great confidentiality and used only for this study.

Section A: Biodata information

Please tick or fill in the spaces provided

1. Position held at the School

   Teacher ☐   School Administrator ☐

2. Sex   Male ☐   Female ☐

3. Which class do you teach? _____

4. Level of Qualification held?

   Diploma ☐   Degree ☐

   Master Degree ☐   Post graduate diploma ☐

   Any other qualification, please specify

   _____

   _____

5. Have you of recent undertaken any professional training course?

   Yes ☐   No ☐

6. If yes, which professional training did you attain?

   An upgrading course ☐   Refresher course ☐

   Seminar ☐   Workshops ☐

   Any other, please specify

   _____

   _____

   _____

For questions in Sections B, C, D, and E, *Please rate (by ticking in the number box) your level of agreement to the statements provided and the rating is*

1: Strongly Disagree (SD),   **2: Disagree (D),**   **3: Neutral (N),**
4: Agree (A)   **5: Strongly Agree (SA).**

Section B: Professional development status of English Language Teachers

S/N	Item	Responses rating				
		SD	D	N	A	SA
1	I am aware of National Policy on professional Development regarding English Language teaching	1	2	3	4	5
2	I hold necessary professional qualifications that I do not prioritise improving on my professional development status	1	2	3	4	5
3	The school has a large number of teachers pursuing further studies on distance learning, holiday programmes in universities and other institutions of learning	1	2	3	4	5
4	I am aware of the minimum qualifications required by English teachers and I am willing to go for further studies when given an opportunity	1	2	3	4	5
5	The school has a professional development policy where each teacher with a service experience of 2 years can go for further studies	1	2	3	4	5
6	The school has a calendar in which teacher professional development programmes are scheduled and attended by all teachers	1	2	3	4	5

Section C: Professional Development programmes in Secondary Schools

S/N	Item	Responses rating				
		SD	D	N	A	SA
1	Our school on a termly basis holds seminars, workshops, symposia, and sometimes brainstorming sessions meant to professional empower English language teachers	1	2	3	4	5
2	I am aware of study programmes available at institutions of higher learning and universities such as degrees, diploma and post-graduate professional programmes	1	2	3	4	5
3	Our school provides an opportunity for teachers to attend in-service professional training programmes offered at the school, in Uganda and in neighboring countries	1	2	3	4	5
4	Teacher professional programmes such as inter-school conferences, collaborations, networking and staff exchange programmes improve English language teachers' professional career.	1	2	3	4	5
5	Teachers of English at this school are aware of the value of pursuing further professional training through holiday/refresher courses available for them	1	2	3	4	5
6	Our school also offers teachers of english an opportunity to improve their professionalism though coaching and mentoring programmes	1	2	3	4	5

Section D: Institutional factors needed to support implementation of professional development programmes and English Language Teacher Competence selected secondary schools

S/N	Item	Responses rating				
		SD	D	N	A	SA
1	The school has a policy that supports teachers to pursue professional development programmes while they continue their services at the school	1	2	3	4	5
2	Iam aware that the school provides material and financial support to teachers who attend professional seminars, workshops and conferences	1	2	3	4	5
3	The school provides necessary facilities such as library, resource centre, research manuals, and conducive platform for teachers to undertake professional development programmes	1	2	3	4	5
4	Teachers who go for further short courses or on distance learning programmes remain on pay roll, and are also granted a leave with pay so as to pursue further professional development	1	2	3	4	5
5	The teachers in the English Language department are allowed to go for further regional study programmes on a routine basis according to their interest and readiness towards these programmes	1	2	3	4	5
6	I am aware that there is an opportunity for Teachers of English to improve their competence through attending seminars, workshops about professional and career development	1	2	3	4	5

