SCHOOL LEADERSHIP AND TEACHER PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS IN NYANZA DISTRICT, RWANDA

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Abstract

This paper investigates how school leadership influences teacher professional development in secondary schools in Nyanza District, Rwanda. Grounded in Transformational Leadership Theory, which emphasizes vision sharing, collaboration, individualized support, and intellectual stimulation, the study examines leadership styles, collaboration practices, and support mechanisms that shape teachers' continuous professional learning. A mixed-methods design was employed, involving a purposive and stratified sample of 175 participants: 120 teachers, 40 school leaders, and 15 education officers. Data were collected through questionnaires and semi-structured interviews. Quantitative data were analyzed using SPSS for descriptive statistics, correlations, and regression, while qualitative data underwent thematic analysis. Findings indicate a generally positive leadership influence on professional development: over seventy percent of teachers agreed that leadership styles encourage participation, open communication, and motivation, with mean scores ranging from 3.47 to 3.77; more than seventy-five percent reported leadership-supported collaboration through mentoring, departmental meetings, and peer learning (means 3.50-3.89); and support mechanisms such as feedback, coaching, recognition, and emotional encouragement were widely affirmed (highest mean 3.90). Nevertheless, about one-fifth of respondents signaled authoritarian or inconsistent leadership practices, and resource and time constraints limited access to training and sustained collaboration. The study underscores the need to strengthen transformational and participatory leadership practices, institutionalize protected collaboration time, and increase financial and material support to enhance continuous professional development and overall educational quality in Nyanza District.

Keywords: *School Leadership, Teacher Professional Development &Secondary Education*

Teacher Professional Development (TPD) is increasingly recognized as a cornerstone of educational improvement and a key driver of teaching quality and student learning outcomes. Globally, education systems acknowledge that the continuous upgrading of teachers' knowledge, skills, and pedagogical approaches is essential for responding to the changing educational landscape. According to Bush and Glover (2020), TPD encompasses both formal and informal learning experiences that help teachers refine their instructional practices, adapt to new curriculum demands, and meet the diverse needs of learners. As UNESCO (2021) emphasizes, teacher professional learning is now considered central to achieving sustainable and inclusive education goals. Effective professional development enhances not only individual teacher performance but also contributes to systemic school improvement and national education reform.

School leadership has emerged as one of the most influential factors shaping the effectiveness and sustainability of TPD initiatives. Leadership that is visionary, supportive, and instructional in nature creates an enabling environment where teachers are encouraged to learn, collaborate, and innovate. Oduro (2019) observes that effective school leaders act as facilitators of professional growth, ensuring that professional learning is both structured and embedded in the school's culture. Similarly, Hallinger (2021) asserts that instructional leadership-through goal setting, curriculum management, and promoting a positive school climate-significantly enhances teachers' engagement in professional development activities. Consequently, school leadership serves as the critical link between institutional goals, teacher capacity-building, and improved educational outcomes.

Globally, countries with strong education systems have institutionalized continuous professional development as a core component of teacher professionalism. In Finland, Singapore, and Canada, for instance, professional development is deeply embedded within school culture, supported by clear policy frameworks and collaborative learning structures (Campbell, Osmond-Johnson, Faubert, Zeichner & Hobbs-Johnson, 2017). Likewise, the United Kingdom's Early Career Framework (ECF) ensures that teachers receive structured, evidence-informed guidance throughout their careers (United Kingdom Department for Education, 2019). Conversely, in systems such as China, where TPD is largely top-down and government-driven, alignment and scale are achieved but sometimes at the cost of teacher autonomy and contextual relevance (Zhang & Liu, 2022). These international experiences demonstrate that the effectiveness of TPD depends not only on policy design but also on the leadership and institutional culture that support its implementation.

