

# An Evaluation on To what extent National Conferences affect capacity for Stakeholder Collaboration in Enhancing Professional Development of Headteachers in Central Region Kenya

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## Abstract

*The purpose of this study was to determine the extent to which national conferences affect capacity for stakeholder collaboration in enhancing professional development of head teachers in public secondary schools in central region, Kenya. The objective of the study was to find out to what extent national conferences affect stakeholder collaboration in Kenya. Mixed methodology and concurrent triangulation design were used in the study. The study used dynamic theory on professional development and supers theory of professional development. The target population was all the 637 head teachers all the 650 deputy head teachers, all the 637 BOM members 14000 teachers, 36 education officials making a total of 15960 participants. The sample population included 242 head teachers' 242 deputy head teachers 242 BOM members 375 teachers and 28 education officials making a total of 1129 participants. The study used questionnaires for the head teachers and deputy head teachers interview schedules and focus discussion groups for quality assurance officers and county directors of education respectively. Descriptive and inferential statistics were used to analyze data and data presented in frequency tables. The theories used clearly demonstrated the role of conferences in school management and professional development. The study found out that the head teachers' conferences provide an opportunity for them to meet and interact with other stakeholders within the education sector... The study recommended that there is need to increase the level of head teacher participation in the national conferences as they enhance chances for stakeholder collaboration.*

## Key words

Stakeholder, Collaboration, Conference Professional Development, Head Teacher.

## Introduction

### Background to the Study

Professional development of headteachers is a process by which each of them acquires and maintains professional abilities and skills, which leads to increased competence in their field especially in the school leadership.. This happens where there is good establishment of programs for head teacher education (Rogan & Grayson 2004

In most countries in the developed world like Australia, Sweden, America and England professional development of head teachers is a laid down structure which is formal. Institutions like colleges are made to offer training for the head teachers prior to and after being appointed as school leaders. In these countries also school leadership is a well prepared program for aspiring heads before and after appointment through a well-structured and systematic professional development programs . (Tecla, 2006).

In Africa, headteachers 'professional development is not well systemized and developed as it is the case in the other parts of the world that are fully developed. It is indeed either lacking completely or in most cases not formalized and in times held annually in national conferences (Bush & Douro, 2006). Efforts are being made by some countries to come up with professional development programs for the school heads. This is because research on school heads gives a lot of emphasis on problems being faced by the heads in performing their duties. In Kenya, Head teacher's conferences act as one of the media with programs or courses for enhancing professional development of the school heads. It is in the conferences that school heads are empowered, gain skills and knowledge important to their daily duties of school management.

Professional development should be linked to organizational as well as individual goals in order for the achievement of both

organizational as well as individual goals to be realized (Jones and Fear, 1994). According to (Gray, 2000), it is clear that during the life cycle of an organization, there will be regular occasions when these needs will predominate and some times of national reform when career development of individual head teachers and their needs will be taken into considerations. There is need at both these levels for needs assessment (Day, 1991).

School heads as other professions require a continuous update of knowledge and skills. This is no exception in the teaching profession. This can be provided through continuous professional development. Given the hard task of leadership and management in the schools, head teachers need to upgrade their knowledge and teaching repertoire throughout their careers by enrolling in various professional developments in-service training programs. It is argued that by increasing and improving professional knowledge, skills, attitudes and capabilities in a defined area, they will be able to more effectively manage the schools (Richards & Farrel, 2005).

Horner in Bennett et al (2003) asserts that head teachers' professional development is one that is characterized by traits, qualities, and behaviors of a leader. However, Bennett et al (2003) is also quick to caution that there is no 'all-purpose recipe' to school leadership. There are underlying factors that determine the kind of school head teacher that a particular school adopts. These factors are generally framed by notions that include contexts, skills and attributes of individuals, national obligations and demands and obligations of different stakeholders in the schools.

