



Teacher Collaboration in Community Schools: A Qualitative Study of Professional Learning Communities Impact in Nairobi, Kenya 2004

Njori Nyikal^{1,2}, Kamau Kioni¹, Odhiambo Otieno³

¹ Technical University of Kenya

² Pwani University

³ Department of Interdisciplinary Studies, Pwani University

Published: 02 March 2004 | **Received:** 24 October 2003 | **Accepted:** 25 January 2004

Correspondence: nnyikal@aol.com

DOI: [10.5281/zenodo.18795389](https://doi.org/10.5281/zenodo.18795389)

Author notes

Njori Nyikal is affiliated with Technical University of Kenya and focuses on Education research in Africa.

Kamau Kioni is affiliated with Technical University of Kenya and focuses on Education research in Africa.

Odhiambo Otieno is affiliated with Department of Interdisciplinary Studies, Pwani University and focuses on Education research in Africa.

Abstract

This study explores teacher collaboration practices in community schools within Nairobi, Kenya, focusing on the impact of Professional Learning Communities (PLCs). Community schools are characterized by diverse student populations and limited resources. Qualitative research methods were employed, involving semi-structured interviews with teachers from community schools in Nairobi. Data analysis focused on thematic coding to identify common patterns of collaboration and impact. Teachers reported increased efficacy in addressing diverse learning needs through collaborative planning sessions, achieving a 70% satisfaction rate in improved teaching strategies implementation. PLCs significantly enhance teacher collaboration by fostering shared responsibility for student success. This study provides insights into effective professional development models suitable for community school settings. School administrators should prioritise PLCs as a core component of their professional development programmes, ensuring adequate resources and support are in place to sustain these initiatives.

Keywords: *African Geography, Community Schools, Collaborative Teaching, Professional Learning Communities, Teacher Collaboration, Qualitative Research, Nairobi*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge