

## Perceptions of Teachers of English on the Effectiveness of Collaborative Peer Supervision in the Teaching of English Language in Public Secondary Schools in Kenya.

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**ABSTRACT :** Supervision of instruction is an effective tool that ensures quality curriculum delivery in schools, world over. Collaborative Peer Supervision (CPS), is a supervision approach, where, colleague teachers supervise each other collaboratively, and has been found to positively impact on teacher effectiveness. In Kenya, there is no official supervision approach that is exclusively used for supervising teachers of English in secondary schools. This article is based on the research study, which explored English Language Teachers' views about the usefulness of Collaborative Peer Supervision approach in enhancing Teacher Effectiveness in the teaching of English Language in public secondary schools in Kenya. The study adapted the Convergent Mixed Methods Research Design. 286 teachers of English, who participated in the quantitative phase of the study were randomly selected, while 25 English Language and Library Departmental heads (HODs), were purposively selected and took part in the qualitative phase of the study, totaling to a sample size of 311. Data generation was carried out through researcher-developed Likert-Scale type questionnaire, and in-depth interview guide. The Questionnaire was used to collect quantitative data, while in-depth interview guide collected qualitative data. Both descriptive and inferential statistics were used to analyze quantitative data, while Qualitative data was analyzed thematically. The study revealed that, a significant positive relationship exists between teacher perception of CPS, satisfaction with CPS, and teacher effectiveness. Further, teachers of English perceive CPS as an effective supervision approach, which can enhance their teaching effectiveness. The study strongly recommends the introduction of CPS as a complementary supervision approach for supervising teachers of English in secondary schools in Kenya.

**KEY WORDS:** *Teacher Perceptions, Collaborative Peer Supervision, Teaching of English Language*

### I. INTRODUCTION

Curriculum implementation is crucial for achieving not only the overall goals of education but also, specific objectives set out in the syllabus in any learning institution. Teachers are the key implementers of the curriculum in learning institutions, and to ensure high productivity and achievements for teachers, and quality curriculum delivery, supervision of instruction has to be strengthened. One of the most effective tools for ensuring quality curriculum delivery is teacher supervision, which brings about teacher effectiveness in their classroom performance (Chukwuma&Onyekwe, 2016; Ogba&Igu, 2014). In language education, (Allida, Olela, Ogwari&Minja, 2018; Cheryl, 2013; Charles, 2011), define instructional supervision as an on-going process of the teachers' education in which the supervisor observes what goes on in the classroom intending to improve instruction and is concerned with engaging teachers in instructional dialogue to improve teaching and help students to boost learning.

Scholars have posited in the reviewed literature, that an effective supervision model for teachers of English should be collaborative, where colleagues can observe, and critic each other's lessons, arguing that a common model for all subjects is not effective. However, the problem in Kenya, is that there is no official, exclusive supervision model for teachers of English in secondary schools. Teacher supervision is done through the Teacher Performance Appraisal and Development (TPAD) tool, carried out by institutional heads, most of whom are not teachers of English to competently supervise the teaching of English language. Further, the TPAD

tool is common for all teachers regardless of the subjects they teach, yet, as (Cheryl, 2013) posits, a common supervision tool for all subjects can never be effective. This means that English language teachers are not being supervised effectively as is expected, which impacts negatively on their effectiveness in curriculum delivery. Consequently, learner achievement is likely to be affected, which is a problem. There is therefore the need to explore an effective model for the supervision of teachers of English in secondary schools in Kenya.

Most studies done on instructional supervision have focused on different aspects, and no known study has sought to explore English Teachers' perceptions on Collaborative Peer Supervision of instruction as an alternative supervision model for teachers of English in the Kenyan context, which this study focused on. Outside Africa, many studies have been done by several scholars on language teacher supervision and recommended different models, believed to be effective, yet, no such studies have been done in Kenya, which is a gap. So far, no known research has addressed English language teachers' supervision model for secondary schools, which is a gap, that the present study, attempted to fill, by exploring Collaborative Peer Supervision as a complimentary ELT model for English language teacher supervision in secondary schools in Kenya.

For example, Winoyo (2021), examined the effect of CPS approaches and Collegial technique on primary education teachers' performance, in East Java, Indonesia. The study established that collegial technique has a significant influence on teacher performance. (Samrand, and Gholami, 2018), in their study carried out in Iranian private language schools, proposed Rotatory peer supervision as a supervision model that would foster the professional development of teachers of English as a foreign language (EFL). The study examined the effectiveness of Rotatory Supervision of ELF teachers in Iran, while the current study examined the effectiveness of (CPS) on (ESL) teachers in Kenya. (Bozak, 2018), examined the views of school managers towards Peer Observation as an alternative teacher professional development and complementary supervision model for teachers, and revealed that the model was preferred for all teachers. The current study focused on the Collaborative Peer Supervision model for ESL teachers, and not teachers of other subjects. Also, the study population is school managers, while the current study's population is ESL teachers.

Al-Wadi (2018), on the other hand, examined the usefulness of written feedback as a supervision model for ESL teacher trainees at the postgraduate diploma in Education (PGDE) program at Bahrain college, and found out that the model was effective in fostering trust and confidence between them. (Luz Alba Paba, 2017), in his study, recommends a clinical supervision model as a supervision model for university teachers in Colombia. (Strieker et al. 2016), investigated the communication approaches of university supervisors of teacher candidates, and reported that supervisors used collaborative and non-directive communication approaches to improve candidates' teaching skills, underscoring the significance of Collaborative Supervision model. However, the study looked at university supervisors of teacher trainees, while the current study explored Collaborative peer supervision of ESL teachers in secondary schools in Kenya.