The Kenya Secondary Schools Head teachers' Association (KSSHA) is a national body in which all the head teachers of public secondary school are members. It was established in 1965 with the sole purpose of providing professional advice to head teachers/school principals spread in all the 47 counties. Annual conferences are organized by this body at various levels beginning

at the Sub-county, County, and Regional and National.

In order to bring about improvement in their schools, principals can borrow a leaf from other head teachers as they discuss their success with them. Even after the conferences some principals continue advising, sharing and supporting each other through the networks they had built during the conferences with their contemporaries. The principal's performance will continue to grow and be enhanced through the networks that build the capacities of members that enable them to share experiences, provide both moral and professional support, exchange information, and to identify and solve their problems. (The principal, 2011) It is about fifty years ago, when Kenya Secondary Schools Head Teachers Association (KSSHA) and the conferences were established and therefore an evaluation is needed to establish whether they have met the professional development goals and objectives it intended to meet. This study will therefore bring to the light the role which the head teachers' conferences have played in enhancing professional development of head teachers in Kenya.

### Statement of the Problem

The annual national conferences for head teachers of secondary schools is raising a lot of concern from stakeholders due to its high cost in terms of time and finances. The meetings are organized by Kenya Secondary Schools Head teachers Association to provide professional growth of its members. Although the public financially supports the forum, the same issues are discussed year after year. Conferences are intended to enhance professional development of the participants...

Some of the incidents are related to, poor relationship within and outside the school and inability to implement government policies, among others. (The Principal 2014) Professional development through the skills, experience and knowledge learnt from conferences is expected to help the head teachers undertake their leadership duties well, transfer same knowledge to fellow teachers, and use the same experience in motivating staff, curriculum implementation and staff supervision. The trend is that every year, conferences are organized at various levels which include; zonal levels, district levels, national levels and the head teachers have been attending them, but the big question that still remains unanswered is, do these conferences really meet the objectives they were intended to? Studies carried out in relation to professional development, have focused mainly on the teachers and not head teachers. The study therefore sought to evaluate to what extent national Conferences enhance stakeholder collaboration in enhancing professional development of head teachers in the secondary schools in Kenya.

### Purpose of the Study

The purpose of this study was to find out to what extent national Conferences affect stakeholder collaboration in enhancing professional development of head teachers in public secondary schools in central region Kenya.

### Objective of the study

The study was guided by the following objective

- To find out to what extent National Conferences affect capacity for stakeholders collaboration in enhancing professional development of head teachers in Central region, Kenya.

### Research Hypotheses

The study had the following null hypothesis

**H<sub>0</sub>**: There is no relationship between national Conferences capacity for stakeholders' collaboration and professional development of head teachers in Kenya.

### Significance of the study

This study was expected to be of significant to MOEST in yielding an insight into the nature of the national and annual conferences. In this case the results would again help them to be in a position of knowing how best the national conferences can be structured and draw up strategies towards organisation of future conferences in order to be of more benefits to the stakeholders. This study was of importance to the organizers and funders of the conferences in that the results obtained may be used to evaluate the programs offered and their approaches towards the conferences in order to meet the expected standards. In this case the funders or donors and even the program developers may use the findings of this study and come up with effective strategies towards improvement of conferences, as pertains to their objectives and achievements. The results of this study would be used in policy improvement or in the formulation of new policies by the government of Kenya through the relevant ministries and organizations. In this case the government and other policy makers, donors would be in a position to realize the nature of the conferences and how effective they are in enhancing professional development of head teachers in the schools. Given the importance of Conferences and professional development, more authors would become interested in studying some related fields. This means that future researchers would benefit from the results as the basis of their literature review.

### Literature Review

#### Headteachers Conferences

The National Conferences for head teachers of secondary schools provides an opportunity for them to converge and engage in a conversation that interrogates critical issues in the Education Sector and ultimately suggest solutions to the challenges facing the sector. Darling-Hammond's et al. (2007) study came up with eight crucial programs that incorporated most of the same aspects seen as crucial for pedagogical school national conference programs: that pre-service programs for school heads should be research-based, and include capacity building for the organization, instructional knowledge and management and school leadership skills. Darling-Hammond's et al. (2007) study put emphasis on how important learning situations which are problem-based and which encompasses theory and practice are, and stressed the school management operations and leadership for the improvement of the school. The history on Head teachers' conferences in Kenya can be traced back after independence after educational reforms started. In 1966 was the first national conference on education.

