

**EFFECTS OF PROFESSIONAL TEACHER DEVELOPMENT ON LEARNING  
IN PUBLIC SECONDARY SCHOOLS IN MUTOMO AND IKUTHA SUB  
COUNTIES, KITUI COUNTY, KENYA**

**BY**

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## ABSTRACT

Professional Teacher Development is widely seen as key to enhanced learning among students at all levels of education. However, at secondary schools in Mutomo and Ikutha sub-counties low mean grades in national examinations tend to negate this (maxim) position. Therefore the purpose of the study was to investigate the effects of Professional Teacher Development (PTD) on learning of students in public secondary schools in Mutomo and Ikutha sub-counties, Kitui County, Kenya. This study was pegged on professional learning communities (PLCS) model of DuFour (2000). The study was limited to public secondary school in Mutomo and Ikutha sub-counties, Kitui County, Kenya. The study was guided by the following research objectives: Determine frequency of levels of Professional Teacher Development and learning of students in public secondary schools in Mutomo and Ikutha Sub-counties, Identify Professional Teacher Development strategies/policies used in the learning of students in public secondary schools in Mutomo and Ikutha Sub-counties, Determine the impact/ effects of Professional Teacher Development on learning in public secondary schools in Mutomo and Ikutha Sub-counties. The study utilized descriptive survey design and quantitative methodology. The target population was 35 schools that is sample size of 15 schools and the data will be collected from 15 principals and 75 Heads of Departments. The data was collected using questionnaires designed for principals and Head of Departments. The sample size for the district was sampled using systematic sampling while that of the schools was done using multi-stage sampling in the six education zones. The instrument content validity was ascertained by the supervisor and experts from Mount Kenya University. The reliability of the instrument was carried out using test retest technique in two schools in the same sub-counties where data consistently gave same results. Pertaining data analysis, data on PTD yielded qualitative data which was analyzed thematically and further subjected to descriptive statistics such as frequencies and percentage. Learning was measured using KCSE mean grades and this yielded quantitative data which was subjected to descriptive statistics such as mean and percentages. Data presentation on HODs was done in tables and charts while that of principals was presented in narrative form. From the analysis, the following key findings were made: Not all of the teachers in secondary schools have received the opportunity to attend PTD. PTD training is mainly sponsored by the schools and the government. Most of the PTD programs are conducted annually. Despite participation in PTD programs, not all of the teachers have been awarded with certificates. There are no adequate policies in schools to support professional development. Moreover, the available policies are not being effectively implemented due to poor structures. The following recommendations were given: The school administration needs to improve on the facilities, resources and guidance and counseling programs. In terms of guidance and counseling processes, the schools should not only focus on providing guidance and counseling to students but should also develop a mechanism in which the guidance and counseling programs get to address on the teachers. Teachers should be guided on how they can improve through academic ladder through the acquisition of professional training. The school administration should also give room and opportunity for teachers to receive professional training.