In sub-Saharan Africa, however, TPD implementation remains a major challenge due to systemic issues such as inadequate funding, weak institutional capacity, and inconsistent policy execution. Teachers in countries like Malawi, Uganda, and Kenya often face difficulties accessing sustained professional learning opportunities due to limited resources and insufficient leadership support (Chirwa & Chiwona, 2019; Oduro, 2019). Rwanda has made significant progress through initiatives led by the Ministry of Education and the Rwanda Basic Education Board (REB), such as Continuous Professional Development (CPD) programs and in-service training (MINEDUC, 2023). Nevertheless, disparities persist between urban and rural districts. As Tuyisenge and Uwizeyimana (2022) highlight, rural teachers continue to encounter barriers such as limited access to workshops, inadequate internet connectivity, and fewer opportunities for collaboration all of which undermine the effectiveness of TPD programs.

In Nyanza District, these challenges are particularly pronounced. Studies by Abubakar (2018, 2023) show that only 62% of teachers have completed formal training, compared to the national average of 80%, indicating gaps in professional development accessibility. Furthermore, Idahemuka and Mukayiranga (2023) report that many teachers lack consistent follow-up and

mentorship after training, limiting the long-term impact of such programs. At the same time, leadership practices among school heads vary widely some principals actively foster professional learning communities, while others focus primarily on administrative compliance (Idahemuka & Ndayishimiye, 2025). This inconsistency suggests that the role of school leadership in facilitating effective TPD in Nyanza District has not been fully realized. Hence, this study aims to examine the extent to which school leadership influences teacher professional development in secondary schools in Nyanza District, Rwanda, and to identify strategies for enhancing leadership capacity to promote sustainable teacher learning and improved educational outcomes.
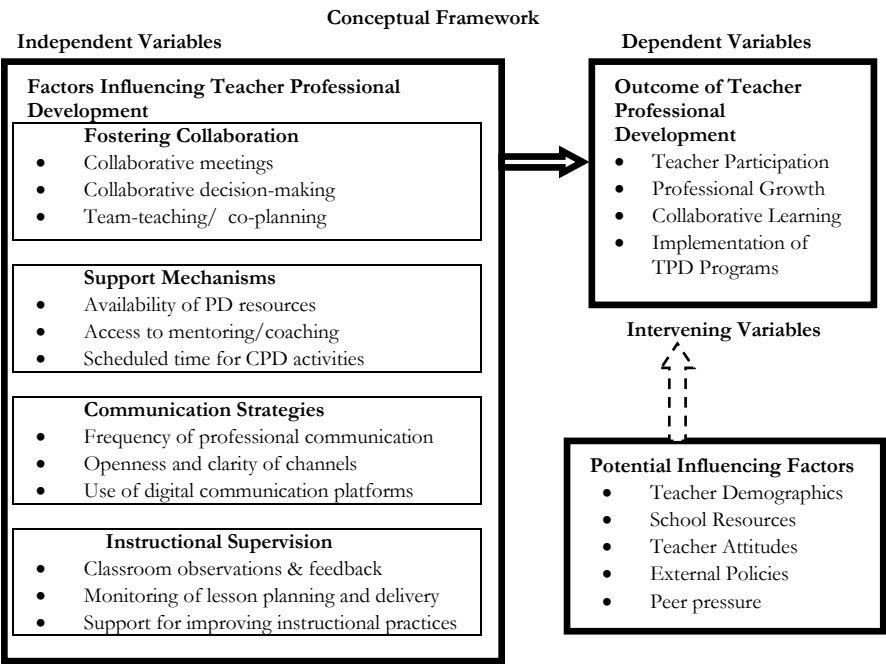
Literature Review

Teacher Professional Development (TPD) is widely recognized as a key driver of educational improvement and teacher effectiveness. It equips teachers with updated pedagogical knowledge, innovative instructional methods, and reflective practices necessary for 21st-century classrooms (Desimone & Garet, 2017; Bush & Glover, 2020). In high-performing systems such as Finland, Singapore, and Canada, professional learning is embedded in school culture and supported by policy frameworks that promote continuous growth (Campbell, Osmond-Johnson, Faubert, Zeichner & Hobbs-Johnson, 2017). Conversely, centralized systems like China ensure consistency but often limit teacher autonomy (Zhang & Liu, 2022). These global perspectives highlight that effective TPD requires both strong institutional support and capable school leadership.

