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**PROFESSIONAL DEVELOPMENT AND PSYCHOLOGICAL EMPOWERMENT
AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIBALE COUNTY**

CASE STUDY: KAMWENGE DISTRICT

A dissertation presented to

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Making a Difference

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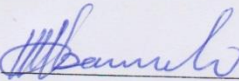
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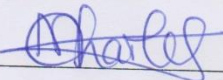
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DEDICATION

I dedicate this piece of work to my mother Ms. Beatrice Kobusingye, my siblings, lecturers, teachers, friends who have impacted my life, students and individuals by whose efforts and sacrifices I have been able to accomplish this work and reach this far. God bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

C-TP:	Certificate of Proficiency in Teaching
C-TEP:	Certificate in Teacher Education
DEO:	District Education Officer
DES:	Directorate of Education Standards
CVI:	Content validity index
ICT:	Information and Communication Technology
MoES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Centre
NDP:	National Development Plan.
NGOs:	Non- Governmental Organisations
PSS:	Public Secondary Schools
SDT:	Self- Determination Theory
SESEMAT:	Secondary Science and Mathematics Teachers
SPSS:	Statistical Package for Social Scientists
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UTAMU:	Uganda Technology and Management University

ABSTRACT

Professional development is a vital aspect in the empowerment of teachers worldwide. Guided by self-determination theory, this study aimed at investigating the associations between professional development and the psychological empowerment among 134 teachers in five public secondary schools in Kibale County, Kamwenge District. The study was guided by three specific objectives which included: (a) to find out the relationship between professional development and psychological empowerment among teachers (b) to establish differences in psychological empowerment of teachers based on teachers' demographic characteristics and (c) to examine the extent to which professional development predicts psychological empowerment.

A mixed method with a cross-section survey research design using a close ended questionnaire and open ended questions to collect for quantitative and qualitative data respectively was adopted in the present study. Quantitative data were analyzed using SPSS v20 where descriptive, correlation and regression statistics were generated. On the other hand, qualitative data were analyzed thematically.

Results revealed that professional development has a moderately strong positive significant association with psychological empowerment of teachers ($r = 0.59$; $p < 0.01$). The study revealed that there were small differences in psychological empowerment of teachers based on their age ($X^2 = 0.856$, $p = 0.836$), their education level ($X^2 = 1.401$, $p = 0.705$) and their years of experience ($X^2 = 3.019$, $p = 0.555$) although these were not statistically significant. Finally, the regression coefficients revealed that professional development has a moderately strong prediction power on teachers' psychological empowerment ($\beta = .59$, $R^2 = 34.4\%$). Qualitative data revealed that professional development retools teachers with new skills such as job analysis, competence, self-determination, better performance and better decision making.

It is recommended that schools should prioritize providing regular and comprehensive professional development opportunities that are tailored to the specific needs of teachers. This can include workshops, seminars, and courses focused on the latest pedagogical strategies, technology integration, and classroom management techniques. Additionally, it is crucial to create a supportive environment that encourages teachers to apply what they have learned from professional development. School administrations can facilitate this by promoting a culture of collaboration and continuous improvement.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The socio-economic transformation of any country globally depends on the role played by teachers. In fact, it is right to say that the success of any school largely depends on quality of its teachers and they are one of the most important resources in a school. Teachers in secondary schools address the needs of both learners and the nation. In fact, in the Government White Paper of 1992 no. 382, the government acknowledged the importance of teachers and their key role of leadership and service in the implementation of education policies and programs. It further acknowledged in no.386 that well trained teachers have a significant role to play in forging effective links between school and community, in positively influencing national development programs and preparing human capital that is essential for national development.

However, to achieve the above national objectives requires professional development and psychological empowerment of teachers in Uganda. This is because there have been many fundamental changes especially with the advent of the 21st Century, affecting humanity in its entirety. Therefore, teaching and learning in secondary schools has to be adjusted and tailored at providing learners with relevant and useable skills to enable them succeed in an increasingly complex society of the current epoch through professional development and psychological empowerment of teachers.

This study therefore, investigated the effect of professional development on psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District. This chapter presented the background to the study, the problem statement, purpose of the study, specific objectives, research questions, research hypotheses, study scope, significance of the study and the conceptual framework.

1.1 Background to the study

The background to the study was divided into four perspectives namely; the historical, theoretical, conceptual and contextual backgrounds.

1.1.1 Historical background

Education as we have it today, was invented by the Greek classical scholars like Socrates and Plato (Ferguson, 1922). From that time up today, it has undergone a lot of changes and customization to meet peoples' needs in different epochs and societies. Thus, with this notion of constant change in the education field, schools around the world have adopted professional development of teachers with the program being implemented by the governments, profit and nonprofit organizations.

Globally, the notion of professional development of teachers, as observed by Ssemuwemba (2017) began in the 1960's in American education system. However, the University of Management and Technology records that the words "professional development" started being used in 1857 (Ssemuwemba, 2017).

In Africa, the concept of professional development began in 1990s and was mostly referred to as "Teacher education" (Ssemuwemba, 2017). It was apportioned into three phases, namely: (a) pre-service teacher training; (b) induction training that involves training and support given to new teachers during their first years in the teaching profession or even their first year in a specific school; and (c) continuous professional development for practicing teachers (Ssemuwemba, 2017).

Professional development became so important in Africa because it became a key element in the provision of quality education. In fact, in the African Symposium Vol.13 of June 2013, Fareo noted that continuing professional development of teachers in Nigeria helped to bring about quality education (Ssemuwemba, 2017). This led to the establishment of the Teachers Registration Council of Nigeria in 1993, which was a big boost to the

Nigerian education system as it sought for teachers' professional development among other notable causes.

In addition, professional development for teachers contributes to the overall improvement of the quality of work produced by teachers. As they acquire new skills and knowledge, they can apply these improvements to their tasks, leading to better outcomes. For example, in this era of school competition, the school administrators and teachers must have ongoing quality awareness which will lead to the development of teaching methodology, technological advancement, professional ethics and commitment to working and learning which all contribute to the attainment of quality education.

It is noted by researchers on Nigeria's education that professional development for teachers came from different sources and agencies, and in various forms, that is, orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, professional teachers' associations in developing subject teaching (e.g. Science Teachers' Association of Nigeria 'STAN'), or sometimes teachers' unions, school based improvement initiatives, or individual teachers working to improve their qualifications, career prospects or teaching skills" teachers (Ssemuwemba, 2017).

In Kenya, professional development of teachers was found having an impact on their job performance. For example, Ngumbi (2012) conducted a mixed research study to find out the relationship between teachers' career development programs and their job performance. He found out that career development programs had increased teachers' knowledge and skill levels and their confidence in class (Byaruhanga, 2018).

In Uganda, Vermeule (2013) carried out a study and analyzed a mismatch between national primary education curriculum and classroom reality in rural government schools in Namasale Sub County, Northern Uganda. The study revealed that there was failure by government to avail the in-service training programs to reach the teachers and the delay to

adapt to the primary teaching college(PTC) curriculum to provide pre-service program based on the new curriculum (Byaruhanga, 2018). In fact, it was reported that many teachers had no professional training for a long time; and it is provided, it is not available for all teachers. Thus, a number of teachers were longing for professional training to enhance their knowledge and skills.

In conclusion, professional development for teachers brings about adaptability to change: In today's fast-paced and ever-changing business environment, education institutions need teachers who can adapt to change effectively. So professional development helps teachers especially in Kibale County, Kamwenge district develop the necessary skills to embrace change, be it in terms of technology, market trends, or organizational structure. For example, in the education sector, there was change of the curriculum where teachers were to meant to shift from the old way of delivering content to the new and modified way of teaching. In this case, this lower curriculum needs to be implemented well by involving teachers in ongoing curriculum workshops and seminars so as to remain updated.

1.1.2 Theoretical background

The study was guided by the Self Determination Theory which was developed by Richard M. Ryan and Edward L. Deci in 1985. In the 1970s, research on SDT evolved from studies comparing the intrinsic and extrinsic motives, and from growing understanding of the dominant role intrinsic motivation played in an individual's behavior, but it was not until the mid-1980s that SDT was formally introduced and accepted as a sound empirical theory. The theory fitted this study because of its three main pillars of competence, autonomy any relatedness. More so the theory treats motivation of workers.

The theory was related to the study variables in the following ways: First, the theory emphasizes autonomy as one of its main pillars. In the context of professional development, creating autonomy-supportive environments involves giving teachers a sense of choice,

control, and input in their learning experiences. Competence is another crucial need identified by SDT. Professional development programs help to focus on enhancing teachers' skills, knowledge, and efficacy to meet their competence needs. Lastly, SDT emphasizes the importance of social connections and relatedness. Professional development initiatives in this context help in encouraging collaboration and the establishment of professional learning communities where teachers can share experiences, insights, and support one another.

1.1.3 Conceptual background

The key concepts of this study were professional development and psychological empowerment. Conceptually, teachers' professional development can be defined as the continued training and education of an individual in regards to his/her career (Ngabirano, et.al, 2023). This concept applied to study because it dealt with the concerns of teachers who are professionals and therefore in need of professional development.

The goal of professional development is to keep the individual up to date on current trends as well as help them to develop new skills for the purpose of advancement in their field (Ngabirano, et.al, 2023). Furthermore, teachers' professional development refers to an extensive variation of specified training, formalized education, or progressive professional learning envisioned to help teachers advance their professional content, competence, knowledge, skills, attitude and effectiveness (Ssemuwemba ,2017). This may be a one-day seminar or a three-week workshop or working with a mentor/coach on a regular basis. Similarly, professional development can be defined as "continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change (Business Bliss Consultant, 2018).

Other scholars define professional development as teachers' learning, how they learn and apply the acquired knowledge and skills. It is an ongoing process of education, training,

learning, and support activities aimed at promoting teachers' professional knowledge, competencies, attitudes, beliefs, and values (Losioki, 2020) cited in (Avalos, 2011).

Teacher empowerment is an effort to increase profession legal responsibility of teachers in schools (Muhammad and Hussain, 2020). It guarantees the effective performance of teachers' jobs through involvement in decisions. Teachers' empowerment is to take charge for own growth to solve situational hurdles (Muhammad and Hussain, 2020). Empowerment has two facets as structural empowerment and psychological empowerment. Teachers' empowerment was psychological aspect because of self-determination and intrinsic values grounded in motivational encouragement (Muhammad and Hussain, 2020).

Empowerment was described as teachers' investment with participation right and willpower to judge for what and how to teach in accordance with school policies and goals. Short (1998) listed that facilitating teachers' experience with autonomy, responsibility, choice and control in school is the core heart of empowerment (Muhammad and Hussain, 2020).

Furthermore, empowerment can refer to a social process that enables individuals to gain ownership over their actions, develop the necessary self-confidence of overcoming challenges, and accomplish tasks (Losioki,2020) cited in (Hackman & Johnson, 2013). Conger and Kanungo (1988) defined psychological empowerment more broadly considering the four cognitions reflecting individual's orientation to his or her work role: meaning, competence, self-determination and impact.

In conclusion, the above concepts relate to the study in that the topic of study is about teachers who are professionals. Therefore, they need professional development of their career as teachers to remain relevant and produce students with the skills relevant in the job market. More so, teachers, school administrators and managers need psychological empowerment to enable them do their work efficiently and effectively. Teachers need to believe in themselves

so that they can teach with confidence and the students can have firm trust in what they are teaching them.

1.1.4 Contextual background

The effectiveness of secondary education and realization of education goals in Uganda in the 21st Century is hinged on professional development and teachers' psychological empowerment. With the advent of new changes, it requires that teachers in public secondary schools in Kibale County, Kamwenge District go for professional development courses as a critical way of supporting the increasingly complex skills that students need to learn in order to succeed in the 21st century and beyond. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. Unfortunately, at the local level, Kamwenge District Local Government Five Year Development Plan 2015/2016-2019/2020 did not in any way include profession development and psychological empowerment programs for secondary school teachers to improve their quality of teaching. This is very critical if teachers are to be relevant and teach relevant things in the changing world.

Uganda has embarked on changing of the entire education system to emphasize practical skills, aptitude and moral values as contained Vision 2040, professional development and psychological empowerment of teachers in secondary schools is not optional but a must to help them learn and refine the instructional strategies required to teach these skills (NDPIII, 2020 and Vision 2040).

The Government of Uganda through the Education Sector Strategic Plan (2004–2015) has been implementing various strategies to improve the performance of secondary school teachers, through improved work environments in all government aided secondary schools (Ministry of Education and Sports, 2004). However, it has put little emphasis on professional

development and psychological empowerment of teachers. In conclusion, professional development interventions of teachers in public secondary schools in Kibale County would necessarily lead to their psychological empowerment. Psychologically empowered teachers through professional development were seen to bring about desired results in Kibale County, leading to development in all dimensions.

1.2 Statement of the problem

Ideally, secondary school teachers should regularly attend, adequately prepare for instruction, deliver up-to-date content to learners of the 21st Century, assess their progress, and participate in out-of-class school programs (Ngabirano, et.al, 2023). However, it appears that teacher professional development strategies and psychological empowerment are generally lacking in the public secondary schools in Uganda and Kibale County in particular (Malunda, 2018). Moreover, at the local level, Kamwenge District Local Government Five Year Development Plan 2015/2016-2019/2020 did not in any way include professional development and psychological empowerment programs for secondary school teachers to improve their quality of teaching.

In addition, this problem manifested itself in the poor performance of students in five public secondary schools under study. For example, there was a very poor performance obtained in 2023 UCE Results that were released recently. PSS1 had 24 students in Div. 4 and 3 students in Div.9. PSS2 had 21 students in Div.4; PSS3 had 59 students in Div.4 and 13 students in Div. 9. PSS4 had 41 students in Div. 4 and lastly PSS5 had 38 students in Div. 4. When contacted by the researcher, the DEO attributed this poor performance to limited professional development and psychological empowerment programs for teachers in the county and the district at large as one of the most pronounced factors that caused this poor performance (Kamwenge District Education Department, 2024).

Teachers in public secondary schools in Kibale County, Kamwenge District are still stuck on traditional method of teaching since there were no professional development and psychological empowerment programs for them.

Therefore, the current situation in Kibale County, Kamwenge district indicated that professional development and psychological empowerment of teachers was not among the priorities of the district under the education sector and many secondary schools across the district. The ideal should be that the professional development and psychological empowerment of secondary school teachers be prioritized by the district and school administrators to address the 21st century needs of the learners. Failure to do that, teachers in Kibale County, Kamwenge district will be rendered irrelevant and will produce labor force that will not be in tandem with the 21st century needs. There is no study that has been done on this topic in Kamwenge District, except a similar study was done in the neighboring districts of Ibanda and Kitagwenda respectively.

Therefore, the researcher was motivated to undertake this study so as to answer the urgent need for professional development and psychological empowerment of secondary school teachers so that they could produce people who would be relevant for this 21st century and beyond.

1.3 Purpose of the study

The purpose of the study was to investigate how professional development affects the psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District.