In Kenya, Head teachers' Conferences aims at addressing issues related to stakeholder collaboration skills improvement and ways of enhancing other professional developments. The intention of the head teacher's conferences are to achieve an overhaul professional development towards the development of school managers for this case. In fact it has been noted in the reviewed literature by Dempster et.al. (2009 seminar environment and conferences (which consist of bigger groups of between 30 delegates upwards) usually has local and international speakers invited. The content has group discussions, presentations and case studies. This study sought to find out whether the intended intentions on stakeholder collaboration have been met by head teachers conferences towards

the professional development of head teachers.

### **Professional Development of School Head Teachers**

Professional development is vital in improving and maintaining qualities of learning and teaching (Craft, 2000). The international research literature has often proved that it is a core element in making school development and change successful (Harris, 2002). Studies have shown that school and classroom improvement is found when head teachers get and readily share new ideas and experiences. In order to give opportunities to teachers to develop, collaborate and share best practices, schools must invest towards this worthy cause. Students get an increased range of learning if the teachers are clear in their purposes which impact directly on improvement and achievement.

Literature from research show that professional development may have positive impact sense of commitment for head teachers and the relationships they have with students, pedagogy and curriculum. Successful school improvement is guided by focus on staff development, professional interaction as well as pursuit of enhanced learning and teaching. Professional development is understood and described in different ways where most of the writers (Craft, 2000; Harris, 2002; Villegas-Reimers, 2003) have explained professional development as formally or informally seeking to improve those who give education as people, with professionalism, educated based on their ability to carry out the responsibilities given to them.

### **Stakeholder's collaboration and Professional Development**

The principal/head teacher does not work alone but has to engage on a day today basis with other interested members of education known as the stakeholders. Anyone who has some interest in the success and welfare of the school is a stakeholder. Stakeholders may include school board members, parents, teachers, community members, and state representatives, administrators, and even students. They can also be media outlets, initiatives, organizations, committees, and cultural institutions. The engagement of stakeholders is crucial to the improvement and success of the school whether they have civic financial interest, personal or professional concerns (Villegas-Reimers, 2003).

Improvement of communication and public understanding can be done by involving the broader community of the school, and allowing them to participate in improving reform proposals, strategies and processes and also incorporating their perspectives, experiences and expertise. Having the professional knowledge on approaches to collaborating with other education institutions, ministries, donors among other stakeholders; through teacher and administrator preparation programs helps the head teachers to be able to incorporate them for effective school management setting (Moreno, 2006).

The head teacher has the responsibility of providing leadership and direction through appropriate vision and ensure high standards of education is given in the community where he also acts as leading professional and an officer of the local authority. He works with a range of stakeholders to whom he could be accountable, to ensure that the school is organized and meets its targets (Risius, 2002). When all the stakeholders work together through the head teacher who has gained professional knowledge, students feel more encouraged and academic performance is improved. Besides they attend school more regularly which translates into reduced dropout rates and absenteeism (Risius, 2002).

Education quality improvement experiences for professional development of head teachers emphasize the potential benefits of collaborative practices. Headteachers conferences and workshops for school head teachers incorporate such programs that advocate for the need of stakeholder participation in students learning. Collaboration with stakeholders which can be by measurement, evaluation of quality of education, implementation and improving projects adds the possibility that resulting policy will meet the needs of donors and beneficiaries more effectively (Risius, 2002).

The TSC as a collaborator is the sole employer of the all teachers including the head teacher. The head teacher informs the employer of the staffing situation so that the school is appropriately staffed to enable him carry out administrative and management duties. TSC therefore plays a major role in enhancing professional development of the head teacher. The parents as major stakeholders are the ones who bring students to school and entrust them with the head teacher. Good or bad relationship can heavily impact on the professional development of the head teacher.