School leadership has been shown to significantly shape the success of TPD initiatives. Effective leaders act as instructional mentors who align professional learning with school goals and teacher needs (Hallinger, 2021). Oduro (2019) and Bass & Avolio (1994) emphasize that transformational leadership, through inspiration and collaboration, promotes a shared vision for teacher growth. In Rwanda, Habumugisha (2023) found that transformational leadership enhanced trust and reflective practice among teachers, while Nshuti and Mutesi (2024) reported that participatory leadership increased teacher motivation and engagement. These findings suggest that leadership style directly influences teachers' participation in and commitment to professional development.

Empirical evidence from African contexts further confirms the importance of supportive leadership. Mwangi (2021) and Kamau (2021) in Kenya found that school heads who facilitated collaboration and school-based workshops improved teacher participation in professional learning. In Rwanda, studies by Uwimana and Tuyisenge (2023) and Niringiyimana and Mugisha (2024) show that mentoring, feedback, and coaching strengthen teacher competence and commitment. However, research by Idahemuka and Ndayishimiye (2025) and Abubakar (2023) indicates inconsistencies in leadership practices, with many head teachers focusing on administrative rather than instructional leadership.

Within Rwanda's ongoing educational reforms, including the Competence-Based Curriculum (CBC), effective leadership is essential to promote continuous

learning and professional support. While initiatives such as VVOB (2018) and MINEDUC (2023) have sought to strengthen leadership capacity, challenges such as limited resources and inadequate training persist, particularly in rural districts like Nyanza (Tuyisenge & Uwizeyimana, 2022; Idahemuka & Mukayiranga, 2023). Therefore, this study seeks to examine how school leadership influences teacher professional development in secondary schools in Nyanza District, providing localized insights to enhance teacher growth and educational quality.

Conceptual Framework

Independent Variables   **Dependent Variables**

Factors Influencing Teacher Professional Development

    Fostering Collaboration
- Collaborative meetings
- Collaborative decision-making
- Team-teaching/ co-planning

    Support Mechanisms
- Availability of PD resources
- Access to mentoring/coaching
- Scheduled time for CPD activities

    Communication Strategies
- Frequency of professional communication
- Openness and clarity of channels
- Use of digital communication platforms

    Instructional Supervision
- Classroom observations & feedback
- Monitoring of lesson planning and delivery
- Support for improving instructional practices

Outcome of Teacher Professional Development
- Teacher Participation
- Professional Growth
- Collaborative Learning
- Implementation of TPD Programs

Intervening Variables

Potential Influencing Factors
- Teacher Demographics
- School Resources
- Teacher Attitudes
- External Policies
- Peer pressure

Figure 1: Conceptual Framework

Methodology

The study adopted a mixed-methods research design, integrating both quantitative and qualitative approaches to gain a comprehensive understanding of how school leadership influences teacher professional development in secondary schools. The quantitative component focused on analyzing measurable relationships between leadership practices and teacher growth, while the qualitative part explored participants' lived experiences, attitudes, and perceptions to provide deeper contextual insights. The research was conducted in Nyanza District, located in Rwanda's Southern Province, which was purposefully selected as a representative rural setting characterized by challenges

such as limited access to professional development, inadequate resources, and varying leadership capacities among school heads. The target population consisted of secondary school teachers, head teachers, deputy head teachers, and education officers, as these groups are directly involved in designing, implementing, or benefiting from professional development initiatives. Using purposive and stratified random sampling techniques, a total of 175 respondents were selected based on Slovin's formula at a 95% confidence level, comprising 120 teachers, 40 school leaders, and 15 education officers to ensure fair representation across categories.

Data were collected through questionnaires, semi-structured interviews, and document reviews. Questionnaires captured quantitative data from teachers and head teachers, interviews provided qualitative insights from education officials, and document reviews were used to validate institutional records on professional development activities. The data were analyzed using SPSS (Version 30) for descriptive statistics, correlations, and regression analysis, while qualitative responses were analyzed thematically to identify emerging patterns related to leadership styles, collaboration, and support mechanisms. To ensure validity and reliability, all instruments were reviewed and pilot-tested; Cronbach's Alpha confirmed internal consistency, and triangulation of methods enhanced accuracy. Ethical approval was obtained from relevant authorities, with participants fully informed about the study's purpose, their voluntary participation, and the confidentiality of their responses. All collected data were handled with integrity and used solely for academic purposes.