Grursoy (2016), investigated teacher trainees' and cooperating teachers' views about the performance and contribution of supervisors during teaching practice after using clinical supervision model (a component of CPS) in Turkey, and found out that the model was effective for the supervision of teacher trainees. (Cheryl, 2013), in her study of the supervisory process of EFL teachers, in Taiwan, reported that supervisor's comments enhance teachers' responsiveness towards improving their performance.

In Africa, (Murphy and Torff, 2012), examined administrators' sense of self-efficacy in the supervision of teachers of English in secondary schools in South Africa. The study revealed that administrators who are English language teaching-based (ELT), had higher self-efficacy when supervising ESL teachers than those administrators who were not ESL-based. Meaning, for effective ELT supervision, the administrator needs to be a subject expert, which underscores the intent of the current study that looked at the effectiveness of (CPS) in the instruction of ESL. (Moswela, B. & Mphale, Luke, 2015), sought to understand barriers to clinical supervision practices in Botswana primary schools. They reported, large classes, the current tool (Performance Management System-PMS) used for supervision in Botswana, and senior teachers who are designated as supervisors to junior teachers by virtue of their senior positions and not because they are experts in the areas they supervise. Dewodo (2020) investigated perceptions of teachers on instructional supervision of basic schools in Hohoe Municipality in Ghana, and established that teachers perceived school supervision as a mere fault-finding mission, and had no benefit to them. Ikegbusi (2016), examined the impact of supervision of instruction on teachers' effectiveness in secondary schools in Nigeria, and reported that both internal and external supervision had a positive impact on teacher effectiveness.

In Kenya, (Grace, 2019), looked at the effect of Internal Supervision of teachers of English on learner performance in National examinations, (Gitonga, 2019), investigated the effectiveness of instructional supervision by quality assurance officers (QASOs), on quality of education in secondary schools in Nairobi and Machakos Counties. Inkeere (2019), studied the influence of teacher attitudes towards supervision and revealed that teacher attitudes may positively or negatively affect the implementation of supervision.

Napwora (2018), investigated factors affecting departmental collaborative supervision and professional development of ELT, and reports several factors. (Mbatia, 2016), explored Teachers' Perception on Classroom Observation and Checking of Pupils' Exercise Books by Head Teachers on Performance of Duty in Primary

Schools in Nakuru. Njeru (2016), examined teachers' perception towards head teachers' instructional supervisory practices in integrated primary schools in Tharaka South Subcounty, while (Mumo, 2014), investigated the relationship between instructional supervisor's attributes and students' academic performance in Kenya Secondary Certificate of Education (KCSE). None of the above cited studies have addressed the lack of an exclusive supervision model for Teachers of English in secondary schools in Kenya, which is a knowledge gap that necessitated the current study on Collaborative Peer Supervision in Enhancing English Language Teachers' Effectiveness in public secondary schools, in Kakamega County, Kenya.

The purpose of this study, therefore, was to explore English language teachers' perceptions on the effectiveness of Collaborative Peer Supervision as a complementary model for the supervision of teachers of English in secondary schools in Kenya.

The findings of this study on the effectiveness of Collaborative peer supervision will inform policy-decisions on an effective instructional supervision model for teachers of English, and will significantly contribute to the body of knowledge in the field of English Language Teaching (ELT), on their views and how they can get fully involved in the supervision process for better teacher performance. This will also enhance teacher professional growth and classroom practice. Consequently, learner achievement will be enhanced. The findings will also partly solve the problem of teacher supervision apathy.

## 1.2 Statement of the Problem

It is expected that all teachers are regularly supervised to ensure teaching standards are adhered to, for quality curriculum delivery, while ensuring that the teachers grow professionally. Teacher supervision is an effective tool in improving and sustaining the quality of teaching, and is key in enabling teachers to offer quality service delivery. If teachers are not supervised well, it is likely to impact negatively on curriculum delivery, and this has a high possibility of affecting the learner's achievement. It is critical that each teacher is evaluated and informed about his/her strengths and weaknesses so as to identify appropriate interventions that can enable teachers develop their teaching competencies, leading to quality curriculum delivery. Having an effective supervision approach for teachers of English is therefore critical in the implementation of English language curriculum in schools.

An effective English language teacher instructional supervision model, according to the literature, should build trust, and a sense of partnership and collegiality between the supervisor, who is a colleague, and the teacher. The model should also enable teachers acquire pedagogical skills in a friendly, rather than, a hostile environment. Ideally, language teacher supervision is meant to help teachers of English attain their full potential in the manner they teach, plan for instruction, mastery of content, teaching strategies, instructional materials, classroom management, and assessing learner progress, which is important for learner achievement. The literature views instructional supervision as a cooperative undertaking in which, supervisors and teachers are in dialogue aimed at improving instruction and student learning. This leads to a smooth process that has no antagonism between the supervisor and the teacher, and the process is viewed as a colleague critiquing a colleague positively to make him/her improve on his/her professional practice, and both parties have a common goal, which is, improving teacher performance through quality curriculum implementation and delivery, and learner achievement. Since teachers are the curriculum implementers in schools, it is vital that they fully understand and appreciate how supervision helps them to grow in their professional realm as they participate in developing whichever supervision instrument will be utilized, without imposing it on them. Therefore, the model used for effective supervision of teachers of English must be collaborative, and done by teachers of English themselves, who understand the subject content, planning for instruction, instructional materials, pedagogy, and can assess the degree of language acquisition during a lesson.

However, the problem in Kenya is the lack of an official supervision model for supervising teachers of English exclusively. Teacher supervision is done through Teacher Performance Appraisal and Development (TPAD) tool, carried out by institutional heads, most of whom are not teachers of English to competently supervise the teaching of English. Further, the TPAD tool is common for all teachers regardless of the subjects they teach, yet, the literature posits that, a common supervision tool for all subjects can never be effective. This means, that English language teachers are not being supervised effectively as is expected, which could impact negatively on the entire process of curriculum delivery (the syllabus, pedagogy, instructional materials and mode of assessment), and a blow to the overall English language curriculum implementation in secondary schools in Kenya.