1.4 Specific objectives

- i) To find out the relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District.

- ii) To establish differences in psychological empowerment of teachers based on teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District.
- iii) To examine the extent to which professional development predicts psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District.

1.5 Research hypotheses

- i. There is a significant positive relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District.
- ii. There are no differences in psychological empowerment of teachers based on demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District.
- iii. Professional development significantly predicts psychological empowerment among teachers in public secondary in Kibale County, Kamwenge District

1.6 Scope of the study

The scope covered the content scope, geographical and the time scope of the study as explained hereunder.

1.6.1 Content scope

The researcher intended to carry out a study on the effect of professional development on psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District. The study was limited to only the two variables of the research problem and research objectives. The researcher described professional development in indicators of teachers' needs for pedagogical development, teachers' needs to manage challenging situations in teaching, benefits from professional development, teachers' self-

directed learning, leadership of educators' competence development and educators' needs to develop teaching. This study considered psychological empowerment. The indicators of psychological empowerment included; meaning competence, autonomy, self-determination and impact.

1.6.2 Geographical scope

The study was conducted in Kibale County, Kamwenge District. Kamwenge is one of the 135 districts of Uganda found in Western Uganda. It was cut off from Kabarole District in 2000. In the North, it borders Kabarole District, in North-East, it borders Kyejono and in the East, it borders Kyegegwa. In the South, Kamwenge borders Kitagwenda and Ibanda. While in the West, it borders Kasese District. Kamwenge District is comprised of 2 counties, which include Kibale County and Kibale East County together with 16 administrative units. The district has 8 sub-counties which include: Kamwenge Sub-County, Kabambiro Sub-County, Busiriba Sub-County, Kahunge Sub-County, Nkoma Sub -County, Bihanga Sub- County, Bwizi Sub-County and Biguli Sub-County. In addition, the District has 8 Town Councils which include: Kamwenge Town Council, Kahunge Town Council, Rukunyu Town Council, Bigodi Town Town Council, Kabuga Town Council, Nkoma Kataryeba Town Council, Ryakahungu Town Council and Biguli Town Council (Kamwenge District Local Government, 2023).

More so, Kamwenge District has 30 secondary schools, both private and government. These include the following: Bigodi SS, Biguli SS, Bihanga Seed SS, Bishop Balya Girls SS, Blessed Jewel SS, Busiriba SS, Bwizi SS, Central College SS, Elisha Foundation High School, Greenhill High School, Kabambiro SS, Kabuga Hope Vocation SS, Kamwenge College School, Kamwenge Secondary School, Kamwenge Vocational and Secondary School, Kibale High School, Kyabenda SS, Kyakeitaba High School, Lawrence High School, Michindo Mistelbach Millennium School, Mpanga Parents SS, Ntenungi SS, Nyabitusi SS,

Rwamwanja Parents SS, Rwamwanja Secondary School, St. Michael SS Kahunge, St. Peter Clever SSS, St. Thomas Aquinas College, Standard High School and Trinity High School.

1.6.3 Time scope

The problem has existed for quite some time since 2016 up to day as reported by Byaruhanga (2018), who did a similar study in rural public primary schools in Kitagwenda County. More so, Ainembabazi (2023) in her study about teachers' professional development noted that inadequate professional programs and poor quality of teaching led to poor performance in primary schools in Kitagwenda District, formally a county in Kamwenge District. The researcher came to learn of inadequate professional development and psychological empowerment among teachers four years ago through sharing with some teachers in those schools but it had started way back in 2016 and that is why the researcher was driven to do the research and cause a change.

The researcher discovered that there was no literature in all databases about professional development and psychological empowerment of teachers in Kamwenge District except the two similar sources cited above in the neighboring district which was a county of Kamwenge District a few years ago. However, the researcher had a discussion with the DEO of Kamwenge and other stakeholders about the problem and they affirmed that it really existed in Kibale County, Kamwenge District. Thus, the study has been done within one year, that is, from 2023 to 2024 to help come up with possible solutions to the problem.

1.7 Justification of the study

Teachers' professional development plays a major role on the psychological empowerment of teachers to guarantee quality teaching and learning. However, the fact was that there was scanty literature about the problem under study in Kibale County, yet from engagement with DEO, teachers and other stakeholders, the researcher discovered that problem really existed. In this district most people were interested in writing about refugees

in Rwamwanja refugee settlement camp because it is given attention by the government and United Nations, ignoring problems affecting education in Kibale County. Except Byaruhanga (2018) and Ainembabazi (2023) cited the problem in their writings in Kitagwenda District which was part of Kamwenge District. This impelled the researcher to undertake a serious study about the problem under question and improve education standards in the county and the district at large. Thus, it was justifiable to undertake a study on professional development and psychological empowerment among teachers in public secondary schools in Kibale County so as to suggest solutions for the problem.

More so, another study was conducted by Malunda in 2018 among public secondary schools in Uganda and he found out that there was growing concern about teacher classroom behaviors that facilitate learning in public secondary schools in Uganda. He discovered that there was a great variation between what teachers do in the classroom and what they are expected to do as stipulated by the Directorate of Education Standards (DES) and the National Curriculum Development Centre (NCDC) (Ministry of Education and Sports [MoES], 2013). In his study, he further found out that according to the Curriculum Assessment and Examination (CURASSE) (2007), the teachers were not innovative and creative; they rarely used learner centered instruction methods; the concepts that are taught hardly relate to everyday life; and teachers go to classes without lesson plans. Consequently, teaching focuses on cramming to pass national examinations and does not enhance the development of higher order thinking skills (Uganda National Examinations Board [UNEB2012], (Malunda, 2018). Therefore, it was justifiable for the researcher to carry out a study on this problem so as to find solutions for it.

1.8 Significance of the study

Through the new knowledge created by the research, the study would generate interventions for the benefit of government, the head teachers, teachers, directors of schools

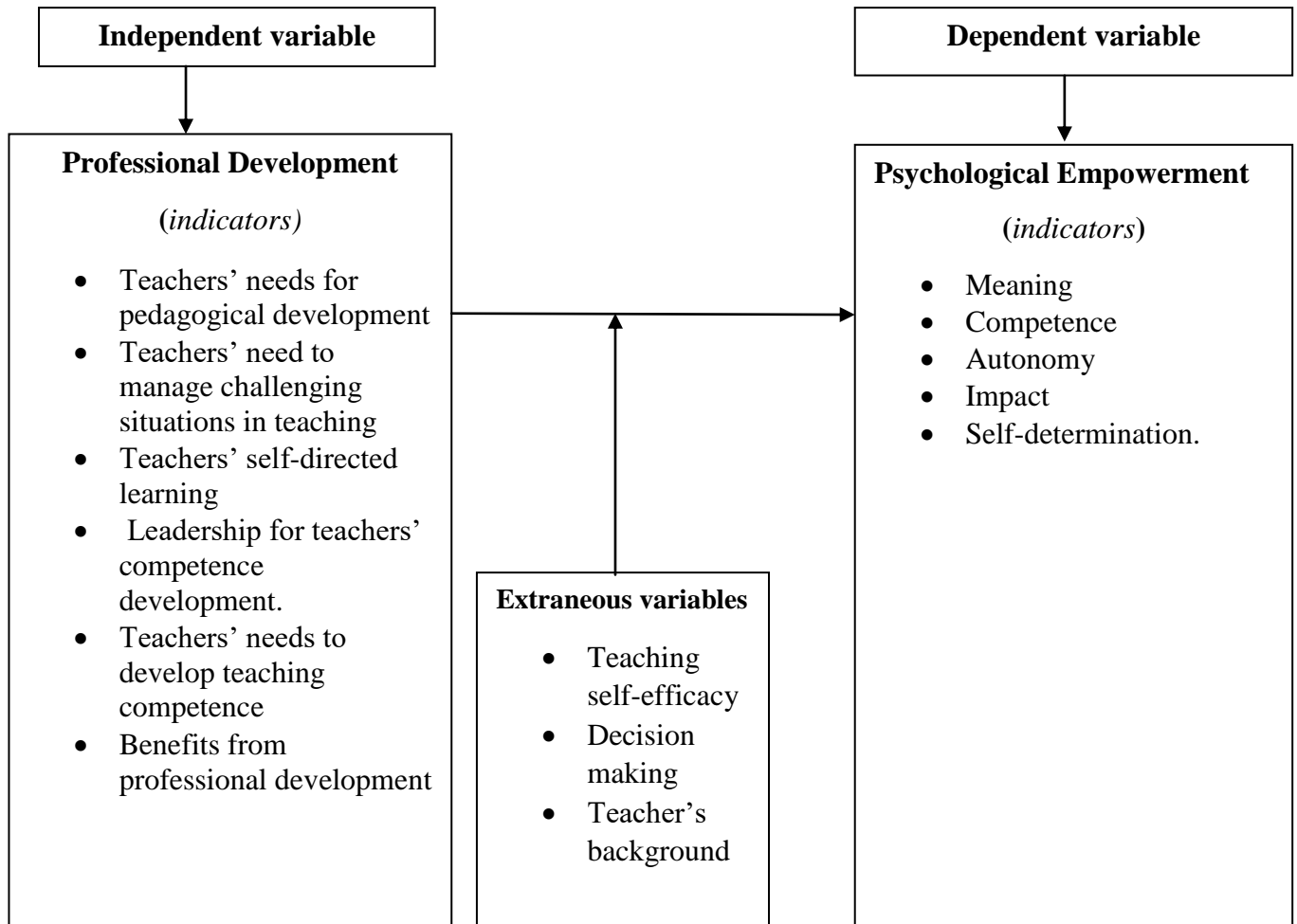
and other education personnel on how to promote teacher professional development and psychological empowerment so as to guarantee quality teaching and learning in the 21st Century.

The study findings, conclusions and recommendations would be useful to the teachers, head teachers, directors, educationists, religious leaders and civil leaders on how to motivate teachers and other workers in schools through professional development and psychological empowerment of teachers thereby attaining high productivity.

This study was expected to provide data to the Ministry of Education and Sports, Kamwenge District officials, heads and directors of schools to plan better for professional development and psychological empowerment of teachers so as to achieve quality education for all as one of the Sustainable Development Goals (SDGs).

1.9 Conceptual framework

Figure 1: A conceptual framework showing professional development and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District.



Source: Adapted from Tschannen-Moran, M., & Woolfolk Hoy, A. (2001), Laschinger, Finegan, Shamian, & Wilk, (2001)&MinnaKoskimäkiet.al. (2020) and modified by the researcher.

The conceptual framework in the above figure presented *professional development* as an independent variable, and *psychological empowerment* as the dependent variable.

The indicators of professional development were: teachers' needs for pedagogical development, teachers' needs to manage challenging situations in teaching, teachers' self-directed learning and benefits from profession development. This study will focus mainly on psychological empowerment. The indicators of psychological empowerment were: meaning, confidence, autonomy and impact. However, professional development alone may not be the only factor influencing psychological empowerment. There are other factors like teaching self-efficacy, decision making and teacher's background, school location and so on that may influence teacher's psychological empowerment. These are extraneous variables that are out of control for this researcher. However much these factors can potentially influence teacher psychological empowerment, the researcher did not investigate their influence in this study. For this research, different indicators meant the following:

Psychological empowerment indicators.

Meaning: it is the value of a work goal or purpose, judged in relation to individual's own ideals or standards (Spreitzer, 1995). He adds that meaning involves a fit between the requirements of a work role and beliefs, values and behaviors (Spreitzer, 1995). Meaning indicates the degree to which individuals perceive their work is significant or meaningful (Ariadna Monje-Amor et.al, 2021).

Confidence (competence): is an individual belief in his or her capacity to perform activities with a skill (Spreitzer, 1995).

Autonomy (self-determination): is an employee's perception of having choice at work and freedom on how they do their job (Ariadna Monje-Amor et.al, 2021). It reflects autonomy in the initiation and continuation of work behaviors and processes; examples are making about work methods, pace and effort (Spreitzer, 1995).

Impact: Is the degree to which an individual can influence strategic, administrative or operating outcomes at work (Spreitzer, 1995).

Professional development indicators meant the following;

Teachers' needs for pedagogical development: This covers the need for further competence in versatile teaching methods, student-centered teaching, pedagogically-relevant digital technology use, simulation teaching, work oriented teaching and how to carryout development projects (Minna Koskimäki et. al., 2020)

Teachers' needs to manage challenging situations in teaching: Skills to solve conflict situation in teaching, competence to guide culturally diverse students, competence to deal with students' studying problems (Minna Koskimäki et. al., 2020)

Teachers' self-directed learning: Development of language skills, conference participation and international collaboration in terms of competence development (Minna Koskimäki et. al, 2020)

Leadership of educators' competence development includes items related to how an organization supports professional development, e.g., a personal development plan, discussions about personal development with a superior and organizational atmosphere (MinnaKoskimäkiet.al, 2020)

Educators' needs to develop teaching competence - includes three items: educators' needs to update clinical competence, collaboration with the teaching environment's development projects and networking (Minna Koskimäki et. al., 2020)

Benefits from profession development. Improved teaching skills, enhanced work well-being and excellent teaching skills (Minna Koskimäki et. al, 2020).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented a review of related literature. It showed how this research related to the existing body of knowledge and it identified the gaps existing in the current body of knowledge. In this chapter, the theoretical review was presented first followed by the empirical review.

2.1 Theoretical review

This study was guided by Self-determination Theory (SDT) which is a theory of human motivation that examines a wide range of phenomena across gender, culture, age, and socioeconomic status. Self-determination theory was developed by Richard M. Ryan and Edward L. Deci in 1985 (Lopez-Garrido, 2023). However, in the 1970s, research on SDT had started evolving from studies comparing the intrinsic and extrinsic motives, and from growing understanding of the dominant role intrinsic motivation played in an individual's behavior, but it was not until the mid-1980s that SDT was formally introduced and accepted as a sound empirical theory. Research applying SDT to different areas in social psychology has increased considerably since the 2000s (Bidisha Mitra & Legault, 2017). It is referred to as a socio-psychological theory because it tackles both social and psychological needs of a human being.

The theory informed the study because of its three basic psychological needs of competence, autonomy and relatedness. In addition, psychological empowerment as my dependent variable has a psychological underpinning, thus, worth relating with the theory. Profession development aims at improving the skills and competence. Similarly, the theory competence is one of the key aspects of the theory.

According to Bidisha & Legault (2017) autonomy is the need to feel that one's behavior emanates from one's own self-endorsed values, goals, needs, and interests, rather than from external regulators with which one cannot identify. It is having the perception that one is the origin of one's own action, that he or she is the source of his or her own behavior. Furthermore, SDT emphasizes the importance of autonomy, suggesting that individuals thrive when they perceive their actions as self-determined rather than externally controlled. In professional development, creating autonomy-supportive environments involves giving teachers a sense of choice, control, and input in their learning experiences.

More so, relating professional development to SD theory as far as autonomy is concerned, teachers are more likely to engage in and benefit from professional development when they perceive it as aligned with their own goals and needs. Hence, autonomy support can be manifested through personalized learning plans, allowing teachers to choose the topics or methodologies that align with their interests and teaching contexts.