Findings

Influence of School Leadership Styles on Implementation of Teacher Professional Development Programs

Teachers' Perspectives on Leadership Styles and TPD Implementation: Teachers were asked to indicate the extent to which their school leaders' leadership styles influence the implementation of teacher professional development programs.

Table 1: Teachers' Views on the Influence of School Leadership Styles on TPD Implementation

Statements	SD	D	N	A	SA	Mean	Std. Dev
My head teacher encourages teacher participation in planning and organizing professional development activities.	8 (6.7%)	16 (13.3%)	10 (8.3%)	58 (48.3%)	28 (23.4%)	3.68	1.02
The leadership style of my head teacher promotes open communication and teamwork among staff.	6 (5.0%)	12 (10.0%)	14 (11.7%)	64 (53.3%)	24 (20.0%)	3.73	0.96
My head teacher motivates teachers to attend external or district-level training programs.	10 (8.3%)	20 (16.7%)	16 (13.3%)	52 (43.3%)	22 (18.4%)	3.47	1.11

The leadership style in this school helps teachers to freely share new ideas during professional development sessions.	5 (4.2%)	18 (15.0%)	8 (6.7%)	64 (53.3%)	25 (20.8%)	3.72	0.98
The head teacher uses transformational leadership practices (vision sharing, collaboration, recognition) to enhance teacher development.	7 (5.8%)	14 (11.7%)	10 (8.3%)	58 (48.3%)	31 (25.9%)	3.77	0.93

Source: Primary Data (2025)

Table 1 shows that most teachers (over 70%) agreed that their head teachers' leadership styles encourage collaboration, participation, and motivation in professional development. The overall mean scores (3.47–3.77) suggest a generally positive influence of transformational and participatory leadership styles on TPD implementation. However, about 20% of respondents expressed disagreement, indicating that some schools still exhibit less inclusive or authoritarian approaches that limit teacher involvement in decision-making related to professional learning.

School Leaders' Perspectives on Leadership Styles and TPD Implementation
Interviews with head teachers and deputy head teachers revealed that leadership styles play a crucial role in shaping how teacher professional development (TPD) programs are designed, implemented, and sustained. Many respondents emphasized that transformational leadership fosters teacher engagement and ownership of professional learning. When school leaders involve teachers in setting goals, identifying training needs, and planning workshops, teachers become more motivated and committed to applying new knowledge in their classrooms. This inclusive approach not only strengthens collaboration but also enhances teachers' sense of belonging and professional confidence. Leaders who communicate openly, inspire a shared vision, and provide continuous feedback were seen as instrumental in promoting a culture of growth and continuous improvement in their schools.

Conversely, participants noted that authoritarian and inconsistent leadership styles negatively affect TPD initiatives. Some school leaders reportedly make unilateral decisions, particularly concerning teacher participation in training opportunities, which undermines morale and reduces enthusiasm for professional growth. Furthermore, inconsistent leadership—characterized by frequent administrative changes or shifting priorities—was identified as a major barrier to the sustainability of professional development programs. When leadership direction fluctuates, ongoing initiatives lose focus and momentum. Overall, the findings underscore that effective TPD implementation in Nyanza District depends not only on the availability of programs but also on the leadership style and stability that guide and support teachers' continuous learning efforts.

Role of School Leadership in Fostering a Culture of Collaboration and Professional Growth

Teachers' Perspectives on Leadership and Collaboration: Teachers were asked to express their views on how school leadership promotes collaboration and professional growth within their schools.