Another stakeholder is the sponsor. The head teacher should collaborate with the sponsor and assure them that they would respect and safeguard the religious teachings and traditions of the sponsor. The GOK through the MOEST being a major stakeholder collaborates with the head teacher and ease his duties by coordinating the registration and building of new schools and other infrastructure. The MOE also disburses FSE and bursary funds to the schools. The KNEC is another key stakeholder. It is one of the examining bodies in the country, the head teacher registers, prepares and hand over candidates to KNEC for examinations. The head teacher receives results on behalf of the candidates. The outcome /results of these examinations can impact either negatively or positively on the professional development of the head teacher (Moest, 2010).

With the view of the above literature, the role of stakeholder collaboration is to effectively influence the decision making process towards the curriculum development, its contents, usage of resources, improvement of school infrastructure, management of classes and learners and improving the overall school academic performance. The main role of Head teachers' conferences is to foster on the need for stakeholder participation and collaboration in the various activities that bring about school development and performance. School Head teachers therefore, as the school leaders need to gather enough tactics and knowledge that would be required to enhance stakeholder collaboration as part of their professional development.

In Risius, (2002); Moreno, (2006); Ministry of Education Science and Technology, (2010) have in their discussion the need for such a strong collaboration between anyone interested in school learning and related performances even though they have not fully explained whether the national conferences always achieve this. This study aimed at finding out the influence of head teachers conferences' capacity building for stakeholders' collaboration as a means of enhancing professional development of head teachers in secondary schools Kenya.

head teachers conferences as a medium for enhancing professional development of head teachers in Kenya.

### **Research Methodology and Design**

#### **Research Methodology**

The study adopted a mixed (pragmatic) approach methodology,

since it had both qualitative and quantitative aspects. Qualitative and quantitative data was collected at the same time. All the instruments to be used were given at the same time since all the participants involved in this study are usually very busy people. The choice of this methodology was because it allowed the researcher to collect data by use of quantitative standardized instrument or a qualitative theme analysis of text data or a combination of both quantitative and qualitative (Creswell, 2003)

### Research Design

The study used concurrent triangulation design. According to Creswell (2003) triangulation is appropriate for mixed methodology and was efficient since both qualitative and quantitative data was collected at about the same time during one phase of the research. The design was deemed suitable for this study as the research sought to examine the current state of headteachers conferences and how they affected professional development of teachers without adjusting any condition of the study. Here the participants were given all the instruments concurrently and data collected qualitatively and quantitatively

### Research Findings and Discussions

#### The extent to which head teacher's conference influence capacity for stakeholder collaboration as a means of enhancing professional development

The study examined the effectiveness of head teacher's

conference in enhancing professional development with reference to stakeholder collaboration. A four level analysis that is descriptive and inferential statistics, thematic and mixing of data and interpretation was carried out. The findings based on this analysis were presented as below; various stakeholders participated in head teachers conferences as established in this study. Among the stakeholders listed by respondents included; teachers unions, Kenya national examination council, directorate of research education, policy and preventive services and Kenya secondary school heads association. As indicated by 50% majority of the respondents, each stakeholder was considered to play a role related to professional development of teachers. For instance the directorate of research, educative policy and preventive services promote ethical standards among teachers, while directorate of quality assurance and standards partners with school heads to spearhead the quality of education. This finding concur with Villegas-Reimers, (2003), observations which indicated that the principal or head teacher does not work alone but has to engaged on day today basis with other interested members of education known as stakeholders.

