# COLLABORATIVE PEER SUPERVISION IN ENHANCING THE EFFECTIVENESS OF TEACHERS OF ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA.

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL TECHNOLOGY (English Language Education), DEPARTMENT OF CURRICULUM AND INSTRUCTION, UNIVERSITY OF ELDORET, KENYA.**

**MAY, 2023**

# DECLARATION

## DECLARATION BY THE STUDENT

I hereby declare that this Thesis is my original work and has not been presented for a degree in any other University.

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# DEDICATION

To all my academic mentors who have contributed to the shaping of this work through their professional guidance and scholarly critique.

**ABSTRACT**

Supervision of instruction is one of the most effective tools for ensuring quality curriculum delivery in schools. To ensure quality delivery of the English language curriculum in public secondary schools in Kenya, an effective supervision model for teachers of English, which is currently lacking, is required. This study therefore, sought to explore 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 Kakamega County, Kenya. The study was guided by four objectives: To assess the current supervisory role of Heads of English Department in the supervision of English Language teachers, to determine English Language teachers` level of awareness about Collaborative Peer Supervision approach to supervising the teaching of English Language in public secondary schools, to establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize Collaborative Peer Supervision (CPS) approach in supervising the teaching of English Language in public secondary schools, to investigate English Language teachers` perceptions about the utilization of Collaborative Peer Supervision approach in the supervision of the teaching of English Language in public secondary schools. All teachers of English, and English Language Departmental Heads (HODs), from the 417 public secondary schools in Kakamega County, constituted the study population. A sample size of 311 participants was used in the study. The study used multi-stage sampling technique, in which, study participants were sampled in stages. Proportionate and simple random sampling techniques were used to select 286 Teachers of English, who participated in the quantitative phase of the study, while, purposive sampling was employed in the selection of 25 HODs from the 417 HODs in the public secondary schools, who were interviewed. The study adopted the Convergent Mixed Methods Research Design. The questionnaire was used to collect quantitative data, while an in-depth interview guide was used to collect qualitative data. Quantitative data were analyzed using descriptive and regression analyses, while Qualitative data were coded and analyzed thematically. The major findings of the study were that, teachers of English perceive CPS as an effective supervision approach, that can enhance their teaching effectiveness. Further, a positive perception and satisfaction with CPS were significantly associated with improved effectiveness of teachers of English. The study concluded that CPS is an effective supervision approach, positively perceived by teachers of English as effective, and can enhance their teaching effectiveness. The study recommends that CPS is an effective supervision approach and should be adopted as an official supervision model for Teachers of English, in secondary schools in Kenya, to compliment the current TPAD.

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# ABBREVIATIONS

CMMD       Convergence Mixed Methods Design

CPD       Continuing Professional Development

CPS       Collaborative Peer Supervision

CTD       Collaborative Teacher Development

EFA       Education for All

EFL       English as a Foreign Language

ELT       English Language Teaching

ELTE       English Language Teacher Education

EPD       Effective Professional Development

ESL       English as a Second Language

HODs       Heads of Department

KCSE       Kenya Certificate of Secondary Education

KICD       Kenya Institute of Curriculum Development

MMR       Mixed Methods Research

MOEST       Ministry of Education Science & Technology

NACOSTI       National Commission for Science, Technology & Innovation

PGDE       Postgraduate Diploma in Education

QASOs       Quality Assurance & Standards Officers

ToEL       Teacher of English Language

TOTs       Teacher of Teachers

TESOL       Teaching English to Speakers of Other Languages

TPAD       Teacher Performance Appraisal and Development tool

TPR       Total Physical Response

UNESCO       United Nations' Educational, Scientific and Cultural Organization

# ACKNOWLEDGEMENT

## CHAPTER ONE

## INTRODUCTION TO THE STUDY

### 1.1 Introduction

This chapter focused on the background to the study, statement of the problem, objectives of the study, research questions, justification, assumptions of the study, scope and limitations, theoretical framework, conceptual framework, and definition of operational terms.

### 1.2 Background to the study

Supervision of instruction is an effective tool for ensuring quality curriculum delivery in schools. To ensure high productivity and achievements for teachers, supervision of instruction has to be strengthened. Collaborative Peer Supervision is a model of supervision, in which teachers who teach the same subject observe and collaboratively critique each other, (Zepede, 2016) The current model of supervision in Kenya uses the Teacher Performance Appraisal and Development (TPAD) tool, common for all teachers regardless of the subjects they teach and carried out by institutional heads, most of whom are not teachers of English to competently supervise the teaching of English, (Grace, 2019), which could have implications on English language curriculum implementation and delivery, in public secondary schools in Kenya.

To attain the full goals of education, it is critical to administer the individual English subject curriculum while meeting the specific objectives set out in the syllabus of learning institutions (Barrow, 2015; Hişmanoğlu & Hişmanoğlu, 2010). Since the key individuals who implement the curriculum in learning institutions are teachers, supervision of instruction and implementation of the school curriculum should be

strengthened to ensure teachers deliver a highly productive and quality curriculum (Flores, 2016).

Supervision of instruction is highly effective in ensuring that teachers carry out their duties efficiently and, therefore, remains one of the most essential tools for ensuring the delivery of a high-quality curriculum (Ofojebe, 2016). The processes involved in teachers' supervision include: inspiring, providing help, stimulating and providing leadership (Ogbo, 2015). These processes could transform a teacher professionally into an efficient and effective person while at the same time, allowing them to reach their full potential (Hargreaves & O'Connor, 2018; Ogbo, 2015; Walker, 2016). Specifically, language teaching supervision is meant to help teachers attain their full potential in the manner they teach, plan for instruction, master content, use teaching strategies and instructional materials, handle classroom management, and assessment of learner progress, which is vital for learner achievement.

In the context of language education, instructional supervision is defined as a continuous process in teacher education whereby the supervisor observes the happenings in the classroom with the intent of improving instructional methods and engages the teacher in instructional dialogue that improves teaching and enhances students' learning (Allida, Olela, Ogwari, & Minja, 2018; Barnawi, 2016; Brookfield, 2015; Ekyaw, 2014). However, the success and professional growth and development gained from this process are dependent on the way teachers view and think about instructional supervision (Allida et al., 2018; Khun-Inkeeree., et al., 2019).

Since teachers implement a school curriculum, it is paramount that they fully understand and appreciate how supervision plays a role in ensuring that they grow professionally (Allida et al., 2018; Khun-Inkeeree et al., 2019). They are in most cases involved in developing whichever tool that is used in supervision, without imposing

on them. When this is done, the process will be accomplished smoothly with no antagonism between supervisor and supervisee. The process is viewed as a colleague critiquing a colleague positively to make him improve on his professional practice; both parties have a common goal, that of improving teacher performance, and learner achievement (Brandon et al., 2018; Zepeda, 2016).

Therefore, the model used for supervising language teachers effectively 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 in a given lesson (Brandon, Hollweck, Donlevy, & Whalen, 2018; Zepeda, 2016).

Collaborative Peer Supervision (CPS), is a supervision model where teachers supervise each other in a cooperative, collaborative, and collegial manner. The values and effectiveness of a collaborative supervisory model have been documented (Brandon et al., 2018; Zepeda, 2016). Collaborative peer supervision allows colleagues to observe and critique each other`s lessons. An effective language teacher collaborative supervisory model enables the teachers to trust the supervisor and thus the supervisor creates 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 to develop their theory of teaching (Ekyaw, 2014). The supervisor actively engages in every choice taken by the teacher and tries to build a collaborative partnership, (Dörnyei & Taguchi, 2009; Hişmanoğlu & Hişmanoğlu, 2010). Not to harass teachers, but to ensure that the teaching-learning process is improved as well as improvement in educational

outcomes is now the role of supervision. The study sought to establish the views of teachers of English on the effectiveness of CPS in enhancing the teaching of English language in public secondary schools in Kenya.

Peer Evaluation Models abound in the literature. However, the most significant ones are two. The first one is the Stanford Collegial Evaluation Program by (Dornbusch et al 1975), (Roper and Hoffman, 1986), who outlined the following seven steps in the program: choosing a partner, selecting criteria, self-assessment, evaluation by students, observations, conferences and planning a program for improvement. In this model, teachers evaluate each other, with the objective of assisting each other mutually. This should be ongoing informative evaluations through classroom observations to facilitate frequent professional discourse on teaching issues. Darling-Hammond (1986), posits that after teachers have observed each other, they should not make summative decisions about the teaching challenges of their colleagues, but should collaborate with administrators for professional assistance, which this researcher agrees with.

The second one is the one by Ban and Soudah (1978), which rests on the concept of evaluation of peers and placing it in the context of developing staff. Their argument being that, in order for a peer evaluation to succeed, the professional staff should be well-sensitized about the model, and they should also positively perceive it as effective in their practice. These scholars posit that the teacher is the greatest beneficiary of peer evaluation, since, in this model, they learn from one another as they evaluate each other. All teachers assume the role of evaluators and learners at the same time, serving as agents of change, as they assist each other on specific teaching deficiencies.

Teacher Effectiveness is a construct defined in various ways by different scholars. (Darling-Hammond, 2010) states that teacher effectiveness refers to several things: the ability of the teacher to promote student achievement, as measured by student gains on standardized achievement tests; as assessed by value-added or some other exam measures or their comments, teachers hold high expectations for student and assist them in learning; Consistent attendance, on-time advancement towards the next level, on-time graduation, self-efficacy, and team cohesion are all favorable academic, behavioral, and social results for kids who have excellent teachers. Effective teachers use a variety of tools to develop and structure interesting learning opportunities, formatively assess student progress, change instructions as needed, and evaluate learning using a range of sources of information; Effective teachers support the development of classrooms and schools which celebrate diversity as well as civic-mindedness; and effective teachers work collaboratively with other teachers, administrators, guardians, and education personnel, especially to ensure the success of students at high risk of failure and those with special needs.

Many studies have largely focused on pre-service teacher supervision and their experiences during the practicum or their views on teacher Education programs experiences (Alsaleh, Alabdulhadi, & Alrwaished, 2017; Canh, 2014; Kahyalar & Yazıcı, 2016; Ong'ondo & Jwan, 2009; Shah & Harthi, 2014; Strieker et al., 2016; Yunus, Hashim, Ishak, & Mahamod, 2010). However, field-based in-service teachers and what they do after completing teacher-education programs have received little focus. This is the same in Kenya where studies have focused predominantly on pre-service teacher supervision (the practicum), supervisory roles of head teachers, or teachers in general, but little is known about the in-service English language teacher supervision model in secondary schools in Kenya.

Furthermore, Kenyan schools do not have an official supervision model for English language teachers exclusively. Supervision of instruction is done through the Teacher Performance Appraisal and Development (TPAD) tool, carried out by institutional heads, most of whom, are not teachers of English, and cannot competently supervise the teaching of English language. Since the TPAD tool is a common supervision tool for all teachers in Kenyan schools regardless of the subjects they teach, it may not be effective in supervising the teachers who teach English. The effectiveness of TPAD has also been questioned not just in Kenya but in other countries, thus failing to win over the support of teachers on its usefulness for teacher performance evaluation (Philip, 2020). This implies that most English language teachers are likely not being supervised effectively which may have a negative impact on their curriculum delivery and consequently could negatively impact the learner achievement. There is therefore the need to explore an effective model for the supervision of teachers of English in Kenyan secondary schools.

There are several studies 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. This study attempts to fill this gap by exploring Collaborative Peer Supervision as a complimentary English Language Teaching (ELT) model for English language teacher supervision in secondary schools in Kenya to ensure quality and standards in the English language curriculum.

Teachers benefit from supervision and even appreciate it when it is done to help them grow professionally, rather than punish them. However, the greatest obstacle to effective instructional supervision  is "the sour taste left in teachers' mouths from having been observed by their principal or other administrators" (Paba, 2017). Formerly, supervision was referred to as inspection, which implies those who

inspected the schools have direct authority over teachers. But (Hoque et al. 2016) posit that school supervision which began as an inspection has been replaced by that of supervision. The term supervision has gradually taken over inspection, but both terms are sometimes used together.

Given the important role that supervising teachers plays in ascertaining good curriculum delivery, it is necessary to ascertain that teachers are effectively supervised so that they may be effective in their teaching work. Background information shows that studies have been conducted on effective supervision models in many locations around the globe, but none has been done in Kenya secondary schools, on how Collaborative Peer Supervision is effective in supervising teachers of English. This is a gap that the study set out to fill.

## 1.3 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. If they are not supervised well, they are likely not to effectively teach, and this has a high possibility of affecting the learner's 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.

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.

## 1.4 Purpose of the Study

The purpose of this study was to explore English Language teachers` views about Collaborative Peer Supervision model in enhancing Teacher Effectiveness in the teaching of English language in public secondary schools in Kakamega County, Kenya.

## 1.5 Objectives of the Study

The study was guided by the main objective and specific objectives

### 1.5.1 Main objective of the Study

The main objective of this study was to explore English Language teachers` views about Collaborative Peer Supervision model in enhancing Teacher Effectiveness in the teaching of English language in public secondary schools in Kakamega County, Kenya.

### 1.5.2 Specific Objectives of the Study

i. To assess the current supervisory role of Heads of the English and Library department in the supervision of English language teachers in public secondary schools in Kakamega County, Kenya.

ii. To determine English language teachers` level of awareness about the Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools in Kakamega County, Kenya.

iii. To establish the supervisory knowledge and skills that English language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising

the teaching of the English language in public secondary schools in Kakamega County, Kenya.

iv.  To investigate English language teachers` perceptions about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of the English language in public secondary schools in Kakamega County, Kenya.

### 1.6  Research questions

i.  What are the current roles of Heads of the English and Library Department in the supervision of teachers of English in public secondary schools in Kenya?

ii.  To what extent are teachers of the English language aware of Collaborative Peer Supervision as a supervision approach?

iii.  What supervisory knowledge and skills do teachers of the English language possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of the English language, in public secondary schools in Kakamega County, Kenya?

**iv.**  What are the perceptions of English teachers about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of the English language in public secondary schools in Kakamega County, Kenya?

### 1.7 Justification

Results and findings obtained on the effectiveness of Collaborative Peer Supervision will inform policy decisions on an effective instructional model of supervision for teachers of English, and will hopefully add to the literature in the Teaching of English as a Second Language (TESL) field on their views and how the teachers can be 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.

## 1.8 Assumptions

This study assumes that:

1. Teachers will be available and willing to collaborate with the researcher in the conduct of the study.
2. Collaborative Peer Supervision model is being practiced in public secondary schools.

## 1.9 Scope and limitations

The study was done in Kakamega County, Kenya, limiting the inclusion of other counties in the country. Both rural and urban public secondary schools were included, to the exclusion of private secondary schools. The quantitative phase of the study was cross-sectional, limiting claims of causality that can be drawn from the study. These limitations were addressed through generalization of results to schools across the country, and the use of regression analysis established associations between the variables of interest, and this addressed the issue of causality.

## 1.10 Theoretical framework

Theory use in MMRD is used to provide a theoretical lens or perspective in order to guide the study (Creswell, 2009). This study used the Social-cultural Development Theory, to help explain how teachers of English can benefit from using CPS as a supervision model since the model is collaborative, and enables teachers to learn from each other and improve their pedagogical skills. This theory was developed by Vygotsky in 1934 (hallmark citation), and it was used to study how human beings learn through culture, language, and social interactions, and also, how children acquire

language in language acquisition studies. Learning is considered as being integrated into social events and occurs as a child interacts with items, activities, and individuals in the social context in this perspective. (Shabani, 2016). Furthermore, growth ought not to be presented as a seamless, linear, or stage-specific process. It is instead "a far more flexible, socially mediated process" that occurs "as a direct outcome of involvement in social events which are organized and understand the rationale in culturally and historically placed ways."

The socio-cultural model has been adopted in teaching-learning studies in recent years. (Johnson, 2016). It is a theory of greater cognitive growth able to explain the teaching-learning process adequately. According to this theory, growth is influenced by interactions with each other and the surroundings. (Cross, 2011). The theory argues that learning takes place when learners interact with each other or have other social contacts. Learners negotiate meanings with people in the environment, and they achieve goals through interacting with the teacher, peers, materials, and atmosphere embedded in the context. In terms of teacher development, this means that the interactions which teachers have with the people, objects and events in their external environment will help to shape their thinking and behaviors.

As applied to this study, the theory holds that the collaborative peer supervision model for teachers of English language may influence teacher effectiveness, because, as teachers supervise their colleagues (peers), they learn from each other and ameliorate their practice, and not in isolation, where, the supervisor may not be a teacher of English. Therefore, CPS which advocates for teachers to learn cooperatively (by interacting with their peers), improves their practice, hence making them effective in their demeanor as teachers of English.

**1.11 Conceptual Framework**

This study is premised on evaluating the interactions and relationships between independent variables (CPS model of supervision), intervening variables, and dependent variables (Teacher effectiveness). As shown in figure 1.1, the main independent variable which is Collaborative Peer Supervision CPS), together with its other generated variables, can enhance teacher effectiveness, which is the dependent variable. The implication is thus, that the CPS model of supervision can enhance the teaching of English. This will be evidenced through the manifestation of all the other dependent variables listed under the main dependent variable (teacher effectiveness). The intervening variables can also lead to teacher effectiveness. To control for this, the researcher included them in the study variables. These interactions and relationships between variables are illustrated in figure 1.1 below.

| COLLABORATIVE PEER SUPERVISION | EFFECTIVENESS OF TEACHERS OF ENGLISH |
|---|---|
| 1. Teacher supervisory role<br>2. Teacher awareness about CPS<br>3. Teacher supervisory knowledge and skills<br>4. Teacher perception about the utilization of CPS. | 1. Planning skills for instruction<br>2. T/L strategies<br>3. Use of appropriate instructional resources<br>4. Learner motivation skills |

Independent variables

Dependent Variables

1. CPS use
2. Frequency of Supervisory and instructional resources

Intervening variables

**Figure 1.1: Conceptual framework showing   the relationship between collaborative Peer supervision and effectiveness of teachers of English language**

Source: Author, 2021

**1.12 Definition of Operational Terms**

**Supervision:** A support service that exists in educational institutions to help teachers do their job effectively, through regular monitoring.

**Instructional supervision:** A collaborative partnership in which the supervisor guides and aids the teachers in achieving the established goals.

**Collaborative peer supervision:** A developmental activity in which teachers teaching the same subject supervise each other and share teaching ideas through classroom observation

**Teacher effectiveness**: demonstration of teacher professionalism through possession of pedagogical skills, professional knowledge, and social skills.

**Attitude**: A way of feeling or acting towards someone, something, or a situation

**Perception**: How something is regarded, understood or interpreted

**Views:** Opinion

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1 Introduction

This chapter reviews pertinent literature to show what has been done on this subject and to identify the gaps that this study aimed to fill. The four study objectives—which are as follows—are used to organize the literature:

1. To assess the current supervisory role of Heads of English and Library Department in the supervision of English language teachers in public secondary schools in Kakamega County, Kenya.

2. To determine English Language teachers` level of awareness about Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools in Kakamega County, Kenya.

3. To establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize Collaborative Peer Supervision approach in supervising the teaching of English language in public secondary schools in Kakamega County, Kenya.

4. To investigate English Language teachers` perceptions about the utilization of Collaborative Peer Supervision approach in the supervision of the teaching of English language in public secondary schools in Kakamega County, Kenya.

However, the literature that is connected to the study issue but not specifically aligned with any study purpose is also reviewed.

## 2.2 Supervisory Roles of English Language Heads of Department

## 2.2.1 Understanding the Concept of Supervision

Various academics have characterized supervision in a variety of ways (Kayaoglu, 2012; Sullivan & Glanz, 2013). In addition, there are many ideas and meanings that are connected to supervision, such as "teacher evaluation and assessment" (Kayaoglu, 2012; Sullivan & Glanz, 2013), "collaborative process" (Steele, 2017), and "bureaucratic authority" (Barnawi, 2016), among others. According to Hişmanolu and Hişmanolu (2010), supervision is a technical process that attempts to enhance teaching and learning via the care and direction of ongoing development for everyone who has an influence on the educational environment, including teachers. Since instructors are the ones who will be most impacted by the job of monitoring, the process is one of consultation. It is a multi-stage interactive process that takes into account a variety of points of view and reflects the right dialogue between the instructor and the supervisor when addressing educational problems and coming up with workable solutions.

According to Marzano et al. (2011), supervision entails assisting, directing, motivating, and stimulating teachers to enhance their involvement in the teaching-learning process in a learning environment. However, according to Ogbo (2015), supervision is the teacher's greatest opportunity for professional development and the means by which they can become more effective and successful. According to this definition, a teacher is a person with potential who needs support, direction, and help; as a result, it is a service activity that exists to assist instructors in doing their duties successfully. The goal of supervision of instruction, according to Walker (2016) and Clark (2015), is to improve teaching and learning through ongoing oversight of the classroom and in-service training for teachers. Therefore, based on these concepts,

according to Eya and Chukwu (2012), supervision is all about fostering teacher growth and leadership in educational practices.

Another definition of school supervision is "a method where a supervisor observes a teacher's class for flaws to preserve the required norms of teaching while taking the supervisor's expertise into consideration." Given that teachers and supervisors have a functional relationship, supervision is a way of training and help for instructors who desire to better their teaching. In order to take corrective and improvement actions, supervision is also used to evaluate how well the institutions are performing in relation to the laws and other regulatory frameworks. Supervision includes managerial techniques, instruction, and education.