Table 2 : Teachers' Views on the Role of Leadership in Fostering Collaboration and Professional Growth

Statements	SD	D	N	A	SA	Mean	Std. Dev
My head teacher encourages teamwork and sharing of teaching experiences among teachers.	4 (3.3%)	10 (8.3%)	14 (11.7%)	66 (55.0%)	26 (21.7%)	3.84	0.88
Teachers are given time and opportunity to collaborate through departmental or subject meetings.	5 (4.2%)	12 (10.0%)	11 (9.2%)	60 (50.0%)	32 (26.6%)	3.85	0.97
My school organizes internal workshops and peer learning sessions led by teachers.	10 (8.3%)	20 (16.7%)	14 (11.7%)	52 (43.3%)	24 (20.0%)	3.50	1.09
The head teacher promotes mentoring and coaching between experienced and new teachers.	6 (5.0%)	18 (15.0%)	10 (8.3%)	58 (48.3%)	28 (23.4%)	3.70	1.02
Collaboration among teachers has improved my teaching skills and confidence.	3 (2.5%)	9 (7.5%)	14 (11.7%)	66 (55.0%)	28 (23.3%)	3.89	0.89

Source: Primary Data (2025)

As shown in Table 2, the majority of teachers (over 75%) agreed that their school leaders encourage teamwork, peer learning, and mentoring. Mean values ranging from 3.50 to 3.89 indicate a strong perception that collaborative practices are being fostered by leadership. However, around 15% of respondents disagreed, suggesting that not all schools have well-structured collaboration systems. These results demonstrate that effective leadership promotes professional growth through cooperative learning, shared planning, and mentoring structures.

School Leaders' Perspectives on Collaboration and Professional Growth

Interviews with head teachers, deputy head teachers, and education officers revealed that effective school leadership plays a vital role in fostering collaboration and professional growth among teachers. Many leaders described themselves as facilitators of professional learning communities, emphasizing the importance of departmental meetings and peer discussions. These regular reflection sessions allow teachers to share teaching methods, address classroom challenges, and collectively find solutions, thereby promoting teamwork and a shared commitment to improvement. Leaders who encourage open dialogue and create spaces for collaboration were viewed as instrumental in cultivating a culture of continuous learning within schools.

However, participants also acknowledged that collaboration faces practical barriers, particularly heavy workloads and time constraints. Many teachers are overwhelmed by full teaching schedules, leaving little time for joint lesson planning or peer mentoring. Despite recognizing the value of collaboration, these structural challenges often prevent consistent engagement in professional

learning activities. Nonetheless, schools that implemented peer mentoring programs reported noticeable improvements in teacher confidence, instructional quality, and collegial trust. These findings highlight that while leadership can effectively promote collaboration and professional growth, sustained institutional support is essential to make these initiatives more practical and impactful.

Influence of Support Mechanisms on Professional Development Activities

Teachers' Perspectives on Leadership Support Mechanisms: Teachers were asked to indicate the extent to which school leadership provides various forms of support that facilitate their professional development.

Table 3 : Teachers' Views on Leadership Support Mechanisms in Professional Development

Statements	SD	D	N	A	SA	Mean	Std. Dev
My head teacher provides regular feedback to help me improve my teaching practices.	5 (4.2%)	10 (8.3%)	8 (6.7%)	70 (58.3%)	27 (22.5%)	3.87	0.91
The school provides opportunities for teachers to attend training or workshops.	8 (6.7%)	14 (11.7%)	12 (10.0%)	62 (51.7%)	24 (20.0%)	3.67	1.01
Teaching and learning resources are made available to support professional growth.	10 (8.3%)	18 (15.0%)	15 (12.5%)	58 (48.3%)	19 (15.9%)	3.48	1.09
The head teacher mentors or coaches teachers to enhance professional performance.	6 (5.0%)	9 (7.5%)	11 (9.2%)	64 (53.3%)	30 (25.0%)	3.86	0.96
I receive emotional and motivational support from my school leadership.	4 (3.3%)	8 (6.7%)	12 (10.0%)	68 (56.7%)	28 (23.3%)	3.90	0.85

Source: Primary Data (2025)

Table 3 shows that a majority of teachers (above 75%) agreed that their school leaders provide feedback, mentorship, and emotional support that enhance their professional development. The highest-rated item (Mean = 3.90) reflects strong leadership encouragement and morale-boosting practices. However, only 64.2% agreed that resources and opportunities for training are sufficiently provided, suggesting a gap between motivational and material support mechanisms. Overall, leadership support strongly correlates with teacher motivation and participation in professional growth programs.