#### The extent of achievements of the conferences and influence on stakeholders 'collaboration in enhancing professional development of teachers

The extent of achievements of the head teacher's conference as far as enhancing stakeholder collaboration was established on Table 1

Table 1: Head teacher's conferences and influence on stakeholders

conferences foster stakeholder collaboration through ;	1 –SA		2-A		3-N		4-D		5-SD		Total		Mean	STD
	F	%	F	%	F	%	F	%	F	%	F	%		
Reducing stakeholder related conflicts	204	42.6	39	8.1	126	26.3	73	15.2	37	7.7	479	100	2.37	1.36
Ability to collaborate with other institutions	226	55.5	98	20.5	81	16.9	33	6.9	1	0.2	479	100	1.76	0.98
Enhanced school performance	245	51.1	83	17.3	96	20	23	4.8	32	6.7	479	100	1.99	1.22
Advocacy for adequate staffing	26	5.4	61	12.7	159	33.2	97	20.3	136	28.4	479	100	3.53	1.18
Peaceful coexistence	113	23.6	127	26.5	195	40.7	22	4.6	22	4.6	479	100	2.4	1.04

The study findings in relation to the effect of head teacher's conferences to influence stakeholders indicate that a mean of 2.37 and SD of 1.36 for reducing stakeholder related conflicts. 50.9% of the respondents agreed, 26.3 % were not sure while 22.9 % disagreed with this assertion. This indicates that a larger proportion of respondents were in agreement that head teachers conferences reduce stakeholder related conflicts. Head teachers conferences lead to ability to cooperate with other stakeholders among the head teachers as revealed by a mean of 1.76 and SD of 0.98. This was further indicated by 76% who agreed, 16.9% were not sure while 7.1% disagreed, indicating strong agreement among

respondents that head teacher's conferences enhance ability to collaborate with other stakeholders.

On enhancing school performance, a mean of 1.99 and SD of 1.22 was obtained. 68.4% agreed 20.1% were unsure while 11.5% disagreed; indicating that many respondents would agree that head teacher's conferences increased their performance as far as their duties were concerned. Head teachers conference does not seem to increase their ability to advocate for staffing in the schools. The findings reflect a mean of 3.53 and a standard deviation of 1.18. Only 18.1% agreed with this assertion, 33.2% were unsure while 48.4% disagreed indicating that many of the



respondents are in disagreement that head teachers' conference lead to advocacy for more staffing?

On peaceful coexistence between the school and the community, a mean of 2.4 and SD of 1.04 was obtained. 50.1% agreed, 40.7% were unsure while 9.2% disagreed. This translates that half of the respondents were in agreement that head teachers' national conferences enhanced peaceful co-existence between the school and the community. It is notable that from the study findings that head teachers' conference have to some extent enhanced teachers' level of collaboration with stakeholders. The findings relate to various observations in the literature. Risius, 2002; Moreno, 2006; Moests, 2010 underscored the need for strong collaboration between anyone interested in school learning and

related performances. These authors emphasized the need for head teachers to gather tactics and knowledge that would be required to enhance stakeholder collaboration as part of their professional development.

The significance of various parameters as important variables in measuring head teacher professional development in relation to stakeholder collaboration was carried out using chi-square tests. A chi-square computation for the variables reduction of stakeholder related conflicts, ability to collaborate with other institutions for effective school management enhanced academic performance, advocacy for school staffing, and peaceful coexistence between the school and the community. The hypothesis was tested at 95% level of significance. The findings were indicated on Table 2s

Table 2: Chi-square test on head teachers conference and influence on stakeholder collaborations

Test Statistics						
	Ability to learn and reflect various cultures within school system	Ability to reduce stakeholder related conflicts in school	Developed ability to collaborate with other institutions	Enhanced school performance	Advocacy for adequate staffing	Enhanced peaceful coexistence between my school and community
Chi-Square	249.445a	206.919a	439.695a	331.887a	122.075a	229.674a
Df	4	4	4	4	4	4
Asymp. Sig.	.000	.002	.000	.001	.000	.003
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 95.8.						

For the influence of head teachers conference on enhancing stakeholder collaborations, the chi-square values obtained for ability to learn and reflect various cultures within the school systems was 0.0, ability to reduced stakeholder related conflicts was 0.02, ability to collaborate with other institutions was 0.0, enhanced school performance was 0.01 while enhanced peaceful coexistence between head teachers' school and community was 0.03. All the p values obtained for the variables were less than 0.05. This implied that there was a significance difference. This indicates that the variables would have been significantly different from what would be expected by chance. The study thus concludes that there would be a difference in enhancing stakeholder collaboration as a result of head teachers' conferences.