Competence is the need to feel a sense of efficacy in the environment, to master desirable challenges, and exercise one's capacities and capabilities. It is feeling effective in one's interactions with the social environment and experiencing opportunities to demonstrate one's expertise and worth. The psychological need for competence drives people to seek after new challenges that leverage and enhance the core skills and abilities that define their sense of competence (Bidisha & Legault 2017). In light of competence, professional development programs help to focus on enhancing teachers' skills, knowledge, and efficacy to meet their competence and learners' needs. When teachers feel capable and effective, their intrinsic motivation is likely to increase. The learners will be molded and trained to become relevant today and in the future.

Lastly, goal-setting, feedback mechanisms, and targeted skill development opportunities can contribute to competence building. Additionally, recognizing and

celebrating teachers' achievements and progress can further support their sense of competence.

Relatedness is the need to establish close personal bonds and relationships with others so as to find emotional and caring support and security. It is a sense of connectedness with others, that one cares for others and in turn is cared for by others, and has a feeling of belonging to the larger community (Bidisha & Legault, 2017). Hence, professional development initiatives should encourage collaboration and the establishment of professional learning communities (PLCs) where teachers can share experiences, insights, and support one another.

In conclusion, engaging in collaborative learning experiences fosters a sense of belonging and shared purpose, addressing the relatedness need. Professional learning communities can provide a platform for peer mentoring, constructive feedback, and the exchange of best practices, contributing to teachers' professional growth and psychological empowerment of teachers in public secondary schools.

More so, applying Self-Determination Theory to professional development involves creating environments that support teachers' autonomy, competence, and relatedness needs. By doing so, educational institutions can enhance intrinsic motivation, leading to more psychologically empowered and effective educators.

2.1.1 Theoretical assumptions.

The first assumption of self-determination theory is that a need for growth as a human being drives behavior. People are always actively seeking to grow and improve (Lopez-Garrido, 2023). Gaining mastery over challenges (both new and old) is essential for developing a sense of self or, at the very least, a cohesive one.

The second assumption is that autonomous motivation is important. Self-determination theory focuses on the interplay between the extrinsic forces acting on persons and the intrinsic motive and needs of human beings. People can generally be motivated by outside factors such as money, acclaim, and fame (extrinsic motivation) The theory holds that if the behavior is purely self-determined, there is a very high chance that it will be both extrinsically and intrinsically driven and that the behavior is done not for the reward or the prize, but rather for self-satisfaction, interest, and enjoyment for the behavior itself.

Thirdly, the theory assumes that people are driven by three innate and universal psychological needs (competence, autonomy and relatedness), and that personal well-being is a direct function of the satisfaction of these basic psychological needs. Competence is a term utilized to describe someone who has sufficient qualities to perform a given task or to describe the state of having sufficient intellect, judgment, skill, and/or strength.

When an individual feels competent, they feel able to interact effectively within their environment, and they have the skills needed for success to ensure that their goals are achieved. A competent person feels a sense of mastery over their environment.

Relatedness is the ability to feel a sense of both attachment to other people and a sense of belonging amongst other people. Relatedness involves feelings of closeness and belonging to a social group. Without connections, self-determination is harder to achieve because the individual would lack access to both help and support.

Feelings of relatedness are enhanced when individuals are respected and cared for by others, and are part of an inclusive environment. Alternatively, feelings of relatedness are undermined by competition with others, cliques, and criticism from others.

Autonomy is the ability to feel in control of one's behavior and destiny, and involves self-initiation and self-regulation of one's own behavior. Autonomy involves being able to

make your own decisions and is associated with feelings of independence. Feelings of autonomy are enhanced when individuals are given choice and are able to govern their own behavior, and when other people acknowledge their feelings.

Alternatively, the individual lacks autonomy if he or she feels controlled or threatened by others, or has to operate according to deadlines. Tangible rewards can also reduce feelings of autonomy. If one were to give someone an extrinsic reward for already intrinsically motivated behavior, then the likelihood that autonomy is undermined.

2.1.2 Gaps of the theory.

The theory focuses on the enhancement of three psychological needs of children and especially students in schools. Many educationists who have applied this theory have done so on students not on teachers. The current study puts emphasis on teachers' psychological empowerment by enhancing three psychological needs which will in turn lead to psychological empowerment of students.

Self-determination theory offers a broad framework for understanding human motivation and personality by defining the psychological nutrients required for optimal motivation, engagement, and well-being. SDT underscores the idea that people's relationships and social contexts must involve and support their fundamental human needs of autonomy, competence and relatedness. However, theory does not mention economic empowerment and satisfaction. The three basic psychological needs are influenced by economic factor. Therefore, this study advocates for professional development and psychological empowerment of teachers which will yield tangible benefits in terms of economic benefits and empowerment.

2.2. Empirical review

Before the researcher went ahead to review literature according to themes derived from objectives, gave a brief overview of the state of professional development and psychological empowerment among teachers in public secondary schools in Uganda.

Upon reviewing different literature on Professional development of teachers in Ugandan schools, the researcher found out that a lot had not been done to psychologically empower our teachers with new skills of the 21st century through professional development. For example, a study conducted by Malunda in 2018 on teacher professional development and quality of pedagogical practices in public secondary schools in Uganda showed that Institutionalized teacher professional development programs in Uganda's public secondary schools are lacking (Malunda,2018). The existing programs according to the Teachers' Initiative in Sub-Saharan Africa (TISSA) report of 2013 by the (MoES, 2013), are uncoordinated and lack a systematic approach for professional growth (Malunda, 2018).

More so, results from Malunda's study indicated that training workshops were rarely organized by either the schools or the Ministry of Education and Sports. In regard to sponsoring teachers for further education, findings suggested that public secondary schools did not sponsor their teachers. Interviews with the head teachers revealed that there were no regularized induction programs in public secondary schools to bring new teachers on board (Malunda in 2018). All these facts show that indeed professional development of teachers in Uganda is a challenge and needs an argent solution.

Post- covid 19 studies still indicated that professional development and psychological empowerment of teachers needed to be given attention in Uganda. For example, a study was conducted by Ainembabazi (2023) on professional development programs and quality of teaching in primary schools in Kitagwenda district. The study discovered that the government has given little attention to professional development and quality of teaching of teachers

leading to poor performance in the national exams in the district where 7.1% representing a total of 527 candidates failed exams in 2021.

Furthermore, it is pretty clear that teachers' professional development plays a major role on the psychological empowerment of teachers to guarantee quality teaching and learning. However, recent studies in Western Uganda, particularly in Ibanda District, showed that teachers' attendance, planning, lesson delivery, and participation in out-of-class school activities were lacking. This has jeopardized the quality of education and compromised the psychological empowerment of teachers (Ngabirano in 2023). The study further revealed that teachers' professional development in Ibanda Municipality was dependent either on individual teachers or the secondary schools. The prevailing situation was that there was no formal organized teacher professional development programs and criterion in Ibanda Municipality (Ngabirano in 2023).

2.2.1 The relationship between professional development and psychological empowerment among teachers

Many managers of different organizations and school administrators have embarked on the move of improving the quality of their workers through professional development and empowerment. This is because of the rapid changes in the socioeconomic environment and the consequent pressures for educational reforms that have made it more than necessary to psychologically empower teachers who need to redefine their teaching strategies to meet students' differentiated needs in the 21st century (Georgios et.al, 2019). For example, in Uganda there was a change of the curriculum where teachers were meant to shift from the old way of delivering content to the new and modified way of teaching. In this case, this lower curriculum needs to be implemented well by involving teachers in ongoing curriculum workshops and seminars so as to remain updated. Thus, professional development and psychological empowerment are related in the following ways: -

First and foremost, both aim at improving the competence of teachers. As seen from Self Determination theory, competence is one the psychological needs of man. Ryan Deci maintains that competence is to master desirable challenges, and exercise one's capacities and capabilities. It is feeling effective in one's interactions with the social environment and experiencing opportunities to demonstrate one's expertise and worth (Bidisha & Legault 2017). Therefore, the Ministry of Education and Sports, school administrators and directors carry out professional development and psychological empowerment of their teachers to improve their competence though acquiring new skills and being able to adapt to new trends thereby improving the quality of teaching and learning. However, this is done on a small scale as seen above on the professional development teachers in Uganda.

Secondly, professional development and psychological empowerment steer and support mentorship of teachers to become future leaders in schools. Through further studies in terms of capacity building offered to teachers, school administrators can easily identify and prepare potential leaders within school institutions. For example, many people go for a Master's program in Administration and Management in view of becoming heads of schools in future. Therefore, this endeavor ensures that there is a pipeline of skilled and knowledgeable individuals who can step into key roles when needed, promoting smooth succession planning. Leaders are made not born, so they can be prepared and groomed for succession through professional development and psychological empowerment of teachers.

Professional development and psychological empowerment impart confidence in teachers. Losioki (2020) observes that profession development enables teachers to update their skills in teaching methods, technologies and in handling students' learning challenges. It also helps to improve their knowledge and understanding of the subjects they teach, improves competence, professionalism and code of ethics (Smith and Motivans, 2015). Thus, it raises classroom effectiveness and confidence of teachers. In the same vein, the acquired confidence

will increase the teachers' autonomy in decision making in their classrooms. Thus, the two aspects are very much related in terms of boosting teachers' confidence and autonomy. However, there is a gap identified here whereby professional development tends to focus too much on process (that is, how to teach) and not enough on the content (that is, how students learn) thereby jeopardizing improvement in student learning.

In addition to the above, profession autonomy obtained from both professional development and psychological empowerment is very important for teachers in secondary schools. This is because it concerns their ability to control dimensions of their working lives and make decisions on strategic planning issues, curriculum, textbooks, teaching (Georgios et.al, 2019). It is the rival concept of centralized state policy and is defined as the ability to participate in strategic decision-making but also as the ability to self-identify the professional identity, self-efficacy and self-evaluation of educational work. However, psychological empowerment should not only be for teachers but students too. By it, students are enabled to achieve individual self-efficacy through confidence building and constructive feedback. This means that the teacher should encourage students to generate their own knowledge through student centered methods of teaching (Aubrey & Riley, 2022).

Both variables contribute to the building of prestige-professional respect. This dimension here refers to the perception or feeling that teachers have of the respect, acceptance and recognition they enjoy at a personal and professional level (Short, 1994). Status refers to the attention the teacher receives from those involved in the school community. Professional respect refers to the degree of prestige a teacher receives from recognizing his work (Georgios et.al, 2019) cited in (Sawchuk, 2012). In fact, Abraham Maslow emphasizes this aspect in his theory of the Hierarchy of Needs. He maintains that esteem needs are important motivators to work. Therefore, professional development and psychological empowerment involves recognizing and valuing teachers' expertise,

contributions, and achievements. Providing opportunities for professional recognition, advancement, and leadership roles can help fulfill teachers' esteem needs and motivate them to continue developing their skills and expertise (McLeod 2023).

Furthermore, professional development and psychological empowerment of teachers aim at improving classroom teaching. From a study conducted in Tanzania by Losioki (2020), it was discovered that three quarters of teachers who participated in professional development activities in the past two years reported improvement in classroom teaching and in the ability of handling students' matters. In addition, more than a half of teachers reported improvement in self-efficacy, status, and problem solving ability. However, innovation ability was found to be slightly lower as reported by less than a half of the respondents. Therefore, improvement in teaching is guaranteed by professional development and psychological empowerment. Hence, they are related in they all work hand in hand.

Professional development and are related in that they build trust among teachers in secondary schools. Trust is a major component of psychological empowerment. In a study conducted in Tanzania on professional development and empowerment, it was found out that trust between teachers was practiced by a third (33.3 percent) of the respondents. This implies that teachers really share teaching techniques and the challenges they encounter during teaching and learning process. It was argued that this has implications in classroom teaching particularly to junior staff (Losioki, 2020). Losioki (2020) furthers shows that trust allows peer sharing of knowledge, ideas, and exchange of teaching techniques. Thus, the findings suggest that a trusting school environment and trust between teachers have positive effects in professional development and empowerment (Losioki, 2020) cited in (Hauge & Wan, 2019).

Psychological empowerment and professional development among teachers in public secondary schools are related in that they all support and enhance decision making among teachers. Through ongoing professional development programs, teachers acquire knowledge

and skills and become psychologically empowered to make personal decisions. Georgios et.al (2019) asserts that teacher psychological empowerment gives opportunities to teachers for freedom of choice, responsibility, personal and professional development, and effective participation indecision making.

Teacher psychological empowerment is related to professional development by unleashing of teacher's creative power, which contributes to school effectiveness. Thus, there are both considered as an investment in the sense that "teachers are given the right to participate in the formulation of school goals and policies thus developing their professional judgment on what and how to teach"(Georgios et.al, 2019, p.3) cited in (Bolin, 1989, p. 82).

The gap identified in this section is that professional development and psychological empowerment are still ignored in Uganda and Tanzania. This is evidenced by the scanty literature about the matter. In addition, teachers in rural areas may find it more difficult to participate in few available programs in Kampala due to high travel expenses.

2.2.2. The differences in psychological empowerment of teachers based on teachers' demographic characteristics (Gender, age, level of qualification and years of service, and subject) in public secondary schools

The Government of Uganda addressed structural empowerment issues with regard to gender inequality. In the 1995 Ugandan Constitution, article 32, affirmative action in favor of marginalized is catered for. However, other demographic factors that affect empowerment in its entirety were not addressed. The review of literature in this section is to discuss differences in psychological empowerment based teachers' demographic characteristics.

From a study conducted by UNESCO in Uganda in 2014, it was found out that the level of qualification impacted on the teacher psychological empowerment. The available data on secondary teachers show that in 2010, 16.1 percent of secondary teachers were under qualified. Although this proportion has decreased over the years, especially among teachers

in government schools, the number of teachers who were still unqualified in 2010 stood at 13,021 in secondary schools. This greatly affected the psychological empowerment of teachers in terms of competence and self- efficacy (UNESCO, 2014)

In addition to the above, a study was conducted by Maali et.al (2022) to examine the influence demographic characteristics on teachers' performance in government-aided secondary schools in Kasese District in Western Uganda. The researcher has decided to use this example because performance and empowerment move together. Thus, the focus was placed on gender, age, and education level of teachers. From the findings, it was found out that there are more male teachers than female teachers in government aided secondary schools in Kasese district in western Uganda. This points to gender inequality in Uganda's institutions of higher learning. The study by Odaga (2020) revealed that men outnumbered women by a ratio of eight to two reflecting the highest level of gender inequality (Maali et.al, 2022). From this finding therefore, it is clear that gender differences affect teacher psychological empowerment because they lack the competence that facilitates their performance in teaching and learning.

More so, Ainembabazi (2023) conducted a study on professional development and quality of teaching in Kitagwenda District, Western Uganda and found out that 64% of the respondents that participated in her study were males and only 36% of the respondents were females. The study further revealed that a big number of males were in high positions like DEO, Inspectors, CCTs and Head teachers. Consequently, it is clear that gender differences psychological empowerment among teachers in public secondary schools in Uganda.