School Leaders' Perspectives on Support Mechanisms

Interviews with head teachers and education officers revealed that leadership support mechanisms are central to promoting sustained teacher professional development in Nyanza District's secondary schools. School leaders emphasized the importance of mentoring and constructive feedback as effective tools for teacher growth. Regular lesson observations followed by professional dialogue help teachers reflect on their practices and identify areas for improvement. Additionally, institutional recognition emerged as a powerful motivator teacher who demonstrate excellence or engage in self-directed learning are often

acknowledged during staff meetings, which reinforces a sense of value and belonging within the school community. Leaders also noted the significance of emotional and social support, particularly in addressing teacher stress and burnout. Providing encouragement and moral guidance contributes to maintaining motivation and professional commitment.

Despite these positive practices, participants acknowledged persistent challenges related to inadequate resources and funding. Limited financial capacity restricts schools' ability to sponsor teachers for workshops or access external professional learning programs. As a result, while moral, supervisory, and peer support mechanisms are relatively strong, the absence of material and financial reinforcement undermines their long-term effectiveness. In summary, school leaders' efforts to mentor, recognize, and support teachers have enhanced motivation and engagement; however, strengthening institutional and financial support systems remains essential to achieving sustained and impactful professional development across Nyanza District's secondary schools.

Discussion

Influence of School Leadership Styles on Implementation of Teacher Professional Development Programs in Nyanza District: The findings from teachers and school leaders collectively demonstrate that leadership styles significantly influence the implementation and success of teacher professional development programs in Nyanza District. Quantitative results revealed that most teachers, representing more than seventy percent, agreed their school heads encourage collaboration, communication, and motivation in professional learning. Teachers described participatory and transformational leadership styles as particularly effective since they promote shared vision, open dialogue, and inclusiveness in decision-making. Qualitative evidence supported this view, showing that leaders who involve teachers in setting professional goals and identifying training needs inspire greater ownership and willingness to apply new skills in their classrooms. This observation agrees with Bush and Glover (2020), who argue that transformational leadership empowers educators to improve their practices through shared engagement, and Hallinger (2021), who emphasizes that instructional leadership sustains learning through goal clarity and supportive supervision.

However, the findings also revealed that some schools still experience authoritarian and inconsistent leadership styles that limit participation and weaken the continuity of professional development initiatives. Certain leaders make unilateral decisions about training opportunities or frequently change institutional priorities, which disrupts the progress of ongoing programs. These findings correspond with Oduro (2019), who noted that centralized leadership undermines teacher motivation and ownership, and with Tuyisenge and Uwizeyimana (2022), who observed that inconsistent leadership weakens educational reforms in Rwanda. The overall conclusion is that transformational and participatory leadership practices are essential for effective implementation

of professional development programs. Leaders who communicate clearly, empower staff, and maintain consistency create a strong foundation for sustained teacher growth and institutional improvement.

Role of School Leadership in Fostering a Culture of Collaboration and Professional Growth: The study revealed that effective school leadership plays a key role in promoting collaboration and continuous professional growth among teachers. Quantitative results indicated that more than seventy-five percent of teachers agreed that their school leaders encourage teamwork, mentoring, and professional dialogue through departmental meetings and peer-learning sessions. The mean values, which ranged between 3.50 and 3.89, confirm a strong perception that school leaders cultivate supportive professional environments. Qualitative findings further show that school leaders organize regular reflection meetings where teachers share experiences, discuss challenges, and learn from one another. These practices foster trust, teamwork, and collective responsibility for school improvement. The results support the views of Desimone and Garet (2017), who identify collaboration as a core element of professional learning, and Habumugisha (2023), who found that transformational leadership enhances teacher cooperation and reflective practice in Rwandan schools.