For the purposes of this study, however, supervision referred to a support service provided to English teachers with the goal of enhancing their service delivery.

## 2.2.2 Instructional Supervision in Schools

Two of the most efficient methods to promote teaching development and occupational development and growth of teachers are the employment of well-organized in-service programs and the use of modern visual aids that are likely to increase instructors' teaching skills. One such program is instructional supervision, which must be carried out by senior staff members who are experts in supervision rather than consultants who are cut off from the actual events taking place in the classroom (Moswela & Mphale, 2015). A way of teacher effectiveness identified by (Ogba & Igu, 2014) is supervision, which calls for the supervision of instructional practices in secondary schools.

According to Okobia (2015), instructional supervision is a cooperative partnership in which the supervisor helps the teachers accomplish the predetermined objectives.

According to this definition, instructional supervision starts when a relationship is built with school system administrators in order to achieve the predetermined goals. As a result of the shifting circumstances, instructional supervision becomes a challenging experience for both parties (Barnawi, 2016). The tactics that instructional supervisors use must assist teachers grow their abilities, as well as their inventiveness and willingness to take risks. By working together with teachers in this way, they move away from directive supervision, where teachers must wait for instructions from supervisors (Stark, McGhee, & Jimerson, 2017; Wanzare, 2012), while also improving their strengths and progress.

### 2.2.3 Roles of a Supervisor in the Context of a School

According to Essiam (2016), classroom supervisors play a variety of functions, including those of leadership, interpretation, cooperation, observation, counseling, analytical, evaluative, clinical, and humanistic. Additionally, supervisors are expected to take a proactive role in mediating disputes and resolving issues among teachers. He continues by saying that effective supervision necessitates the development of shared understanding among all parties involved in the educational system; as a result, it "cannot be a mechanistically repetitive and routine series of acts." (Essiam, 2016 p. 436) and as a result, it must be continuously moulded and reshaped by the participation of the participants.

Mecgley (2015) asserts that a supervisor's primary duty is to help subordinates carry out their given tasks effectively and efficiently. Ikegbusi, Eziamaka, and Nonye (2016), on the other hand, see the duties of school supervisors as including visiting classrooms, supervising department heads and teachers by reviewing their lesson plans, checking absenteeism, monitoring teachers' attendance in class, and rewarding

diligent teachers while punishing indolent ones by giving them administrative tasks to complete as a means of motivating them to do the right thing.

The supervisor's duties include advising and training the instructor, serving as a role model and evaluating the teacher's proficiency with particular behaviors. All teachers must acquire a set of specialized abilities with clearly defined criteria and competencies in order to succeed in their classrooms, according to supervisors who use a directed approach (Glickman et al., 2012). The supervisor's responsibilities under this strategy are to direct, model, and evaluate competencies. These researchers note that supervisors employ this strategy to communicate their ideas regarding the information to be gathered and how it will be gathered, instruct the instructor on the course of action to be taken, and exhibit the proper teaching techniques. Based on preliminary baseline data from classroom observations, the directed supervisor sets improvement standards, trains instructors, and chooses the best strategy for enhancing instruction.

This researcher shares Essiam's (2016) opinion that participatory supervision by a supervisor is effective since it incorporates the ideas of all the participants. This supports the idea that these participants can only be effective if they are teaching the same subject in a department, such as English teachers, and this is the question that this study seeks to answer. It's important to remember that a directive supervisor is perceived as judgmental, may not encourage engagement from supervisees, and is therefore more likely to undermine than to inspire teachers.

## 2.2.4 Functions of Supervision of Instruction

The significance of supervision of education has been noted for a number of reasons, according to Napwora et al. (2017). Individual teachers are raised to a minimum level

of effective teaching, assurance, and maintenance aspects of supervision; their competencies are improved; they collaborate with other instructors to enhance student learning; they work with teachers to adopt the local curriculum in accordance with state and national standards; and they work with teachers and administrators to adopt the local curriculum in accordance with state and national standards. With the help of monitoring, teachers can enhance the efficacy of their lessons, motivate their professional growth, and execute curricular improvement.

Mumo (2014) found that there is a strong correlation between instructional supervisor attributes and student academic performance in the KCSE-Machakos county in Kenya. She went on to say that classroom supervision and ongoing support for teachers are two of the best strategies for enhancing and ensuring the integrity of teaching in schools. Instructional monitoring significantly helps teachers ensure the quality of their work and provide services (Apolot et al., 2018; and Chepkuto et al., 2018). According to Kayaoglu (2012), instructional supervision implies that all teachers need ethical, practical, and pedagogical support. Additionally, all teachers must be able to identify issues that need immediate attention, and they must be observed and given feedback on their performance, flaws, and abilities in the classroom.

According to Alida et al. (2018), Irungu (2013), Ochieng' Ong'ondo & Borg (2011), instructional supervision in language instruction is a continuous activity in which a supervisor monitors the activities of the class where the teacher is teaching in an effort to optimize teaching. As a result, the supervisor is interested in involving teachers in instructional conversation to improve teaching and help students learn more. According to Moradi et al. (2014), supervision could end up acting as a support and training service for teachers through structured periods of making plans, observing,

and carefully evaluating effective instructional performances. This is because new teachers may not be aware of novel methods in teaching and learning.

According to Mumo (2014), instructional management in schools has an impact on students' academic performance. The school's classroom instruction is maintained and improved by instructional supervision. She goes on to say that effective supervision at all levels is a requirement for a well-planned educational program to be considered successful since without it, planning would be severely hampered. Therefore, instructional supervision is a fundamental part of administration that encourages teachers to be more effective and productive in terms of good performance. By ensuring that there is effective teaching and learning, this can be accomplished. With the right instruction supervision, educational aims and objectives can be more easily attained.

Today, school monitoring is viewed as the only means of enhancing instruction in Kenya. The sessional paper No. 1 of 2019 on Reforming Education and Training for Sustainable Development in Kenya highlights the significance of high-quality education and training programs to be competitive with the international standards to fulfill the demands of the 21st century (MOE, 2005). The goal of Education for All (EFA), which is to improve education, is consistent with reforming instructional supervision procedures. Effective learning outcomes are guaranteed by high quality education (UNESCO, 2013). According to Mumo (2014), the goals of researcher supervision can be categorized into the following themes: enhancing curriculum and staff development, developing human interactions and motivation, promoting action research, and fostering collaboration.

All efforts made by school administrators to lead teachers and other educational staff members in enhancing instruction are referred to as supervision, according to Hoque et

al. (2016). Supervision includes encouraging instructors to progress in their careers, selecting and revising learning objectives, instructional materials, and teaching strategies, as well as evaluating the effectiveness of the instruction. Furthermore, the importance of thorough planning and efficient oversight cannot be overstated in any business.

One of the main factors contributing to subpar academic performance may be ineffective instructional supervision. At all educational levels, but particularly in the secondary level, instructional monitoring is important for efficacy. This is due to the fact that career decisions are made at this level of school, therefore supervision should assist the professional development of every instructor. by offering in-service training, enhancing the standard of instruction by providing professional leadership to both head teachers and teachers, evaluating the work of educational institutions and making suggestions for improvement, and avoiding resource and energy misallocation (Mumo, 2014).

The use of instructional supervision is supported by enough evidence in the current literature, according to Kayaoglu (2012). Furthermore, he asserts that given that teachers and supervisors have a working connection, supervision is seen as a training approach and technical help for teachers looking to better their instruction. He also adds that supervision is used to evaluate institutions' compliance with regulatory plans and regulations, as well as to put corrective and improvement measures in place. However, supervision is solely concerned with teaching, training, and administrative operations. The primary viewpoint on supervision lays a strong emphasis on having instructional conversations with teachers to enhance their ability to teach (Kayaoglu, 2012). Effective supervision is thought to require professional discourse and participation in decisions regarding group instructional practices. Therefore,

supervision should improve the teacher's experience in the classroom while also enhancing the caliber of his instruction. This aids the students in bettering their conduct and attitudes toward their academic work, which improves performance.

According to this study, each of the aforementioned functions is very important and aims to enhance teachers' effectiveness in the teaching process and curriculum implementation. Given the importance of instructional supervision, the researcher is of the opinion that the model of supervision used should be efficient in achieving all of the aforementioned goals. According to this study, the best individual to do this is a fellow topic teacher because they have common interests that are specific to the field. One of the roles addressed is that supervision enables new teachers to be introduced into the profession. This study examines the impacts of the CPS model on the efficacy of English teachers in public secondary schools since there is a knowledge gap regarding an effective supervision approach for English instructors. Second, this study focused on the issue of the lack of an effective supervision model specifically for teachers of English, whereas Mumo, (2014) above, focused on a population of supervisors and performance across all subjects in Machakos county. As a result, there is a population gap that this study aims to close.

## 2.2.5 Supervisory Activities (components of supervision)

The following is a discussion of the various elements of instructional supervision.

## 2.2.5.1 Informal visits

According to some academics' theories, walkthrough supervisors (supervisors who frequently visit classrooms) have a lasting impression on the school (Range, Scherz, Holt, & Young, 2011). These visits are typically unplanned, but they serve to inform

teachers so they can make effective use of their instructional time and provide assistance to other teachers as needed. When supervision is intended to improve instructional practices, a lack of communication between teachers and instructional supervisors has a negative impact on those practices (Baffour-Awuah, 2011). According to empirical investigations, informal visits encouraged teachers to improve their educational methods (Baffour-Awuah, 2011). While some teachers feel that their supervisors should visit and call more frequently, others complain that their supervisors are not seen enough in the classrooms. The supervisors who "drop by" the classrooms and engage with the students provide the students a boost (Baffour-Awuah, 2011; Ing, 2010). This is viewed as evidence of the supervisors' concern for the program, teachers, and students. As a result, unscheduled class visits can improve teachers' efficacy. This researcher concurs with the claim that unannounced supervisory visits to classes improve teacher effectiveness because it encourages instructors to act professionally and, as a result, ensures that lessons are planned properly at all times.

### 2.2.5.2 Observing Lessons

Whether they are conducted as part of an inspection, peer observations, or routine monitoring by senior managers, classroom observations are a part of school life and continue throughout a teacher's career. As Moradi et al. (2014) argue, observations can offer a constructive critical framework for evaluating your practice, developing your skills, and identifying your strengths. At worst, they may increase tension and undermine teachers' self-assurance. Young teachers may not be familiar with new approaches and techniques in the unique characteristics of teaching and learning, so supervision could serve as a support and training service for teachers through

organized phases of making plans, observing, and intensively analyzing actual teaching performances (Moradi et al., 2014).

Supervisors can approach teacher observation in a variety of ways because it is such an important component of supervision. The practice of conducting teacher observations has many benefits. Through observation, administrators can gain knowledge about how teachers deliver instruction, how curriculum, resources, and special projects are used within and across levels, what challenges students might encounter, the advantages and disadvantages of using technology, and encouraging pedagogical approaches that can be shared with other teachers.

One key duty of supervisors is lesson observation. Lesson observation has been viewed as a key technique supervisors use to assess instructors' knowledge and proficiency in instructional strategies and practices and to offer the required support to improve instruction in nearly all of the models previously addressed. According to Canh (2014), Ochieng' Ong'ondo & Borg (2011), Shah & Harthi (2014), the supervisor during such visits must concentrate on the items that were decided upon to be observed during the pre-observation meeting.

This is meant to serve as a roadmap for managers so they may remain focused and impartial in their work. According to empirical research, some supervisors were able to watch lessons, but not all of them could (Hoque et al., 2016). According to several participants, their supervisors occasionally visited classrooms to monitor teaching but were unable to offer the teachers any kind of professional assistance (Kayaoglu, 2012; Ochieng' Ong'ondo & Borg, 2011). However, other participants asserted that their supervisor just took notes and observed classes based on what was happening in the room. Participants who received comments stated that their supervisors' classroom observation methods were motivating to them. Additionally, they stated that it was

discovered that supervisors did not have enough time to watch lectures (Kayaoglu, 2012). Regarding the worry that some supervisors won't be able to offer professional support to the supervisees, this researcher notes that this is true if the supervisor lacks expertise in the subject they are observing. They go on to make the case that only someone who is familiar with the subject's content, instructional strategies, and methodology can effectively observe a lesson in that subject. This study seeks to close this gap by examining how CPS, a subject-based supervision system, affects English teachers' performance.

Second, according to (Kayaoglu, 2012), some managers were unable to watch lessons due to a lack of time. This is true, particularly in cases when administrators are responsible for supervising teachers in all subject areas within a school. This is an issue with an administrative form of supervision since administrators sometimes feel overburdened and quit up. Some teachers may only receive one observation during the course of the term, which is insufficient, while other teachers may go the entire term without receiving any observations. This study's investigation of the CPS model, which involves peers supervising one another at the subject level, may provide a solution because it lessens the burden of supervision on a single person—in the Kenyan context, the principal, the HOD, or the Quality Assurance and Standards Officer (QASO).

### 2.2.5.3 Trust and Respect

According to researchers, instructors have faith and confidence in a qualified manager and an instructional specialist. In order to help and support teachers, supervisors are expected to be educated about both the subject matter and effective teaching methods. The supervisory process depends on teachers' confidence in the head teacher's abilities

to help and support them in their teaching practices (Canh, 2014; Shah & Harthi, 2014). They contend that for curriculum development, morale-boosting, and instructional support, teachers must be able to rely on their superiors. They advise supervisors to be open to debate and honest with their teachers. Finally, they suggest that supervisors should be "master teachers" who are proficient in both curriculum and pedagogy (Canh, 2014; Shah & Harthi, 2014).

Similar to this, educators (supervisors) must provide evidence that they possess the knowledge and abilities to make critical decisions about both what they do and how they do it (Farhat, 2016; Marzano et al., 2011). This is why departmental collaborative supervision is vital. Only when credentials are implemented in practice can they inspire trust. Teachers also have confidence in a supervisor they can talk to. Teachers won't trust a supervisor if they talk about their performance and instructional practices with others, whether out loud or covertly.

By continuing to participate in in-service training, a supervisor builds the trust of teachers by being able to offer practical assistance, counsel, and support to them. The main goal is to assist instructors advance professionally; knowledge alone is not important (Apolot et al., 2018; Chen & Cheng, 2013; Chepkuto et al., 2018).

The knowledge discussed above regarding a successful supervisor has multiple connections to this study. First, the arguments made by (Canh, 2014; Shah & Harthi, 2014) suggest a subject-based supervision model because only a subject instructor has a thorough understanding of the subject's pedagogy, instructional methods, and material. This is pertinent to the study since it seeks to determine how CPS, a method of subject-based supervision for English teachers, has improved the delivery of the language in Kenya. Second, as indicated in the tenets of CPS, colleagues in a department who observe one another's lessons can build one another's confidence and

trust and, as a result, open up freely about their instructional issues as opposed to colleagues in a senior/junior relationship, where there is a lack of trust. This gap will hopefully be filled by CPS, which is why the study is required.

### 2.2.5.4 Listening

The job of a supervisor includes attending to the needs of the teachers. (Barnawi, 2016; Ariffin, 2014). In a study by Barnawi (2016), teachers reported that their supervisors listened to their concerns and made an effort to help them in any way they could. Public elementary school teachers in Ghana who took part in a study by Baffour-Awuah (2011) said their managers were available and approachable, listened to their problems, and responded to them.

Based on the evidence available, it is clear that an effective supervisor must have the ability to listen.

### 2.2.5.5 Praise

According to research and empirical evidence, complimenting instructors has a substantial impact on their motivation, self-esteem, and effectiveness (Strieker et al., 2016). Additionally, they back up the notion that positive feedback encourages reflective behavior in instructors by rewarding risk-taking, innovation, and creativity. In a study conducted in Botswana, it was shown that complimenting teachers is an important part of instructional leadership and pedagogical leadership (Canh, 2014; Zepeda, 2016).

These findings are relevant to this study since the conceptual framework identifies motivation as one of the intervening variables that contributes to effective English teaching.

**2.2.5.6 Offering Suggestions**

Giving ideas to help with instruction is another supervisory technique that studies have found to be effective (Zepeda, 2016). The suggestions assist as a roadmap for teachers as they select alternate methodologies, instructional plans, and classroom management techniques. Supervisors offer advice in a way that broadens or strengthens teachers' perspectives and areas of strength while fostering innovation and creativity as well as a positive work environment (Marzano et al., 2011; Mecgley, 2015).

In the study by Irungu (2013), the teachers said that effective head teachers (supervisors) provided suggestions to enhance learning and teaching and varied their instructional approaches as they worked to resolve issues. The ideas made by the head teacher were well received by the participants and significantly improved contemplation and thoughtful instructional behavior.

According to this researcher's interpretation of Irungu (2013)'s findings, only those with a thorough understanding of the topic matter may make effective recommendations. Compared to a supervisor who is unfamiliar with the subject they are witnessing, teachers who teach the same subjects as their colleagues are more likely to offer constructive suggestions. This study on the CPS model for supervising ToE, whose key feature is that colleagues monitor each other for efficient classroom practice, was made necessary by the knowledge gap.

On the findings by Irungu (2013), this researcher`s take is that one can only give a useful suggestion from a subject knowledge viewpoint. Teachers who teach the same subjects as their colleagues are more likely to make helpful advice as compared to a supervisor who is unfamiliar with the subject they are observing. This knowledge gap

has necessitated this study on the CPS model for supervising ToE, whose core characteristic is that colleagues supervise each other for effective classroom practice. This researcher concurs with the conclusions of the study by (Horng, Klasik, & Loeb, 2010) that principals not only have limited time to monitor all teachers across topics, but the majority of them may also lack the necessary skills. By having topic teachers monitor one another, the CPS model, which is a subject-based supervision model, would fill this oversight and relieve the principals of some of their supervision-related duties. The second result is that teachers were unwilling to adapt even when principals made suggestions (Range, et al. 2011). According to this researcher, the principal may not have subject content, pedagogy, or teaching methodologies for teaching subjects other than what he or she teaches, so the teachers may not have found those suggestions helpful to their profession. By looking at the use of the CPS model, which enables teachers teaching the same topic to oversee and criticize one other in real time, this study hopes to close the gap left by supervisors who are unable to monitor teachers of subjects they do not teach.

### 2.2.5.7 Feedback

Supervisors have an important responsibility to observe courses and give teachers feedback. To reflect on what transpired throughout the teaching-learning process, teachers may use feedback. Feedback, in the opinion of Al-Wadi (2018) and Lochmiller (2016), should not be a formality but rather, when delivered sincerely, should act as a roadmap for instructional improvement. Similar to this, feedback—whether formal or informal, written or oral—should emphasize facts over views. According to Lochmiller's (2016) theory, teachers adopt new strategies, experiment with different teaching techniques, respond to student diversity, prepare more

carefully, and maintain better attention as a result of feedback that reflectively influences their conduct. According to the study by Von Bergen, Bressler, and Campbell (2014), instructors who had competent head teachers gave them favorable comments on the lessons they had witnessed. They said the criticism was specific, offered concern, attention, and support in a nonjudgmental manner, and prompted the recipients to reconsider their approach.

In contrast to the research mentioned above, which focus on principals' comments to teachers following supervision, this study will focus especially on the effects of the CPS model of supervision of ToE, in which ToE supervise each other and provide feedback to their peers rather than principals. The investigation will be conducted in Kenyan secondary schools.

### 2.2.5.8 Modelling Lessons

Lesson demonstration may enhance teachers' teaching methods, according to research (Marzano et al., 2011; Mecgley, 2015). Supervisors support teachers individually and in groups by using demonstration lessons. Both relatively novice teachers and seasoned teachers are guided by this strategy. During their observations in the classroom, supervisors may pick up teaching techniques from teachers. They then pass these teaching techniques on to other teachers so they can try them out in their classrooms. According to research, supervisors can assist teachers in developing their instructional methods by using lesson demos (Marzano et al., 2011).

The most efficient types of instructional supervision, according to study participants in Kenya's Kirinyaga County (Mwendia, 2018), were model teaching sessions and solutions that were specifically tailored to meet each teacher's needs. (Edo & David, 2019) discovered that both teachers and head teachers believed that demonstration as a

supervisory method had a significant impact on teachers' performance in senior schools in Rivers State, Nigeria. This was in line with research by Chidi and Victor (2017) who found that teachers' work performance in Ebonyi State, Nigeria, was significantly influenced by the administrators' demonstration techniques. On the other hand, Nigerian researchers (Sule, 2013) discovered that head teachers' supervision techniques had little bearing on instructors' performance, including student evaluation, classroom management, or instructional abilities.

In light of the aforementioned research findings, this researcher believes that a demonstration by supervisors can be made by teachers who teach the same subject because they have a common understanding of the subject matter, methodology, instructional strategies, and common difficulties in the classroom. The opposite findings of (Sule, 2013) above support this viewpoint. This study on the CPS paradigm, where colleagues in the English department collaborate to supervise and evaluate one another, will try to close this knowledge gap.