The significance of stakeholder collaboration as an aspect of building head teachers' professional development is underscored in literature review by (Risius, 2002). According to Risius, when all stakeholders work together through the head teacher who has gained professional knowledge, students feel more encouraged and academic performance is improved. He further adds on the importance of education quality experiences for professional development of head teachers is quickened by collaborative practices.

Thematic analysis was based on the responses from the interview schedule and focus group discussion. Under thematic analysis, respondent's opinion as far as the effectiveness of head teachers' conferences, capacity as a means of professional development among teachers was established. The findings based on the forthcoming themes were as indicated; According to the opinions of the respondents, stakeholder collaboration is a way of making participative various individuals and organizations who have interests in school.

*quality assurance personnel, banking institutions, parents and supplies to schools, we get an opportunity to interact and share*

*common vision as far as the objectives and goals of education systems is concerned (respondent 9) Another respondents said 'Organizers of head teachers' conference collaborate with other institutions to come up with programmes that address the issues facing schools, such helping school heads and teachers learn from this collaborative process (respondent 7)*

Under the focus group discussion A respondent said 'stakeholder collaboration seeks to define measures and evaluate education practices and processes in a way that they will effectively meet the needs of various beneficiaries' (respondent, 8) Another respondent said 'When schools effectively collaborate with stakeholders, they have few conflicts, and its activities are judged as meaningful and successful by a wide range of stakeholders (respondent 3)

Head teachers conference was found to affect the capacity for stakeholder collaboration as stipulated by a number of respondents. When organizers of head teachers' conferences invite stakeholders such as ministry of education, respondents considered head teachers conference as a facilitative tool those converged together teachers from different schools as important stakeholders. They were in common agreement.

They said "We have been able to meet head teachers from different schools and regions of the country, this is important because we are able to have collective voices when addressing matters concerning education and that which affect all secondary schools in the country" Head teachers' conference provides an opportunity for head teachers to meet other key players in the education sector; (respondents 1,2,4) said, when we attend the head teachers' conference we meet key players in the education sector; among them including members from other semi-autonomous government agencies such as Kenya Institute of Education, Kenya national examination council, Kenya education management institute, center for mathematics, science, technology education in Africa, Kenya National Commission for UNESCO, school

*equipment production unit, Jomo Kenyatta Foundation, Kenya literature bureau, Commission for higher education, National council for science and technology and National biosafety authority.”(respondents 1,2,4)*

#### Mixing and Interpretation of data

Under descriptive statistical analysis, it is fairly agreeable by respondents that head teachers conference effectively influence the professional development of head teachers in the area of stakeholder collaboration. A mean between 1.76 -3.53 showed reasonable agreement by majority of respondents in terms of role played by head teachers conferences in enhancing stakeholder collaborations. The inferential statistics reflect the significance of the aforementioned variables with computed chi-square values being less than 0.05 hence rendering the results significant at 95% confidence level.

A significant level of professionalism within the context of ; reducing stakeholder conflicts, partnering with other institutions, enhanced school performance, increased ability to advocate for staffing and peaceful coexistence between the school and the community among head teachers is established. A p value of less than 0.05 for chi-square values for the aforementioned variables showed a significant level of professionalism in stakeholder collaboration as a result of head teachers being active participant of head teacher's conference.

Thematic opinions reveal that stakeholder collaboration is a way of making participative various individuals and organizations with various interests in the school and thus head teachers conferences offer professional development where various stakeholders are involved in the conference. The role of head teachers is not only limited to spearheading the school goals and objectives, but also the extent to which they are able to bring interested parties together for common goal of achieving school objectives. Within the dynamism of school management are different stakeholders that the head teacher has to deal with. The professional capabilities of the head teacher in dealing with stakeholders spell the extent to which school objectives and goals are met with minimum resistance. As such, the head teacher is said to have attained a significant level of stakeholder collaboration.