Despite these positive outcomes, the study identified challenges related to workload and limited time for collaboration. Teachers often have full teaching schedules, leaving minimal time for joint planning and peer observation. Chirwa and Chiwona (2019) made similar observations, emphasizing that time constraints hinder teacher collaboration in many African contexts. However, schools that implemented mentoring programs recorded notable improvements in teacher confidence and instructional quality. These findings align with Campbell et al. (2017), who assert that leadership-driven collaborative environments enhance teacher professionalism and improve classroom practices. It can therefore be concluded that while school leaders in Nyanza District effectively promote collaboration, greater institutional support through structured time allocation and policy facilitation is necessary to make collaborative learning more sustainable.

Influence of Support Mechanisms on Professional Development Activities: The study findings show that leadership support mechanisms such as mentoring, feedback, recognition, and emotional encouragement are vital for sustaining teacher professional development. Quantitative data revealed that over seventy-five percent of teachers receive constructive feedback, mentoring, and motivational support from their school leaders. The highest mean score of 3.90 was recorded in items related to emotional and moral encouragement, suggesting that leaders actively motivate teachers to remain committed to professional learning. Qualitative responses from head teachers indicated that lesson observations followed by constructive feedback improve teaching performance, while recognition during staff meetings enhances teacher morale and sense of belonging. These findings are consistent with Bush and Glover

(2020) and Uwimana and Tuyisenge (2023), who maintain that supportive leadership, both moral and professional, strengthens teacher motivation and commitment to continuous learning.

However, the study also revealed persistent challenges related to financial and material resources. Limited budgets restrict schools from sponsoring teachers to attend external workshops or providing adequate teaching materials. These limitations correspond with the reports by the Ministry of Education (2023) and VVOB (2018), which identified funding gaps and inadequate resources as major barriers to teacher professional development in Rwanda. Although moral and supervisory support mechanisms are relatively strong, the absence of financial and institutional reinforcement reduces the long-term impact of these initiatives. In conclusion, the study confirms that a combination of emotional, professional, and institutional support mechanisms is necessary to achieve sustainable professional development. Strengthening financial and policy-based support will enhance teacher motivation, engagement, and ultimately improve educational quality in secondary schools across Nyanza District.

Conclusion

The findings of this study revealed that school leadership styles have a significant influence on the implementation of teacher professional development (TPD) programs in Nyanza District. Transformational and participatory leadership styles were found to promote teacher motivation, collaboration, and ownership of learning activities. However, authoritarian and inconsistent leadership practices hindered teacher engagement and the sustainability of TPD initiatives. It is therefore concluded that effective implementation of professional development requires visionary, consistent, and inclusive leadership that empowers teachers and fosters shared accountability for continuous improvement.

The study further concluded that school leadership plays a crucial role in fostering a culture of collaboration and professional growth. Schools where leaders encourage teamwork, peer mentoring, and reflective meetings recorded stronger professional relationships and higher teacher confidence. Nonetheless, challenges such as heavy workloads and limited time for collaboration still constrain these efforts. Strengthening institutional structures and creating protected time for professional dialogue would enhance collaborative learning and make teacher development more sustainable across schools.

Lastly, the study concluded that support mechanisms such as feedback, mentoring, recognition, and emotional encouragement are vital in promoting continuous teacher professional development. While moral and supervisory support were found to be strong, financial and material limitations continue to undermine long-term effectiveness. Sustainable teacher growth, therefore, depends on integrating both emotional and institutional support, with increased investment in resources and funding for professional learning activities in Nyanza District's secondary schools.

Recommendations

Based on the findings, it is recommended that school leaders in Nyanza District adopt transformational and participatory leadership practices that actively involve teachers in planning, implementing, and evaluating professional development activities. The Ministry of Education and district education offices should strengthen leadership training programs to equip school heads with skills in mentoring, communication, and collaborative management. Schools should institutionalize structured collaboration time within weekly timetables to promote peer learning, reflection, and shared problem-solving among teachers. Additionally, government and education partners should allocate adequate financial and material resources to support continuous professional development through workshops, mentorship programs, and digital learning platforms. Finally, consistent recognition and motivation of teachers' efforts should be prioritized to sustain morale, enhance professional commitment, and improve the overall quality of education in secondary schools.

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