## 2.3 English Teachers` Awareness about Collaborative Peer Supervision

## 2.3.1 Models/ Types of Teacher Supervision

Since the middle of the 20th century, teacher supervision has undergone significant change, and supervisory conduct has also evolved, claims Kayaoglu (2012). When it started, the focus shifted from maintaining the current educational requirements to concentrating efforts on instructors' professional development, instructional growth, and development of instruction. The sheer number of supervision models and their development are evidence of the significance of teacher preparation (Barnawi, 2016; Kayaoglu, 2012). Since the focus of a supervisor's duties has shifted from being primarily judgemental and evaluative to one that is more developmental, models of

supervision seem to be closely related to supervisors' functions in professional contexts (Strieker et al., 2016). There have been numerous proposed models for supervision. Below is a discussion about them.

### 2.3.1.1 Collaborative Peer Supervision

According to Steele (2017), in collaborative supervision, the supervisor actively works with the teacher to establish a collaborative connection. Collaboration-based instructional support and supervision are the ones that are most likely to result in fruitful professional development. They see collaboration as implying collegiality, cooperation, teamwork, and networking, which refers to a process by which individuals with various areas of expertise (teachers, administrators, supervisors, and others) collaborate with one another with an equal status and a shared commitment to achieving educational goals that benefit both parties.

According to Steele (2017), the main characteristics of collaboration are respect for one another, tolerance, acceptance, commitment, courage, sharing of ideas and information, adherence to laws, regulations, and rules, a philosophy of shared decision-making, teaming as the primary mode of organization for action, and a 'we' paradigm as opposed to a 'I' or 'you' paradigm. In order to respect the sharing of understanding and complementing one another, collaborative supervision connects instructors who are based in schools and those who are based in universities together, which enhances student-teacher learning (Steele, 2017).

A growing body of literature that has emerged from research into practice has documented the importance of teachers' growth and development when they work together in communities, teaching each other, learning from each other, and educating their students. These authors argue that the idea of belonging to a community changes

the way we think about teacher learning and that its importance lies in the fact that it changes the relationship of teachers to their peers, breaking the isolation that most teachers experience. This is what this study aims to clarify by examining the applicability of CPS as a model for supervising English instructors in secondary schools in Kenya.

The communication strategies used by university supervisors of undergraduate student instructors in Cameroon were evaluated by Strieker et al. (2016). The results of the study support the idea that a collaborative and non-directive approach to clinical supervision may be an effective model of teacher supervision because the student teachers showed increased confidence and competence when their supervisors used these communication approaches. Individuals are encouraged to set their own personal career goals and monitor their progress towards those goals using cooperative and non-directive methods, according to Strieker et al. (2016).

Additionally, in supportive communities, teachers assist one another in an environment that promotes student observation, sharing of teaching techniques, trying out novel teaching strategies, receiving feedback, and revamping of curricula and instructional approaches (Bozak, 2018). For teachers' readings and assessments of students' learning, professional communities for teachers play a crucial mediating role. Teachers learn to share their accomplishments and failures in communities where reform, restructuring, and school transformation are the vision. In order to better fulfill the requirements of their pupils, teachers receive assistance, share knowledge with one another, and build confidence (Alsaleh et al., 2017; Amini & Gholami, 2018; Bozak, 2018; Todd, 2017).

Collaborative teacher development (CTD), according to (Benitt, 2014; Johnson and Golombek, 2011), is one of the objectives of collaborative supervision. It is defined as

any sustained and systematic investigation into teaching and learning in which the teacher cooperates willingly with those involved in the learning process, with the primary goal of professional growth. Although this description gives room for a wide range of possible CTD manifestations, two characteristics are essential: first, the involved teacher or teachers must have or share control over the process. In other words, one cannot "do" this to instructors.Second, although professional development (however the term is understood) can take place in conjunction with other procedures, such as curricular innovation or action research aimed, for example, at improving instructional practices, the objective of teacher professional development for its own sake must be explicitly stated and be a central element to such procedures for them to constitute CTD. In other words, professional development needs to be incorporated into other development processes as a core element rather than being considered as solely a by-product of them.

(Steele, 2017; Johnson & Golombek, 2011; Napwora et al., 2017; and Zeichner, 2010) present four main options for collaboration in educational settings: teachers collaborating with other Teachers of English Language (ToE), teachers and university-based researchers interacting, teachers collaborating with students, and ToE collaborating with others involved in teaching and learning. The collaboration between instructors and the teaching of English are the main topics of this study.

Effective Professional Development (EPD), according to (Darling-Hammond, Hyler, & Gardner, 2017), is systematic professional development that leads to modifications in teacher practices and enhancements in student learning outcomes. One of the objectives of collaborative supervision is effective professional development (EPD), which should include content learning, active learning, collaboration support, the use of models of effective practices, coaching and expert support, feedback and reflection,

and effective time for teachers to learn, practice, implement, and reflect on new strategies that help changes in their practice.

Coaching, peer observation, team teaching, departmental professional meetings, discussions/informal talks, cooperating to make schemes of work, cooperating to set and mark exams, seminars, workshops, conferences, action research, benchmarking, journal writing, and other forms of collaborative supervision were identified by Napwora et al. (2017) in their study of the factors that hinder collaborative departmental supervision in Kenyan schools. According to Napwora et al. (2017), managers that use this strategy believe that teaching is essentially a problem-solving process in which two or more individuals raise a problem, experiment, and use the teaching techniques that are deemed appropriate. In this method to supervision, the supervisor's duties include facilitating the problem-solving process, participating actively in interactions, and assisting in maintaining instructors' attention on their common issues. The leader and the teacher agree on procedures, protocols, and metrics for furthering instructional improvement.

He goes on to say that in collaborative supervision, the teacher and the supervisor negotiate the course of action together. In the most recent plan of action for instruction enhancement, views from both sides are taken into account. Until they reach an understanding, the supervisor and teacher review, modify, reject, suggest, and counterpropose. He asserts that rather than taking a rigid posture, each party should adjust to changes in viewpoint, and that the result of the collaboration is an agreement that both parties have agreed to and that is performed as a shared obligation in the following manner:

- Presenting: the leader confronts the teacher with his/her perceptions of the instructional area needing improvement;

- Clarifying: the leader asks for the teachers` perceptions of the instructional area in question;

- Listening: the supervisor listens to the teacher's perceptions;

- Problem-solving: The supervisor and the teacher mutually consider alternative effective measures (the supervisor doesn't enforce action plans upon that teacher);

- Negotiating: the supervisor and teacher discuss the options and alter proposed actions until a joint plan is agreed upon.

According to (Glickman et al., 2014), the premise of this method is that teachers and supervisors see each other as useful collaborators in the supervision process. As a result, all parties concerned in this situation have each other's confidence and respect. With this approach, the supervisee is less likely to feel threatened when engaging in teaching practices, and the observation processes are more likely to be appreciated. Participation is the foundation of collaborative supervision. This researcher suggests using this approach when the supervisor and teacher have a strong connection to the issue at hand and will actively participate in finding a solution. They also suggest using this approach when the supervisor and teacher have complementary skills when making a decision.

Instructors are more inclined to contribute and develop a plan that they were a part of when supervisors involve them in decisions that have an impact on their teaching methods. In their study, Pazey and Cole (2013) discovered that professional development for teachers was sustained and revisited over a very long period of time and that it offered opportunities for instructors to learn collectively rather than alone.

This is consistent with the study's findings because the collaborative supervision approach emphasizes participation, fosters a collegial connection between the supervisor and supervisee, and allows them to work together to find solutions to issues from a shared understanding. Instead of working alone, teachers can collaborate to learn from one another. Second, this researcher points out that while the study by Strieker et al. (2016) shows that the Collaborative approach increases student-teacher confidence and competence among other benefits, the study was carried out in Kenyan secondary schools and on English teachers, which is a contextual gap.

### 2.3.1.2 Internal and External Supervision

Internal and external monitoring were the two main categories of instructional supervision defined by Eya and Chukwu (2012). While government and delegated agencies handle external supervision, school administrators (such as the headmaster, assistant headmaster, or principal, vice principal) handle internal supervision. External supervision, according to Walker (2016), encourages more effective classroom instruction than internal supervision, while Eya & Chukwu (2012) argue that internal supervision is preferable because it fosters a sense of duty among the teachers and helps inexperienced and less effective teachers improve their instruction. This researcher highlighted that external supervision is employed by the Ministry of Education through its agents, such as the quality assurance and standards officers (QASOs), whereas internal monitoring is conducted in schools.

### 2.3.1.3 Humanistic Supervision

Humanistic supervision is characterized by the supervisor's consideration, respect, and interest in the teachers. The humanistic paradigm emphasizes teachers' confidence,

integrity, career goals, and personal independence while treating them as coworkers rather than clients. Regardless of the teachers' educational backgrounds, the supervisor is expected to behave primarily as a resource who engages in empathic communication and has a democratic mentality (Peters & Rivas, 2018).

The CPS Model, which the researcher aimed to study, is favored by the model's tenets. A collaborative approach to the supervision of English language teachers is necessary because, in the researcher's opinion, a humanistic supervisory strategy embraces a collegial (equal) relationship between supervisor and supervisee. Since both parties have a shared understanding of the subject, this researcher believes that this approach would be more effective from the perspective of peer supervision.

### 2.3.1.4 Correcting Model

The main objective of the Correcting Model of supervision of teaching is to maintain the status quo, and as Kayaoglu (2012) notes, this style of supervision is preferred when time is limited and the supervisor is attempting to adhere to fundamental legal criteria. The suggested model is focused on determining the issue and then resolving it. In order to maximize the advantages of expertise, the supervisor should possess greater diagnostic knowledge and skills than the teacher.

### 2.3.1.5 Reflective Supervision Model

Reflecting on their lessons is a habit for teachers who follow the reflective supervision model, just as they do when reviewing their actual classroom behavior. The reflective model is based on the knowledge that the teacher has acquired, applied, and developed to evaluate ideal teaching goals and strategies, and to adjust present performance accordingly.

The supervisor's job may also have an impact on the supervision model; for example, if the supervisor evaluates the teachers' performance in the classroom, the supervision model in use will turn into a critical one. Similar to this, the model is either responsive, nonjudgmental, collaborative, administrative, or clinical supervision depending on the supervisor's function and their supervisory responsibilities (Kayaoglu, 2012). (Kayaoglu, 2012; Moradi, Sepehrifar, & Khadiv, 2014) Other supervisory roles include supervisor as an authoritative figure, supervisor as a source of many viewpoints, and supervisor as a non-directing figure.

The most popular models of supervision are as follows: 1) Ingenious Model 2) Collaborative Model) Directive Model 4) A substitute model 5) Non-directive model, which is covered in more detail below:

### 2.3.1.6 Clinical Supervision Model

Clinical supervision is a term used to describe logical activity aimed at increasing a teacher's efficacy. Its main sources of information are direct observations of actual classroom teaching activities. Based on the analysis of these data and the interaction between the teacher and the supervisor, programs, processes, and techniques have been developed to enhance students' learning by improving teachers' instructional behavior as well as their attitudes and behavior toward schoolwork and personal development (Kayaoglu, 2012; Paba, 2017). The goal of clinical supervision is to help both in-service and pre-service teachers develop by (a) providing helpful feedback on the quality of instruction as it is currently being delivered, (b) identifying and resolving educational problems, and (c) helping the teacher develop positive attitudes toward professional development (Kayaoglu, 2012).

According to Chen and Cheng (2013), the clinical supervision process involves five distinct phases. The first one is the pre-observation conference, where the instructor displays their lesson plan to the supervisor and verbally explains what they aim to accomplish, how they mean to do it, and what the students should do and learn from the lesson. The supervisor will seek clarification wherever necessary and provide professional guidance on any changes that could enhance the delivery of the course. The second method is called classroom observation, and it entails the supervisor taking notes about events that pertain to the lesson while it is being taught, with a focus on the instructor and students' behavior that is prompted by the lesson. These notes are then analyzed after the lesson is finished.

Analysis and interpretation, the third step, aims to make sense of the records gathered during the observation phase. Data may have revealed the teacher's areas of strength and/or weakness. This is followed by a map showing how the conference will start and end. The fourth one, called a conference session, tries to improve the teacher's performance in the classroom. It entails giving each of the two critical friends the opportunity to offer ideas regarding how they perceived the instruction. As much as possible, the supervisor should foster a climate of cooperation and abstain from actions that can make the instructor uncomfortable, such as criticizing them or passing judgment on their opinions.

The supervisor provides the instructor with lesson observation input during the post-Conference phase, which is the final stage. The teacher should implement the suggestions made at the conference session for improvement by getting the feedback directly from the discussion of the recorded data. If clinical supervision leadership is carried out in a conversational manner between the supervisor and the teacher, it only becomes significant and valuable.

This model's development is attributable to "a willingness to leave previous notions of the supervisor as an assessor, whose role it was to maintain complete authority over the transmission of a specific socio-political belief system." (Moswela & Mphale, 2015; Kayaoglu, 2012). Instead of gathering information to maintain a basic process of reward-punishment, as is typical in regular supervision processes, the goal of clinical supervision is to provide teachers with a consistent, specific, and applicable technique as a foundation for decision-making and effectiveness in teaching practice (Kayaoglu, 2012). This is due to the fact that employees often react better under a supervisor who is upbeat, fair, and democratic than they do under an impossible, dictatorial boss. However, clinical supervision enables people who are being watched to reflect on their teaching strategies, acknowledge their flaws, and improvise creative solutions to turn deficiencies into strengths.

When a supervisor is present, objective feedback is offered, is delivered quickly, and results increase (Farhat, 2016; Paba, 2017). Educational problems are frequently identified through clinical supervision, which also offers helpful information for correcting them. The quality of education also rises when teachers acquire new abilities and strategies (Moswela & Mphale, 2015; Ogbo, 2015). Exam results and comments from classwork are two examples of student data that could be used to enhance instruction. This model uses a variety of data collection tools to help supervisors better understand the unique issues that each teacher may be experiencing than the "scientific supervision"'s inherent predetermined rating scales and evaluation processes.

According to proponents of clinical supervision, supervisors should plan lesson observation alongside teachers rather of showing up to class unexpectedly and with pre-determined evaluation items. Instead of seeing the supervisors' visits as an

invasion of their personal instructional practices, the teachers accept the supervisors as collaborators in instructional progress (Moswela & Mphale, 2015).

Clinical supervision activities are typically overseen by department heads and other teachers in leadership positions in educational institutions. Clinical supervision must be guided by goals that the supervisor and his or her protégé agree upon, not out of necessity for organizational reasons but rather as a form of teacher responsibility and development. Therefore, the teacher needs to be aware that the goal of clinical supervision is to support formative growth rather than to provide grades for performance (Zepeda, 2014). When instructors are engaged in their own "thing," they feel more empowered and their commitment and morale increase. (Moswela & Mphale, 2015; Zepeda, 2014) Participatory teaching and administration of teaching and learning activities empower instructors and improve their morale and dedication.

The researcher notes that the CPS model, which this study aims to evaluate, shares many goals with clinical supervision, therefore these goals are firstly in line with the study's own objectives. As a result of being able to comprehend the lesson plan during the pre-Observation meeting, the clinical procedure requires a supervisor who teaches the same subject as the supervisee to provide professional advice. A fellow educator who is familiar with the dynamics of an English language lesson is also necessary for classroom observation in order to spot instances where a teacher deviates from the lesson plan. Since clinical supervision is diagnostic, a colleague who teaches the same subject is more equipped to identify a teacher's inadequacies in the classroom. The proposed study aims to fill a gap in the literature by examining the usefulness of CPS for supervising English teachers, despite the fact that clinical supervision and CPS share many similarities and this study aims to investigate these similarities.

In order to foster confidence and trust between supervisor and teacher, this researcher totally concurs with the viewpoint that teachers must be active in their supervising process constructively. However, unlike collaborative peer supervision, in which teachers in the same department positively observe and critique each other's teaching, in the clinical model, the supervisor and the teacher are not collegial (equals, colleagues), and the supervisor may not necessarily be a teacher of English to competently advise the teacher. This study seeks to close this gap by evaluating the impact of collaborative peer sup.

## 2.3.1.7 The Directive Supervision Model

According to this model, the supervisor's duties include educating and instructing the teacher, demonstrating effective teaching techniques, and evaluating the teacher's comprehension of the required behaviors (C. Glickman, Gordon, & Ross-Gordon, 2014). In order for teachers to succeed in their classrooms, directing-style supervisors believe that teaching is a combination of several skills with clearly defined criteria and competencies (Glickman et al., 2014). This method states that the supervisor's duties are to direct, exhibit, or assess competence. These researchers note that supervisors employ this strategy to communicate their ideas regarding the information to be gathered and how it will be gathered, instruct the instructor on the course of action to be taken, and exhibit the proper teaching techniques. The directing supervisor trains teachers and chooses the most effective strategy for enhancing instruction. Improvement standards are set based on initial baseline data from classroom observations.

Both directional control and directive informational approaches fall under the category of supervision. In both situations, the clinical supervisor and teacher complete all phases of clinical supervision before moving on to the post-conference phase, where corrective action is taken. In directive control, the supervisor specifies what the teacher is to perform and the criteria for improvement, as Glickman et al. (2014) point out. In the directive informational technique, the supervisor presents options from which the teacher may choose rather than directing them what to do. The actions a teacher should take are not determined by the supervisor. The ideas, however, come from the supervisor.

The directed style of clinical supervision is comparable to that of traditional supervision. Since it is considered that the supervisor is better familiar with teaching strategies than the instructor, his or her decisions regarding instructional improvement appear to be more effective than those of the teachers. But in the directed approach to supervision, the supervisor makes use of the clinical practices described above, particularly a variety of data gathering tools. According to the conventional supervisory paradigm, all teachers are intended to be simultaneously at the same level and to teach related subjects using related pedagogies. The directive approach to clinical supervision does not place the same emphasis on fault-finding as inspectors do in traditional supervision.

Studies recommend employing a directive approach to instructional supervision when dealing with teachers who have recently entered the teaching profession (Glickman et al., 2014). They believe that the Directive model of supervision should be used when a teacher is inexperienced or unsuited for the current classroom situation. The Directive model of instructional supervision, according to Glickman et al. (2014), is beneficial when a teacher lacks the awareness, expertise, or motivation to take action on matters

that the supervisor believes are of utmost concern to the pupils. This approach is used, in accordance with C. Glickman et al. (2014), "to save the students by keeping the teacher from drowning in the sea of ineffective practice".Izadinia (2015) adds that new teachers should be encouraged to use the directive model. He contends that a novice teacher can find it challenging to understand a straightforwardly presented subject. However, he cautions that being overly dictatorial could easily encourage a new teacher to depend on the mentor.

I think the supervisor should make every effort to avoid using the directive control technique, especially if the teacher has limited understanding or experience about the subject. When their opinions are sought on matters that matter to them, teachers will feel more safe and appreciated. This relates to the current study in that the collaborative peer supervision model it proposes takes a collaborative approach in which coworkers in a department supervise one another by exchanging experiences on their shared instructional challenges and coming to an agreement on how to solve them jointly. Since it enables them to approach their instructional issues from a shared perspective, it is thought that this method of supervising English teachers may be more effective.

The researcher observes that the CPS model, which is the subject of this study, embraces the aspect of partnership and collaboration among colleagues in one department, in contrast to the directive model, which assumes that the supervisor is the expert and should direct the teacher on everything. By examining the use of the CPS model for supervising English instructors in Kenyan public schools, this study seeks to close this gap.

## 2.3.1.8 The Non-Directive Supervision Model

The supervisor pays close attention to detail while remaining impartial while the teachers discuss their assignments and think about their instruction. This approach is predicated on the notion that educators can assess and address their problems. According to (Glickman, Gordon, & Ross-Gordon, 2012), monitoring would be successful if a single teacher acknowledged the need for modifications and took ownership of them. This method uses the behaviors of listening, explaining, inspiring, and delivering to encourage the teacher toward self-recovery. The leader is only a facilitator who gives the plan direction or a few formal frameworks.

The five steps of the typical clinical supervision framework are not followed by the supervisor who employs a non-directive supervision style. According to Glickman et al. (2014), the supervisor may simply watch the instructor in action without further analysis or interpretation, pay attention without offering advice, or offer requested tools and resources in lieu of setting up in-service training. When working with seasoned teachers, a non-directive monitoring method is frequently used (Glickman et al., 2014). They advise using a non-directive supervision technique when a teacher or group of teachers have the majority of the subject-matter knowledge and expertise and the supervisor has only a little amount of such knowledge and skills.

Furthermore, it is advised to use a non-directive strategy when a teacher or group of instructors are fully responsible for carrying out a decision or are concerned about finding a solution to a problem, and the supervisor is not actively involved. The collaborative technique can be used by a supervisor even if they are unfamiliar with the topic and lack relevant knowledge. Instead of starting a dispute in this kind of

circumstance, the manager should solicit feedback, ask for clarification, reflect on the subjects brought up, and communicate his or her own thoughts and opinions.

This researcher disputes the idea that a supervisor with limited subject knowledge and expertise can successfully use a collaborative approach because the supervisor's capacity will be constrained by their lack of familiarity with the subject's curriculum, methodology, and content. This makes the study on collaborative peer supervision timely since it allows coworkers who teach the same subject in the same department to effectively review one another's instruction, enhancing student learning.

