Abstract

Teachers’ Professional Development refers to a variety of activities both formal and informal, which is designed for a personal and professional growth for teachers. The advancement of technology has been recognized to play a valuable role in developing and improving the teaching and learning situations. This study, aims at analyzing the use of ICT in Teachers' professional among the Tanzanian Secondary School teachers. Data used in this study, were collected through a field data collection. A total of 139 questionnaires were filled and analyzed by using SPSS package. Multiple regression models were used for analysis. Factors which were included in the model explain the variability in teaching professional development by 43.30% as R square = 0.433. F value was equal to 3.381 and p-value = 0.008 implies that the overall model is reasonable at 5% level of significance. This model is statistically fit to check the use of ICT in teaching professional development.
2. E. Sandys, "Gender equality and empowerment of women through ICT Gender equality and empowerment," Women2000 and Beyond, 2005.

Index Terms

Computer Science Information Sciences

Keywords

Professional Development, Information and Communication Technology, ICT, Teacher Professional Development