Furthermore, studies done in Kenya, on teacher supervision have mainly focused on pre-service teacher supervision (the practicum), but little is known about the supervision model that is used in supervising teachers of English in public secondary schools in Kenya. In addition, field-based in-service teachers and what they do after completing teacher-education programs have received little focus. There is little known about how teachers of English are supervised in Kenyan secondary schools, since there is no official specific supervision model to supervise teachers of English. Studies have been conducted by several scholars on language teacher supervision

and recommended different models, believed to be effective, yet, no such studies have been done in Kenya, which is a gap. So far, no research has addressed English language teachers' supervision model in public secondary schools in Kenya, which is a gap, that this study, attempts to fill, by exploring English teachers' views on the Collaborative peer supervision model, that can be used as a complimentary ELT model for English language teacher supervision in secondary schools in Kenya. This will hopefully ensure quality and standards in English language curriculum delivery in schools.

### 1.3 Significance of the Study

The study found out that positive perception of, and positive satisfaction with CPS were significantly associated with improved effectiveness of teachers of English. This should inform policy decisions on an effective instructional model of supervision for teachers of English. It was on this basis that the researcher recommended a subject-based supervision model, developed based on the CPS principles, and conducted by the teachers of English themselves. The researcher believes that if this is implemented, it should alleviate the lack of an exclusive supervision approach for teachers of English in secondary schools in Kenya, and a significant contribution to the body of knowledge in the field of ELT

## II. RELATED LITERATURE

### 2.1 Collaborative Peer Supervision

Wenoyo (2017), posits that collaborative supervision approach is a combination of directive and non-directive supervision orientation, where, both supervisors and teachers are equally active and share responsibilities. This approach, according to him, is based on the premise that learning is an alliance between students and teachers, and that Learning outcomes can be optimal if there is a close peer relationship between the supervisor and the teacher. Higgins et al. (2018), argued that emphasis on collaboration through allowed supervisors to reflect and not feel isolated. The results of the study show that the characteristics of the collaborative supervision approach are effective in

improving teachers, especially prospective teachers and novice teachers. Wenoyo, (2015), explain that, in addition to this approach, a component of teaching supervision that is crucial to the supervision outcomes is the supervision technique. The technique is a method used in carrying out the supervision process. Broadly, they can be grouped into two: group techniques, applied to multiple numbers of teachers groups, for example, teacher meetings, teaching demonstrations, workshops, training, upgrading, and discussions, and individual techniques. applied to teachers individually, for example, class visits, self-assessments, class observations, etc.

Collaborative Peer Supervision (CPS), though defined diversely by various scholars, is a peer supervision approach in which colleague teachers observe and critique each other in a collaborative manner. The term peer refers to the relation between the two teachers (Alsaleh et al., 2017; Amini & Gholami, 2018; Bozak, 2018; Todd, 2017). Bozak (2018) explains that peer observation is a collaborative developmental activity in which professionals offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching; gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, activities and trying out new ideas. Steele (2017), views CPS as implying collegiality, cooperation, teaming and networking, among people with diverse expertise (teachers, heads, supervisors and others), working jointly with equal status and shared commitment to achieving mutually beneficial instructional goals. CPS uses peer observation method, which is the process of formative assessment that involves a cycle composed of planning conferences, class observations and feedback conferences. Alfonso (1977), defines CPS as, the process of peer observation, analysis, feedback and evaluation of classroom performance by one's peer for the purpose of improving instruction; a teacher growth process that allows teachers to set personal goals (Sullivan, 1979); a helping relationship among teacher colleagues, whose aim is to improve instruction (Thomson, 1979); while (Ellis, Smith & Abbott, 1979), looks at CPS as, peer observation, and (Skoog, 1980), defines it as a process that is Teacher-oriented, and involves *team observation*.

This involves a peer observation cycle which emphasizes collection and analysis of data drawn from classroom observations. The observee identifies problems and concerns to guide colleagues in observing, describing, and critiquing teaching. (Warren and Goldsberry, 1982) define CPS as *colleague consultation/ peer coaching* where, the principles of team building with direct observation to improve teachers' classroom performance, is incorporated. According to Alfonso and Goldsberry (1982), *colleagueship* is a relationship where, efforts are collaboratively put in place to accomplish common goals, which include, mutual involvement in identifying, selecting and achieving objectives. The assumption underlying this approach, as (C. Glickman et al., 2014) explains, is that both supervisors and teachers perceive each other as valuable partners in the supervisory process. There is, therefore, a sense of trust and respect between the two parties. The supervisee in this approach is likely to not feel threatened in pursuit of his/her instructional practices, and will probably welcome the observation processes. CPS is premised in participation.

## 2.2 Benefits of Collaborative Peer Supervision

The values and effectiveness of a collaborative supervisory model have been documented (Brandon et al., 2018; Zepeda, 2016). In CPS model, colleagues have an opportunity to observe and critique each other's lessons, which enables the supervisor to gain the teacher's trust and create an environment that cultivates reflection, exploration and change (Chen & Cheng, 2013). The supervisor is like a colleague, who encourages teachers to practice reflection, as they work through problems in their teaching, furnishes opportunities for teachers to explore new teaching possibilities, and affords teachers chances to acquire knowledge about teaching so that they can develop their theory of teaching (Ekyaw, 2014). It can be used for continuing professional development (CPD) through observation and learning; for sharing teachers' knowledge and experiences with each other; for improving a common understanding towards the implementation of educational programs; for developing a common educational plan through peer collaboration; for improving teachers' self-evaluation and self-esteem competencies (Bozak, 2018). The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship (Dörnyei & Taguchi, 2009; Hişmanoğlu & Hişmanoğlu, 2010). The task of supervision now is to refine the process of teaching and improve the effectiveness of the results of schooling, not to harass teachers. CPS contributes to improvements of teaching practices; development of confidence to teach; transformation of educational perspectives between teachers; dissemination of good teaching practices among teachers; institutional improvement through the creation of a positive learning environment. CPS aims at developing teaching competencies using partnerships between colleagues, giving the teachers involved, new input to their teaching by way of communicating and observing each other teaching, because they are peers or partners.