**2.3.1.9 Creative Supervision Model**

It enables a combination of several models because supervisors feel the need to switch duties while supervising (Schuck, 2011). The two main categories of models are prescriptive and collaborative methods. In the first method, the supervisor is seen as a qualified individual who evaluates the supervisee's teaching abilities. But under the collaborative model, the supervisor is seen as a teacher's colleague who pays close attention and works to help the teacher gain autonomy. 2011 (Schuck). The collaborative approach should be the goal of supervision for both long-term and emotional teacher professional growth. According to the researcher, the collaborative method is superior to the prescriptive method since coworkers can observe one another without the supervisor passing judgment.

**2.4 Supervisory Knowledge and Skills of Teachers of English**

The following part reviewed the literature on teachers' supervisory knowledge and abilities related to CPS.

## 2.4.1 Effective Teacher Supervision

Zepeda (2012) found that there are three main ideas that emerge when defining supervision: supervision is a frequent process that results in timely feedback and differentiation among teachers; supervision should be focused on growth and improvement; and supervision is dependent upon developing trustworthy relationships. They contend that good supervision is an ongoing effort. Supervision needs to take into account the stage of a teacher's career as well as the fact that every teacher has a particular set of demands; as a result, supervision should be ongoing and personalized.

Another concern raised by the study is the need for early monitoring that takes into account both strengths and weaknesses in order to promote learning. According to the study, there is no one-size-fits-all approach to effective supervision (Zepeda, 2012). This is relevant to this study because it suggests peer supervision, which is collaborative in character and carried out by English instructors themselves without using the common supervision instrument (TPAD), which is ineffective since one size does not fit all, for all teachers in the nation.

Teachers also need regular feedback on their work because it aids in their achievement of both personal and organizational objectives. Since effective supervision should support teachers' professional development and this starts with educational leaders who demand growth and improvement, effective supervision should center on development and growth. This enables educators to pinpoint their areas for development. With good teachers who are aware of their areas for improvement, feedback can be given to help teachers understand what their supervisors are looking for so they can offer methods to improve. Supervisors should offer professional

development for teachers in need of work after giving them feedback on their performance.

Effective supervision also contributes to the development of relationships based on trust, which is another important concept. A trustworthy relationship should be the foundation of supervision, which may be achieved by creating a method that is non-threatening, authentic, and safe. This will also value the relationship between the supervisor and supervisee, allowing teachers to feel involved and consider how they might improve.

In order for teachers to feel comfortable raising issues with their instruction and value working closely with supervisors to enhance their practice, the supervision process should also be a collaborative effort between supervisors and teachers. They contend that because they are also people, teachers need to be valued and respected for the crucial work they undertake (Zepeda, 2012). To earn the respect of teachers, supervisors must be knowledgeable about the curriculum. By doing so, they can determine if a teacher is on the correct track or not and successfully manage their behavior. Since both the supervisor and the supervisee are English instructors and are familiar with the English curriculum, they relate well to this study on peer supervision. This contrasts with a supervisor from another department. According to Sullivan and Glanz (2013), supervision is seen as a collaborative effort in which teachers and supervisors collaborate to improve instruction, which logically should lead to improved learning and success for students.

In addition, this researcher believes that if colleagues supervise one another, as in a CPS model, as opposed to a model where we have senior/junior or more knowledgeable other relationships, it is much easier to establish a trusting relationship between supervisor and supervisee. There is a gap because this is not the case in the

Kenyan setting. Last but not least, this study specifically sought the opinions of English teachers on the CPS model of supervision in secondary schools in Kenya, whereas the study by (Zepeda, 2012) sought the opinions of aspiring principals in a teachers' college in Turkey, which is both contextual and knowledge gaps.

## 2.4.2 English Language Teacher Supervision

Language teacher supervision is a fundamental part of language teachers' professional experiences and a key element of teachers' careers, according to Ochieng' Ong'ondo and Borg (2011) and Chen and Cheng (2013). It is a systematic approach to teacher education in which the supervisor observes events in the classroom where the teacher is teaching with the goal of improving instruction. According to them, supervision is largely predicated on the idea that almost all teachers need ethical, specialized, and educational support. Teachers are expected to be able to identify problems that need immediate attention, so these must be noted and made known while taking their effectiveness, weaknesses, and strengths into account in the classroom. According to Chen and Cheng (2013), supervision could possibly act as a system of guidance and support for teachers as they go through the structured phases of making plans, interpreting them, and rigorously evaluating their overall classroom practices. This is because novel methods and technologies in the special capabilities of teaching and learning may be unfamiliar to new teachers. To enhance instruction and aid in student learning, supervision should involve teachers in instructional dialogue (Sullivan & Glanz, 2013).

The importance of supervision for language instructors' professional development has been highlighted in a number of studies (Al-Wadi, 2018; Hişmanolu & Hişmanolu, 2010; Kahyalar & Yazc, 2016; Kayaoglu, 2012). The strategy of working with

instructors to improve teaching abilities through instructional discussion is heavily emphasized in supervision. It is believed that participation in decisions about group instructional procedures and professional discourse are necessary for effective supervision.

Successful and cooperative language teacher supervision includes a number of key components, including understanding teacher and student traits and expectations, performing supervision from a development rather than an assessment standpoint, and engaging in reflective discussion (Hişmanolu & Hişmanolu, 2010). The critical component of supervision that involves teacher observation can be approached in various ways by teacher supervisors. Collaboration when doing teacher observation has several benefits. Administrators can learn from observations about how teachers give instructions, how the curriculum, resources, and special projects are used within and across levels, student difficulties, the advantages and disadvantages of using technology, and effective teaching strategies that need to be shared with other teachers. The three types of observations are formal, walk-through, and alternative. As part of a cooperative ESL teacher monitoring strategy, each category is supplied with examples for use.

This study, which seeks to evaluate the effectiveness of peer supervision as an additional model for English teachers in which teachers cooperatively supervise one another, is remarkably similar to earlier study reports. This is significant because they both teach the same subject and can learn from one another's teaching strategies. with the ultimate objective of learning, and constructively correct one another from a subject knowledge base. All those investigations, however, were carried out outside of Kenya, leaving a contextual hole that this study will fill.

The many kinds of observations are then discussed.

**2.4.2.1 Formal Observations**

The most common justification for classroom observations is the yearly evaluation of teacher performance. Supervisors frequently use a standard checklist or observation form, which they complete while observing the course. After the class observation, the supervisor and the instructor meet for a post-observation session to discuss the teacher's practice's positives, negatives, and areas for improvement. Among the elements that a supervisor may well emphasize in an ESL language lesson are instructional supervision and organization, classroom relations and student engagement, student-mentalities, use of materials and resources, language instruction methodologies, and proof of language learning and teaching (Shah & Harthi, 2014; Strieker et al., 2016). A variety of techniques are available for developing or using an observation form to continuously collect data about the lesson observed, including lesson observation responsibilities and data capture templates. In addition, an example of a classroom survey form that mimics the steps of a language learning lesson plan is given (Strieker et al., 2016).

According to Strieker et al. (2016), a collaborative supervision technique that prioritizes teacher reflection involves the supervisor meeting with the teacher in advance to discuss the areas on which the instructor would like feedback. For instance, the teacher might ask that the supervisor pay attention to any of the following inquiries: How precise are my directions? What types of inquiries do I frequently ask my students? Do I give each of my students the same amount of attention? How is the ratio of student to instructor speaking in the classroom? How can I provide my pupils vocal and nonverbal feedback? How often do students make comments about their peers? How often do they send me those? How well am I at answering queries from students? Do my explanations go beyond the scope of the inquiry? How effectively am

I applying the course material? How well am I able to handle unanticipated classroom events?

By posing questions to them during a combined post-observation conference, you may help teachers reflect, think critically, and see teaching as a process that leads to decision-making. Here are a few illustrations of contemplative questions: Based on what you observed, what do you think the class's advantages and disadvantages are? What, in your opinion, went particularly well? If you had the chance, what would you change or even do differently? What do you think about the quality of the activities, their variety, your pace, the accuracy of your instructions, and the level of student involvement? The aforementioned data is relevant to this study's aim of evaluating the effectiveness of the CPS model for managing English instructors in secondary schools in Kenya. However, the methodology is useful for English language teachers in other settings, but it hasn't been tested in Kenya, which is the hole that this study attempts to fill.

### 2.4.2.2 Walk-through Observations

In the end, administrators are worried about using methods that support teachers and educational procedures and are most likely to enhance student results. Based on the idea that an administrator's calm, constant, and supportive presence is essential for good program management (Marzano et al., 2011; Mecgley, 2015), frequent classroom walk-throughs allow administrators to be present in courses on a regular basis. A walk-through observation has been described as a brief, precise, yet casual inspection. It is not the appropriate time to evaluate the teacher; rather, data on curricular and instructional practices, as well as instructor decisions, should be gathered (Garza, Ovando, & O'Doherty, 2016).

Once their objective and regularity are established jointly by the teacher and administrator, an environment of inclusivity, openness, and cohesion is established, and teachers experience walkthroughs as supportive cooperative efforts from administrators instead of as assessments of their performance, (Garza et al., 2016), walkthroughs are perceived by teachers as supportive commitment and cooperation from administrators rather than as assessments of their achievement.

For instance, a curriculum may decide to include technology as a method of adapting to various learning preferences and raising student understanding of the use of technology as a tool for data processing. Because they were involved in the decision to seek this focus, teachers are aware that administrators will look for examples of incorporating technology when walkthroughs are prepared as part of the program's operational culture. Administrators that establish an emphasis or program direction at random and then conduct walkthroughs to ensure that their directive is carried out turn the walkthroughs into evaluations.

When carried out in the context of jointly set performance targets, walk-throughs can help to create a collaborative group between administrators and objectives (Sullivan & Glanz, 2013). Administrators can see how much teaching time is lost when computers malfunction or how much better it could have been if pupils had access to more computers. They might also point out a technique or approach that worked well in one class and that another instructor could use. Administrators have had the chance to identify promising techniques and support instructors who need it.

Through walk-throughs, teachers benefit from regular administration involvement in their classes in a variety of ways (Sullivan & Glanz, 2013). Discussions of the administrator's classroom instruction can move more quickly because of their own expertise. The supervisor's brief but frequent observations in the classroom shape

requests for help, counseling, and assistance. Administrators should emphasize that the goal of walk-throughs is to ensure that staff members are knowledgeable and aware of all the intricacies of the programs they are responsible for.

Administrators can make it clear that they will participate in lessons, support teachers in any way they can, and get to know the classroom environment through walkthroughs as they collaborate with teachers to determine the project's goals, top priorities, and preferred teaching methods. Teachers should be confident that walkthroughs just include checking in and not following up (Garza et al., 2016). To do walkthroughs, administrators employ a range of tools, such as comments, monitoring logs, and checklists. A number of administrators try to leave a brief note for each teacher that enters their classroom. It is more than just a thank you note because it conveys gratitude once more for the visit before adding a good observation. It also enables management to more casually remind teachers of their teaching abilities and the regularity of such visits. Additionally, it encourages the notion that program operations include expected and natural elements such as school walkthroughs.

Maintaining a tracking record can also help the administrator identify areas that need interventions or support and determine whether a certain educational strategy is being emphasized as agreed upon throughout a program or institution. For instance, program personnel might have believed that using Total Physical Response TPR more frequently would be advantageous; Baiza, (2020) will support the learning of novices who are studying English as a second language.

An administrator can create a surveillance log to keep track of the number of TPR incidents observed during walk-through classroom inspections over the course of four weeks. Then, using this information, teachers can get feedback and initiate discussions. The administration might share their observations with the teachers after

four weeks. Teachers can ask for help because the feedback is supportive rather than critical. The teacher was always seated behind the desk, and the students were quietly working through a workbook, an administrator may see when looking over the tracking record. This was true even though they had visited a particular classroom at different points during the session. If the Administrator notices this once, no conclusion can be drawn. This behavior doesn't indicate anything to be worried about, but it does happen frequently and at different times, suggesting that the teacher may not be engaging the class in a variety of learning activities. The administrator may give guidance. Checklists can be used by administrators to improve their walk-through procedures and as a tool for needs analysis. Administrators, for instance, can perform many walkthroughs while using a checklist to examine a perspective before discussing it at a potential professional development event. A checklist can be short and straightforward, with just a few items that the supervisor wants to see almost always, or it can be long and comprehensive, with a detailed list of elements, processes, or techniques that should be demonstrated throughout the entire session, though only a small portion of those may well be demonstrated during one brief walk-through. While keeping track of the dates and times of each visit where the observation was made, an administrator may be able to cross off the majority of the items on the checklist over time. This gives an administrator a comprehensive understanding of a teacher's practice without forcing them to spend the entire session in the classroom. Additionally, it reduces the chance of a "show" session, in which instructors put on a performance in preparation for an exam.  Walkthroughs are not the same as a formal teacher evaluation process, even if they offer useful information about teachers' performance.

Although walk-throughs are effective supervision techniques, this researcher notes that teachers may perceive them to imply which hand, which might have a washback effect on teachers' performance in the classroom as the relationship of trust between teacher and supervisor would deteriorate.

### 2.4.2.3 Alternative Forms of Observation

Additional methods for learning about instructors' instructional tactics, competencies, and requirements for professional development include instructional portfolios, covert observation, peer assessment, and student work and feedback (Al-Wadi, 2018). Instructional portfolios are used in teacher education programs to evaluate preservice teachers' teaching skills, preparation, and knowledge. In-service instructors might utilize them to monitor and support each other.

The traditional "snapshot" observation technique, in which a teacher's evaluation is focused on a specific classroom evaluation session, is not preferred by teachers or administrators in favor of the usage of instructional portfolios (Khan & Begum, 2012). By pushing them to create or add to these portfolios, administrators can compel teachers to include samples of lesson plans, evaluations, diary entries, curriculum, instructional materials, and student work.

An alternative way of working with instructors is called "unseen observation" and it involves guiding them both during a critical reflection and then while they lead a lesson. The teacher's self-reflection on his or her classroom tactics is addressed and shared with the supervisor later in a non-evaluative way, even when the supervisor doesn't observe the session (Benitt, 2014).

A less structured method of encouraging teachers to reflect on their practice is through teacher journals and self-evaluations (Clark, 2015). In programs with even more than

one English language teacher, peer observation can be a helpful substitute. The supervisor may conduct a post-observation group discussion for teachers to share their observations of colleagues' courses rather than separate post-observation meetings between the supervisor and the instructor (Von Bergen et al., 2014). Supervisors can also review student work samples, participate in break conversations, and give students surveys about their educational experiences and academic goals attained. Administrators must interact with students and solicit their opinions, but they shouldn't do so without the instructors' consent. Teachers and administrators should come to an agreement on how and when to collect and evaluate student opinions. The recommendation made by (Von Bergen et al., 2014), according to this researcher, is in line with this study and validates the value of peer observation, a CPS model component. However, the research was conducted in Kenya, and this study aims to fill the gap by investigating the CPS model's efficacy for precisely supervising English instructors in Kenyan secondary schools.

### 2.4.3 Supervisory Models of Teachers of English

The majority of supervisory models, such as formal observations, walkthrough observations, modeling lessons, etc., are comparable to the teacher supervision models discussed above. The supervisory models not covered before are supplemented in this section.

### 2.4.3.1 Clinical Supervision

For the purpose of enhancing teaching abilities, clinical supervision is a formative evaluation process that entails a cycle of planning sessions, classroom observations, and feedback conferences (Paba, 2017). The characteristics of clinical supervision are

as follows: Within the paradigm, both the supervisor and supervisee can be dedicated to achieving a shared goal and cooperating as a team. The monitored teacher is always viewed as an expert who is actively pursuing new knowledge and focusing on strengths and needs. To improve the supervisee's teaching methods, a process of reflection based on observable data from classroom observation as well as the supervisee's concerns and aspirations will be used.

As is the case with regular supervision, clinical supervision should never learn about the level of performance or remain in a simple stage of rewards/punishments. Clinical supervision's primary objective is to give teachers the conformity, overt, and pertinent techniques that serve as a foundation for judgment and effectiveness in teaching practice. It gives supervisees a significant role in the supervision process; supervisors do not point out poor judgment or set benchmarks instead they begin encouraging supervisees to examine their teaching methods, recognize flaws, and come up with innovative solutions to successfully rectify them.

By observing and evaluating a teacher's competence in the classroom, a supervisor can directly assist in boosting student success and altering students' attitudes about learning and their personal lives (Paba, 2017). Paba (2017) examined the strategies used by English department directors to enhance teaching and learning in his study on the effectiveness of English language teacher supervision in Colombian state universities. He then offers an updated version of a clinical supervision model that he believes can help English Language Teaching accomplish its goals.

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The University of California's (UCLA, 2015) teachers' manual states that curriculum development, course design, student performance evaluation, etc. are all factors in determining how effective a teacher is. A single tool is therefore inadequate for assessing the effectiveness of instructors. UCLA (2015) advised giving teachers the responsibility of actively taking part in the assessment process, but in my opinion, this can only be done if the supervisor is a teacher of English (ToE), as the interaction will be informed by subject peers/colleagues rather than if the supervisor were of a different subject.

Paba (2017) recommends a modified clinical supervision approach that, in his opinion, can achieve the objectives of ELT for the following reasons: clinical supervision is compassionate, free from the dogma of authoritarianism and vested interests of the administration, and supervision based on teachers' growth instead of teachers' punishment can be effective; clinical supervision has the potential to improve classroom performances since it promotes teachers' professional growth; and clinical supervision has been shown to be effective in improving student achievement.

The study by (Paba, 2017) examined the effectiveness of clinical supervision in the instruction of English at universities in Colombia, as noted by the researcher. The purpose of this study is to close a population and contextual gap. The study's conclusions (Paba, 2017) support the subject-based supervision model's positive effects on English instructors in Kenya, which this study set out to investigate. This study aims to determine the efficacy of the Clinical Supervision model in supervising

English teachers in Kenyan secondary schools, whereas the study suggests an altered version of the CPS model for Colombian university students taking English.

Second, to implement the recommendations of (UCLA, 2015), above, a supervision model that values teachers participating actively in the supervision process is required. This researcher believes that this is only possible for teachers who teach the same subject, which made it necessary to conduct this study on the efficiency of the CPS model of supervising English teachers in secondary schools in Kenya.

### 2.4.3.2 Rotatory Peer Supervision

In the style of supervision known as "rotatory peer supervision," professors watch each other's classes. Amini and Gholami (2018) conducted a qualitative case study in Iran on the topic of "professional development of English as a Foreign Language (EFL) Teachers, through Rotatory Peer Supervision." The goal was to examine the viability of using teachers as supervisors. To that end, it was examined what the instructors concentrated on and what kind of supervision input they offered. After taking a course on giving constructive criticism, the teachers assessed the teaching abilities of their colleagues using a researcher-made observation checklist. According to the study, teacher-supervisors complimented students much more often than they offered criticism or suggestions, and when they did, they did so in a way that was face-saving, mitigating, and non-accusatory. By offering helpful criticism and providing constructive feedback, teacher supervisors helped their subordinates advance professionally.

This study finds that rotating peer monitoring enhances the professional development of EFL teachers just by seeing each other's lessons. They receive training on how to provide constructive supervisory feedback. According to Von Bergen et al. (2014),

comments should be written in the following order and load: compliments first, then areas for improvement (constructive criticism and ideas), and then some summative strengths. Rotatory peer supervision is suggested by the study as a workable substitute for ELT supervision approaches.

This study tackles antagonistic supervisory practices and suggests rotating peer supervision as a measure, which is in line with the current proposed study. Similar to that, the proposed study focuses primarily on the subject-based peer supervision model in its quest to identify an efficient supervisory approach for ELT instructors in secondary schools in Kenya. The study on EFL teachers in private elementary schools was conducted in Iran, whereas the study on ESL teachers in public secondary schools will be conducted in Kenya.

Additionally, this study looks for an alternate model of peer supervision for ESL teachers, specifically in collaborative peer supervision methods for English teachers in Kenya. It's important to remember that the C.P.S model is the same model as the R.P.S model and CPS are. In contrast to the previous study, which found the R.P.S model to be successful for ELT supervision, the current study will look at the impact of CPS on English language teachers in Kenya.

### 2.4.3.3 Peer Observation Model

According to Bozak (2018), peer observation is a cooperative formative exercise in which professionals collaborate by observing one another teach, explaining and attempting to discuss what they observed, sharing teaching concepts, gathering student feedback on the effectiveness of the instruction, and reflecting on conceptions, thoughts, and actions. Pre-observation meetings, class observations, and post-observation meetings are all components of the cyclical peer observation process

(Bozak, 2018). Planning and what will be done throughout the observation process are guided by the pre-observation. The planned procedures for classroom observation should be followed, and peer evaluation of the feedback and observation processes should take place.

Peer observation is said to serve a variety of purposes and provide teachers with advantages. It can be used for continuing professional development (CPD) through observation and learning, for exchanging knowledge and experiences between teachers, for improving a shared understanding of how educational programs are implemented, for creating a shared educational plan through peer collaboration, and for enhancing teachers' self-evaluation and self-esteem competencies (Bozak, 2018).

Peer participation should be voluntary, participants should feel confident, and staff members should be taught to be effective observers if they are to participate in peer observation. Observers should be carefully chosen, time should be set aside for the observation process, expectations should be clarified, the course being observed should be disclosed, a suitable observation instrument should be chosen, and students should be informed of the upcoming observation, according to Todd (2017). The observer should maintain objectivity throughout the exercise, refrain from interjecting during the lesson and refrain from imposing his or her own teaching style, carefully communicate feedback, uphold confidentiality and respect, and view the observation as a learning opportunity.

