

**ASSESSMENT OF STAKEHOLDERS COLLABORATION ON PROFESSIONAL
LEARNING COMMUNITY CONCEPT IN SECONDARY SCHOOLS IN
MARSABIT CENTRAL SUB-COUNTY,
MARSABIT COUNTY, KENYA**

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ABSTRACT

The purpose of this study was to assess the collaboration on stakeholders' participation in Professional learning community concept in Marsabit sub-County, Marsabit County. The specific objectives were: assessing how collegiality influences level of stakeholders' collaboration on professional learning community concept in secondary schools in Marsabit sub-county, to assessing how shared leadership influences level of stakeholders' collaboration on professional learning community concept in secondary schools in Marsabit sub-county and assessing how collective responsibilities influences level of stakeholders' collaboration on professional learning community concept in secondary schools in Marsabit sub-county. The target population was 9 public secondary schools, their 9 principals, 88 teachers, and 9 PTA chairpersons in Marsabit sub-County, Marsabit County. The research methodology was mixed methodology. Random sampling and purposive sampling were used to come up with a representative sample size. This comprised of 9 principals, 26 teachers and 9 PTA chairpersons. The researcher used questionnaires and interview guides to collect data. Data collected was organized, coded using statistical package for social sciences (SPSS) and presented using frequency tables, percentages, pie charts and graphs. The report and recommendations were written based on the analysis of the research findings. The study found that variables such as collegiality and supportive conditions, shared and supportive leadership and collective learning and responsibilities influence level of stakeholders' collaboration on professional learning community concept in secondary schools. The study concluded that there exists caring relationships among staff and students that are built on trust and respect. The study also concluded that time is provided to facilitate collaborative work while the school schedule promotes collective learning and shared practice. Also the staff is consistently involved in discussion and making decisions about most school issues. The study recommended that colleagues should collaborate with others in the schools to promote collective learning. Similarly Principals should also addresses areas where support is needed and opportunities should be provided for staff to initiate change. Also proper decision making should takes place through committees and communication across grade and subject areas.