As a medium of enhancing head teacher professionalism in stakeholder collaboration, the study established that the head teacher's conferences do not only involve head teachers but also stakeholders in the education sector. Among the participants, stakeholders as revealed in this study include; parents association, ministry of education, directorate of quality assurance, suppliers of schools and Ethic and anti-corruption commission.

These findings concur with various observations in the literature. Reimers (2003) indicate that stakeholder engagement is crucial to the improvement and success of the school whether they have civic, financial interest or personal or professional concerns. Moreno ( 2006) indicate that having professional knowledge on approaches to collaborating with other education institutions, ministries, donors among other stakeholders through teachers administration and preparation programs help teachers to be able to incorporate them for effective school management setting. To ensure the school is organized and meets its targets, the head teacher works with a wide range of stakeholders (Risius, 2002).

#### Discussion on research findings

**Head teachers' conferences influence for capacity on stakeholder collaboration as a means of enhancing professional development**

On head teachers' conferences and influence for capacity on stakeholder collaboration and the professional development of the head teacher's .Most stakeholders agreed that they play a great role related to professional development of the head teachers. Most of them partner with the school heads to spear head the quality of education and standards.

This finding concur with Villegas-Reimers, (2003), observations which indicated that the principal or head teacher does not work alone by has to engaged on day today basis with other interested members of education known as stakeholders. They help in reducing stakeholders related conflicts and lead to ability to cooperate with all the stakeholders .There is peaceful co existence in the school and the community. The finding relate to various observations in the literature. Risius, 2002; Moreno, 2006; Moests, 2010 underscored the need for strong collaboration between anyone interested in school learning and related performances. These authors emphasized the need for head teacher's to gather tactics and knowledge that would be required to enhance stakeholder collaboration as part of their professional development.

#### Summary Conclusions and Recommendations

**Effectiveness of head teachers' national conferences on stakeholder collaboration in enhancing professional development of head teachers**

On stakeholder collaboration, study findings established that conference as a medium of enhancing professional development in stakeholder collaboration was significantly related. Significant relationship was obtained for chi square values of the variables ; reducing stakeholder conflicts, partnering with other institutions, enhanced school performance, increased ability to advocate for staffing and peaceful coexistence between the school and the community among head teachers is established. The study therefore rejected the hypothesis that there is no relationship between head teacher's conference capacity for stakeholder collaborations and professional development of head teachers in Kenya.

**Extent to which head teacher's national conferences' affect capacity of stakeholder collaboration as a means of enhancing professional development**

Head teachers' national conference provides an opportunity for head teachers to meet and interact with other stakeholders within the education sector. If needs of stakeholders are not met, the findings indicated that it would be difficult for head teachers to spearhead their mandate in schools partly as a result of conflicting interests. Meeting different stakeholders during head teacher's conference provides a platform for head teachers to understand the needs of these stakeholders and how well they could be integrated within the school systems.

Education quality improvement experiences for professional development of head teachers emphasize the potential benefits of collaborative practices. Headteachers conferences and workshops for school head teachers incorporate such programs that advocate for the need of stakeholder participation in students learning. Collaboration with stakeholders which can be by measurement, evaluation of quality of education ,implementation and improving projects adds the possibility that resulting policy will meet the needs of donors and beneficiaries more effectively.

#### Recommendation for Practice

Based on the study findings, it was recommended that;

1. There is a need to increase the level of by increasing the

frequency of holding the national conferences from once in a year to two times.

2. In order to enhance the level of sharing, it is important to empower attendees of the conference with training and materials to disseminate among others teachers such as heads of departments or subject teachers who might be in need of similar knowledge but do not attend conferences.

*Planning.*

#### **Author Profile**

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#### **Recommendation for further studies**

The study recommended that the following further areas of study be undertaken

1. The role of educational stakeholders in facilitating professional development of teachers
2. Challenges facing head teachers in their quest to enhance their professionalism and stakeholder collaboration .

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