Furthermore, age has a significant impact on the psychological empowerment of the teachers. Studies show that teachers who have matured in age are knowledgeable and empowered. However, to some extent this assertion can be refuted. Old age does not necessarily mean wisdom in some cases. But popular belief holds that old age is wisdom

because of the wealth of experience. In support of this view, a study was conducted on Social Demographic Characteristics and Teachers' Performance in Government Aided Secondary Schools: Evidence from Uganda (Maali et.al 2022). The study revealed that teachers in the ages 41 years and above performed better than the young ones. This indicates that these teachers are empowered by experiences and responsibilities they hold in schools. It was observed that older teachers might be more knowledgeable, as they had 'knowledge base' that is developed over years of teaching experience compared to the younger teachers (Maali et.al 2022).

All these findings point to the fact that as teachers grow through ranks in the teaching profession, their skills and competence grow eventually leading to teacher psychological empowerment. In addition, Ainembabazi (2023) noted in her study that 44% of her respondents were 40-50 years, 19% of the respondents were 20-30 years and 22% of respondents were 30-40 years. The analysis of this study shows that the mature age dominates teaching in Uganda while the young population avoids teaching. So there is need to find out why the youths avoid teaching profession and opt for other professions

Lastly, level of qualification explains the differences in teacher psychological empowerment. It is believed that higher someone climbs the ladders of education, the more he or she is empowered. For example, Maali conducted a study in Kasese District Western Uganda and found out that teachers' education level was a significant predictor of their performance, the higher the teachers' qualification, the higher the level of performance. The researcher links performance with empowerment because high education equips people with skills leading to empowerment. Findings revealed that teachers at graduate and postgraduate level were performing better than those of Grade V. As teachers go back to add on qualifications the more empowered they become to deliver high performance.

The gap identified is that the teaching profession in Uganda is dominated by mature age bracket (40 years and above) while the young population avoids teaching profession. There is need to carry out a study and find out why the youths in Uganda today hate teaching profession. This study will help in identifying underlying factors that demean the teaching profession and employ interventions to protect the image of teaching profession.

2.2.3 The extent to which professional development predicts psychological empowerment among teachers in secondary schools

Professional development is the anchor of Professional growth: According to the scheme of service, teachers are expected to develop their careers through various mechanisms, including upgrading their qualifications, undertaking refresher courses, conducting research, attending workshops and seminars and so on (UNESCO, 2014). For certain top positions, research in relevant fields and the development of a demonstrable workable project may be required. Drawing from the interpretation of the scheme of service, it is clear that to a big extent, profession development predicts psychological empowerment of teachers in public secondary schools.

First and foremost, profession development supports and improves teacher's competence, thereby predicting psychological empowerment. For example, in the Curriculum Review Report on Lower Secondary Teacher Education 2016, teacher competence framework was drawn touching professional development aspects like reflecting on teaching practice and planning professional development. It was also designed to establish professional goals and pursuing opportunities to grow professionally, working with stakeholders to improve professional practice and working with teacher colleagues to improve professional practice among others (UTAMU, 2016). All these efforts aim at improving teacher competence thereby predicting teacher psychological empowerment.

Secondly, the presence of initiatives in Uganda to strengthen teachers' competences which include Certificate of Proficiency in Teaching (C-PT) and the Certificate in Teacher Education (C-TEP), two in-service training programs respectively designed to equip teachers with enhanced pedagogical skills. Likewise, the Secondary Science and Mathematics Teachers (SESEMAT) programs provide training for Science and Math teachers (UNESCO, 2014). This effort aims at improving competence of teachers thereby predicting teacher psychological empowerment. Therefore, to a big extent, professional development predicts psychological empowerment of teachers.

Professional development enhances autonomy and decision- making thereby predicting psychological empowerment among teachers in secondary schools. It should be noted that effective professional development encourages teachers to reflect on their practice, explore new ideas and exercise autonomy in their teaching approaches. Therefore, providing opportunities to teachers to explore different instructional materials, assessment strategies, and classroom management techniques, professional programs empower teachers to make informed decisions that align with their students' needs and their own teaching philosophies. Autonomy fosters a sense of ownership and agency; enhancing teachers' feelings for psychological empowerment.

Professional development predicts psychological empowerment through supportive school culture. Professional development is most effective when embedded within a supportive school culture that values teacher's growth and wellbeing. When schools prioritize in on-going professional learning, provide resources for professional development and recognize teachers' contributions, they create an environment where teachers feel valued, respected and empowered. Supportive leadership in education institutions, collaborative structures and positive relationships among colleagues further reinforces teachers' sense of

psychological empowerment by fostering a climate of trust, openness and shared responsibility.

Professional development predicts psychological empowerment by influencing teachers' ability to positively impact student learning outcomes. High quality professional development that focuses on evidence based instructional practices, data-informed decision-making and differentiated instruction equips teachers with tools and strategies to address diverse student needs effectively. As teachers witness the tangible results of their efforts in improved student engagement, achievement, and well-being, they are more likely to feel psychologically empowered in their roles as educators. Hence, professional development predicts psychological empowerment.

Professional development predicts psychological empowerment by promoting long life learning and a change of mindset among teachers. By encouraging teachers to embrace challenges, persist in the face of setbacks and continually seek opportunities for growth and improvement, professional fosters a sense of professional efficacy and resilience. Therefore, teachers who view themselves as long life learners are more likely to approach their work with enthusiasm, adaptability, and a commitment to ongoing self-improvement leading to a greater psychological empowerment over time.

In conclusion, professional development serves a key predictor of teacher psychological empowerment by enhancing skills and competence, fostering autonomy and decision making, cultivating a supportive school culture, positively impacting student learning and growth mindset. By investing in high- quality professional development opportunities that prioritize teacher growth and wellbeing, education leaders and government can psychologically empower teachers to thrive in their profession and make a lasting difference in the lives of their students.

2.3 Summary of related literature and gaps

The review of literature critically analyzed the effect of professional development on the psychological empowerment among teachers in public secondary schools. In short, profession development is very vital for any school if it is to produce students with relevant skilled in the rapidly changing world. The gap identified was that many teachers are not aware of new pedagogies of teaching education for sustainable development according to United Nations' appeal. More so, the government was putting much on professional development program of science teachers through SESEMAT while leaving behind Arts teachers. Yet the Arts teachers have contributed a lot to the education system of Uganda. Their standard too needed to be improved through professional development and psychological empowerment.

Lastly, studies on social demographic characteristics of teachers in Uganda have been conducted in the area of job performance not on teacher psychological empowerment. In this study, the researcher went ahead to show how demographic characteristics influences teacher psychological empowerment in public secondary schools in Kibale County, Kamwenge District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that the study adopted. The chapter consists of the research design, the study population, sample size and sampling procedures. It further presents research instruments, their validity and reliability. It also prescribes data collection method and procedures and tools, quality control, data analysis procedures, ethical considerations, limitations and delimitations of the study.

3.1 Research design

The study employed cross-section survey design using mixed methods of data collection. A cross-section survey strategy was specifically used to collect data from participants at once and in a short time. A cross-section survey design was suitable for this study because it is an efficient strategy of accessing data from many informants such as teachers in various schools. Mixed methods were suitable for this study because they allowed triangulation and data are collected at the same time. Mixed methods (QUAN-QUAL Model) are efficient methods of collecting descriptive data about population characteristics and the data it generates can easily be generalised to the population where the sample was drawn from (Byaruhanga, 2018). Furthermore, mixed methods are advantageous in that the strengths (data about context) of the qualitative data offset the weaknesses of the quantitative data and the strengths of quantitative data (generalizability) offset the weaknesses of qualitative data (Gay et al, 2009).

3.2. Study population

The study focused on public secondary schools in Kibale County. These included: PSS1 PSS2, PSS3, PSS4 and PSS5. PSS4 had 1200 students, PSS2 290 students, 180 Boys

and 110 Girls. PSS5 had 526 students, 295 Boys and 231 Girls. PSS3 had 552 where there were 304 Girls and 248 Boys and lastly, PSS1 had 390.

NB. These schools were anonymized because of ethical reasons

3.3 Sample size and sampling procedure

The sample sizes of the respective categories of study population were obtained using **Slovin Rumus formula (1960)**.

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n = sample size, N = Population size

e = Margin of error, e = 0.05

Confidence level of 95%

Table 3.1: Showing public secondary schools in Kibale County and their corresponding number of teachers and sample sizes

Name of school	Number of teachers	Sample size	Sampling technique
PSS1	25	24	Simple random
PSS2	28	26	Simple random
PSS3	31	29	Simple random
PSS4	45	41	Simple random
PSS5	23	22	Simple random
Total	152	142	

Source: DEO, Kamwenge 2023

3.4 Sampling procedures

In this study, it was noted that some public secondary schools in Kibale County were in the country side while others were in a Town Council. The County had 4 sub counties and 5 town councils with only 5 public secondary schools. These schools included: PSS1, PSS2, PSS3, PSS4 and PSS5 SS. Since it was a small sample, all the schools were studied. According to Krejcie and Morgan (1970), any number below ten you take it as it is. These schools were automatically included in the sample because the number of these schools was small and manageable to be studied. In addition, the researcher wanted to get a general picture of how professional development and psychological empowerment among teachers was being handled and implemented in Kamwenge District by studying all public secondary schools in Kibale County. Finally, to obtain the sample size, the researcher used simple random sampling using Slovin Rumus (1960) formula= $n = \frac{N}{1+N(e)^2}$.

As regards qualitative data, the same sample was used to collect the data from the respondents. This is because the researcher was studying only one category of people who are the teachers in five public secondary schools in Kibale County, Kamwenge District.

3.4.1 Instruments

A self-administered instrument comprising of three sections was used to collect data about the main study variables. These various sections included: (a) the biodata section (i.e., comprising of items such as age, sex, Level of qualification, teaching experience and subject type), (b) professional development scale, and (c) psychological empowerment scale as described below.

Professional development: Professional development was assessed using 22-item professional development scale developed by Koskimäki et al. (2020). This scale comprises of 6 subscales scored on a 5-point Likert scale ranging from 1(Strongly disagree) to 5(Strongly agree). These subscales include: a) Educators' needs to develop competence-

based student pedagogical evaluation competence (7 items, $\alpha = .89$), b) educators needs to manage a challenging situation in teaching (3 items, $\alpha = .82$), c) Leadership of educator's competence development (3 items, $\alpha = .79$), d) educator's self-directed learning (3 items, $\alpha = .79$), e) Educator's needs to develop teaching competence (3 items, $\alpha = .76$) and Benefits of professional development (3 items, $\alpha = .71$). Higher scores on the subscale indicate higher levels of professional development,

Psychological empowerment: Empowerment was assessed using a 12-item psychological empowerment scale developed by Spreitzer. (1995). This scale comprises of 4 subscales scored on a 7-point Likert scale ranging from 1 (Very strongly disagree) to 7 (Very strongly agree). These subscales include: a) Meaning (3 items), b) competence (3 items), c) self-determination (3 items), and d) impact (3 items). The scale has demonstrated acceptable reliability and validity as evidenced by a Cronbach alpha of above .7 in a number of studies (e.g., Boudrias, et.al. 2004; Hancer, et.al 2005; Samirah, 2016; Spreitzer, 1996). Higher scores on the individual subscales indicate higher psychological empowerment.

3.4.2. Open-ended questions

The questionnaire had another section of open-ended questions to enable the researcher get detailed views from the respondents. The researcher never wanted to be biased in making conclusions basing only on the quantitative data but also some bit of qualitative data was needed to enable the researcher suggest concrete recommendations.

3.5 Quality control of instruments

3.5.1 Pilot testing

Pilot testing of research instruments aims at providing information about deficiencies and suggestions for improvement. It ensures content validity of a questionnaire because it offers the chance of improving questions and the format of the instrument (Byaruhanga,

2018). A questionnaire was pre-tested before the actual collection of data from the field. The researcher administered a questionnaire to 10 teachers of St. Thomas Aquinas College, Kamwenge, in Kibale County but this school was not among the sampled schools for study. This exercise aimed at obtaining assessment of the questionnaire concerning the clarity of the questions the appropriateness and relevance of the anticipated data. Typing errors discovered were corrected.

3.5.2 Content validity

Validity is defined by some scholars as the degree to which the instrument measures what it purports to measure (Mvumbi and Ngumbi, 2015). Mugenda (2003) defines validity as the accuracy, truthfulness and meaningfulness of inferences drawn based on data that was obtained from the use of a given instrument. Therefore, this instrument was developed by the researcher under the guidance of the research supervisor. The process of content validity was to help in identifying questions that are vague, which would either be eliminated or rephrased. Any ambiguities, misunderstandings and inadequacies were eliminated (Amin, 2005). With regard to content validity, the researcher ensured that the items on the main variables conform to the study's conceptual framework. The items in the instruments were evaluated on a scale on which 4 = very relevant, 3 = quite relevant, 2 = somehow relevant, and 1= not relevant. A content validity test was used to establish the validity of the instruments. The content validity index was measured using the formula: Content validity index (CVI) = Number of items declared valid divided by the total number of items. As suggested by Esses et al (2018), the CVIs for all the instruments will have to be 0.7 and above for the instruments to be used in the final study.

My questionnaire had two sections with 34 items and the first expert approved 31 items. From there, the researcher calculated the content Validity index (CVI) of the first expert, where;

$$\text{CVI} = \frac{31}{34}$$

34

$$\text{CVI} = 0.91$$

In addition, the second expert approved 31 items out of 34 items. The researcher went ahead to calculate the CVI as well.

$$\text{CVI} = \frac{33}{34}$$

34

$$\text{CVI} = 0.97$$

$$\text{Average CVI} = \frac{0.91 + 0.97}{2}$$

Average CVI = 0.94. This means that the tool was 94% valid

3.5.3 Reliability of a questionnaire

Reliability is a measure of consistency and stability of a research instrument (Kothari and Garg, 2014). For this study, a Cronbach's alpha coefficient test of reliability was used to establish reliability of the questionnaire. The higher the coefficients, the more reliable the instrument, the instrument is taken to be reliable, if it has a minimum coefficient of 0.6 as recommended by Rubbin and Babbie (2016). It should be noted that this tool was conventionally tested and each subscale has a Cronbach alpha already determined conventionally as described above in 3.4.1. However, the researcher did a re-test the reliabilities of subscales from the field.

At the end of the process, the results in table 3.2 were obtained. Further still, appendix 2 is attached as evidence of the pretest results.

Table 3.2: Reliability results

S/N	Number of items	Cronbach Alpha
Professional development	22	0.897
Psychological empowerment	12	0.897

Source: Field Data (2024)

3.5.4. Reliability of open –ended questions used to supplement the questionnaire

The open-ended questions were given to two experts of research, where one of them was the supervisor of the research and the other was senior lecturer of research. They all looked at them, suggested some corrections and later they approved them to be used in the study.