Bozak (2018) goes on to say that experienced teachers may benefit from peer evaluation carried out through cooperation and reflection, and experienced teachers could use peer observation to confirm their classroom teaching activities or allay worries about their instructional approach. Peer observation is regarded as a model that contributes to improvements in teaching methods, the growth of teaching

confidence, the transformation of educational perspectives between teachers, the spread of effective teaching methods among teachers, institutional improvement via the creation of a positive learning environment, and the promotion of teachers' careers (Bozak, 2018).

As advocated by (Bozak, 2018), the Peer Observation model, a part of CPS, unquestionably provides several advantages for ELT. This study on the effectiveness of the CPS model of supervision on English teachers in Kenyan secondary schools, whose findings could contribute to the literature, could fill a gap in the literature on TESL. However, these benefits apply in various contexts but have not yet been tested in the Kenyan context.

### 2.4.3.4 Written Feedback

According to Al-Wadi (2018), written feedback can provide information regarding a professional's practice. They cite the following arguments for the significance of written feedback: Unlike speech, written notes are regarded as documents that can be archived and utilized as a source of reference. Given that the language of the class and tutoring is in fact different from that of the learners and students, written feedback is seen as helpful in ELT teaching contexts in emphasizing the factors that have a significant impact on the teacher candidates' performance. As a result, it is more efficient to deliver written feedback following the lesson and to tie it in with any previous verbal feedback that was given to the trainees.

Al-Wadi (2018) investigated the effectiveness of a different supervision approach for just a select group of in-service English language teachers (ELT) (PGDE) programs in Bahrain while completing a practicum for the postgraduate degree in Education. The results showed that written feedback was very beneficial in helping teachers build key

teaching skills like reflection, reconsideration, assessment, yielding confidence, and acknowledging continuous professional development. The study also discovered that written feedback affected the development of trust between the teacher and the supervisor as well as the maintenance of participatory supervision between university supervisors and teacher-trainees.

This researcher notes that since (Philip, 2020) discovered that Written Feedback, a component of the CPS model, is successful in enhancing ELT teachers' professional skills, reinforcing participatory supervision, and fostering relationships of trust and confidence, this would be relevant to this study, which aims to examine the impact of the CPS model on English language teachers' classroom practices in Kenya. This researcher believes that written feedback in a CPS model would be successful because teachers and supervisors may turn to written comments rather than vocal ones that might be quickly forgotten to assess supervisory progress.

The starting point is that this study will examine the efficacy of the CPS model in supervising English teachers in secondary schools in Kenya, whereas (Philip, 2020) examined the efficiency of Written Feedback on English teacher-trainees in Bahrain.

## 2.5 Views of Teachers of English on the Collaborative Peer Supervision Model

Iranian EFL teachers' perspectives on supervision were investigated by Moradi et al. (2014) utilizing a mixed methods study approach. According to the report, teachers believe that classroom observations are cursory and fault-finding and do not help them advance their careers. Additionally, English teachers were seen attempting to placate their managers and assuring them that they adhered to the program's rules in order to prevent retaliation.

One of the goals of this study is to learn how English teachers see the CPS supervision model in order to find a supervision model that works for them. The only difference between the two studies is that the Iranian study focused on EFL teachers and was conducted in that country, whereas this survey will be conducted in Kenya and will ask ESL teachers for their opinions. Second, whereas this study will concentrate on all facets of ESL teacher supervision, the Iranian study concentrated on how EFL teachers perceived classroom observation, which is just one type of supervision.

In a study on school administrators' opinions of the peer observation method of evaluating teachers, Bozak (2018) collected data. According to the research, school administrators believe that peer observation is a legitimate model for teacher growth that can help teachers collaborate, become more self-aware, be more enthusiastic, work together to solve problems, and acquire new techniques. According to the study, peer observation should be conducted voluntarily between different schools, and kind and helpful feedback should be given to teachers who instruct the same subjects in a friendly school environment with no teacher hostility.

According to Bozak (2018), recognizing the characteristics and passions of teachers and students, approaching supervision from a formative rather than an assessment standpoint, and taking part in introspective discourse are all crucial components of effective and collaborative language teacher supervision. According to (Benitt, 2014), supervisors can approach teacher observation in a number of different ways. It is a critical component of supervision. Doing teacher observations in collaboration has several benefits. Administrators can learn from observations about how teachers deliver instruction, how curriculum, resources, and special projects have been implemented at different levels and within levels, student challenges, the advantages

and disadvantages of using technology, and inspiring pedagogical approaches that can be shared with other teachers.

This researcher notes that the study's proposed collaborative peer supervision paradigm, which is subject-specific, is needed. While the study mentioned above asked school administrators for their opinions on peer observation, this study asked English instructors, who are under supervision, for their opinions. This study was conducted in Kenya, whilst the other was done in Turkey. However, English teachers can also benefit from the aforementioned advantages.

There are significant differences in how participants rate their university supervisor, with the clinical supervision approach for teaching practice being preferred, according to a related study by (Gürsoy, Kesner, & Salihoglu, 2016), which examined teacher trainees' and cooperating teachers' views about the performance and contribution of supervisors during teaching practice after using the clinical supervision model. Cuenca (2017) asserts that clinical supervision's cooperative and engaging features, which enable participants to explore the role of learning and teaching with one another, are what make it effective.

The study by Gursoy et al. (2016) sought the opinions of cooperating teachers and teacher trainees on the effectiveness of the CPS model in supervising students who were teaching themselves in Iran. This study will seek the opinions of English teachers in secondary schools in Kenya on the effectiveness of the collaborative supervision (C.S.) model, which is a version of C.P.S, on the teaching of English. The C.S. model was shown to be an effective supervision model for teachers in practice in Iran, but not for English teachers in Kenyan secondary schools, which is a gap that has to be filled.

**2.6 Teacher Perceptions Towards Supervision**

In Malaysia, Khun-Inkeeree et al. (2019) conducted a quantitative study on the impact of teaching and learning supervision on secondary school teachers' attitudes toward supervision. Finding out how learning and teaching supervision affected secondary school teachers' views about supervision was the aim of the study. The results showed that instructor attitudes about supervision have an impact on the effectiveness of supervision. If teachers and administrators both have positive attitudes about supervision, the approach will be successful. The need for a study in Kenya arose as a result of the fact that this study was carried out in Malaysia rather than Kenya.

When they are unhappy with how supervision is handled, teachers prefer not to be supervised. This mindset depends on the supervision's goals, such as promotion, status confirmation, or discipline for subpar work (Hoque et al., 2016; Marzano et al., 2011). However, Moradi et al. (2014) discovered that teachers' unfavorable attitudes about supervision are caused by their perception that their annual performance evaluation may also be affected. According to them, supervision is a summative evaluation that does not improve the efficiency of teaching or learning, and as a result, instructors do not get the proper support for their unique teaching requirements.

Teachers are wary of principle monitoring because they doubt their expertise and background in the subject matter they teach. These issues arise from principals' insufficient training in supervision (Cuenca, 2017; Elfer, 2012; Kayaoglu, 2012). Principal monitoring occurs infrequently as a result, which causes instructors to lose faith in their own talents. Additionally, Ariffin (2014) attributes teachers' gloomy views on supervision to a lack of oversight by the relevant ministries. The results

demonstrate that the effectiveness of the supervisory process depends significantly on teacher attitudes about supervision.

Clinical supervision is a technique for assessing a teacher's performance in the classroom. Its main sources of information are direct observations of actual classroom teaching activities. Based on the analysis of these data and the interaction between the teacher and the supervisor, a program, processes, and techniques have been developed to improve teachers' instructional behavior as well as their behavioral patterns toward classroom work and personal growth. (Paba, 2017; Kayaoglu, 2012). By accurately commenting on the state of instruction as it is, identifying and attempting to solve instructional problems, and supporting teachers in doing so, clinical supervision's main objective is to help pre-service or in-service teachers develop positive attitudes about continuing professional development (Kayaoglu, 2012).

Because the study also aims to learn participants' opinions regarding supervisory procedures in Kenyan secondary schools, the aforementioned studies on teachers' attitudes toward supervision are relevant to the current proposal. However, previous studies were conducted outside of Kenya in various contexts, and they didn't focus on English teachers specifically; as a result, this study will ask English teachers about their opinions of the CPS Model in Kenyan public secondary schools.

## 2.7 Teacher Effectiveness

The concept of teacher effectiveness has been interpreted differently by different academics. According to Darling-Hammond (2010), teacher effectiveness includes a number of factors, including: the teacher's capacity to foster student achievement, as indicated by the students' improvements on standardized achievement tests; the value-added measure or other exam measures, or their comments; the teachers' ability to hold

high expectations for students and provide them with learning support; For kids with exceptional instructors, positive academic, behavioral, and social outcomes include regular attendance, on-time progress to the next level, on-time graduation, self-efficacy, and team cohesion. Effective teachers employ a variety of technologies to create and organize engaging learning opportunities, formatively analyze student progress, modify lesson plans as necessary, and assess learning using a variety of data sources; Effective teachers collaborate with other teachers, administrators, guardians, and education staff, especially to ensure the success of students who are at high risk of failing and those with special needs. They also support the development of classrooms and schools that celebrate diversity and civic-mindedness.

## 2.8 Challenges to the Implementation of Effective Instructional Supervision for Teachers of English

The deployment of efficient instructional monitoring of English language teachers around the world is hampered by numerous obstacles. The fact that managers are not English teachers and lack training is one such difficulty. In their study, conducted in Botswana, Moswela and Mphale (2015) evaluated the opinions and expectations of primary teacher trainees in relation to their practicum supervisors. They found that effective supervision requires the supervisor to have the necessary abilities to help the trainee fulfill the demanding task of becoming a reflective. However, it's interesting to note that nothing has been achieved in terms of supervisory preparedness, as (Elfer, 2012) discovered in his study. As a result, supervisors sometimes find themselves on their own, with little to no training, trying to develop their own pedagogical ideas. 2017 (Cuenca). It's important to note that research on supervisory training are scarce in the body of literature on the preparation of supervisory professionals. This shows that

many supervisors carry out their tasks without any formal education or preparation (Kayaoglu, 2012), instead relying only on their innate skills.

Murphy and Torff (2012) conducted a study to ascertain administrators' feeling of effectiveness beliefs in the supervision of English as a second language (ESL) teachers in a related study. The study showed that few administrators, who are typically the supervisors, have experience teaching ESL or possess ESL pedagogical knowledge. Supervisory training does not include ESL pedagogy, however. It is a problem when administrators are unable to manage ESL instructors.

Another difficulty is that, because of their numerous commitments, principals—who are typically the supervisors—do not have enough time to oversee teachers. According to Anderson, Crowley, Patterson, and Heckman (2012), practicing principals are aware of the value of instructional leadership, particularly in light of the fact that policymakers continue to make decisions about how teachers are managed and evaluated. However, principals spend the least amount of time during their workday performing other administrative tasks, according to Camburn et al. (2010) and Napwora et al. (2017). For instance, Anderson et al. (2012) and Horng et al. (2010) found that organizational management issues like budgeting, administrative paperwork, enforcing discipline, and creating schedules compromised the time principals spent visiting teachers in classrooms. They also discovered that principals devote little time to instructional supervision, despite the fact that the system expects them to be the primary supervisors of teachers' instructional activities. Similar to this, Cuenca (2017) claimed that the issue at hand stemmed from principals devoting a great deal of time to supervising inexperienced teachers, which prevented them from giving veteran experienced teachers the coaching opportunities they needed. Because

the supervisors have to oversee numerous teachers and the supervision tools are complicated, he identified time as a major obstacle.

According to Kayaoglu (2012), some managers say that their efforts aren't appreciated by teachers despite having a good impact on educational quality. They also claim that their efforts are seen negatively and as being ineffective. Although most programs involve some form of supervision, many teachers have negative attitudes toward it (Hoque et al., 2016; Marzano et al., 2011). These antagonistic attitudes may have their origins in the inherited ideas and expressions included into the historical evolution of supervision, which have their foundations in business, commerce, and production. Given that there has historically been conflict between the supportive and evaluative aspects of supervision, the most serious problem may result from a misinterpretation of the supervisor's role.

Obstacles to Clinical Supervision in Botswana Schools, a study by Moswela and Mphale (2015), identified three key themes as difficulties for clinical supervision practices. Examples of these problems include large class sizes, the implementation of the Performance Appraisal System in educational institutions, and older instructors who are recruited as supervisors of younger teachers primarily based on their official status and not because they are experts in the disciplines they supervise. Napwora et al. (2017) looked into variables influencing the collaborative supervision and professional growth of English teachers. According to the research, some of these reasons include: school leadership, unhealthy competitiveness among some coworkers, low teacher motivation, a lack of free time, and a demanding workload.

**2.9 Related Studies**

There is a void in Kenyan research because numerous studies on language teacher supervision have been conducted outside of Africa and advocated various strategies that are thought to be beneficial. The present study attempted to fill a gap by investigating Collaborative Peer Supervision as a complementary ELT model for English language teacher supervision in secondary schools in Kenya. To date, no research has addressed English language teachers' supervision models for secondary schools.

For instance, in East Java, Indonesia, Winoyo (2021) investigated the impact of CPS techniques and Collegial technique on primary school teachers' performance. The study found a considerable impact of collegial technique on teacher performance. (Samrand and Gholami, 2018) suggested Rotatory peer supervision as a supervision model that would promote the professional development of instructors of English as a foreign language (EFL) in their study conducted in Iranian private language schools. While the current study looked at (CPS) on (ESL) teachers in Kenya, the previous study looked at the efficiency of Rotatory Supervision of ELF teachers in Iran. (Bozak, 2018) looked at how school administrators felt about peer observation as an alternate model for teachers' professional development and supplementary supervision, and found that all teachers liked it. Instead of focusing on teachers of other disciplines, the current study concentrated on the Collaborative Peer Supervision methodology for ESL teachers. Additionally, the current study's population is ESL teachers, whereas the study's population is school managers.

In contrast, Al- Wadi (2018) investigated the efficacy of written feedback as a supervision model for ESL teacher trainees at the postgraduate diploma in Education (PGDE) program at Bahrain College, and discovered that the methodology was

successful in building trust and confidence between them. In his study, (Paba, 2017) suggests that university lecturers in Colombia use a clinical supervision model as their primary form of supervision. (Strieker et al. 2016) looked into the communication styles used by university supervisors of teacher candidates. They found that these supervisors used non-directive and collaborative communication styles to enhance candidates' teaching abilities, highlighting the importance of the collaborative supervision model. The research examined collaborative peer supervision of ESL instructors in secondary schools in Kenya, whereas the current study examined university supervisors of teacher trainees.

After using the clinical supervision model (a component of CPS) in Turkey, Grursoy et al. (2016) looked into cooperating teachers' and teacher trainees' perceptions of the performance and contribution of supervisors during teaching practice. They discovered that the model was successful for supervising teacher trainees. (Cheryl, 2013) found that supervisors' remarks increase teachers' receptivity to improving their performance in her study of the supervisory process of EFL teachers in Taiwan.

In South Africa's secondary schools, Murphy and Torff (2012) looked at administrators' perceptions of their own efficacy in managing English teachers. The study found that administrators with an ELT background had more self-efficacy in managing ESL teachers than administrators without an ELT background. The goal of the current study, which examined the efficacy of (CPS) in the instruction of ESL, is furthered by the realization that for efficient ELT supervision, the administrator must be a topic expert. (Moswela, & Mphale, 2015) investigated the difficulties in implementing clinical supervision techniques in primary schools in Botswana.

Large classes, the PMS, which is currently used in Botswana for supervision, and senior teachers who are designated as junior teacher supervisors by virtue of their

senior positions and not because they are experts in the areas they supervise, were cited as the biggest challenges. In Hohoe Municipality in Ghana, Dewodo (2020) looked into teachers' perceptions of instructional monitoring of basic schools. She found that teachers saw this as a simple fault-finding assignment with little benefit to them. The effectiveness of teachers in secondary schools in Nigeria was explored by Ikegbusi et al. (2016), who found that both internal and external supervision had a beneficial effect on teacher effectiveness.

The majority of instructional supervision studies conducted in Kenya have concentrated on various aspects; none of these studies, unlike the one that was the subject of this study, sought to understand how English teachers felt about collaborative peer supervision of instruction as an alternative supervision model for English teachers in Kenya. For instance, (Grace, 2019) examined the impact of English teachers' internal supervision on students' performance in national exams, and (Gitonga, 2019) examined the impact of instructional supervision by quality assurance officers (QASOs) on the standard of instruction in secondary schools in the counties of Nairobi and Machakos. Inkeere (2019) investigated how teacher attitudes affected the implementation of supervision and found that teacher attitudes might have a good or negative impact.

Researchers Napwora et al. (2018) examined and reported a number of characteristics that affect departmental collaborative supervision and the professional growth of ELT. (Mbatia, 2016) investigated how teachers felt about classroom observation and exercise book checks by head teachers doing their duties in primary schools in Nakuru. While Mumo (2014) looked into the connection between instructional supervisor's attributes and students' academic performance in the Kenya Secondary Certificate of Education (KCSE), Njeru (2016) examined teachers' perceptions of head

teachers' instructional supervision practices in integrated primary schools in Tharaka South Sub County. The lack of an exclusive supervision model for English language teachers in secondary schools in Kenya is a knowledge gap that prompted the current study on Collaborative Peer Supervision in Enhancing English Language Teachers' Effectiveness in Public Secondary Schools in Kakamega County, Kenya. None of the studies previously mentioned have addressed this issue.

## 2.10 Chapter Summary

In this chapter, the relevant literature was reviewed and arranged in accordance with the study's objectives. Reviews of general literature and studies in connected fields were done. Four flaws are apparent from the literature review. These include methodological, population, contextual, and knowledge gaps. Since this study aims to fill the gaps found in the reviewed literature, it is justified in light of how it affects the efficacy of English teachers in secondary schools in Kenya.

**CHAPTER THREE**

**RESEARCH DESIGN AND METHODOLOGY**

**3.1 Introduction**

This section presents details of the Philosophical Research Paradigm that informed the research design used, the study area, methods that were used, including data collection procedures, ethical considerations, and expected application of the results. The methods summarize study design, population, sampling techniques and sample size, data collection tools and ethical considerations. The purpose of this chapter is to describe the research design that was followed in conducting this study to enable the reader easily comprehend the preferred research design.

**3.2 Philosophical Research Paradigm of the Study**

Philosophical assumptions are beliefs that guide research. This study was underpinned by pragmatic philosophical worldview; whose core tenet is the use of pluralistic means to solve the research problem. Pragmatism holds that different tools may be useful in different research contexts. Researchers are concerned with what works as solutions to problems (Patton, 2015). Instead of focusing on methods, pragmatic researchers emphasize the research problem and use all approaches available to understand the problem. Pragmatism supports using both quantitative and qualitative methods, places the research question at the center of inquiry and links all methodological decisions to the research question. As a philosophical underpinning for MMR studies, truth is what works (Morgan, 2018; Teddlie & Tashakkori, 2011).

This shaped the study because mixed methods research design enabled the researcher to draw liberally from both quantitative and qualitative methods to increase the chances of understanding the research problem (John W. Creswell, 2014; Leavy,

2017). However, this study applied pragmatic assumptions, which is one of the worldviews associated with the Mixed Methods Research Design (MMRD) Approach (John W. Creswell, 2014; Leavy, 2017). This philosophical belief system was developed out of the work of Charles Sanders Peirce, William James, John Dewey, and George Hebert Mead (Hesse-Biber, 2015).

As applied to the study, the use of both qualitative and quantitative approaches solved the study problem, in that, it is not controlled by predetermined philosophies which are limiting in terms of options. Hence this philosophy shaped this study by availing unlimited methods to understand the problem of the lack of an appropriate supervision model for teachers of English. Secondly, it enabled the researcher to assess participants` diverse perspectives on how teachers of English view the usefulness of the Collaborative Peer Supervision Approach in enhancing teacher effectiveness in the teaching of the English Language in public secondary schools in Kenya, and also their views on how best they would like to be supervised. It is hoped that this will resolve the problem of the lack of an appropriate supervision model for supervising teachers of English in public secondary schools in Kenya.

## 3.3 Research Design

Research design is a plan used in conducting research. Each research design involves the intersection of philosophical assumptions, strategies (methodologies, approaches) of inquiry, and methods of data collection, specific to the design (Creswell, 2018). There are three main research designs. These are quantitative, qualitative and mixed-method research designs (Creswell, 2009, 2013, 2018; Leavy, 2017).

The study used mixed methods research design (MMRD). As Creswell, (2018; Leavy, 2017), explain, mixed methods research, involves the collection of both qualitative (open-ended), and quantitative (closed-ended) data in response to research questions

or hypotheses, and includes the rigorous methods of both quantitative and qualitative data collection, analysis and interpretation. The two forms of data were integrated in the design analysis through, merging the two databases, by way of side by side comparison, a strategy where, the two databases were compared in the discussion section.

There are various strategies (methodologies, approaches) of inquiry related to mixed methods design, but this study used the Convergent Mixed Method Research (CMMR) strategy to conduct the study. This is a single-phase approach, which involves the collection of both quantitative and qualitative data, all collected at the same time, but analyzed separately. The results are then compared to see if the findings confirm or disconfirm each other. The key assumption of this design is that both quantitative and qualitative data provide different information, but together, they yield results that should be the same, (Leavy, 2017).