## 2.3 Teacher Perceptions of Supervision

According to Bafour-Awuoch, (2011), the way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of supervision process. When teachers see supervision as a tool to enhance their professional development, they show commitment to it. On the other hand, when they view it as a way to attack and criticize their performance, they resist it. In his study, Weerakoon, (2017) opines that even though teacher supervision aims to promote teacher professional development, most teachers are not necessarily convinced of its benefits and consequently do not want to be supervised. They see supervision as a badly applied way of discarding the bad teachers from the good ones without being able to distinguish between them. They see it as subjective threat to their welfare, some being totally divorced from the concept of growth and professional development

In a study of supervisory behavior of teachers, the study

[Glatthorn, 2007) found that the improvement of the teaching-learning process was dependent upon teacher attitudes toward supervision. (Koranteng, 2013) posited that, unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect and appropriate outcome on education. A research conducted by Weerakoon, (2017), on beginning teachers' perception of instructional supervision revealed that beginning teachers desire more frequent use of instructional supervision that meets their professional needs, promotes

trust and collaboration, and the one that provides them with support, advice and help. According to Koranteng, (2013), the quality of the human relations between the supervisee (teacher) and instructional supervisor is the most important determinant of the effectiveness of instructional supervision exercise. Human relations skills are those skills that enable the supervisors to understand the teachers and to interact effectively with them. The studies by, Hoy et al. (2007), laid emphasis on the fact that supervision should be to foster teacher reflection and autonomy and to facilitate teacher-driven instructional improvement. The supervisor should be concerned with the teacher's self-concept and personal development as well as the teacher's instructional performance. It is critical for the supervisor to establish a relationship with the teacher characterized by openness, trust and acceptance. It is also argued that where teachers are aware of the roles of supervision for professional development, they are likely to view the classroom observations positively but where the teachers' views on supervision are negative, it is most likely that teachers may view observations as the perfect platform for the supervisor to attack them. Reepen, and Barr, (2010). The study further established that a supervisor should not behave as a fault finder or as a bully or a mere critic, but as an advisor, inspirer, modernizer, authority and helper in every way possible in order to attain the desirable standard in schools and to maintain good relationship. In her study in the US public primary schools on "teacher perspectives about instructional supervision and behaviour that influence preschool instruction" Essiam, (2011), found out that instructional supervisors in her study who showed respect for staff, families and children and demonstrated caring for children and teachers facilitated classroom instruction. Teacher participants in this study reported that their supervisors did not force them to teach in limited ways, nor were they criticized by instructional leaders for trying out new approaches and teaching strategies. The researcher recommended that, teachers should accept the supervisors as partners for instructional improvement, rather than considering their visits as intrusion into their private instructional behaviour.

Mbatia Jane Wairimu (2016) carried out a quantitative study on teacher's perception of head teachers' supervisory practices on performance of duty in public primary schools in Nakuru County. The supervisory practices investigated were: classroom observation and checking of pupils' exercise books by the head. The study revealed that; Teachers are of the opinion that instructional supervision helps to improve teaching and learning, head teachers do carry out instructional supervision in their schools, a factor they perceived positively. The conclusion was that school heads are making efforts towards embracing collaborative and democratic approaches in supervision. This study sought to establish primary school teachers' perceptions of supervision, not specifically secondary school English teachers' perceptions. Watende (2007) quantitatively looked at teachers' perception on supervisory duties of primary school head teachers in Nyandarua district, and established that teachers neither benefited from supervision by external supervisors nor the head teachers. Wenoyo (2021), in his descriptive correlational research study, conducted in Java-Indonesia, examined the effect of collaborative supervision approaches and collegial supervision techniques on teacher intensity using performance-based learning in the learning process, and its impact on student learning outcomes. The findings showed that the collaborative supervision approach and collegial supervision techniques have a significant influence on performance-based learning.

Dewodo (2020), used a descriptive design to investigate the perception of teachers towards school supervision at the basic school level in Ghana, and established that some teachers perceived school supervision as a mere fault-finding mission and interference in their duties as well as an opportunity to settle personal scores with supervisees, while other teachers viewed supervision as an efficient way of enhancing their professional development and an activity basically pointing to the holistic improvement of teaching and learning process. The study recommended that supervisors should not use supervision as fault finding mission but rather fact finding.

### III. METHODS

#### 3.1 Methods

The study employed mixed methods research design, Convergent Mixed Method Research (CMMR) strategy, to establish the views of teachers of English about the use of CPS approach in the supervision of teaching English in secondary schools. Quantitative data was collected through a questionnaire, from 286 teachers of English, who were proportionately sampled from the 417 public secondary schools, while the qualitative data was collected through in-depth interviews with 25 heads of English Language department, who were purposively sampled, yielding a sample size of 311. The two forms of data were then integrated in the design analysis through, merging the two databases. Quantitative data were analyzed using descriptive statistics, regression and correlation analyses, while qualitative data were analyzed thematically.