3.6 Description of data collection procedures

Data collection began after proposal defense by the researcher and its approval by the University authorities. Thereafter, the researcher requested for an introductory letter from the Faculty of Education after making corrections and obtaining permission from the supervisor. After obtaining it, the researcher introduced himself to the head teachers of the sampled schools. He then explained the purpose of the research and its benefits for the schools and requested for permission to access teachers. On meeting the sampled respondents, the researcher assured them of confidentiality in relation to the information they provided. Thereafter, the researcher distributed the questionnaires to the selected respondents.

3.7. Data analysis and data management procedures

Data Analysis is the process of organizing data into meaningful and useful information that is used to answer research questions. The raw was collected from the field through a questionnaire and open-ended questions. This data was analyzed and interpreted using quantitative and qualitative techniques as this study was guided mixed designs.

3.7.1 Quantitative data analysis procedures

After collecting data, it was cleaned by removing invalid data including outliers, missing values among others using the Statistical Packages for Social Sciences (SPSS) 20th version. Data were analyzed at univariate, bivariate and multivariate levels. Analysis at univariate level was based on descriptive statistics, specific means and standard deviations. At the bivariate level, Pearson's correlation coefficients and linear regression were done to test the hypotheses and measure both the degree and direction of the relationship between the two variables. The study objectives were analyzed as follows:

OBJECTIVE I: This was tested using Pearson's correlation coefficients.

OBJECTIVE II: This was tested using Chi Square for differences in psychological empowerment of teachers based on their demographic characteristics.

OBJECTIVE III: This was tested using a multi-regression analysis to establish the extent to which professional development predicts psychological empowerment of teachers in public secondary schools (MacKinnon and Dwyer1993).

3.7.1. Qualitative data analysis

Qualitatively, the researcher analyzed the open –ended questions using thematic analysis. Data was transcribed and statements from each transcription with similar meanings were extracted, presented together and analyzed in relation to the study. Hence, after thorough analysis was conducted. Consequently, participants' views were incorporated to supplement the quantitative data collected.

3.7.1 Data management procedures

The researcher ensured safe custody and security of data collected from the respondents. There was no exchange of the information obtained from data collected unless authorized for academic purposes. In addition, data was confidentially protected by asking respondents not to mention their names or anything that will show their identity. The

researcher created a backup of the entire work of the dissertation just in case a computer got a challenge. The researcher went ahead to save the work on the email to avoid disappointments in case the backup devices were to be misplaced or stolen.

3.8 Ethical considerations

Respondents were made fully aware of the type of information the researcher wanted from them, why the information was being sought, what purpose it was going to be used for, how they were expected to participate in the study and how it was going to directly or indirectly affect them. Research participants were informed of the right to withdraw at any time of their choice. This action persuaded them to answer without reservation. The researcher also assured the respondents that anonymity and confidentiality was to be maintained and guaranteed. The identity of individuals from whom information was obtained in the course of the study was kept strictly confidential. No information revealing the identity of any individual was included in the final report or in other communications prepared throughout the course of the study. The questionnaires were completed anonymously, and no identification was required.

Furthermore, the principles of fairness and non-maleficence (do no harm) were observed during the study to protect both the participants and data. The researcher only applied a low level of potential harm, or for a short period of time so that the effects are minimal. There was usage of respectful and non-stigmatizing language during data collection and analysis. The researcher ensured that the purpose of research was to discover new information that would be helpful to society, and not to hurt anyone or find out information at the expense of other people. Fairness was catered for by distribution of benefits and burdens of the study by the parties involved.

Lastly, the researcher duly acknowledged all the works of other authors which were cited and used during the study.

3.9 Limitations to the study

The study employed self-report questionnaires which are prone to social desirability. Hence some respondents filled the questionnaire not out of genuineness but because they want to appease the researcher and protect the image of their schools.

Due limited time and resources the study was limited to only one county in the district. In addition, only public secondary schools were studied leaving out private schools. Data collected was of a snapshot nature. A longitudinal study could have been more appropriate since it collects data over a longer period, but it was not possible due to the time constraints of master's studies. Given the fact that the researcher was self-sponsored, he was not able to get adequate funds to fully facilitate the research process, thus having to limit the study sample.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the study presents, analyses and interprets the results according to the objectives of the study; which included finding out the relationship between professional development, and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District; establishing differences in psychological empowerment of teachers based on Teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District; and examining the extent to which professional development predicts psychological empowerment among teachers in Public secondary schools in Kibale County, Kamwenge District. The chapter is arranged from presentation of the response rate, demographic characteristics of the respondents, followed by the objectives of the study as detailed below.

4.1 Response rate

Response rate is a critical metric for evaluating the representativeness of the sample and generalizability of findings to the target population. This section therefore, shows the response rate pertaining to the study as follows.

Table 4.1: Response rate

Research Tool	Sample Size	Acquired Sample	Percentage
Questionnaires	142	134	94.4%

Table 4.1 presents data regarding the intended sample size for the survey, indicating a sample of 142 respondents. However, the actual number of respondents who completed the questionnaires was 134, resulting in a response rate of 94.4%. This response rate was considered satisfactory in achieving the predefined research objectives. According to Baruch

and Holtom (2008), a response rate of 60% is deemed adequate for paper-based surveys to accurately represent the sample. However, the study did not achieve 100% response rate because some participants were out of station for school duties.

4.2 Demographic characteristics of participants

The demographic information collected from the respondents included their gender, age bracket, highest academic qualifications, work experience of respondents and position of the respondent as presented in table 4.2.

Table 4.2: Demographic characteristics of the respondents

	Frequency	Percent (%)
Gender of participants		
Male	99	73.9
Female	35	26.1
Total	134	100.0
Age of Participants		
20-30 years	22	16.4
31-40	70	52.2
41-50	29	21.6
51-60	13	9.7
Total	134	100.0
Respondents' Highest Education Level		
Diploma	37	27.6
Bachelor's Degree	84	62.7
Master's Degree	11	8.2
Others	2	1.5
Total	134	100.0
Number of Years of Teaching Experience		
0-5 Years	25	18.7
5-10 Years	40	29.9
10-15 Years	22	16.4
15-20 Years	28	20.9
20 Years and above	19	14.2
Total	134	100.0
Subject Type		
Arts	79	59.0
Sciences	55	41.0
Total	134	100.0

Source: Primary data (2024)

4.2.1 Respondents' gender

The findings reveal a gender distribution among participants, with 73.9% being male and 26.1% female. Despite this gender imbalance, the study ensured inclusion of perspectives from both genders, indicating an absence of gender bias in the responses collected.

4.2.2 Respondents' age bracket

Regarding the age demographic of participants, the largest group comprised 52.2% aged between 31 and 40 years, followed by 21.6% aged 41 to 50 years. Subsequently, 16.4% fell within the 20 to 30 age range, while the remaining 9.7% were 51 to 60 years of age. These findings suggest that the study successfully engaged individuals from various age cohorts, thereby eliciting diverse perspectives on the subject under investigation.

4.2.3 Respondents' education level

Regarding the educational background of participants, the research indicates that the majority 62.7% attained their bachelor's degree, followed by 27.6% who obtained diplomas, and 8.2% who acquired Masters Degrees. 1.5% attained other education levels. The study posits that a significant portion of the participants possessed a considerable level of education, implying that their responses were informed by their knowledge and expertise in the subject matter.

4.2.4 Number of years of experience

Concerning the respondents' years of experience, the study shows that majority of the respondents (29.9%) had worked for a period between 5 to 10 years; 20.9% worked for a period between 15 to 20 years; followed by 18.7% who had work experience of less than 5 years. 16.4% had worked for 10 to 15 years, whereas the remaining 14.2% worked for 20 years and above. The study shows that majority of the respondents had worked for a long time and were able to present their lived experiences regarding the topic under study, therefore, their responses were deemed true for the study.

4.2.5. Respondents' subject type

Concerning the subjects taught by the respondents, the study shows that majority of the respondents (59%) were teachers of arts, whereas the remaining 41% were teachers of sciences. The findings reveal that it considered responses from both arts and science teachers hence bias based on subjects taught was deemed as reduced.

4.3 Descriptive statistics

The section on descriptive statistical analyses and elucidates the results utilizing univariate analysis, encompassing frequencies, minimum and maximum selections on the chosen questions/statements, along with mean responses and standard deviations. This analytical approach was applied to professional development and psychological empowerment, as delineated in the subsequent tables.

4.3.1 Descriptive statistics on professional development

Aimed at gathering opinions of participants on professional development, the researcher collected and processed descriptive statistics on the variables. Specifically, means and standard deviations were processed and interpreted accordingly. Whereas a scale of 1 – 5 was adopted during measured and subsequently data collection, analysis and interpretation was premised on the following terms. For example, all mean values of at most 2.59 meant disagree while 2.6 – 3.59 meant neutral. On the other hand, mean values of at least 3.6 were interpreted to mean agreement. Similarly, standard deviation values of at most 0.499 meant low variation and hence high data reliability levels while 0.50 – 0.99 was interpreted to mean moderate variation and moderate data reliability levels. Further still, standard deviation values of at least 1.0 meant high variation and low reliability. The results on each of the variables are presented in the various tables under this section.

Table 4.3: Descriptive statistics on professional development

	N	Min	Max	Mean	Std. Dev.
I need to develop my competence-based student evaluation	134	1	5	4.26	.866
I need more competence in student centered teaching.	134	1	5	4.25	.873
I need more competence in work life –orientated learning.	134	1	5	4.22	.826
I need more competence in using teaching methods in versatile ways.	134	1	5	4.26	.941
I need more competence in using digital technology in a pedagogically relevant way	134	1	5	4.43	.808
I need more competence in simulation teaching.	134	1	5	4.13	.789
I need more competence to support students in learning projects	134	1	5	4.54	.753
I need more skills to solve conflict situations in teaching.	134	1	5	4.10	.975
I need more competence to deal with students’ problems related to studying	134	1	5	4.09	.938
I need more competence in teaching culturally diverse students.	134	1	5	3.99	.992
Discussions with my Head teacher, D.O.S to support my professional development.	134	1	5	4.28	.871
Organizational atmosphere supports my professional development.	134	1	5	4.14	.967
The personal development plan supports my professional development.	134	2	5	4.35	.718
I develop my competence through collaboration with my fellow teachers.	134	1	5	4.54	.644
I actively develop my language skills	134	1	5	4.31	.738
Participating in conferences helps me update my competence.	134	1	5	4.46	.711
I need networking to develop my subject competence.	134	1	5	4.59	.578
I need to participate in developmental projects to maintain my subject competence.	134	1	5	4.47	.763
I need to work in teaching environment to update my subject competence.	134	1	5	4.39	.671
Continuing competence development promotes my work well- being	134	1	5	4.36	.740
Regular updates to subject competence improves my teaching.	134	1	5	4.53	.634
Pedagogical continuing education improves my teaching skills	134	1	5	4.41	.717

Source: Primary Data (2024)

Table 4.3 shows that when the respondents were asked whether they needed to develop their competence-based student evaluation, the findings revealed a mean of 4.26 and standard deviation of 0.866 implying that majority of the respondents strongly agreed with

the statement that they needed to develop their competence-based student evaluation. Furthermore, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Furthermore, inquiry into whether the respondents needed more competence in student centered teaching yielded a mean response of 4.25 and standard deviation of 0.873 implying that majority of the respondents strongly agreed that they needed more competence in student centred teaching. Besides, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Also, inquiry into whether the respondents needed more competence in work life-oriented learning resulted into a mean of 4.22 and standard deviation of 0.826 implying that majority of the respondents strongly agreed that they needed more competence in work life-oriented learning. Besides, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Inquiry into whether the respondents needed more competence in using teaching methods in versatile ways yielded a mean response of 4.26 and standard deviation of 0.941 implying that majority of the respondents strongly agreed that they needed more competence in using teaching methods in versatile ways. Besides, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

The respondents were further asked whether they needed more competence in using digital technology in a pedagogically relevant way. The findings yielded a mean response of 4.43 and standard deviation of 0.808 implying that majority of the respondents strongly agreed with that statement that they needed more competence in using digital technology in a pedagogically relevant way. Also, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

The respondents were further asked whether they needed more competence in simulation teaching, which yielded a mean response of 4.13 and standard deviation of 0.789 implying that majority of the respondents agreed that they needed more competence in simulation teaching. Besides, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Inquiry into whether the respondents needed more competence to support students in learning projects resulted into a mean of 4.54 and standard deviation of 0.753 implying that majority of the respondents strongly agreed with the statement that they needed more competence to support students in learning projects. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Inquiry into the statement on whether the respondents needed more skills to solve conflict situations in teaching yielded a mean of 4.1 and standard deviation of 0.975 implying that majority of the respondents agreed with the statement that they needed more skills to solve conflict situations in teaching. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Additionally, inquiry into the statement about whether or not the respondents needed more competence to deal with students' problems related to studying resulted into a mean of 4.09 and standard deviation of 0.938 implying that majority of the respondents agreed with the statement that they needed more competence to deal with student's study-related problems. More so, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Also, inquiry into whether the respondents needed more competence in teaching culturally diverse students resulted into a mean of 3.99 and standard deviation of 0.992 implying that majority of the respondents agreed with the statement that they needed more

competence in teaching culturally diverse students. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

The respondents were also asked about discussions with their head teachers and deans of studies to support their professional development which yielded a mean of 4.28 and standard deviation of 0.871 implying that majority of the respondents strongly agreed with the statement that they held discussions with their head teachers and DOSs to support their professional development. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

The respondents were then asked whether organizational atmosphere supports their professional development, which resulted into a mean of 4.14 and standard deviation of 0.967 implying that majority of the respondents agreed that the organizational atmosphere supported their professional development. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Additionally, the respondents were asked whether their personal development plans supported their professional development. This yielded a mean of 4.35 and standard deviation of 0.718 implying that majority of the respondents strongly agreed that their personal development plans supported their professional development. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Respondents were then asked whether they developed their competence through collaboration with their fellow teachers, which resulted into a mean of 4.54 and standard deviation of 0.644 implying that majority of the respondents strongly agreed with the statement that they developed their competence through collaboration with their fellow teachers. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Additionally, the respondents were asked whether they actively developed their language skills. This resulted in a mean of 4.31 and standard deviation of 0.738 implying that majority of the respondents strongly agreed with the statement that they actively developed their language skills. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Furthermore, inquiry into whether participating in conferences helped the respondents to update their competences resulted into a mean of 4.46 and standard deviation of 0.711 implying that majority of the respondents strongly agreed with the statement that participating in conferences helped them update their competences. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

The respondents were further asked whether they needed networking to develop their subject competence. This resulted into a mean of 4.59 and standard deviation of 0.578 implying that majority of the respondents strongly agreed with the statement that they needed networking to develop their subject competences. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Inquiry into the statement on whether the respondents need to participate in developmental projects to maintain their subject competences resulted into a mean of 4.47 and standard deviation of 0.763 implying that majority of the respondents strongly agreed that they needed to participate in developmental projects to maintain their subject competences. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Additionally, inquiry into whether the respondents need to work in teaching environments to update their subject competence resulted into a mean of 4.39 and standard deviation of 0.671 implying that majority of the respondents strongly agreed with the

statement that they needed to work in teaching environments to update their subject competences. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Inquiry into the statement about whether continuing competence development promotes the respondents' work well-being resulted into a mean response of 4.36 and standard deviation of 0.74 implying that majority of the respondents strongly agreed with the statement that continuing competence development promotes their work well-being. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Also, inquiry into the statement about whether regular updates to subject competence improves the respondents teaching yielded a mean of 4.53 and standard deviation of 0.634 implying that majority of the respondents agreed with the statement that regular updates to subject competence improved their teaching. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

Finally, the respondents were asked whether pedagogical continuing education improves their teaching skills. This resulted into a mean of 4.41 and standard deviation of 0.717 implying that majority of the respondents strongly agreed that pedagogical continuing education improves their teaching skills. However, the standard deviation reveals that the statements have moderate variations in them and thus they were moderately reliable.