The quantitative phase of the study was done through a survey, which involved assessing the correlation between variables collected through a cross-sectional approach (Levitt et al., 2018). The quantitative data provided statistical evidence of the usefulness of Collaborative Peer Supervision in enhancing the effectiveness of teachers of English. In the qualitative phase of the study, data was collected through in-depth interviews, which answered the question of why the teachers prefer some approaches to supervision over other forms.

A mixed-methods approach was preferred for this study, because, it enabled the researcher to get different perspectives on the study problem from both quantitative and qualitative data, enabled the researcher to address the problem of lacking an appropriate instructional supervision model for secondary school teachers of English in Kenya, through gaining views, opinions and perceptions of teachers of English from

both qualitative and quantitative perspectives. The researcher gained more insights regarding the participants` perceptions, and attitudes on supervision, their views and thoughts on the effectiveness of Collaborative Peer Supervision, and suggestions on how best they would like to be supervised, which could only be possible if the researcher engaged participants through in-depth interviews, and compared with the quantitative responses, which were obtained in a contrived/controlled environment. Since MMR is complimentary, and its philosophy is, using what can work to solve problems, it was suited for this study, to find a solution to the lack of supervision model for teachers of English in secondary schools in Kenya.

Mixed-methods research is becoming more popular and was meant to address the weakness of quantitative or qualitative methods and is now considered by many as a legitimate alternative to these two traditions (Doyle, Brady, & Byrne, 2009). This approach is referred to by a variety of terms, including: integrating, synthesis, quantitative and qualitative approaches, multimethod, mixed research, and mixed methodology. However, the term mixed methods research was preferred by this study, as it has featured in recent publications (Doyle et al., 2009); (Guetterman, Fetters, & Creswell, 2015); (Teddlie & Tashakkori, 2010).

The mixed-method is a methodology that originated around the late 1980, and early 1990s, in its current form based on individuals from diverse fields like evaluation, education, management, sociology, and health sciences. The approach has gone through several periods of development and growth and continues to evolve, especially in procedures documented in (Doyle et al., 2009; Guetterman et al., 2015; Teddlie & Tashakkori, 2010). Both forms of data provide different information (open-ended data for qualitative, and closed-ended data for quantitative), which provides more insights into a problem, and its possible solution. This design was suitable for

this study as it helped the researcher gain an in-depth understanding of the research problem, which is, the lack of an appropriate instructional supervision model for secondary school teachers of English in Kenya, because both databases complement each other, hence making up for each other`s shortcomings.

## 3.4 Study Area

This study targeted only public secondary schools, which are a total of 417 (Kakamega County Education Office, 2021). The researcher targeted Kakamega county for this study because it is the second-largest county in Kenya, in terms of population (Kenya Census Report, 2019), and one of the most populous in terms of the number of public secondary schools in the country, and yet, English language achievement at The Kenya Certificate of Secondary Examinations (KCSE), has remained low since 2007-2018, (Kakamega Panel of Assessment Report, 2019). This made it appropriate for the study because, given its large population in terms of public secondary schools and teachers of English, if an appropriate instructional supervision model is ascertained through the study, this would easily impact positively on the teaching effectiveness of teachers of English in other counties in the country, through Regional Conferences and Workshops. Secondly, to the researcher`s best knowledge, this study has not been carried out in this county before, hence, the necessity to situate the study in the county.

## 3.5 Target Population

The population is the total number of people or objects in the group you are trying to study (Cohen, Manion, & Morrison, 2013). It is a group of elements about which the researcher, later makes claims (Leavy, 2017). At the time of the study, there were a total of 417 Public Secondary schools in Kakamega County with a total of 417 HODs for the English department, since each school has one Head of Department. This study

targeted only public secondary schools in the county, for the study. Therefore, the target population for the study was all the teachers of English in the 417 public secondary schools, and all the 417 Heads of the English Department, who are also teachers of English, in public secondary schools in Kakamega County, Kenya.

## 3.6 Sampling Procedure and Sample Size

Sampling procedure is the scientific method used in the selection of study participants whose characteristics should be as similar to those of the target population as possible. Sample size is the selected number of study participants.

## 3.6.1 Sampling Procedure

A sample is a smaller group or a subset of the total population, that is representative of the total population (Cohen et al., 2013). (Leavy, 2017), adds that a sample is the number of individuals or cases that a researcher ultimately draws, and from which data is generated. This study adopted a multistage-sampling approach, which involves selecting the sample in stages, which (Cohen, Manion, & Morrison, 2007), refer to as sampling samples from samples. It is a sampling technique where sampling is done at each stage. It involves the repetition of two basic steps i.e. listing and sampling (Acharya, Prakash, Saxena, & Nigam, 2013).

In stage one, purposive sampling was used to select only public secondary schools in Kakamega county, which are 417, for the study. Purposeful, also known as purposive sampling is a strategic approach to sampling in which information-rich- cases are sought out to best address the research purpose and questions (Patton, 2015; Morse, 2010), and as (Malterud, Siersma, & Guassora, 2016), assert, seeking out the best cases for the study produces the best data. The researcher targeted public secondary

schools because they follow a common system of teacher supervision, as per the Ministry of Education Guidelines, and all teachers of English in those schools fall under the Teachers` Service Commission (TSC), following the given English Curriculum, and trained in government-accredited Teacher Education Institutions, unlike private schools, most of which not only offer foreign curricula but also regulate themselves.

In stage two, proportionate sampling technique, which is a sampling strategy used when the population is composed of several subgroups that are vastly different in number, was used to select a representative number of teachers of English, in public secondary schools, across the 13 sub-counties in the county. The 417 public secondary schools in the county, formed the study sampling frame, from where, a representative sample of teachers of English was selected to form the study sample. A sampling frame is a list of units of the target population (Cohen, & Manion, 2007).

To determine the study sample from the 417 public secondary schools in the county, the researcher used Yamane's formula for sample size calculation (Yamane, 1967), which yielded 286 participants. Below is Yamane`s formula (1967), which is presented and explained in details under section (3.6.2).

$$n = \frac{N}{1 + N(e^2)}$$

At stage 3, proportionate sampling technique was used to select 286 teachers of English from the 417 public secondary schools in Kakamega County. The number of participants from each of the 13 sub-counties was determined by the number of public secondary schools in the sub county, relative to the entire population of 417 public secondary schools in the county. After the sub county proportions were determined, simple random sampling technique was used to sample the specific number of participants allocated to each sub-county, using the lottery method. This method is

where, the researcher listed the names of all the public secondary schools in a given sub county, wrote the names on pieces of paper and placed each one of them in a container. The container was shaken thoroughly, to mix the pieces of paper well. Then, she drew the first piece of paper out of the container, checked the name of the school, put a tally mark by the appropriate school on her list, and removed the piece of paper from the container, thus conducting sampling without replacement technique. The process was repeated as many times as the apportioned number of participants for that particular sub county. This process was repeated for all the 13 Sub-Counties, bringing the total to 286 schools. The 286 schools picked provided a teacher of English each, bringing to a total of 286 teachers of English, who formed the study sample for the quantitative phase of the study.

Proportionate sampling was preferred to allow equal chances for participants to be selected across all the 13 sub-counties in Kakamega county, while, simple random sampling was preferred in this case because, a list of all the 417 public secondary schools in the county, from where the study sample of all teachers of English was to be drawn, was available. Secondly, the technique ensured that all elements in the sampling frame had an equal chance of being selected, and thus it guaranteed representativeness of the sample drawn for reliable results and minimized selection bias, which is a threat to the reliability of the study.

At stage 4, Purposive sampling was used to select 25 out of the 417 HODs, who took part in the in-depth interviews, to further generate data for the qualitative phase of the study, on their attitudes and perception towards the current model of teacher supervision, and their understanding, experiences and views about Collaborative Peer Supervision (CPS). The researcher arrived at 25 HODs, relying on (Yin, 2011; Creswell, 2013), who state that there is no formula for defining the desired number of

participants for data collection in a qualitative study, but propose that ``the number of interviewees should fall in the range of 25-50, (Yin, 2011 p. 91), depending on the researcher`s judgement and experience, and also, the purpose of the study. On the other hand, (Creswell, 2013, p. 157), recommends 20-30 participants in a given study. The researcher, therefore, deemed 25 participants, sufficient since the intent of the qualitative phase of the study was to collect data from a small sample but gather extensive information from this sample, to serve the purpose of the study. This is only possible with fewer participants.

Purposive sampling enabled the researcher to select participants who she believed had the information needed to answer the study questions through in-depth interviews, and these were the HODs. This is because, in qualitative sampling, there are no hard-and-fast rules about the sample size, what matters is to get as many informants as necessary to meet the purpose of the study (Leavy, 2017).

### 3.6.2 Sample size

In determining the sample size, the researcher took into account, attrition, the possibility of incomplete or spoiled questionnaires, by overestimating rather than the exact calculated sample size, and also being on the ground personally when the questionnaires are being filled to completion.

The sample size for this study was based on (Yamane, 1967). There are 417 public secondary schools and 417 heads of the English department (County Director of Education- Human Resource Records- Kakamega County).

The sample size for the survey was calculated using Yamane's formula for sample size Calculation.

Yamane's formula for sample size calculation is given by;

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n is the desired sample size

e is the precision 0.05 and

N is the population size

Using a population of 417 teachers from the 417 schools and the desired precision of 0.05, the required sample size was given by;

$$= \frac{417}{1 + 417(0.05^2)}$$

$$= 204$$

A 40 % attrition rate was added to the sample size to account for non-response. The maximum sample size for the quantitative study was thus given by

$$= 204 \times 1.4$$

$$= 286$$

For the quantitative phase of the study, the researcher required a minimum of 204 participants and a maximum of 286 participants.

These participants were allocated proportionally across the thirteen sub-counties included in this study in Kakamega County. The formula for proportional allocation is given by;

$$n_i = \frac{nN_i}{N}$$

Whereby.

$n_i$ is the sample size to be drawn from $i^{th}$ sub-county

n is the sample size calculated using Yamane's formula

$N_i$ is the number of public secondary schools in the ith county and

N is the total number of public secondary schools in Kakamega county

Table 3.1 Shows the number of teachers sampled from each of the sub-counties.

**Table 3.1 Sample Size for Quantitative Data**

| I | Sub county-old | Sub county-New | NO. OF SCHOOLS | Sampled | Teachers |
|---|---|---|---|---|---|
| 1 | MUMIAS EAST | MUMIAS EAST | 27 | 18 | 18 |
| 2 | KAKAMEGA EAST | SHINYALU | 50 | 34 | 34 |
| 3 | KAKAMEGA CENTRAL | LURAMBI | 23 | 16 | 16 |
| 4 | LIKUYANI | LIKUYANI | 35 | 24 | 24 |
| 5 | MATUNGU | MATUNGU | 38 | 26 | 26 |
| 6 | NAVAKHOLO | NAVAKHOLO | 31 | 21 | 21 |
| 7 | LUGARI | LUGARI | 34 | 23 | 23 |
| 8 | KAKAMEGA NORTH | MALAVA | 49 | 33 | 33 |
| 9 | BUTERE | BUTERE | 31 | 21 | 21 |
| 10 | MUMIAS WEST | MUMIAS WEST | 27 | 18 | 18 |
| 11 | KAKAMEGA SOUTH | IKOLOMANI | 30 | 20 | 20 |
| 12 | KHWISERO | KHWISERO | 25 | 17 | 17 |
| 13 | MATETE | LUGARI | 17 | 11 | 11 |
| | Total | | 417 | 282 | 282 |

**3.6.3 Sample Size for Qualitative data**

Purposive sampling was used to select 25 out of the 417 HODs, who provided qualitative data through in-depth interviews. In purposive sampling, the researcher

decides on any number of participants deemed adequate to provide the needed data qualitatively (Creswell, 2018; Mugenda, 2013). However, in this study, the researcher arrived at 25, as guided by (Creswell, 2013; Yin, 2011), who proposed 25-50 participants for qualitative interviews. Therefore, the sample size consisted of 286 teachers of English and 25 HODs, bringing to a total of 311 participants. This was done because, in Mixed Methods Research (MMRD), the sample of Qualitative participants is included in the larger Quantitative sample, to enable comparison between the two databases (Creswell, 2018).

**Table 3.2 The population and sample size distribution of study population in Kakamega County**

| Category | Population | Target Sample Size | Achieved Sample size | % response | Sampling method |
|---|---|---|---|---|---|
| Schools | 417 | 286 | 282 | 98.6 | Stratified sampling, per sub-county |
| Teachers | Unknown | 286 | 282 | 98.6 | Simple random, one teacher per school |
| HODs | 417 | 25 | 25 | 100 | Purposive |
| Total respondents | | 311 | 307 | 98.7 | |

**3.7 Research Instruments**

The study used both a structured Likert scale type of questionnaire to collect quantitative data, and an in-depth interview guide to collect qualitative data. These instruments were developed by the researcher, and generated from the literature to answer the research questions**.**

### 3.7.1 English Teachers` Questionnaire

The questionnaire was divided into four broad sections; Section One was on the socio-demographic characteristics of the teachers. Section two was about the awareness level of teachers of English about the Collaborative Peer Supervision Model of supervision. Section 3 was about teachers of English supervisory competencies to utilize Collaborative Peer supervision (CPS), and section 4 was on the perceptions of teachers of English on the effectiveness of CPS. This section specifically addressed Preferences (the components of CPS that teachers prefer and how they rate them), perceptions, contributions of CPS, and the level of satisfaction of CPS and how they rate them. This section also had information on the potential impact of CPS on teacher effectiveness and teachers' level of satisfaction with CPS. The last section four had the assessment of the level of effectiveness of English teachers (Annex 4). The Likert Rating Scale was preferred for this study because of its usefulness in measuring attitudes, perceptions and opinions of participants, and thus it was appropriate for obtaining the information needed for the study objectives in this study.

### 3.7.2 In-depth Interview Guide for English Heads of Department

This tool was used to collect in-depth qualitative data from HODs. This constituted only a small fraction of the population, the majority of who were included in the quantitative study. This tool aimed to collect views of HODs on their experiences, attitudes, perceptions of current supervision practices, the Collaborative Peer supervision, barriers and facilitation of implementing CPS, and lastly, their recommendation on improving English teacher effectiveness through supervision (Annex 5).

Qualitative data collection methods are many, but the researcher preferred in-depth interviews for this study for several reasons. First, it enabled the researcher to obtain rich information from each respondent at a time, on their views about the CPS model and perspectives on the existing supervisory model for teachers of English in secondary schools in Kenya. Secondly, interviews being good in obtaining respondents` views, meanings and interpretations of a phenomenon (Mugenda, 2013), enabled the researcher to make meaning of the study problem. Lastly, it is a good technique for getting people to talk about their personal experiences, views, feelings, thoughts, opinions and ideas, and this enabled the researcher to achieve the purpose of the study, which was, to establish the views of teachers of English on the usefulness of Collaborative Peer Supervision model in enhancing the effectiveness of teachers of English in Secondary Schools in Kenya.

## 3.8 Validity and Reliability of Research Instruments

This section examines validation of research tools

### 3.8.1 Validity of Instruments

A valid study has properly collected and interpreted its data so that the conclusion accurately reflects and represents the real world that was studied (Yin, Chen, Luo, & Li, 2011). The questionnaire was subjected to quantitative validity strategies, while the qualitative interviews were subjected to qualitative validation procedures. Then, collective validation recommended for Concurrent Mixed Methods Research was applied ( Creswell & Creswell, 2018).

### 3.8.1.1 Validity of Quantitative Research Instruments

The study used the questionnaire for quantitative data collection. Content validity (whether the instrument measures the content it was intended to measure), of the questionnaire, was determined by faculty members of the Curriculum and Instruction department, who scrutinized the tool and gave their expert judgement, which was used to improve the tool, while, Construct (whether the items in the tool measure the concepts of interest), was determined by piloting the tool in selected public secondary schools sampled outside the study area, in Uasin-Gishu County, where, studies have indicated that English language performance in National examinations has remained low. This testing established the construct validity of the scores.

### 3.8.1.2 Validity of Qualitative Research Instrument

The study used in-depth interview schedule to collect qualitative data. Qualitative validity means, assessing whether the information obtained through the qualitative data collection is accurate, credible, transferable, dependable, and confirmable (Fowler, 2014; Creswell, 2011; Cohen & Manion, 2007)). Qualitative validity, according to (Creswell, & Creswell, 2018), means that the researcher checks for the accuracy of the study findings by employing recommended procedures, among which the researcher selected. Qualitative validity was, therefore, determined through four of the seven strategies, as set out by (Creswell, & Creswell, 2018).

The first one was, member-checking, where, the researcher made summaries of the findings, involving major themes, and sent them back to some of the key participants in the study, who confirmed the findings. The second one was triangulation-

converging different sources of data or perspectives from participants, to allow the researcher to build evidence for codes or themes from these sources during data analysis. The third one was, reporting disconfirming evidence, which confirms the accuracy of data analysis, since, normally, evidence converges, and not just positive information. A case in point being the diverging results of objective three of the study, as reported in section (4.5). Finally, the researcher used rich, thick description to convey the study findings, which enhances the reader`s imagination of the study setting, and gives a sense of shared experiences between the researcher and the audience/reader.

### 3.8.2 Reliability of Research Instruments

Reliability refers to the consistency or repeatability of an instrument. The most important form of reliability for multi-item instruments is the instrument`s internal consistency, which is the degree to which sets of items on an instrument behave in the same way (Creswell & Creswell, 2018).

### 3.8.2.1 Reliability of Quantitative instrument (Questionnaire)

To determine the internal consistency of the questionnaire, the researcher used Cronbach's alpha reliability test, which is also referred to as the alpha coefficient of reliability. Cronbach alpha provides a coefficient of inter-item correlations; the correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales. This is a measure of the internal consistency among the items, or how closely a group of variables are related to one another, and is considered to be a measure of scale reliability. (Cohen & Manion, 2007 p. 148). The researcher also used comments made by the pilot participants about the tool, to further refine it.

The reliability of the Likert-scale questionnaire was assessed using the Cronbach's alpha test as shown below.

**Table 3.3 Cronbach's alpha Coefficient table**

| Coefficient of Cronbach's alpha | Reliability Level |
|---|---|
| More than 0.9 | Excellent |
| 0.8 to 0.89 | Good |
| 0.7 to 0.79 | Acceptable |
| 0.6 to 0.69 | Questionable |
| 0.5 to 0.59 | Poor |
| Less than 0.5 | Unacceptable |

Source: Adapted from Mohd Arof *et al.,* (2018)

The researcher conducted a pilot study in Uasin Gishu to test the internal reliability of the instrument. Leavy (2017), recommends a sample size of at least 30 participants in reliability studies. The sample of the study was thus set to 30 teachers of English randomly sampled from selected public schools in Uasin Gishu County.

A Likert-scale questionnaire for Teachers was administered to a sample of 30 teachers of English, sampled from selected public secondary schools in Uasin Gishu County. The results of the Cronbach's alpha reliability test were as follows;

**Table 3.4 Cronbach's alpha reliability test for Likert scale questionnaires**

| Likert Scale Questionnaires | Cronbach's Alpha | Reliability level | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|---|---|
| Supervisory Skills | 0.957 | Excellent | 0.958 | 8 |
| Preference | 0.761 | Acceptable | 0.759 | 7 |
| Perceptions | 0.792 | Acceptable | 0.821 | 8 |
| Contribution of CPS | 0.796 | Acceptable | 0.799 | 4 |
| Teachers Satisfaction | 0.919 | Excellent | 0.935 | 15 |

Table 3.3 indicated the Cronbach's alpha coefficients for the reliability test of the Likert-scale questionnaire. All the coefficients were greater than 0.7 which indicated that they were acceptable and thus the tool was reliable. Additionally, the pilot participants offered comments regarding specific questions, which were used by the researcher to improve the tool. Reliability of the in-depth interview schedule is presented next.

### 3.8.2.2 Reliability of Qualitative Instrument (interview schedule)

To ensure reliability of the interview schedule, the researcher was guided by guidelines for ensuring reliability of qualitative interviews specifically, and other general qualitative reliability checks, as posited by (Creswell, 2013; Creswell, & Creswell, 2018). Reliability strategies specific to interviews used by the researcher therefore, were: ensuring that researcher bias was minimized, ensuring that the interview schedule was highly semi-structured, with the same key questions for each

respondent, except for probing and follow- up questions which would vary depending on the responses by each participant. On the general qualitative reliability strategies, the researcher checked the transcripts to make sure that they did not contain any mistakes made during transcription. The researcher made sure that there was no drift in the definition of codes, a shift of meaning of codes during the process of coding, which was accomplished by continuously comparing data with the codes. Finally, the researcher used inter-coder agreement (cross-checking).

## 3.9 Data Collection Procedure

The researcher requested a letter of introduction from the department of CIEM, to enable her to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The Kakamega County Director of Education, and all the sub-county directors of education (SCDE) of various sub-counties in Kakamega County, were contacted before the commencement of the study. A letter of introduction to the sampled schools was issued by the respective SCDEs. Questionnaires were issued personally during piloting and the actual study allowed the respondents enough time to study and respond appropriately, and also to minimize non-response. The researcher personally visited the respondents on agreed dates to issue the questionnaires, and collect the instruments after they were duly filled.