### IV. RESULTS AND DISCUSSIONS

#### 4.1 English Language Teachers' Perceptions About the Utilization of Collaborative Peer Supervision Approach in the Supervision of the Teaching of English Language

The study sought to investigate English Language teachers' perceptions about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of English language in public secondary schools. The research question was: "What are the perceptions of English Language teachers about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of the English language in public secondary schools Kenya?" This question was answered through four sub-themes: Teachers' expectation of an ideal supervision approach (preference), general perceptions of teachers about the CPS approach, contributions of CPS to teacher effectiveness, and teacher satisfaction with CPS.

##### 4.1.1 English Language Teacher Preference of an Ideal Supervision Approach-(Preference)

This section comprised statements that describe the characteristics of CPS, based on the literature. Results in Table 4.6 show the level of agreement on qualities expected of an ideal supervision approach according to the teachers of English. The majority of respondents agreed (n=265, 94.0%), that ideal supervision enhances classroom teaching, that it enhances student performance (n=258, 91.5%), and offers an equal partnership between supervisor and supervisee (n=247, 87.6%). They also agreed that the ideal supervision approach is one in which the supervisor and supervisee collaborate as colleagues (n=251, 89.0%). Moreover, an ideal supervision approach creates an atmosphere of collegiality (equality) and avoids making an evaluative judgement about teachers' ideas (n=242, 85%). There was a general agreement among respondents regarding their expectations of the ideal supervision approach (mean= 4.1, SD= 0.6). This means that teachers would prefer the CPS approach, implying that, teachers were dissatisfied with the formal supervision approach (TPAD). These results are summarized in Table 4.1 below.

**Table 4. 1 Teachers' Expectation of an ideal Supervision Approach**

	The expectation of an ideal supervision approach							
	Disagree		Neutral		Agree		Mean Score	SD
	N	%	N	%	N	%		
Focuses on the supervisee's strength	42	14.9	31	11.0	209	74.1	3.8	1.1
Is democratic, supervisor and supervisee are colleagues	15	5.3	16	5.7	251	89.0	4.1	0.8
Supervisor and supervisee discuss and agree upon areas of focus on the observation	30	10.6	18	6.4	234	83.0	4.0	1.0
Offers an equal partnership between supervisor and supervisee where views from both parties are embraced	16	5.7	19	6.7	247	87.6	4.2	0.8
The supervisor creates an atmosphere of collegiality(equality) and avoids making an evaluative judgement about teachers' ideas	16	5.7	24	8.5	242	85.8	4.1	0.9
Enhances students' learning and performance	7	2.5	17	6.0	258	91.5	4.3	0.8
Enhances classroom teaching	5	1.8	12	4.3	265	94.0	4.3	0.7
Overall							4.1	0.6

These results were also confirmed by the qualitative results. The HODs were asked, which supervision approach the teachers preferred, and the responses suggest that most teachers preferred CPS, for the following reasons: its interactive nature; it is participatory teachers learn from each other on effective curriculum delivery techniques, and teachers are at ease being observed by peers rather than outsiders who cause them apprehension. This is expressed in the following verbatim

Quote:

“Most teachers, from my observation and opinion, prefer the peer observation or supervision because if you have someone from maybe the ministry or headquarters coming you will have that sense of fear. Someone might be thinking that his flaws will be considered so much and maybe the backlash but when it is peer, they know that so and so will correct my mistakes, there is no witch-hunt- (HOD 20)

#### 4.1.2 General Perceptions of Teachers of English about Collaborative Peer Supervision

With regards to teacher perceptions of Collaborative Peer Supervision, table 4.7 indicates that most teachers of English agreed that Collaborative Peer Supervision fosters teamwork (n=268, 95.0%), fosters a teacher to be self-directed and thus improves learner's achievement (n=258, 91.5%), is problem-solving (n=237, 84.0%), is a noble activity and thus should be used (n=251, 89.0%). Teachers of English also agreed that pre-conferencing helps to condition the teachers to do their best (n=145, 86.9), and establishes trust and rapport leading to teacher growth (n=251, 89.0%). However, less than half of the respondents agreed that peer supervision is time-consuming since it involves a lot of processes (n=112, 39.7%). This showed that the overall perception of CPS was positive (Mean=4.1 (Agree), SD=0.6), as shown by the general agreement of a majority of the respondents. These results are summarized in Table 4.2 below.

**Table 4. 2 Perceptions of teachers of English on Collaborative Peer Supervision**

	Teachers' perceptions of Collaborative Peer supervision				SD
	Disagree	Neutral	Agree	Mean	

	N	%	N	%	N	%	Score	
Peer supervision involves a lot of processes hence time-consuming	129	45.8	41	14.5	112	39.7	3.0	1.3
Is a noble activity and should be used	18	6.4	13	4.6	251	89.0	4.2	0.8
It is problem-solving; helps teachers to solve pedagogical problems	18	6.4	27	9.6	237	84.0	4.1	0.9
Pre-conferencing helps to condition the teachers to do their best	14	5.0	23	8.1	245	86.9	4.1	0.8
Establishes trust and rapport, hence fostering dialogue and mutual reflection that inspires the teacher's growth.	12	4.3	19	6.7	251	89.0	4.2	0.8
Fosters teamwork.	5	1.8	9	3.2	268	95.0	4.5	0.7
Supervisor and supervisee bond and join in a trusting, helping relationship that benefits the supervisee.	12	4.2	18	6.4	252	89.4	4.2	0.7
Fosters teacher to be self-directed, which improves the learner's achievement.	10	3.5	14	5.0	258	91.5	4.2	0.7
Overall							4.1	0.6

**4.1.2.1 Relationship between Teachers` Perception and Teacher Effectiveness**

Simple linear regression analysis was done to determine if there exists a relationship between English Language Teachers` perceptions about CPS, and Teachers Effectiveness. The results show that there is a positive relationship between the variables, as presented in table 4.8 below.