4.3.2 Descriptive Statistics on Psychological Empowerment

Aimed at gathering opinions of participants on psychological empowerment, the researcher collected and processed descriptive statistics about the variable. Specifically, means and standard deviations were processed and interpreted accordingly. Whereas a scale of 1 – 7 was adopted during measured and subsequently data collection, analysis and interpretation was premised on the following terms. For example, all mean values of at most

2.59 meant disagree while 2.6 – 3.59 meant neutral. On the other hand, mean values of at least 3.6 were interpreted to mean agreement. Similarly, standard deviation values of at most 0.499 meant low variation and hence high data reliability levels while 0.50 – 0.99 was interpreted to mean moderate variation and moderate data reliability levels. Further still, standard deviation values of at least 1.0 meant high variation and low reliability. The results on each of the variables are presented in the various tables under this section.

Table 4.4: Descriptive statistics on psychological empowerment

	N	Min	Max	Mean	Std. Dev
The work I do is very important to me	134	1	7	6.15	1.107
My job activities are personally meaningful to me	134	1	7	5.68	1.284
The work I do is meaningful to me	134	2	7	5.87	1.188
I am confident about my ability to do my job	134	1	7	6.25	1.024
I am self-assured about my capabilities to perform my work activities	134	1	7	5.96	1.100
I have mastered the skills necessary for my job.	134	1	7	5.60	1.220
I have significant autonomy determining how I do my job.	134	1	7	5.31	1.192
I can decide on my own how to go about doing my own work.	134	1	7	5.28	1.411
I have considerable opportunities for independence and freedom in how to do my job.	134	1	7	4.89	1.444
My impact on what happens in my department is large.	134	1	7	5.63	1.073
I have a great deal of control over what happens in my department.	134	1	7	5.13	1.181
I have a significant influence over what happens in my department.	134	1	7	5.24	1.246

Source: Primary Data (2024)

Upon inquiry as to whether the work that the respondents do was very important to them, this yielded a mean of 6.15 and standard deviation of 1.107 implying that majority of the respondents strongly agreed that the work they did was very important to them. However, the standard deviation shows that there were many variations in the responses provided making them of low reliability.

Furthermore, inquiry into whether the respondents' job activities were personally meaningful to them yielded a mean of 5.68 and standard deviation of 1.284 implying that

majority of the respondents agreed that their job activities were personally meaningful to them. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Consistent with the descriptive statistics, interview participants acknowledged the role of professional development in enabling them make sense of their jobs (job analysis). They reasoned that professional development helps in skills acquisition that empowers them do a better job in class.

...professional development retools someone to get new skills and methods of delivery and hence fit in the current trend of teaching...Said Participants A, B and C.

Other participants submitted that profession development is a way of updating them with the cores of the jobs as well as the key roles expected to be performed the participants in their primary role as teachers.

...professional development enables me to appreciate the roles and duties I am supposed to perform...professional development helps keep update of the developments in my field of specialization that empowers me to do a better job.... Said participants B, D and E.

These submissions thus imply that indeed professional development is essential in retooling the teachers with better and new skills necessary to understand and appreciate their jobs. This empowers them psychologically and hence enables them to consequently engage students with vigour to improve their achievements.

Inquiry into the statement about whether the work the respondents did was meaningful to them resulted into a mean of 5.87 and standard deviation of 1.188 implying that majority of the respondents agreed that the work they did was meaningful to them. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Additionally, inquiry into the statement whether the respondents were confident about their ability to do their jobs resulted into a mean response of 6.25 and standard deviation of 1.024 implying that majority of the respondents strongly agreed with the statement that they were confident about their ability to do their jobs. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

These submissions are consistent with interview results as participants submitted that professional development enhances their competences (competence) and shapes them to become relevant to the jobs they do.

...professional development touches my competencies shaping them to the best...it exposes me to better teaching methods and techniques that are important to my pedagogy...professional development also improves my motivation towards teaching, enhances my subject competences and overall understanding of the teaching and learning exercise. This way, I feel energised to enter class and share knowledge everyday... Said participants A, D & F.

These submissions thus point to the relative importance of professional development in psychologically empowering staff to perform their jobs better and produce better grades while at the same time shaping students into better graduates.

Inquiry into the statement about whether the respondents were self-assured about their capabilities to perform their work activities yielded a mean of 5.96 and standard deviation of 1.1 implying that majority of the respondents agreed with the statement that they were self-assured about their capabilities to perform their work activities. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Additionally, inquiry into the statement about whether the respondents had mastered the skills necessary for their jobs yielded a mean of 5.6 and standard deviation of 1.22 implying that whereas majority of the respondents agreed that they had mastered the skills

necessary for their jobs, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Also, concerning the statement about whether the respondents have significant autonomy determining how they did their jobs yielded a mean of 5.31 and standard deviation of 1.192 implying that majority of the respondents agreed with the statement that they had significant autonomy determining how they did their jobs. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

In support, interview results reveal that through professional development, teachers are able to improve their competences in a subject, improve confidence levels, and get empowered to technically develop instructional materials that propel students' performance.

...professional development helps a teacher improve his/her competences in a subject, technically get empowered to develop instructional materials, improve people management skills and also improve usage of instructional materials...in the end, the tailored departments of the teachers in question are in position to achieve set targets which result into an improvement in the overall performance of the school both academically and in other aspects...said participants A, C & F.

In other submissions, participants noted that professional development enhanced teamwork and shaped group cohesion, improved quality of the decisions and shaped augmented practices that foster an improvement in performance (better performance).

...professional development improves teamwork among us as teams and enhances coordination in our respective departments, breed shared responsibility and focus...it equally shapes departmental targets and consequently triggers higher levels of performance...said participants B, D and E.

Furthermore, inquiry into whether the respondents could decide on their own how to go about doing their own work yielded a mean of 5.28 and standard deviation of 1.411 implying that majority of the respondents somewhat agreed that they could decide on their own how to go about doing their own work. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Additionally, concerning the statement about whether the respondents had considerable opportunities for independence and freedom in how to do their jobs resulted into a mean of 4.89 and standard deviation of 1.444 implying that majority of the respondents somewhat agreed that they had considerable opportunities for independence and freedom in how they did their jobs. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

Furthermore, inquiry into the statement about whether the respondents' impact on what happens in their department is large yielded a mean of 5.63 and standard deviation of 1.073 implying that majority of the respondents agreed with the statement that their impact on what happened in their departments was large. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

In support, participants to interviews reasoned that professional development promoted mastery of a subject and equally enhanced proper use of material by the students as guided by the psychologically empowered teachers. It also helped improve teachers' ability to guide and direct discussions, improved teamwork and these results into improved performance of the respective departments in particular as well as all students' performance.

...professional development promotes mastery of a subject while at the same time helping a teacher master and hence guide students on usage of instructional materials...I should also note that through professional development, teachers improve their ability to guide and lead discussions as well engaging into meaningful interactions with others...equally, teamwork is boosted which improves departmental coordination resulting into overall performance of the school...submitted participants A, D and G.

Furthermore, inquiry about the statement on whether the respondents have a great deal of control over what happens in their department yielded a mean of 5.13 and standard deviation of 1.181 implying that majority of the respondents somewhat agreed that they had great deal of control over what happens in their departments.

Finally, the respondents were asked whether they have a significant influence over what happens in their department. This yielded a mean of 5.24 and standard deviation of 1.246 implying that majority of the respondents somewhat agreed that they had significant influence over what happens in their department. However, the standard deviation shows that the responses that were provided had high variations and thus making them of low reliability.

In support, interview participants acknowledged the role of professional development in supporting both individual and group decisions (better decision making). In particular, participants submitted that;

...professional development guides us greatly in making decisions that are important to our jobs as well as personal decisions... it is an important pillar to me when I set out to mark exams as well as decisions on how to engage with students...it builds teamwork, commitment, individual focus and zeal for success...said participants, A, C,D and E.

4.4 Analysis of specific objectives

Three specific objectives which included: (a) to find out the relationship between professional development and psychological empowerment among teachers (b)to establish differences in psychological empowerment of teachers based on teachers' demographic characteristics and (c) to examine the extent to which professional development predicts psychological empowerment were analyzed as follows.

4.5 The Relationship between Professional Development and Psychological Empowerment among Teachers

The study utilized Pearson's correlation coefficient to explore the relationship between professional development and psychological empowerment of teachers. The correlation results are detailed in the subsequent subsections. The interpretation of the relationship strength was based on specific ranks: a correlation coefficient of 1 indicates a perfect positive relationship; a coefficient between 0.8 and 0.99 denotes a strong relationship; a coefficient between 0.5 and 0.899 indicates a moderate relationship; a coefficient between

0.1 and 0.599 suggests a weak relationship; and a coefficient of 0 implies no relationship (Frost, 2020).

Table 4.5: Correlation between professional development and psychological empowerment

		Professional Development	Psychological Empowerment
Professional Development	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	134	134
Psychological Empowerment	Pearson Correlation	.590**	1
	Sig. (2-tailed)	.000	
	N	134	134
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data (2024)

The results in table 4.6 reveal that professional development has a moderately strong positive significant association with psychological empowerment of teachers indicated by a correlation value of $r = 0.59$; $p = 0.000$. This implies that an improvement in professional development implies a stronger effect than average improvement in the psychological empowerment of teachers.

Based on the results, the researcher upholds and hence accepts hypothesis 1 that there is a significant positive relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District. This is revealed by a correlation index of 0.59 ; $p < 0.01$.

4.6 The differences in psychological empowerment of teachers based on Teachers' demographic characteristics.

Table 4.6: Crosstab for demographic characteristics and psychological empowerment

Variable	Not Psychologically Empowered	Psychologically Empowered	Chi Square	Confidence Interval	Odds Ratio	P - Value
Gender						
Male	59 (59.6%)	40 (40.4%)	0.115	0.394 - 1.929	0.872	0.734
Female	22 (62.9%)	13 (37.1%)				
Age						
20 – 30 years	14 (63.6%)	8 (36.4%)	0.856	0.821 – 0.836		0.836
31 – 40 years	42 (60%)	28 (40%)				
41 – 50 years	16 (55.2%)	13 (44.8%)				
51 – 60 years	9 (69.2%)	4 (30.8%)				
Education						
Diploma	22 (59.5%)	15 (40.5%)	1.401	0.764 – 0.781		0.705
Bachelors	50 (59.5%)	34 (40.5%)				
Masters	7 (63.6%)	4 (36.4%)				
Others	2 (100%)	0 (00.0%)				
Experience						
0 – 5 years	15 (60%)	10 (40%)	3.019	0.559–0.578		0.555
5 – 10 years	28 (70%)	12 (30%)				
11 – 15 years	11 (50%)	11 (50%)				
15 – 20 years	17 (60.7%)	11 (39.3%)				
20 years and up	10 (52.6%)	9 (47.4%)				
Subject Type						
Arts	45 (57%)	34 (43%)	0.978	0.343 – 1.424	0.699	0.371
Sciences	36 (65.5%)	19 (34.5%)				

Source: Primary Data (2024)

The cross tabulation shows that by gender, 59.6% of the male teachers were not empowered whereas 40.4% were empowered. Also, 62.9% of the female teachers were not empowered whereas 37.1% were empowered. The odds ratio shows that there is a 0.872 chance of males being psychologically empowered compared to females. However, there is no difference in psychological empowerment of teachers based on gender since the p-value is greater than 0.05 and chi-square = 0.115 implying that the study accepts the null hypothesis that there is no association between gender and psychological empowerment of teachers.

Concerning age of the respondents, 63.6% in the age bracket of 20 to 30 years were not empowered, whereas 36.4% were empowered, 60% in the age bracket of 31 to 40 years were not empowered while 40% were empowered, 55.2% in the age bracket of 41 to 50 years were not empowered while 44.8% were empowered. Also, 69.2% of respondents in the age bracket of 51 to 60 years were not empowered while 30.8% were empowered. The table also shows that the association between age and psychological empowerment is insignificant at 5% insignificance level ($X^2 = 0.856$, $p\text{-value} = 0.836$). Therefore, the study contends that there is a small difference in psychological empowerment of teachers based on their age.

Concerning the teachers' education level, 40.5% of the diploma holders were psychologically empowered whereas 59.5% were not empowered, 40.5% of the bachelors' degree holders were empowered while 59.5% were not empowered, 36.4% of the Master's degree holders were psychologically empowered while 63.6% were not empowered, and all teachers with other education qualifications were not empowered. Furthermore, the table also shows that the association between education level and psychological empowerment is insignificant at 5% insignificance level ($X^2 = 1.401$, $p\text{-value} = 0.705$). Therefore, the study contends that there is a small difference in psychological empowerment of teachers based on their education level.

Regarding the teachers' years of experience, 40% of those with 5 years or less were psychologically empowered while 60% were not empowered, 30% of those with 5 to 10 years of experience were empowered while 70% were not empowered, 50% of teachers who worked for 11 to 15 years were empowered, 39.3% of teachers who worked for 15 to 20 years were psychologically empowered while 60.7% were not empowered, and 47.4% of teachers who worked for 20 years and above were psychologically empowered while 52.6% were not psychologically empowered. Furthermore, the table also shows that the association between teachers' teaching experience and their psychological empowerment is insignificant

at 5% insignificance level ($X^2 = 3.019$, $p\text{-value} = 0.555$). Therefore, the study contends that there is a small difference in psychological empowerment of teachers based on their years of experience.

Finally, regarding the subject type taught by the teachers, 43% of the arts teachers were psychologically empowered whereas 57% were not empowered. Alternatively, 34.5% of the teachers of science subjects were psychologically empowered whereas 65.5% were not empowered. Additionally, the table also shows that the association between the teachers' subject types and psychological empowerment is insignificant at 5% significance level ($X^2 = 0.978$, $p\text{-value} = 0.371$). Therefore, the study contends that there is a small difference in psychological empowerment of teachers based on their subject type. Overall conclusion is that study accepts the assertion that there are no differences in psychological empowerment of teachers based on the above demographic characteristics.

4.7 The extent to which professional development predicts psychological empowerment

In order to establish the extent to which professional development predicted psychological empowerment of teachers, the researcher utilized the coefficients table as presented hereafter.