Qualitative data was collected through interviews with participants, purposively sampled from the quantitative sample. The interviews were done as guided by the in-depth interviewing stages laid down by Creswell (2013, p. 163-166; Mugenda, 2013, p. 66). These are: deciding on the research questions which should be open-ended, and focused on understanding the central phenomenon of the study; identifying interviewees, designing and using an interview protocol, using adequate recording

procedures, determining the place and time for conducting the interview, obtaining consent from the interviewee, and conducting the interview by using appropriate interview procedures (Creswell, 2013, p. 163-166).

According to (Mugenda, 2013, p.66), the interviewing stages are: thematizing, where the researcher clarifies the purpose of the interview, designing the interview protocols, interviewing conducted in a professional manner, transcribing, where the information obtained from the in-depth interview is written/typed in text format; analyzing, verifying and reporting of the results.

Guided by the aforementioned, the researcher developed open-ended questions that would yield information that answered the research question, and packaged them in an interview schedule. This was followed by the identification of interviewees, which was done by purposively sampling 25 heads of department, teaching English language in public secondary schools, who participated in the qualitative phase of the study. The researcher would send a reminder through an SMS to interviewees regarding the agreed dates, place and time of the interview well in advance, and they would confirm, before the agreed dates.

During the interview, the interviewee would sign a consent form before the commencement of the interview. The researcher audio-recorded each interview session using mobile phone system, while observing professionalism recommended by (Juan, & Ong`ondo, 2011, P. 70-74). These scholars posit that researchers should take into account, timing, interviewing skills, interviewer personality, and seeking for particular information (particularity). The recorded information was then transcribed, coded into themes, analyzed thematically, interpreted and reported.

### 3.10 Data Analysis

Table **3.5** shows a summary of analysis plan for both quantitative and qualitative data. Completed questionnaires were collected and entered into a user-friendly Statistical Package for Social Sciences (SPSS version 20). Quantitative data was analyzed using descriptive statistic which included frequencies, percentages, means and standard deviations. Inferential statistics was conducted to assess the association between independent variables (Involvement in supervision competencies, ideal supervision approach, perception, and satisfaction of CPS) and dependent variable (teacher effectiveness). The inferential analysis was done using multivariable linear regression since the dependent variable was considered continuous numeric variable and independent variables were average of Likert scales for each section. In the regression analysis results with p value<0.05 were considered statistically significant results.

Qualitative data were coded and analyzed thematically. Recorded audios were transcribed in MS word before coding was done using a thematic analysis approach. The two databases were then integrated by merging them, using the side-by-side comparison approach, where, quantitative results are compared to qualitative results to see whether the qualitative findings confirm the statistical results (convergence), or disconfirm (divergence).

**Table 3.5 Data Analysis Plan**

| Objective | Independent variables/themes | Dependent variables | Analysis |
|---|---|---|---|
| To assess the current supervisory role of Heads of the English and Library Department in the supervision of English language teachers in public secondary schools in Kakamega County, Kenya. | Themes: Roles of HODs, types of Supervisory skills being used, preferred by teachers and perceptions, effect of CPS on teacher effectiveness | Not Applicable | Qualitative data: Thematic analysis |
| To determine English Language teachers` level of awareness about the Collaborative Peer Supervision approach to supervising the teaching of the English language in public secondary schools in Kakamega County, Kenya. | Types of supervisory approaches known<br><br>Current supervisory approaches being used in the English department | Not Applicable | Quantitative: Descriptive statistics. Frequencies and Percentages |
| To establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of the English language in public secondary schools in Kakamega County, Kenya. | 8-Likert Scale Questions on Competencies required<br><br>Level of Engagement with supervisory activities | Not Applicable | Likert scale data:<br><br>Descriptive statistics: Frequency, Percentage, mean and standard deviations |

| To investigate English Language teachers` perceptions about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of the English language in public secondary schools in Kakamega County, Kenya | 8-Likert scale Questions on Perceptions including time consumption, problem solving, noble activity, conditioning, fostering dialogue and mutual understanding, teamwork, bonding | Not Applicable | Likert scale data:<br><br>Descriptive statistics: Frequency, Percentage, mean and standard deviations |
|---|---|---|---|
| Association between involvement in supervision competencies, ideal supervision approach, perception and satisfaction of CPS with perceived effectiveness of teachers | Involvement in supervision competencies, ideal supervision approach, perception and satisfaction of CPS | Perceived effectiveness of teachers of English | Multivariable linear regression analysis of the<br><br>-Significant results assessed at pvalue<0.05 |

## 3.11 Ethical Issues

During the identification of a problem, the ethical concern at this point is to identify a problem that will benefit the individuals being studied, and that will be meaningful to others besides the researcher (Leavy, 2017; Creswell, 2018, 2009). The study on `` Collaborative Peer Supervision in Enhancing the Effectiveness of teachers of English in Public Secondary schools in Kenya `` is envisaged to be useful to teachers, in that, the findings should enable them to have an effective supervisory model which should enhance their classroom performance, and also foster their professional growth. Learners will also benefit since if teachers are well-supervised, it will enhance learners` achievements. Curriculum planners of the English language will also benefit from the findings of the study since they will develop an instructional model

appropriate for teachers of English that will enhance the teaching and learning of the English language in schools. The burden of supervision on the principals will be lessened since collaborative supervision is done by teachers themselves.

``Do no harm``, is the primary principle governing the protection of research participants (Creswell, 2018; Leavy, 2017). The study ensured the safety of participants, by not putting them to harm such as physical, psychological, social, economic or legal harm. This was guaranteed through Informed consent, developed by the researcher for participants to sign before they engage in the research. Informed consent acknowledges that participants` rights will be protected during the data collection process; Guarantees confidentiality of the participants; Assurance that they are free to withdraw from the study at any time; Gaining the agreement of the County Director of Education, Sub-county Directors of Education, and school principals whose schools were sampled to provide access to teachers of English, the study participants at research sites (secondary schools), and permission from teachers themselves. The study also respected research sites (sampled schools) by ensuring minimal disruptions of normal activities.

During data analysis, the anonymity of participants in the quantitative phase of the study was protected by disassociating names from responses during the coding and recording process, while those in the follow-up qualitative phase were assigned pseudonyms, both individuals and places to protect their identities. Analyzed data will be discarded after some time to guard against falling into the hands of other researchers who might misappropriate it (DuBois et al., 2011)

During data interpretation, the researcher has provided an accurate account of the information by holding a debriefing between the researcher and participants, and also using qualitative data validation strategies explained under data validation in (3.6.1).

Finally, in writing up the research report and sharing the research findings, the researcher ensured that she did not engage in unprofessional, fraudulent malpractices such as suppressing, falsifying or inventing findings to meet the audience`s needs. The researcher provided those at the research sites with copies of publications from the research as soon as the final copy is approved (Creswell, 2018, 2009; Leavy, 2017). The researcher also released details of the research, with the study design so that readers can determine for themselves the credibility of the study. In order to enable others, get the knowledge generated, the researcher has shared the research findings with research participants, and my academic community, English Language Teacher Education (ELTE), and English Language Teaching (ELT), to build a repository of knowledge on supervision of teachers of English (TOE), and with other relevant stakeholders outside of ELTE, such as MOEST, NACOSTI, and KICD.

## 3.12 Field Experiences

The researcher`s field experiences were many-fold. First, the terrain, in some parts of the county was impassable, where accessibility was a problem, such that, in some instances, the researcher was forced to walk some distance to particular schools where, even motor bikes would not climb. Secondly, due to busy schedules, securing interviews with HODs was a challenge, and this was surmounted by conducting most interviews after 5.00 pm. In addition, some principals were unwilling to allow teachers to fill the questionnaire, arguing that it would eat into their teaching time, so they would keep the researcher on the bench for long hours, and this slowed down her data collection progress. Third, some schools were far flung, and this was not only time consuming to get to the schools, but also caused the researcher fatigue. Despite the challenges, I managed to complete the process successfully.

## 3.13 Chapter Summary

This chapter presented details of the study philosophical paradigm, study area, study design, data collection methods that were used, including data collection procedures and ethical considerations. The researcher also shared her field experiences and expected application of the results. The methods summarize study design, population, sampling techniques and sample size, data collection tools and ethical considerations.

## CHAPTER FOUR

## DATA PRESENTATION, ANALYSES AND INTERPRETATION

### 4.1 Introduction

This chapter presents the results and interpretations of the study. Quantitative results are presented first, then qualitative results are presented next. The integration of both databases is done in the discussion section where both results are compared for convergence and divergence. The findings are presented and discussed thematically based on the objectives of the study. However, the results of objective one, are presented first, despite having been analyzed qualitatively.

The objectives of this study were as follows:

1. To assess the current supervisory role of Heads of the English and Library Department in the supervision of English language teachers in public secondary schools in Kakamega County, Kenya.

2. To determine English Language teachers` level of awareness about the Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools in Kakamega County, Kenya.

3. To establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of the English language in public secondary schools in Kakamega County, Kenya.

4. To investigate English Language teachers` perceptions about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching off English language in public secondary schools in Kakamega County, Kenya.

**4.2 Response Rate**

A total of 286 questionnaires were administered to respondents. Of those, a total of

282 questionnaires were returned to the researcher giving a response rate of 99%.

According to Saunders et al, (2003) and Mugenda and Mugenda (2003), a response

rate of 50% and above is considered acceptable.

**Table 4.1 Response Rate for Quantitative Participants**

|  | Frequency | Per cent |
|---|---|---|
| Respondents who participated in the study | 282 | 98.6 |
| Respondents who did not participate in the study | 4 | 1.4 |
| Total | 286 | 100 |

**4.3 Response Rate for Qualitative Participants**

All the 25 HODs who were sampled, were interviewed, making the response rate

100%

**4.4 Current Supervisory Role of Heads of English and Library Department in the**
**supervision of English language teachers in public secondary schools in**
**Kakamega County, Kenya**

The first objective sought to assess the current supervisory role of Heads of the

English and Library Department in the supervision of English language teachers in

public secondary schools in Kakamega County, Kenya. To get this information, the

researcher asked the question:  What are the current roles of Heads of the English and

Libraries Department in the supervision of teachers of English in public secondary schools in Kenya?

Heads of departments teaching English in secondary schools, through an in-depth interview, reported that the roles of Heads of department or Heads of the subject were mostly administrative, which involved: supervision of curriculum implementation, ensuring the smooth running of the department through following upon the teachers' professional records lesson plans, schemes of work and methods of delivery in teaching, carrying out teacher appraisals, and holding follow-up meetings, as well as consultative meetings, with peers of the department to discuss performance, progress and emerging issues in the department. This is expressed in the following verbatim quotes: (All the quotes presented in the qualitative results are verbatim, as recorded during the interview sessions. This is done to ensure authenticity of the information by retaining the originality of the responses).

**a) Supervision of teachers.**

"I ensure that all the classes are catered for, in subject allocation, the preparation of workbook, I confirm if the teachers teach. I follow up with the teachers to ensure that they fill the marks before the deadline as required. I also ensure that the teachers have schemes. Another role is to ensure the running of the department and uniting the teachers in the department to make sure that they have done their work in time, we have covered the syllabus in time, they have submitted examinations in time, and they have revised the papers. We check whether they have revised with the students and write comments on why the class did not score as expected or pass in a particular question; we comment on that''- [HOD 01]

"Yes, and they are outlined in my mandate. One, I have to supervise if lessons are being attended to. If you allocate lessons they must be taught. So, it is up to me to ensure that the lessons are attended to. Two, if the teachers in my department have professional documents. Things to do with the schemes of work, the syllabus, the record or workbook, the progress, report of the students, they must have them."- [HOD 01]

### b) Supervision Follow-ups.

On follow-up meetings, the HODs responded as quoted verbatim below: "Yes, we do. When we opened, we already had a meeting and we have laid down strategies for this term. We have set our targets. We have assigned duties and responsibilities for everyone. For example, in my case, I was to make schemes for form three. I have made schemes for form three, I have set exams for the first CAT (continuous assessment test) and the end term examination. Those meetings are there because if you do not hold those meetings, you will not know who will set which examinations and who will set which schemes of work."– [HOD 13]

"Yes, sometimes we usually have some impromptu meetings especially maybe when we realize that whatever we had targeted or we had set, we are not seeing anything indicating that we are going to achieve it at the end of the term. So maybe that is half the term. When we realize that we must have an impromptu meeting we come together so we readjust whatever we had implemented we change that so that at the end of the day, we are assured that whatever we had set, we are going to achieve it"- [HOD 11]

"Yes, we do follow-ups, for instance, if I observe or supervise you in class then I realize that maybe you had not checked the learners' book or the learner's assignment, then I'll remind you. Maybe in your schemes of work, there are columns that you had not filled. At the end of the day, I need to remind you that you need to do this and this.

Then I'll give it a timeline that by this time at least you need to have done ABCD."-
[HOD 09]

"…Now, on the onset of the term, we normally have the departmental meeting, where we meet, deliberate on what is to be done during that term and then after that, now we go to the implementation stage. And even in the term, that is when the program is rolling, if we see maybe there's an issue or whatever, then we normally have, these meetings, you can call it an impromptu meeting to deliberate on an issue that is of concern"- [HOD 15]

Therefore, the study revealed that the major supervisory roles of HODs currently, are administrative i.e. supervision of curriculum implementation at the departmental level, conducting teacher appraisals, and general management of departmental issues. This is formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and Technology (MOEST). The study also revealed that HODs are not fully sensitized about other key supervisory roles that they should play, which means that effective supervision of teachers of English is not taking place.

**4.5 English Language teachers` level of awareness about the Collaborative Peer Supervision Approach**

Objective Two of the study sought to determine English Language teachers` level of awareness about the Collaborative Peer Supervision Approach to supervising the teaching of English language in public secondary schools in Kakamega County, Kenya. The research question was: To what extent are teachers of English Language aware of Collaborative Peer Supervision as a supervision approach? The results are presented below:

**4.5.1 Supervision Approaches Teachers of English are aware of**

The teachers were asked if they were aware of any supervision approach. The responses are as shown in Figure 4.1. 260 (92%) respondents were aware of at least one form of supervision approach while 22 (8%) respondents were not aware of any supervision approach. This could be attributed to novice teachers (teachers who had newly joined the teaching profession), and hence had not been introduced to supervision.
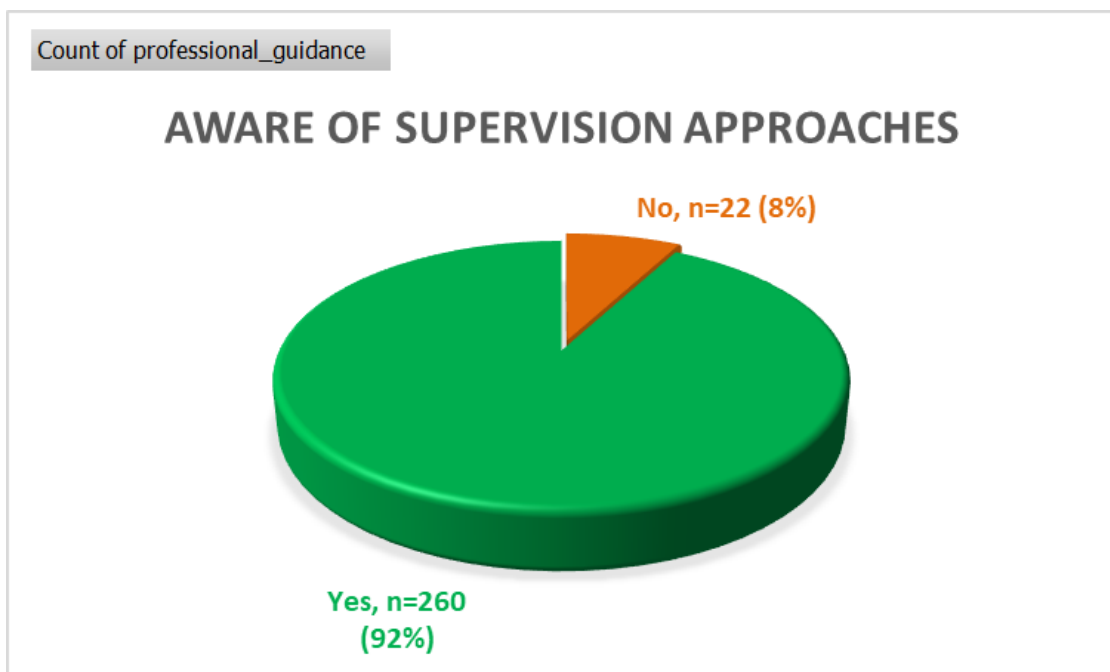


**Figure 4.1: Level of awareness of at least one supervision approach**

**4.5.2 Specific Supervision Approaches Teachers of English are aware of**

Teachers were further asked to identify the specific supervision approaches they were aware of. These were multiple response questions and teachers could mention more than one response. Figure 4.2 shows the supervision approaches teachers of English were aware of. The results show that majority (80%) of the teachers of English were aware of Formal Observation. 39% were aware of internal and external supervision, 32% were aware of walk-through observation, 30% were aware of collaborative

supervision, 17% were aware of instructional supervision, 15% of directive supervision, 11% of reflective supervision and 11% were aware of creative supervision. The least known supervision types were clinical supervision, known by only 3% of respondents, humanistic supervision (4%) and non-directive supervision (6%).
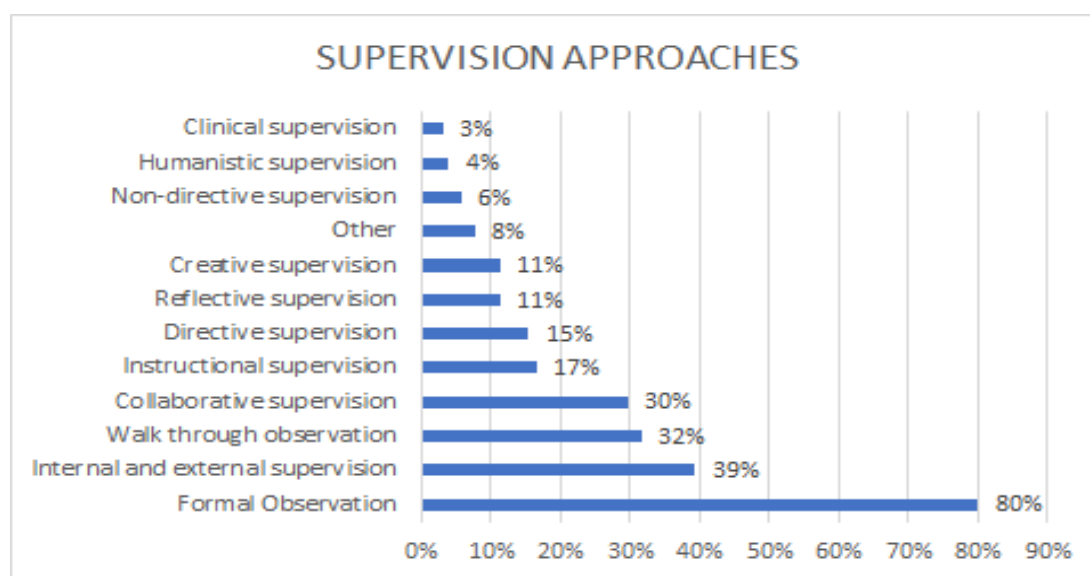


**Figure 4.2: Supervision approaches that the teachers were aware of**

The above results show that (30%) of the respondents were aware of the CPS approach to supervision, which can be described as low, given that CPS is not the official supervision approach in Kenyan schools today. This is confirmed by interview comments of several respondents as best captured by HOD 10 below: ``They are aware. You are talking to the person who is supposed to sensitize them. Because I am confidently talking to you about it, it means I have done it with them. - [HOD 10].

Their responses showed that, whereas most HODs stated that teachers in their departments were aware of the CPS approach and used it in their departments, others were not. The aid of the workshops, training and departmental meetings that the

representative teachers attend and come back and share with the rest of the teachers in the department enhances their level of awareness.