Model equation;

$$\text{Teacher effectiveness} = x_{iii} \text{ perception of CPS} + \text{constant}$$

**Table 4. 3 Coefficient table for regression model: Perceptions (Independent) and Teacher's effectiveness (dependent)**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.048	.232		4.520	.000
	Perception	.749	.057	.621	13.254	.000

a. Dependent Variable: Teacher effectiveness

With an associated p-value of <0.001, the results in table 4.3, show that there exists a relationship between perception of CPS and teacher effectiveness. The relationship between teacher effectiveness and perception of CPS is as shown below:

$$\text{Teacher effectiveness} = 0.749\text{perception of CPS} + 1.048$$

Perception of CPS had a significant influence on teacher effectiveness. This indicated that a unit increase in perception of CPS would lead to a 0.749 increase in the level of teacher effectiveness.

These results, therefore, show that teachers of English perceive the CPS approach as an effective supervision approach, and are willing to embrace it.

**4.1.2.2 Model Summary**

**Table 4.4 Model Summary for regression model: Perceptions (Independent) and Teacher's effectiveness dependent**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621 <sup>a</sup>	.386	.383	.49284

a. Predictors: (Constant), Perception

The model summary for the influence of perception of CPS on teacher effectiveness had an R square of 0.383(see table 4.9). This indicates that 38.3% of variations in teacher effectiveness were determined by the perception of CPS, which is significant. These results, therefore, showed that teachers of English perceive the CPS approach as an effective supervision approach, and are willing to embrace it. The model summary for the influence of perception of CPS on teacher effectiveness had an R square of 0.383(see table 4.4). This indicates that 38.3% of variations in teacher effectiveness were determined by the perception of CPS.

These results were also supported by the qualitative responses by the HODs, as revealed by the following quote: “Okay, they perceive it as a good idea, because you know through these supervisions you can identify your weaknesses, your strengths, then you also learn on how to improve on them without... you could be doing something believing that you are doing the right thing but when you have your fellow observing or supervising you in class, then he might end up correcting you, telling you that maybe this approach that you gave this aspect was not the right approach and you need to improve on it”-[HOD 09].

Generally, teachers perceive CPS as an effective approach because it contributes to their professional growth and boosts learner achievements.

#### 4.1.3 Teacher Effectiveness (Contributions of CPS)

This section sought to establish teacher perceptions on how CPS contributes to teacher effectiveness. From table 4.5, out of the 282 respondents, 254 (90.1%) agreed that CPS improves teaching skills, 246 (87.3%) respondents said that it is developmental and hence boosts teacher’s professional development and growth, 208 (73.8%) said that it addresses the needs of teachers and 251 (89.1%) of the teachers agreed that the supervisor and supervisee share experience and engage in a collaborative inquiry and form a professional learning community. Generally, the respondents agreed that CPS had a positive contribution to teacher effectiveness (Mean=4.1 (Agree), SD=0.6).

These results are summarized in Table 4.5 below:

**Table 4.5 Contribution of CPS on Teacher Effectiveness**

	Contributions of CPS to Teacher Effectiveness						Mean Score	SD
	Disagree (n=282)		Neutral (n=282)		Agree (n=282)			
	N	%	N	%	n	%		
Improves teaching skills	10	3.5	18	6.4	254	90.1	4.3	0.7
Is developmental in nature, hence boosts teacher’s professional development and growth	17	6.0	19	6.7	246	87.3	4.2	0.8
Addresses the needs of teachers	36	12.7	38	13.5	208	73.8	3.8	1.0
Both the supervisor and supervisee share experience and engage in a collaborative inquiry and form a professional learning community	10	3.5	21	7.4	251	89.1	4.1	0.7
Overall							4.1	0.6

The general findings were also supported by what the Heads of departments teaching English in secondary schools said; they felt that the collaborative peer supervision and instructional supervision model is simpler and more engaging and mistakes can be corrected on the ground whenever they are noted. They are embraced fully and unlike the TPAD method which involves reporting to the Teachers Service Commission, as evidenced in the quote: “Okay, they perceive it as a good idea, because you know through these supervisions you can identify your weaknesses, your strengths, then you also learn on how to improve on them without... you could be doing something believing that you are doing the right thing but when you have your fellow observing or supervising you in class, then he might end up correcting you, telling you that maybe this approach that you gave this aspect was not the right approach and you need to improve on it”-[HOD 09].

Generally, teachers perceive CPS as an effective approach because it contributes to their professional growth and boosts learner achievements.

#### 4.1.4 Teachers’ Level of Satisfaction with Collaborative Peer Supervision

Teachers were asked about their opinions on their satisfaction with CPS as an effective supervision tool. Results in Table 4.11 revealed that most of the respondents generally agreed that they were satisfied with the implementation of Collaborative peer supervision (Mean=4.1, SD=0.6). Some of the most common statements that respondents agreed with were as follows; Collaborative peer supervision is supportive (n=260, 92.2%), helps teachers become reflective (n=259, 91.8%), develops teachers’ teaching skills, teachers’ ability to make informed professional decisions (n=262, 92.9%). Therefore, the results indicated that most teachers were satisfied with the implementation of CPS. These results are summarized in Table 4.6 below.

Table 4.6 Level of satisfaction of Collaborative Peer Supervision

	Teacher's level of satisfaction with CPS						Mean Score	SD
	Disagree		Neutral		Agree			
	n	%	N	%	N	%		
Regular constructive feedback	14	5.0	26	9.2	242	85.8	4.1	0.8
Strong interactional skills and accessibility	8	2.8	21	7.4	253	89.8	4.2	0.7
Supportive	7	2.5	15	5.3	260	92.2	4.3	0.7
Manages time well	50	17.7	44	15.6	188	66.7	3.6	1.1
Helps teachers become reflective	7	2.5	16	5.7	259	91.8	4.2	0.7
Boosts the moral of teachers	27	9.6	29	10.3	226	80.1	3.9	1.0
Promotes teacher effectiveness	4	1.4	19	6.8	259	91.8	4.2	0.6
Enhances and supports teachers' professional growth	9	3.2	17	6.0	256	90.8	4.2	0.7
Promotes reflective teaching	3	1.1	24	8.5	255	90.4	4.2	0.6
Reskills the teacher	22	7.8	28	9.9	232	82.3	4.0	0.9
Supervision delegated to the teachers themselves promotes trust and goodwill	11	3.9	18	6.4	253	89.7	4.2	0.7
Increases pedagogical knowledge of the teachers	7	2.5	31	11.0	244	86.5	4.2	0.7
Develops teachers' teaching skills, teachers' ability to make informed professional decisions	7	2.5	13	4.6	262	92.9	4.2	0.7
Improves classroom performance because it promotes dialogue between teachers and the supervisors	13	4.6	19	6.7	250	88.7	4.1	0.8
Participatory teaching and management of the activities raise teacher morale and commitment	11	3.9%	24	8.5	247	87.6	4.2	0.7
Overall							4.1	0.6

#### 4.1.4.1 Regression Analysis for the Relationship between Teachers' Level of Satisfaction with CPS and Teachers' Effectiveness

Regression analysis was done to determine the relationship between the two variables.

The regression model is;

$$\text{Teacher effectiveness} = x_{iv} \text{ satisfaction} + c$$

**Table 4.7 Coefficient table for regression model: Level of Satisfaction with CPS (Independent) and Teacher's effectiveness dependent**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
		1	(Constant)	.147		
	Satisfaction	.959	.049	.761	19.606	.000

a. Dependent Variable: Teacher effectiveness

The resulting model is;

$$\text{Teacher effectiveness} = 0.959 \text{ satisfaction} + 0.147.$$

At a 0.05 level of significance with a p-value of <0.001, the results indicate that there exists a positive and significant relationship between satisfaction with CPS and the level of teacher effectiveness. The results further showed that a unit increase in the level of satisfaction in CPS would lead to a 0.959 increase in teacher effectiveness. (See table 4.7).

## 4.1.4.2 Model Summary

**Table 4.8 Coefficient table for regression model: Satisfaction (Independent) and Teacher's effectiveness dependent**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 <sup>a</sup>	.579	.577	.40815

a. Predictors: (Constant), Satisfaction

The model summary for the influence of perception of CPS on teacher effectiveness had an R square of 0.579(see Table 4.8). This indicates that 57.9% of variations in teacher effectiveness were determined by the perception of CPS.

These observations were further supported by the Heads of departments teaching English language, who were interviewed. When asked about their opinion on the effectiveness of the CPS model, the HODs who were found to be practicing CPS in their departments, though not officially, responded positively. The responses showed that CPS is an effective model in many ways: It improves relationships among peers; compels teachers to work accordingly; it is an instant problem-solving approach; promotes collegiality among peers; improves teacher professionalism; builds teacher confidence; it is insightful- promotes information –sharing; enables one to identify their weaknesses and improve; improves teachers` teaching techniques; teachers get professional advice from peers; is complementing, and hence boosts team spirit among teachers; and CPS also empowers teachers. All these, are expressed in the following verbatim excerpt:

“It is improving the effectiveness in teaching because the relationship between the teachers is okay, we have to keep on talking to one another. As humans most of the time we need to be followed up and when you realize that somebody is going to check on what you did then you have to do the work in the right way and so it helps- [HOD 17].-

The results indicated that the overall perception of teachers about CPS was positive, with a mean of (Mean=4.1 (Agree), SD=0.6), as shown by the general agreement of a majority of the respondents. These findings agreed with a study with Chen & Cheng, (2013) which showed that teachers generally had positive attitude and acceptance for Collaborative Peer Supervision because it allows colleagues to observe and critique each other's lessons. This enables the teacher to trust the supervisor and thus the supervisor creates an environment that cultivates reflection, exploration and change. The findings are also supported by what Assefa Ekyaw (2014) stated in his study that in CPS, the supervisor acts as a colleague, encouraging teachers to focus as they work through challenges in their classrooms, providing opportunity for teachers to discover different teaching possibilities, and providing opportunity for teachers to acquire understanding about teaching in order to develop their teaching theory.

In addition, this study was also supported with the findings by the study done by Glickman *et al.* (2001) which found out that teachers preferred being supervised by their colleagues. In their study, he explained that peer supervision was essential to guarantee that the teacher developed professionally, resulting in increased teaching effectiveness, excellence and content delivery, and ultimately improved students' achievement that the teacher supervised. The findings about teachers' perception were also consistent with the findings by Bozak (2018) which showed that teachers considered peer observation as a model that makes contributions to improvements of teaching practices; development of confidence to teach; transformation of educational perspectives between teachers; dissemination of good teaching practices among teachers; institutional improvement through the creation of a positive learning environment; and promoting the on-going professional development of teachers.

Regression analysis for relationship between English Language teachers 'perceptions and Teachers' effectiveness was done, and the results showed an associated p-value of <0.001(table 4.8.), meaning, there exists a positive relationship between perception of CPS and teacher effectiveness. The results of the regression analysis for the relationship between teacher's perception and effectiveness were in agreement to the findings of a study conducted by Glickman *et al.* (2001) which found out that the improvement of the teaching-learning process was dependent upon teacher attitudes towards supervision. When teachers were positive about the supervision strategy used in supervision, they will feel comfortable and work hard to deliver a quality learning-teaching environment and thus improving their effectiveness as well as their career growth. This was also consistent with the findings from studies by Anderson (2002) and Ofojebe *et al.* (2016) which indicated that having a positive perception about the supervision model used helps the teachers to learn of better teaching practices and thus help in their career growth.

Teachers were also asked their opinions on their satisfaction with CPS as an effective supervision tool. The study findings indicated that majority of the respondents generally agreed that they were satisfied with Collaborative peer supervision as an effective supervision approach, (Mean=4.1, SD=0.6). This implies that teachers are satisfied with CPS as an effective supervision approach, satisfied with potential implementation of CPS and are willing to embrace it. This could imply dissatisfaction with the current supervision approach. Their

responses showed that CPS is an effective model in many ways: It improves relationship among peers; compels teachers to work accordingly; it is an instant problem-solving approach; promotes collegiality among peers; improves teacher professionalism; builds teacher confidence; it is insightful- promotes information –sharing; enables one to identify their weaknesses and improves teachers` teaching techniques; teachers get professional advice from peers; is complementing, and hence boosts team spirit among teachers; and CPS also empowers teachers.

These findings agreed with findings from studies by Dörnyei & Taguchi (2009) and Hismanoglu & Hismanoglu (2010) which showed that teachers will be satisfied with peer supervision since the supervisor actively engages in every choice taken by the teacher and tries to build a collaborative partnership. These findings were also consistent by a statement from Brandon et al. (2018) in their study which termed supervision satisfaction when teachers view a supervision model as a colleague critiquing a colleague positively to make him improve on his professional practice; both parties having a common goal, that of improving teacher performance, and learner achievement. This was supporting the study since most teachers in the study viewed peer supervision as an approach that critiques teachers in a positive way and thus improves their teaching skills hence boosts teacher`s professional development and growth.

A Regression analysis for relationship between Teacher`s level of satisfaction with CPS and Teachers` effectiveness indicated that there exists a positive relationship between satisfaction with CPS and level of teacher effectiveness. This shows that if teachers are satisfied with a supervision approach, it is likely to positively impact on their effectiveness. These findings are in agreement with a study by Darling-Hammond *et al.* (2017) who stated that teacher effectiveness refers to several things: a teacher`s ability to improve student learning, as measured by student gains on standardized achievement tests.

The findings also agreed with what Bozak (2018) in his study observed that teachers considered peer observation as a model that makes contributions to improvements of teaching practices; development of confidence to teach; transformation of educational perspectives between teachers; dissemination of good teaching practices among teachers; institutional improvement through the creation of a positive learning environment; and promoting the on-going professional development of teachers. These findings agreed with findings by Okorji & Ogbo (2013) that showed that the processes involved in teachers` supervision such as inspiring, providing help, stimulating and providing leadership help the teachers become satisfied with the supervision model and in turn transform teachers professionally into an efficient and effective person while also allowing them to reach their full potential. As stated by Flores (2016) it is necessary that teachers be satisfied with the supervision model they use since they are the key individuals who implement curriculum in learning institutions and thus a better supervision of instruction of the curriculum would ensure that teachers deliver a highly productive and quality curriculum.

Therefore, the researcher concludes that CPS is an effective supervision approach, and should be used to supervise teachers of English in secondary schools in Kenya since it enhances teacher effectiveness, and should therefore be officially introduced to schools as a complementary supervisory approach for teachers of English in Kenya.

## V. CONCLUSION

This study showed that the teachers had a positive perception of CPS and were satisfied with the implementation of CPS as well. This is because they perceived that CPS enhances their effectiveness. The conclusion is that teacher satisfaction with a supervision approach as well as having a positive perception enhances their effectiveness. Therefore, if CPS is introduced in schools, teachers will readily embrace it and this will ensure effective teacher supervision at departmental level, which will lead to teacher effectiveness.

### What is Already Known about the Subject

In a global scope, teachers prefer a supervision approach that is rather friendly and puts their needs into consideration rather than become more of inspection-like where they may feel that it has been imposed on them. Studies have revealed that teachers prefer collaborative peer supervision as the relationship between the supervisor and the supervisee is taken into consideration.

### What the Study Adds

No known study had been done about how teachers` perceived satisfaction or perception of CPS would influence their performance and quality curriculum delivery as they seek to implement school curriculum and improve students` performance in secondary school. Secondly, the researcher has developed a subject-based peer evaluation model anchored on CPS principles (see Fig. 4.10) below.

### 4.2 Subject-Based Model for Peer Evaluation

This model is a high breed version of the researcher`s own innovation informed by the study findings, The Stanford Collegial Evaluation Program (Dornbusch, 1975; Roper and Hoffman, 1986; Darling-Hammond, 1986). This model should follow six simple steps as shown:

1. Sensitization drive-by HoS: creating rapport with teachers, and explaining the benefits of the model.
2. Conference with teachers: setting of subject goals based on the syllabus, professional records, timelines etc.
3. Consensus- building on the expectations of supervision focus during classroom observation, and assigning of supervision pairs by HODs. The pairs reciprocate roles (they switch supervisor/supervisee roles), as necessary.
4. Pre-class meeting: they meet and agree on the parameters and scope of supervision, and areas to focus on during class observation, as informed by the English syllabus.
5. Class observation
6. Post-class meeting for feedback, and agree on an improvement plan. This should form the basis of the next classroom visit.

The model has no provision for student assessment of the teacher, since learners have no evaluative competencies and also they may be very subjective in their judgements. This model will ensure teachers' positive perception and satisfaction with the supervision model, and foster collegiality, trust and respect among teachers. This should translate into effective teacher supervision, effective teaching, and improved learner achievement. At the end of the term, the HOD can then use the peer supervision records to appraise the teachers in the department, as required by the TSC, which should allay fears of witch hunt.

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