Empowerment of teachers, the researcher utilized the table as presented hereafter.

Table 4.7: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.904	.560		1.614	.109
	Professional Development	1.083	.129	.590	8.402	.000
		<i>Adjusted R² = .344</i>				
a. Dependent Variable: Psychological Empowerment						

Source: Primary Data (2024)

4.7 Effect of professional development and psychological empowerment

In order to examine the effect of professional development on psychological empowerment among teachers, a regression model was run and the findings are as follows.

The results contained in table 4.7 above indicate that overall, professional development account for 34.4% (R Square Value = 0.344) of the variation in psychological empowerment of teachers. Other factors which are not part of this study explain the remaining 65.6% variation in psychological empowerment of the teachers. In simple terms, the results of the regression model summary imply that professional development is a moderately significant predictor of teachers' psychological empowerment. Further still, the coefficients table shows that professional development has a moderately strong prediction power on teachers' psychological empowerment denoted by a beta value of 0.590; $p < 0.01$. Thus the researcher upholds the third study hypothesis that professional development significantly predicts psychological empowerment among teachers in public secondary in Kibale County, Kamwenge District.

4.8 Discussion of Results

This section presents discussions on the relationships between the study variables in relation to the literature in the previous chapters. The section picks from the most significant attributes of variables in this chapter and links the findings to the literature and scholarly works highlighted in chapter two as detailed below.

4.8.1 Relationship between professional development and psychological empowerment

The relationship between professional development and psychological empowerment of teachers is a key aspect of educational improvement and teacher satisfaction. The study highlights a moderately strong relationship between these two factors, demonstrating that teachers who engage in professional development tend to feel more psychologically empowered. This empowerment is largely attributed to the enhancement of teachers'

competencies. Teachers report a need to improve their competence-based student evaluation techniques, teaching methodologies, digital technology use, and support for student learning projects. This development of skills not only improves their effectiveness in the classroom but also increases their job satisfaction, as they find their roles personally meaningful and enjoy a sense of autonomy in decision-making.

These findings align with the research conducted by Losioki (2020), who found a direct relationship between professional development and psychological empowerment. Losioki argues that professional development builds and imparts confidence in teachers by updating their teaching skills and methods, equipping them to handle students' learning challenges, and improving their knowledge, understanding, and adherence to ethical standards. This process of continuous improvement not only enhances teachers' professional capabilities but also boosts their confidence and sense of competence, which are crucial components of psychological empowerment.

Similarly, Smith and Motivans (2015) also observed a positive relationship between professional development and psychological empowerment. They emphasized that the confidence gained from professional development increases teachers' autonomy in decision-making. When teachers feel competent and confident, they are more likely to take initiative, innovate in their teaching practices, and make informed decisions that benefit their students. This sense of autonomy and empowerment is essential for fostering a dynamic and effective educational environment where teachers feel valued and motivated.

In addition to the above, professional development helps to psychologically empower the teachers by taking them personal growth of a teacher. For example, Kamath (2010) that teachers have to undergo mental growth, emotional growth, physical and social growth. All these aspects of growth of a teacher are acquired through professional development leading to psychological empowerment.

Therefore, the relationship between professional development and psychological empowerment is integral to the professional growth and job satisfaction of teachers. By continuously enhancing their skills and competencies through professional development, teachers not only improve their effectiveness in the classroom but also experience greater psychological empowerment. This empowerment, characterized by increased confidence, autonomy, and job satisfaction, ultimately leads to a more positive and productive educational environment. Thus, investing in professional development for teachers is crucial for their personal and professional well-being, as well as for the overall quality of education.

4.8.2 Differences in psychological empowerment of teachers based on teachers' demographic characteristics

The study reveals that there are no differences in psychological empowerment of teachers based on their demographic characteristics. The revelation stems from the fact that the demographic characteristics did not have any association with the differences in psychological empowerment viewed from the notion that their p-values were greater than 0.05.

The findings are therefore not in agreement with the findings by Maali et al (2022) who examined the influence of demographic characteristics of teachers' performance by focusing on gender, age, and education level of teachers in which they used the frequencies of the teachers by gender to show differences in performance in which male teachers were more than female teachers hence concluding that male teachers performed more than female teachers.

Furthermore, the study's findings dispute the findings by Ainembabazi (2023) who also used gender frequencies to determine the quality of teaching in which he observed that there were more male teachers than female teachers hence concluding that there existed gender differences and gender bias by reason of the number of male teachers. However, this

study disputes this conclusion since the p-values show no association between gender and teachers' psychological empowerment.

The study findings also disagree with the findings by Maali et al (2022) who argued that age has a significant impact on the psychological empowerment of teachers. The scholars argued that as teachers matured in age, they were more knowledgeable and empowered such as those who were 41 years of age and above who performed better than the young ones. However, the study indicates that there is no association between the age of the teachers and psychological empowerment. The study further rejects the gap identified under this objective that teaching is dominated by mature people of 40 years and above. The findings indicated that teaching in five public secondary schools is dominated teachers between 31-40 years (52%).

4.8.3 Extent to which professional development predicts psychological empowerment

The study reveals that professional development serves as a moderately strong predictor of psychological empowerment among teachers. This relationship is rooted in teachers' intrinsic value of their work, which they find personally meaningful and impactful within their departments. The confidence that teachers gain from professional development significantly influences their sense of empowerment, highlighting the critical role that ongoing training and skill enhancement play in their professional lives.

The findings of the study are supported by previous research, such as the report by UNESCO (2014), which demonstrates that professional development is a foundational element in fostering psychological empowerment. UNESCO's findings show that professional development enables teachers to advance their careers by upgrading their qualifications, participating in refresher courses, and networking through workshops and seminars. These activities not only improve teachers' skills but also contribute to their sense of professional growth and empowerment. By engaging in professional development,

teachers are better equipped to handle the demands of their roles and make significant contributions to their educational institutions.

Moreover, Losioki (2020) further corroborates the predictive power of professional development in enhancing teachers' autonomy and decision-making capabilities. Losioki's research indicates that professional development encourages teachers to reflect on their practices and exercise greater autonomy in their teaching approaches. This reflective practice allows teachers to explore various instructional materials, assessment strategies, and management techniques, which in turn empowers them to make informed decisions that cater to their students' diverse needs. The autonomy gained through professional development is a crucial aspect of psychological empowerment, as it fosters a sense of ownership and responsibility in teachers' professional lives.

Additionally, UNESCO (2014) highlights the importance of professional development in strengthening teachers' competencies through in-service training programs. These initiatives equip teachers with advanced pedagogical skills, enabling them to deliver more effective and engaging instruction. The enhanced competencies gained from professional development not only improve teachers' teaching practices but also boost their confidence and sense of self-efficacy. This increased competence is directly linked to psychological empowerment, as teachers feel more capable and empowered to address the challenges they face in the classroom.

Therefore, professional development plays a significant role in predicting teachers' psychological empowerment by enhancing their skills, confidence, and autonomy. The continuous learning and growth opportunities provided through professional development enable teachers to advance their careers, reflect on their practices, and make informed decisions that benefit their students. As a result, professional development is not only a tool for improving instructional practices but also a vital component in fostering a sense of

empowerment among teachers. Investing in professional development is essential for cultivating a motivated and empowered teaching workforce, ultimately leading to better educational outcomes for students.

4.9 Conclusion

The chapter has presented and discussed results in line with the study objectives. Equally, the chapter shades light on the relevance of professional development towards psychological engagement. Thus premising on the contents of the formula, the next chapter in which results are summarized, conclusions drawn and recommendations suggested can be laid.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of study findings based on the study objectives, the associated conclusions, and recommendations put forward by the study.

5.2 Summary of findings

This section summarizes the findings from the previous chapter in line with the objectives of the study which included finding out the relationship between professional development, and psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District; establishing differences in psychological empowerment of teachers based on Teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District; and examining the extent to which professional development predicts psychological empowerment among teachers in Public secondary schools in Kibale County, Kamwenge District as follows.

5.2.1 Relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County

The study reveals that professional development and psychological empowerment have a moderately strong relationship. This is attributed to the high levels of competence among teachers in a sense that most teachers reported that they needed to develop their competence-based student evaluation techniques, competence in teaching, use of digital technology and supporting students in learning projects. This is further evidenced by the fact that most teachers loved their jobs which were of personal meaningfulness to them and gave them freedom to make decisions.

5.2.2 Differences in psychological empowerment of teachers based on teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District

The study reveals that there are no differences in psychological empowerment of teachers based on their demographic characteristics. The study took into account gender, age, teaching experience, and education level of the teachers. However, all the demographic characteristics were not associated with the differences in psychological empowerment because their p-values were higher than 0.05 in a 5% confidence interval.

Therefore, the study contends that the differences in psychological empowerment of teachers can be arrived at from other factors that are not associated with the demographic characteristics.

5.2.3 The extent to which professional development predicts psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District

The study reveals that professional development is a moderately strong predictor of psychological empowerment of teachers. This can be attributed to the fact that the teachers value their work and it is important to them, as well as their work being personally meaningful to them. Also, they are confident about their work and it greatly impacts what happens in their department.

5.3 Conclusion

5.3.1 Relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County

The study reveals that efforts devoted to enhancing the relationship between professional development and psychological empowerment among teachers in public secondary schools are productive to a large extent. Besides, the correlation analysis indicates

that professional development has a moderately strong relationship with the teachers' psychological empowerment.

5.3.2 Differences in psychological empowerment of teachers based on teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District

The study concludes that there are no differences in psychological empowerment of teachers based on their demographic characteristics and therefore, efforts devoted to enhancing the differences in psychological empowerment of the teachers might not be productive if based on the demographic characteristics. This is because there is no association between the demographic characteristics and the psychological empowerment.

5.3.3 The extent to which professional development predicts psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District

The study reveals that efforts devoted to enhancing the predictive power of professional development of teachers on their psychological empowerment levels are productive to a large extent. Besides, the regression analysis indicates that professional development is a moderately strong predictor of psychological empowerment of the teachers.

5.4. Contributions of the study to the development of education system in Uganda

“...no education system can be better than the quality of its teachers, nor can a country be better than the quality of its education” (Government White Paper, 1992 pg. xiii). From this statement, the study seeks to call upon the Government to consider the quality of teachers in the 21st by offering professional development and psychological empowerment of teachers in secondary schools in Uganda. It should be noted that the teaching profession is dynamic and it has become competence based, digital and technological. Therefore, the

teachers need to renew their minds and acquire new skills through professional development and psychological empowerment so as to fit in the changing environment.

There are new technologies being developed and being brought in the place of work like Artificial intelligence. So the study seeks to call upon different institutions to equip their staff with new technological skills to match the current trends.

Professional development helps staff to keep up with advances in the profession and anticipate how changes elsewhere in the firm and industry may affect work demands and skill requirements. The 2019 Education policy which requires every teacher to have a Degree after 7 years from now applies

It seeks to prepare staff handle more complex tasks: Programs that support employees' growth in the organization, for instance, by learning more complex technical knowledge or managerial skills required for a new position.

It will help to improve overall levels of efficiency and performance: Programs that focus on improving employee performance in their current role and can include the introduction of new technologies and working methods.

It will help teachers meet legislative and ethical standards: Training means to ensure that employees operate within the legal boundaries and their actions meet the ethical standards expected by the management and stakeholders.

5.4.1 Practical implications of the study to education

Professional development among secondary school teachers means that they will have to learn, unlearn and relearn then apply the acquired knowledge and skills. Hence, it is an ongoing process of education, training, learning, and support activities

aimed at promoting teachers' professional knowledge, competencies, attitudes, beliefs, and values.

Psychological empowerment will help teachers to scale up their classroom teaching and feel that teaching is meaningful to them. They will have autonomy in the teaching and learning activities and take up decisions. They will have the ability to handle students' matters, improve in self-efficacy, have an ability in problem solving, have self-esteem and feel competent.

The study will influence government, school administrators, directors and all other stakeholders to enhance motivation of teachers. The theory of the study offers a broad framework for understanding human motivation and personality by defining the psychological nutrients required for optimal motivation, engagement, and well-being. SDT underscores the idea that people's relationships and social contexts must involve and support their fundamental human needs of autonomy, competence and relatedness.

5.5 Recommendations

5.5.1 Relationship between professional development and psychological empowerment among teachers in public secondary schools in Kibale County

Schools should prioritize providing regular and comprehensive professional development opportunities that are tailored to the specific needs of teachers. This can include workshops, seminars, and courses focused on the latest pedagogical strategies, technology integration, and classroom management techniques. By ensuring that professional development is relevant and practical, teachers are more likely to feel that their learning directly impacts their teaching effectiveness and student outcomes.

Additionally, it is crucial to create a supportive environment that encourages teachers to apply what they have learned from professional development. School administrations can facilitate this by promoting a culture of collaboration and continuous improvement. For instance, establishing professional learning communities (PLCs) where teachers can share insights, challenges, and successes can foster a sense of community and mutual support. Mentorship programs that pair experienced teachers with newer educators can also provide ongoing guidance and encouragement, helping to reinforce the application of new skills and knowledge in the classroom.

Additionally, schools should recognize and reward the efforts of teachers who actively engage in professional development and demonstrate growth in their teaching practices. This recognition can come in various forms, such as public acknowledgment, opportunities for career advancement, or financial incentives. By valuing and rewarding professional development, schools can motivate teachers to pursue continuous learning and improvement, thereby enhancing their sense of psychological empowerment and job satisfaction.

Furthermore, it is important to involve teachers in the decision-making process related to their professional development. Allowing teachers to have a voice in selecting the topics and formats of professional development programs can increase their investment and engagement. Conducting regular surveys or focus groups to gather teachers' input and feedback can ensure that professional development initiatives align with their needs and preferences. This participatory approach not only enhances the relevance and effectiveness of professional development but also fosters a sense of autonomy and empowerment among teachers.

Finally, integrating reflective practices into professional development programs can significantly enhance their impact on psychological empowerment. Encouraging teachers to

regularly reflect on their experiences, challenges, and successes helps them internalize their learning and understand its practical application. Reflective practices, such as journaling, peer discussions, and self-assessment, can deepen teachers' self-awareness and confidence, leading to greater psychological empowerment. By incorporating these strategies, schools can strengthen the relationship between professional development and psychological empowerment, ultimately leading to more effective teaching and improved student outcomes.

5.5.2 Differences in psychological empowerment of teachers based on teachers' demographic characteristics among teachers in public secondary in Kibale County, Kamwenge District

Professional development programs should be targeted to address the specific needs of different demographic groups. For instance, newer teachers might benefit greatly from structured mentorship programs that provide guidance and support, while more experienced teachers could be offered advanced training in leadership and innovative teaching methods to keep them engaged and motivated. Creating mentorship and peer support systems that pair teachers from different demographic backgrounds can also foster mutual learning and highlight unique challenges and strengths associated with various demographic characteristics.

Fostering an inclusive and supportive school environment is also essential. Developing and enforcing inclusive policies that recognize and value diversity within the teaching staff can create a more empowering atmosphere for all teachers. This can include initiatives that promote gender equality, support teachers of different age groups, and accommodate varying levels of teaching experience. By prioritizing inclusivity, schools can ensure that all teachers feel valued and empowered, regardless of their demographic background.

Finally, schools should implement regular evaluations and feedback mechanisms to continuously assess the impact of demographic factors on psychological empowerment. By gathering and analyzing data on a regular basis, schools can make informed decisions and adjustments to their policies and professional development programs. This iterative process will help ensure that all teachers, irrespective of their demographic characteristics, are provided with the support and resources they need to thrive and feel empowered in their roles. Through these comprehensive and targeted approaches, differences in psychological empowerment among teachers based on demographic characteristics can be better understood and addressed.

5.5.3 The extent to which professional development predicts psychological empowerment among teachers in public secondary schools in Kibale County, Kamwenge District

To improve the extent to which professional development predicts psychological empowerment among teachers in public secondary schools, several targeted recommendations can be implemented. First, professional development programs should be designed to be continuous and comprehensive, offering sustained support rather than one-off workshops. Long-term programs that include follow-up sessions, coaching, and mentorship ensure that teachers can continuously develop their skills, reflect on their practice, and receive ongoing feedback. This sustained approach helps teachers integrate new strategies into their daily routines, thereby enhancing their sense of competence and empowerment.

Furthermore, schools should adopt a needs-based approach to professional development. Conducting regular needs assessments can identify specific areas where teachers require support and growth. Tailoring professional development to address these identified needs ensures that the training is relevant and impactful. When teachers see that their personal and professional needs are being met, they are more likely to feel empowered

and motivated to implement new practices. This personalized approach can include specialized training in areas such as digital literacy, classroom management, differentiated instruction, and inclusive education.

Additionally, fostering a collaborative culture within schools can amplify the impact of professional development on psychological empowerment. Encouraging teamwork, peer observations, and collaborative planning sessions allows teachers to share best practices, gain new perspectives, and support one another in their professional growth. Creating professional learning communities (PLCs) where teachers can regularly meet to discuss their progress and challenges can also enhance their sense of belonging and empowerment. This collaborative environment helps build a strong support network that reinforces the application of new skills and knowledge.

Moreover, providing opportunities for teachers to lead professional development initiatives can significantly boost their empowerment. Empowering teachers to design and deliver training sessions or workshops leverages their expertise and fosters a sense of ownership and leadership. Teachers who are involved in leading professional development are likely to feel more confident and empowered, as they contribute to the growth of their peers and the school community. Leadership roles can also include mentoring new teachers, leading PLCs, or serving on professional development committees.

Additionally, integrating reflective practices into professional development can enhance its predictive power on psychological empowerment. Encouraging teachers to engage in reflective activities, such as journaling, self-assessment, and peer feedback, helps them internalize their learning experiences and understand their personal growth. Reflection fosters self-awareness and critical thinking, which are crucial for psychological empowerment. Schools can support this by providing structured time and resources for reflective practice, ensuring that it becomes an integral part of professional development.

Finally, aligning professional development with clear and achievable goals can enhance its impact on psychological empowerment. Setting specific, measurable objectives for professional development programs helps teachers track their progress and see the tangible benefits of their efforts. Schools can support this by establishing clear benchmarks and providing regular feedback on teachers' progress toward their goals. When teachers can see the direct outcomes of their professional development, their sense of accomplishment and empowerment is likely to increase.

5.6. Areas for further research

The study was limited to only five public secondary schools in Kibale County, Kamwenge District. Further investigation about the effect of professional development on psychological empowerment among teachers in both private and public secondary schools in Kibale County could be carried to ascertain if the findings of this study can be reconciled.

This study only focused on one county in the district. The next study could focus on the whole district so as to create an impact on improving professional development and psychological empowerment of teachers in secondary schools.

The current study can be carried out in other regions of Uganda since this study was limited to Kamwenge District in western region.

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APPENDICES

Appendix 1: Introductory Letter from the Faculty of Education



making a difference

The Faculty of Education

Date: 03rd April 2024

Dear Sir/Madam,

Re: **PERMISSION LETTER TO CONDUCT FIELD RESEARCH**

Greetings from Uganda Martyrs University.

The Faculty of Education is delighted to introduce **Rev. Fr. MOSES BAKIRREHI**,

Registration number **2022-M313-20914**, a student pursuing a Master of Education degree of Uganda Martyrs University. He is undertaking research in partial fulfillment of the requirements leading to the degree award.

His research topic is: **PROFESSIONAL DEVELOPMENT AND PSYCHOLOGICAL EMPOWERMENT AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIBALE COUNTY, KAMWENGE DISTRICT.**

We request that you offer him the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: aodele@umu.ac.ug. Thank you for your support and cooperation.

Sincerely,

A handwritten signature in blue ink that reads "A. Odele".

Dr. Anne Odele

Head of Postgraduate Department

Faculty of Education

Uganda Martyrs University P.O. Box 5498 - Kampala - Uganda

Tel: (+256)038-

410611 Fax: (+256)038410100 Email: umu@umu.ac.ug

Appendix 2. Similarity of Index Report

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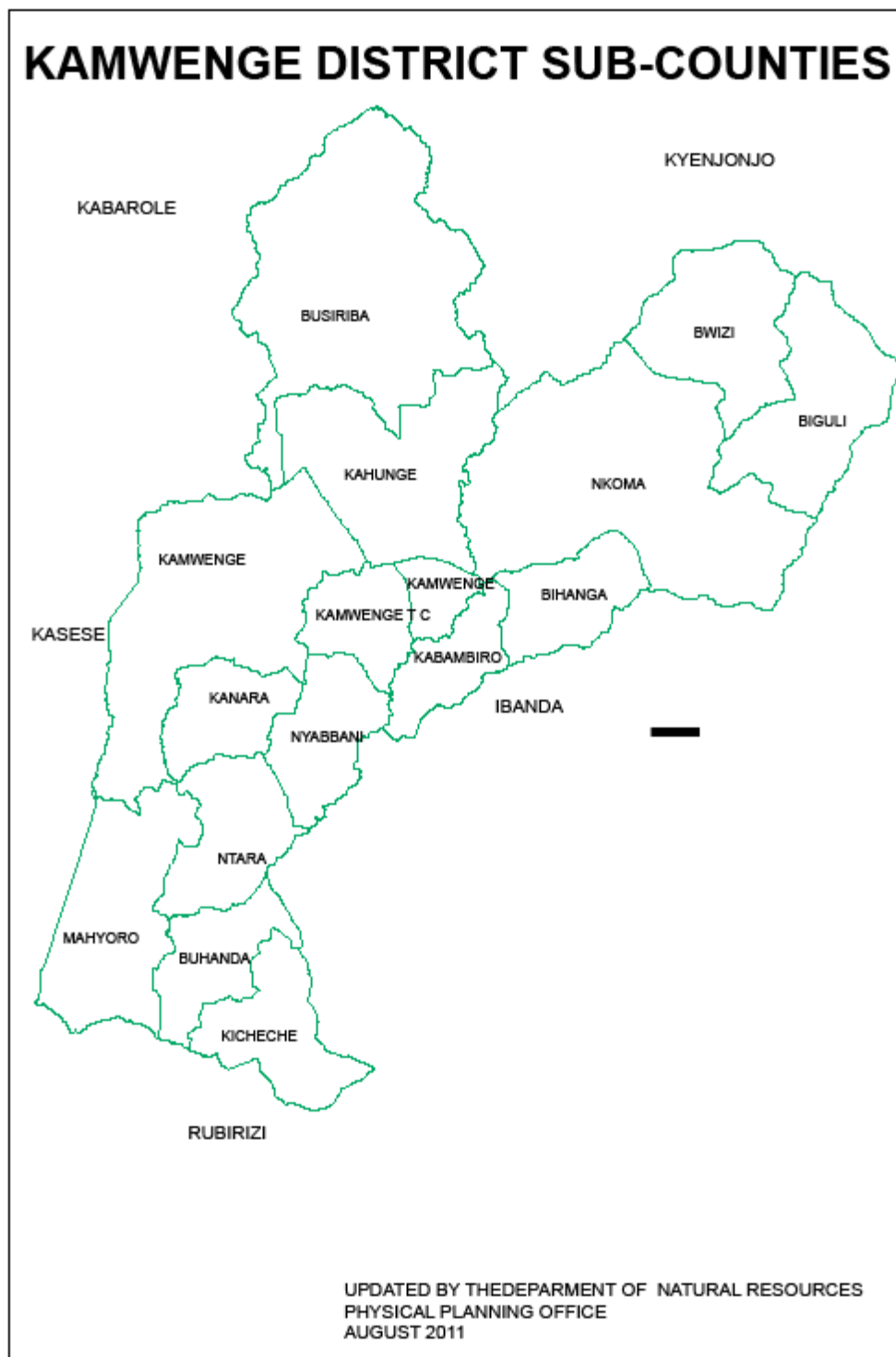
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PROFESSIONAL DEVELOPMENT AND PSYCHOLOGICAL EMPOWERMENT
AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIBALE COUNTY,
KAMWENGE DISTRICT

MOSES BAKIRREHI

Appendix 3. The Map of Kamwenge District as of 2015



Source: Kamwenge District Local Government Website

Appendix4. Calculations of Sample sizes using Slovin Rumus Formula (1960)

Sample size for PSS1

$$n = N / (1 + N(e^2)) \qquad n = 25 / (1 + 25(0.05^2))$$

Where;
n = sample size, N = Population size $n = 25 / 1.0625$
n = 24

e = Margin of error, e = 0.05

Confidence level of 95%

Sample size for PSS2

$$n = N / (1 + N(e^2)) \qquad n = 28 / (1 + 28(0.05^2))$$

Where;
n = sample size, N = Population size $n = 28 / 1.07$
n = 26

e = Margin of error, e = 0.05

Sample size for PSS3

$$n = N / (1 + N(e^2)) \qquad n = 31 / (1 + 31(0.05^2))$$

$$n = 31 / 1.0775$$

n = 29

e = Margin of error, e = 0.05

Sample size for PSS4

$$n = N / (1 + N(e^2)) \qquad n = 45 / (1 + 45(0.05^2))$$

Where;
n = sample size, N = Population size $n = 45 / 1.1125$
n = 41

e = Margin of error, e = 0.05

Sample size for PSS5

$$n = N / (1 + N(e^2)) \qquad n = 23 / (1 + 23(0.05^2))$$

Where;
n = sample size, N = Population size $n = 23 / 1.0575$
n = 22

e = Margin of error, e = 0.05

Appendix 5: Questionnaire for teachers

UGANDA MARTYRS UNIVERSITY- NKOZI

FACULTY OF EDUCATION

Dear Sir / Madam

I am **Moses Bakirrehi**, a student of Uganda Martrys University pursuing a Masters of Education in Educational Administration and Management. As part of my academic work, I am conducting a research study on “*Professional Development and Psychological Empowerment among Teachers in Public Secondary Schools in Kibale County, Kamwenge District*”. You have been selected to participate in this study because you have valuable information and knowledge required by the study. The information sought is only required for academic purposes. Participation is entirely out of your own will and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of this study. All the information you provide will be treated with maximum confidentiality.

SECTION A: Demographic characteristics of respondents(please tick where applicable)

1. Gender

Male Female

2. Age: years

3. Level of qualification

Diploma Bachelor’s Degree Master’s Degree

Others specify.....

4. Teaching experience

0- 5 years 5-10 years 10-15years 15-20 years

20years and above

5. Subject type

Arts Sciences

SECTION B: Professional development scale

The table below shows the alternative responses and the number assigned to each response.

Please evaluate the statement by ticking in the box with the number that best suits your opinion.

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
Teachers' Needs to develop pedagogical competence						
PC1	I need to develop my competence based student evaluation					
PC2	I need more competence in student centered teaching.					
PC3	I need more competence in work life –orientated learning.					
PC4	I need more competence in using teaching methods in versatile ways.					
PC5	I need more competence in using digital technology in a pedagogically relevant way.					
PC6	I need more competence in simulation teaching.					
PC7	I need more competence to support students in learning projects.					
Teachers' Needs to manage challenging situations						
CS1	I need more skills to solve conflict situations in teaching.					
CS2	I need more competence to deal with students' problems related to studying.					
CS3	I need more competence in teaching culturally diverse students.					

Teachers' leadership competence development		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
LC1	Discussions with my Head teacher, D.O.S to support my professional development.					
LC2	Organizational atmosphere supports my professional development.					
LC3	The personal development plan supports my professional development.					
Teachers' self- directed learning						
SL1	I develop my competence through collaboration with my fellow teachers.					
SL2	I actively develop my language skills.					
SL3	Participating in conferences helps me update my competence.					
Teachers' needs to develop teaching competence						
TC1	I need networking to develop my subject competence.					
TC2	I need to participate in developmental projects to maintain my subject competence.					
TC3	I need to work in teaching environment to update my subject competence.					
Benefits of Professional development						
BP1	Continuing competence development promotes my work well- being					
BP2	Regular updates to subject competence improves my					

	teaching.					
BP3	Pedagogical continuing education improves my teaching skills					

SECTION C: Psychological Emperwoment Scale

Listed below are number of self-orientations that people may have with regard to their work role. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your opinion.

		Very strongly disagreed	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Very strongly agree
Meaning								
EM1	The work I do is very important to me							
EM2	My job activities are personally meaningful to me							
EM3	The work I do is meaningful to me							
Competence								
EC1	I am confident about my ability to do my job							
EC2	I am self-assured about my capabilities to perform my work activities.							
		Very strongly	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Very strongly

		disagree						agree
EC3	I have mastered the skills necessary for my job.							
Self determination								
ES1	I have significant autonomy determining how I do my job.							
ES2	I can decide on my own how to go about doing my own work.							
ES3	I have considerable opportunities for independence and freedom in how to do my job.							
Impact								
EI1	My impact on what happens in my department is large.							
EI2	I have a great deal of control over what happens in my department.							
EI3	I have a significant influence over what happens in my department.							

SECTION D: Open ended questions about the effect of Professional development on Psychological empowerment of Teachers

1. How does professional development affect/influence your:

a) Ability to make sense of your job(meaning)?

.....
.....
.....
.....

b) Professional competence?

.....
.....
.....
.....

c) Self-determination?

.....
.....
.....
.....

2a). Explain how professional development helps teachers to create an impact in their department?

.....
.....
.....
.....

b) Briefly explain the impact you have created in your department

.....
.....
.....
.....

3. How does professional development empower you to have a great deal of control over what happens in your department?

.....
.....
.....
.....

4. Explain how professional development has helped you to have a significant influence over what happens in your department

.....

.....

.....

NB. If your answers need a lot of space, you are free to turn overleaf and indicate the question number, then answer

Thank you very much for your participation.

APPENDIX 6: RELIABILITY STATISTICS

Reliability Statistics – Professional Development

Cronbach's Alpha	N of Items
.897	22

Reliability Statistics – Psychological Empowerment

- Cronbach's Alpha	N of Items
.897	12