Section E: English Language Teacher Competence selected secondary schools

S/N	Statement	Responses rating				
	Item	SD	D	N	A	SA
1	Teachers of English Language are competent in masterly of the subject matter while preparing, explaining, and communicating with learners during the teaching-learning session.	1	2	3	4	5
2	Competent English teachers ought to properly plan, scheme and present the lessons well during the lesson	1	2	3	4	5
3	Teachers of English language at this school are able to competently communicate, and adequately explain the content in their lesson presentation	1	2	3	4	5
4	I am aware of the teachers' role to evaluate learners' performance both at classroom level and at the end of the term/course.	1	2	3	4	5
5	I can properly utilize the school facilities to make relevant teaching-learning aids for a good English Lesson Plan	1	2	3	4	5
6	Teachers of English are innovative and competently use relevant technologies in the English language teaching process.	1	2	3	4	5

"Thank you for your participation"

Appendix II

Interview guide for Municipal Council Officials

Dear Sir/Madam

I am Simamukama Bernice Mugisha, a student of Kyambogo University. I am conducting a study on topic, "Professional Development and English Language Teacher Competence in Selected Secondary Schools in Kira Municipality, Uganda". Please feel free to participate in this interview. Your views will be treated with great confidentiality and used only for this study.

Section A: Biodata information
1. What position do you hold in Education department at Kira Municipality?
2. For how long have you been in that position?
3. Are you involved in activities related with teacher professionalism?

Section B: Professional development status of English Language Teachers and their competence

4. What is the minimum qualification expected to be held by a Teacher of English language at secondary school level?
5. In your opinion, what national policies are available in support of Professional Development of English Teachers in Uganda/Wakiso District?
6. What is status of professionalism (in terms of qualifications) do most Teachers of English teachers currently teaching in secondary schools in Kira Municipality hold?
7. What is the average number of teachers with formal recommendations from your offices are pursuing distance/short-course/refresher courses?
8. Is there any professional development policy to be followed by secondary schools that school administrators should put into implementation?
9. In what ways can the professional status held by Teachers of English teachers influence their competence in teaching of the subject?

Section C: Professional Development programmes at Secondary Schools and English Language Teacher competence

10. In which way have the education department and Ministry of Education encouraged professional development of Teachers of English language?
11. Which professional development programs are being implemented at secondary school level that can enhance competence of English language teaching?
12. What formal professional development programmes are recommended by the Ministry of Education and Sports?

13. What informal professional development programmes are recommended by the Ministry of Education and Sports?

14. How do professional development programmes influence English language teachers' competences at secondary school level?

Section D: Institutional factors needed to support implementation of professional development programmes and English Language Teacher Competence

15. What role should schools play in supporting professional development of Teachers of English Language?

16. How do school facilities improve the competence of English language teachers in teaching of the subject?

17. In your opinion, what school related factors have hindered effective implementation of professional development programmes for English language Teachers in secondary schools?

18. How have institutional factors affected competence of English teachers in teaching of English language at Secondary School level?

"Thank you for your participation"

Appendix III

Documentary Review checklist

In conducting this study, the researcher will make a case attendance (s) to one of the lessons in progress and in each case she will focus on observing:

(i)   The teacher's knowledge of the subject matter

(ii)   The ability of the teacher to control, co-ordinate and guide learning

(iii)   The ability of the students to speak, read, write and listen in English

(iv)   The End of term performance results for each class in English Language.

(v)   UCE results (English Language paper) for 2013, 2014, 2015 and 2016.

(vi)   Ability of the teacher to evaluate and monitor progress of learners during lesson

(vii)   Any other aspect related with quality teaching of the subject

"Thank you for your participation"

Appendix IV

Krejcie & Morgan Table for sample Size selection

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

KYAMBOGO UNIVERSITY

Department of Educational Planning Management

7th August 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: SIMAMUKAMA BERNICE MUGISHA - 15/U/14513/GMED/PE

This is to certify that **Simamukama Bernice Mugisha, Reg. No. 15/U/14513/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Professional Development and English Language Teacher Competence in Selected Secondary Schools in Kira Municipality, Uganda.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Komba

Leticia Komba Rwakijuma (Mrs.)
AG. HEAD OF DEPARTMENT

Kyambogo University
01 AUG 2017
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.