### 4.5.3 Current supervision Approaches used in the Schools

Figure 4.3 indicates the current supervision approaches used in the school. Results from the 282 teachers of English who filled out the questionnaire, showed that 72.1 % of schools were currently using formal supervision and Teachers Performance Appraisal and Development (TPAD), 19.6% of the schools used collaborative supervision, and 4.4% used a walk-through supervision approach. Other approaches used include creative supervision (2.0%), directive supervision (1.5%), instructional supervision (1.5%), clinical supervision (1.0%), reflective supervision (1.0%), humanistic supervision (0.5%) and non-directive supervision (0.5%).
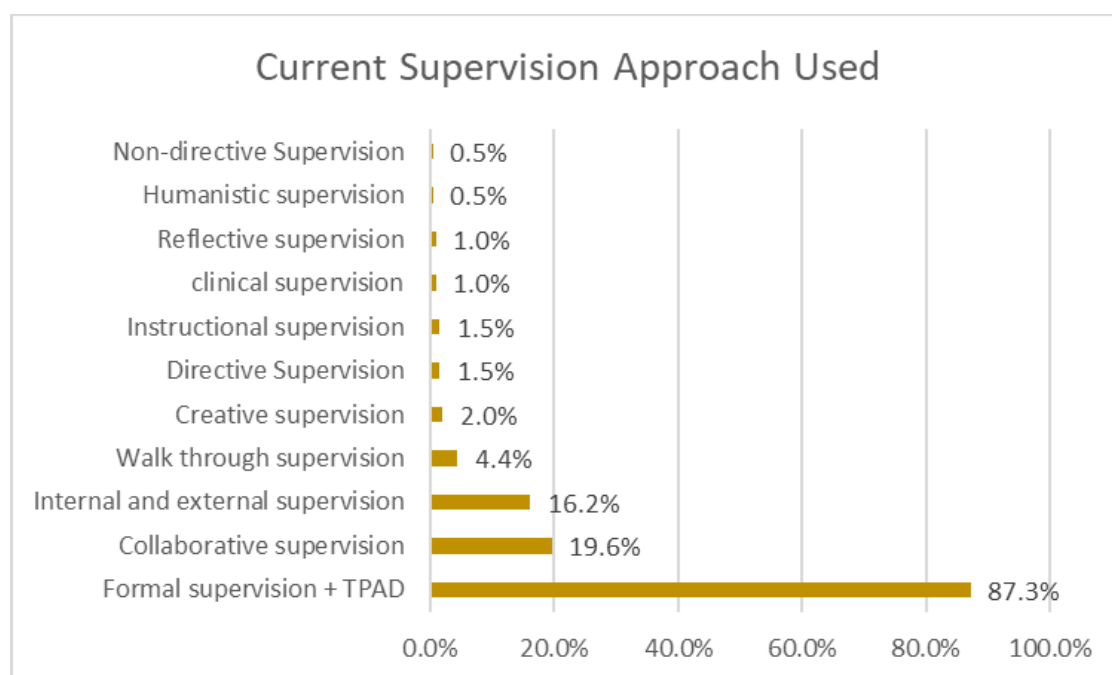


**Figure 1.3: Current Supervision Approaches used in the Schools in Kakamega County**

These observations made from quantitative results on English language teachers' level of awareness and supervision approaches currently utilized were corroborated by the

qualitative results on the same theme. HODs were asked about the types of supervision practices that were carried out in their schools. Most of them identified formal/administrative supervision, which is listed under instructional supervision through lesson observation, internal supervision, Teacher Performance & Appraisal Development-TPAD, and lesson observation. When asked about the supervision methods they used in their departments, most of them identified formal (TPAD), and a good number also identified Collaborative Supervision. They reported that other than the TPAD which is compulsory in the schools, they also used the collaborative peer supervision and lesson observation, as best captured by HOD 05, 12 and 16 below:

"Lesson observation is anchored on the TPAD. Teachers are required by their employer to be observed once in a term or even three times. Usually, the teacher is informed in advance on how to prepare. The teacher must have the lesson plan, lesson notes and any other teaching aid. Once the teacher is in class, the HOD is supposed to come and observe how the teacher is teaching a particular topic"- [HOD 12].

### a) Collaborative Peer Supervision

…… "Of course, there is and we as a department we normally do that. We are a team of four teachers who normally teach English and literature. So, we normally collaborate because you will find that there is a certain area that the teacher is not well conversant with, so you normally find that we also exchange roles"- [HOD 05].

"Okay generally the model that we use, is collaborative in the sense that each member of the department has a say in what is to be taken to the department concerning curriculum implementation. So, normally we have consultative meetings, where we deliberate on what is to be done. So, that is when we come up with a log frame, which will guide the teaching in the term"- [HOD 16].

**b) Instructional Supervision**

"In our institution and, in my department, as the HOS (head of the subject), I normally go to class and I find teachers already going on with classes. So, I have to go to class and sit behind there, monitor how they (ToE) are doing, and what they are teaching. Also, my principal has his way of monitoring how learning is going on and is taking place in the school. He has his people that he normally uses to check out how the teachers are progressing and how they are going on with their syllabus coverage which is also important'' - [HOD 21].

Since the quantitative results showed that 30% of respondents were aware of CPS, and 19.6% used CPS in their departments, and the qualitative results revealed that most HODs reported using CPS in their departments, we can therefore conclude that a good number of teachers of English are well sensitized about CPS Approach. However, the percentage of awareness is still low. This can be attributed to the fact that CPS is not the official teacher supervision approach.

## 4.6 Supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision Approach in supervising the teaching of English language

Objective three sought to establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of English language in public secondary schools in Kakamega County, Kenya. The research question was: What supervisory knowledge and skills do teachers of English Language possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of English?  The following is the presentation of the results.

## 4.6.1 How often do Teachers Engage in CPS Supervisory Activities in their Schools

The teachers were asked how often they engage in supervisory activities, which are classified as CPS supervisory activities in the literature. Results in Table 4.3 show how often the teachers of English engage in CPS supervisory activities. The results show that (91.0%, n=223) of the teachers cooperate to set and mark examinations, (78.8%, n=193) cooperate to make schemes of work. Teachers engaged in team teaching were 75.9% (n= 186) and those engaged in discussions/informal talks were 78.4%(n=192). On a scale of 1 to 5 (1 being never/seldom and 5 being often/very often), the results showed a mean of 4.6(SD=0.7) for those cooperating to set and mark examinations (implying they often engage).

In terms of peer observation, 50.2% (n=123) are often engaged and 39.2% (n=96) are occasionally engaged. Benchmarking was seldom used as a supervisory activity as reported by 46.9% of the teachers of English. The teachers who reported that they occasionally engaged in seminar and conferences were 44.5% (n=109). Overall results indicated that most teachers of English often engage in supervisory activities (Mean=3.7, SD=0.6).   This implied that they were competent in using the Collaborative Peer Supervision approach since they had the knowledge and skills required as indicated by their frequency of engaging in supervision approaches. These findings are summarized in Table 4.3 (pp. 91)

However, the qualitative findings on teacher CPS knowledge and skills were contrary. The HODs were asked if teachers were trained on the use of CPS in the department. From their responses, it came out that, though some teachers undergo capacity building through workshops and seminars, these were not supervision courses, but rather general capacity building programs, and that there was a need for more

thorough training to equip them with requisite knowledge and skills to handle CPS. This, therefore, revealed that those schools, whose teachers of English are practicing CPS in their departments to supervise each other, do not have the requisite CPS supervisory skills and knowledge gained through training to enable them to competently carry out CPS. They also recommended training for teachers to handle CPS efficiently. The following verbatim quotes are examples:

``Yes, we normally have workshops, for example, you have, what to call the jet family, we have quite several National Schools, which we normally meet. We normally go there for training like we did the last term, we congregated in Butere Girls, we were there all English teachers, and we were taken through the curriculum afresh with experts in various. -[HOD 24].

"There is a bit of training but it is not thorough. During the training, we are given some information by the deputy. She gives the heads of the department the information that is required and what should be done. That is what we tell the rest of the department. We are also given some forms; the items are outlined in the forms and so when you go to the class you just fill in the form."- [HOD 08]

From the above responses, it is clear that the workshops and training they refer to, are not supervision courses, but rather, general capacity building refresher short courses on curriculum implementation. Therefore, the findings are that, despite engaging in CPS supervisory activities in the departments as revealed by the quantitative results, teachers of English do not have the requisite knowledge and skills to carry out the CPS approach to supervision. There is a need for them to be trained specifically on how to handle the CPS approach.

**Table 4.2 How often teachers of English engage in CPS supervisory activities**

| | Never/Seldom | | Occasionally | | Often/Very Often | | Mean Score | SD |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | n | % | | |
| Peer observation | 26 | 10.6 | 96 | 39.2 | 123 | 50.2 | 3.6 | 1.1 |
| Team Teaching | 13 | 5.3 | 46 | 18.8 | 186 | 75.9 | 4.2 | 1.0 |
| Cooperating to make schemes of work | 29 | 11.8 | 23 | 9.4 | 193 | 78.8 | 4.1 | 1.2 |
| Cooperating to set and mark examinations | 5 | 2.0 | 17 | 6.9 | 223 | 91.0 | 4.6 | 0.7 |
| Discussions/informal talks | 11 | 4.5 | 42 | 17.1 | 192 | 78.4 | 4.2 | 0.9 |
| Benchmarking | 115 | 46.9 | 67 | 27.3 | 63 | 25.7 | 2.7 | 1.3 |
| Workshops/Seminars/Conferences | 65 | 26.5 | 109 | 44.5 | 71 | 29.0 | 2.4 | 0.8 |
| Training | 94 | 38.4 | 96 | 39.2 | 55 | 22.4 | 2.8 | 1.2 |
| Overall | | | | | | | 3.7 | 0.6 |

## 4.6.2 Regression Analysis for the Relationship between Supervisory Knowledge and Skills and Teachers' Effectiveness

A simple linear regression model was also used to determine if a relationship exists between supervisory knowledge and skills, and teacher effectiveness. The results are presented in Table 4.4 below.

**Table 4.3 Coefficient table for regression model: Supervisory skills (Independent) and Teacher's effectiveness (dependent)**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.966 | .224 | | 13.230 | .000 |
| | Supervisory knowledge & skills | .316 | .060 | .319 | 5.251 | .000 |

a. Dependent Variable: Teacher effectiveness

Regression equation; $y = x_i$ supervisory knowledge and skills+ c

Where;

y; teacher effectiveness and

c; constant.

The model equation was;

Teacher effectiveness= 0.316 supervisory skills+ 2.966

As shown in Table 4.4, the model had a positive outcome with a coefficient of 0.316. The outcome was also positive and statistically significant with an associated p-value of <0.001. This shows that there exists a positive relationship between supervisory knowledge and skills and teacher effectiveness. The regression coefficient implies that a unit increase in supervisory knowledge and skills would improve the teacher's effectiveness by 0.316 units.

### 4.6.3. Model summary

The model summary was used to show the performance of the model. R- squared shows the proportion of variation in teacher effectiveness that is explained by supervisory knowledge and skills. Table 4.5 below is a summary of the model.

**Table 4.4 Model summary for regression model: Supervisory skills (Independent) and Teacher's effectiveness (dependent)**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .319[a] | .102 | .098 | .58217 |

    a. Predictors: (Constant), Supervisory knowledge & skills

The result as shown in table 4.5, indicated that 10.2% of the variance between teacher effectiveness and supervisory knowledge and skills is explained by the model's output.

## 4.7 English Language Teachers` Perceptions about the Utilization of the Collaborative Peer Supervision Approach in the supervision of the Teaching of English language

Objective four 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 in Kakamega County, Kenya. 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 in Kakamega County, 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.

The questions from the sub-Themes are as follows:

a) What are the expectations of teachers of English about an ideal supervision approach?

b) What are the general perceptions of teachers of English about CPS?

c) What are the contributions of CPS approach to the effectiveness of teachers of English?

d) What are the views of teachers of English about the potential implementation

e) of CPS in schools?

## 4.7.1 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 4.6 below.

**Table 4.5 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 quotes:

`` The language teachers normally prefer the lesson observation method done by their colleagues in the department- One, it is because, it is an interactive session, two, it also helps your peers or colleague to understand what you do in class. It also helps you to understand your strengths and weakness, where you need to improve, where you need to perfect-[HOD 16].

``I think the collaborative one is good because somebody feels that he is part and parcel of the decision making process. You know, when we have…if we were to use a different method where we give directions on what is to be done, then we shall have those types of issues. But actually, teachers take part, they feel that they are part and parcel of the running of the department. So that is why we have embraced this method-[HOD 01].

``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-hunting- [HOD 20].

``We prefer it when we talk among ourselves. We usually have brief meetings to tell how far we've gone and what we need to achieve by a particular time. I think that is the best because all of us are in one place - [HOD 07].

Generally, most HODs concurred that teachers of English prefer the CPS approach. Thus, if it is officially operationalized in schools, they will fully embrace it and usefully utilize it. Therefore, we can conclude that teachers of English perceive CPS as an effective supervision approach.

**4.7.2 General Perception 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 4.7 below.

**Table 4.6 Perceptions of teachers of English on Collaborative Peer Supervision**

| | Teachers' perceptions of Collaborative Peer supervision | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Disagree** | | **Neutral** | | **Agree** | | **Mean Score** | **SD** |
| | N | % | N | % | N | % | | |
| 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 |

**4.7.2.1 Regression Analysis of the Relationship between English Language Teachers` perceptions and Teachers' 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;

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

**Table 4.7 Coefficient table for regression model: Perceptions (Independent) and Teacher's effectiveness dependent**

| Model | Unstandardized Coefficients | | Standardized Coefficients | 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 4.8, 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:

Teacher effectiveness = 0.749 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.

### 4.7.2.2 Model summary

**Table 4.8 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[a] | .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 0.386(see table 4.9). This indicates that 38.6% of variations in teacher effectiveness were determined by the perception of CPS.

### 4.7.3 Perceptions of teachers of English about the Contributions of Collaborative Peer Supervision on Teacher Effectiveness (Contributions)

This section sought to establish teacher perceptions on how CPS contributes to teacher effectiveness. From table 4.10, 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 4.10 below:

**Table 4.9 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 below:

"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.

## 4.7.4 Teacher's Level of Satisfaction with Collaborative Peer Supervision (Satisfaction)

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 4.11 below.

**Table 4.102 Level of satisfaction of Collaborative Peer Supervision**

| | Teacher's level of satisfaction with CPS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Disagree** | | **Neutral** | | **Agree** | | **Mean Score** | **SD** |
| | 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 |

**4.7.4.1 Regression Analysis for the Relationship between Teacher's level of Satisfaction with CPS and Teachers' Effectiveness**

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

The regression model is;

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

**Table 4.11 Coefficient table for regression model: Level of Satisfaction with CPS (Independent) and Teacher's effectiveness dependent**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .147 | .203 | | .724 | .470 |
| | Satisfaction | .959 | .049 | .761 | 19.606 | .000 |

a. Dependent Variable: Teacher effectiveness

The resulting model is;

Teacher effectiveness = 0.959 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 4.12).

### 4.7.4.2 Model Summary

**Table 4.123 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[a] | .579 | .577 | .40815 |

a. Predictors: (Constant), Satisfaction

The model summary for the influence of satisfaction with CPS on teacher effectiveness had an R square of 0.579(see Table 4.13). This indicates that 57.9% of

variations in teacher effectiveness were determined by the teacher satisfaction with 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 best captured HOD  25 below:

``Yes. We have more positive effects. I told you that it makes someone improve in his professionalism as a teacher because you must have the tools for professionalism and they must be qualified and so it makes someone to be very professional (CPS enables teachers to comply with the expectations of the teaching profession- for example keeping professional records, such as schemes of work, lesson plans etc.). It adds to the quality of teaching. It also helps the students to benefit a lot because you must go to class when you are prepared, students benefit from that.  Then the confidence, you know a confident teacher will even be seen and be liked by the students. When you know very well that you are teaching according to the syllabus, you record the marks, you analyze the results, and you revise the CAT you have given. The confidence also

helps the students because they know that what the teacher is giving us is the right thing, they believe you.

Regarding the effectiveness of teachers, I think that this form of supervision is very good for teachers because as we all know that every field of study keeps on changing. It's like whatever you know today keeps on changing tomorrow, so the reason why we collaborate as teachers is to know what is happening around us so that we don't teach these students tale knowledge. We do collaborative supervision to also share insights on how the English language is also growing and maybe how we can learn from each other on matters about English``-[HOD 25].

``The approaches are very good by the way because they help you to monitor the Child's (learner`s) performance. You also find that if you prepare and do this collaborative peer supervision you see your weaknesses and the other fellow helps you to supervise and tells you a better way to do it. If you take it positively at the end of the day you see that you polish your weaknesses. It will help you in delivering your content and finally, the results will be seen in the child's performance-[HOD 12].

``Okay, Peer Observation and Supervision are important to the teacher's teaching because it helps this teacher understand that he/she could be using the wrong approach, maybe there are those aspects that you have taught for quite some time and you believe that you are good at them but every time they come in an exam, the learner cannot score a mark, but through peer supervision, you will get to understand that maybe this teacher will tell you that you gave this aspect this approach and the learner couldn't grasp what you intended her to grasp so the only way to do that is by maybe you can give this approach. So, the peer supervision will help you-[HOD 06].

``It also helps in improving the efficiency of the teacher... But if you don't have the peer supervision, you see you could be having the students you are teaching, of course,

we believe all of us graduates, all of us maybe are employed by the commission so we believe that we are placed to do our best. So when you see that someone is coming to observe you, there is this perception that some other teachers will have that this one is maybe fault-finding me but in my department, I would say, teachers don't perceive it (CPS) as a way of fault-finding, they positively embrace it because they believe that it is one way of helping one another (improve their classroom practice) and also through these peer supervision, you would find that you could be tackling some aspects at a very high speed that maybe the learner is not able to get what you intend or what the syllabus requires him or her to understand so when you have this peer supervision, they will also help you regulate your speed in the syllabus coverage-[HOD 13].

``There are young (novice/ inexperienced) teachers who come into the profession and so collaborative teaching helps them to improve. I told you about what we are taught in the university and when you come to the ground you find that the reality is different. Collaborative teaching helps the teacher to know how different students should be handled. With the collaborative teaching and framework, a teacher is equipped with skills to handle all kinds of students. Others do not even listen when you teach and the ministry says that you do not suspend, others are very rude even to teachers. Your colleagues will tell you not to fight with them and direct and if they are repulsive you forward them to the next level. In the end, teaching is manageable-[HOD 07].

`` On the side of the teachers they see it as complementing one another and it enhances the team spirit of the department and we a seen to be pulling towards the same direction-[HOD 14].

Results show that teachers, who are practicing CPS, though not officially, are satisfied with CPS as an effective supervision approach as it is participatory, emancipatory, and

collegial, as opposed to TPAD, which is perceived as a witch-hunting tool for the administration, and also as a source of pressure on the teachers. Teachers are willing to embrace it.

## 4.8 Effects of supervision competencies, ideal supervision approach, perception and satisfaction, on perceived effectiveness of collaborative peer supervision in enhancing English teachers` effectiveness

A multivariable regression analysis was done to establish a relationship between teacher effectiveness as the dependent variable and other independent factors such as satisfaction, supervisory skills, perception and ideal supervision. The regression model for this analysis was as follows.

Teacher effectiveness (y) = $x_i$ (supervisory knowledge and skills) + $x_{ii}$ (ideal supervision) + $x_{iii}$ (teachers' perception) + $x_{iv}$ (level of satisfaction) + c.

A positive perception of CPS (positive coefficient +0.237, p=0.002) and satisfaction with CPS (Positive coefficient +0.784, p<0.001) were statistically associated with improved effectiveness of teachers of English.

The results further showed that there was no association between the level of participation in supervisory activities (negative coefficient -0.018, p=0.705) and preference for an ideal supervision approach (positive coefficient, p=0.222).

**Table 4.13 Multivariable Regression Analysis of the association between involvement in Supervision Competencies, ideal supervision approach, perception and satisfaction of CPS with perceived effectiveness of teachers**

| | Unstandardized Coefficients | | Standardized Coefficients | T | p-value |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | -.350 | .261 | | -1.340 | 0.181 |
| Supervisory competency | 0-.018 | .047 | -.018 | -.378 | 0.705 |
| Ideal supervision approach | 0.076 | .062 | .064 | 1.223 | 0.222 |
| Perception | 0.237 | .074 | .183 | 3.205 | **0.002** |
| Satisfaction | 0.784 | .080 | .598 | 9.841 | **<0.001** |

Dependent Variable: Teacher effectiveness

## 4.8.1 Regression Model Summary

Table 4.15 shows a model summary of the regression analysis. The value of R (coefficient of correlation) is 0.764 (76.4%) which implies a very strong correlation between independent variables and dependent variable (perceived effectiveness). The value of adjusted R squared is 0.577 which implies that 57.7% of teacher effectiveness is affected by ideal supervision approaches, supervisory competencies, perception and satisfaction with CPS (see table 4.15).

## 4.8.2 Assumptions for the Multivariate Regression Analysis

The assumptions were as follows:

1. The data are quantitative and are obtained from a simple random sample

2. The variables X and Y must come from normally distributed populations

3. The scatter plot shows that the data are approximately linearly related

4. There are no outliers in the data

**Table 4.144 Model Summary for multivariable regression**

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate |
|---|---|---|---|---|
| | .764[a] | 0.584 | .577 | .39857 |

Predictors: (Constant), Ideal supervision, Supervisory competencies, Perception and Satisfaction with CPS

These results show that, teacher perceptions about type of supervision approach in use, and satisfaction with the particular supervision approach, are key determinants of the success of the supervision approach. This means that, if teachers perceive the supervision approach positively and are satisfied with it, that supervision approach can improve their effectiveness. Therefore, the results of the multivariate analysis suggest that CPS model is an effective supervision approach, and if introduced in schools, it can impact positively on the effectiveness of teachers of English in secondary schools in Kenya.

**4.9 Presentation of Qualitative Study Results**

Qualitative data was collected through an in-depth interview, where, 25 Heads of English Language Department were purposively sampled from the 417 public secondary schools in Kakamega County. The interview questions were designed to elicit responses that would complement, shade light, or clarify information elicited quantitatively from the study participants. The responses were identified, coded, classified, labelled, and analyzed thematically. The following themes were identified: Types of supervision practices within English departments, English language teachers`

opinions towards the use of the CPS (effectiveness, preferred approach), HODs' supervisory roles, English teacher awareness of the CPS Approach, English teachers` knowledge and skills to facilitate CPS, challenges of implementing CPS, and recommendations. This section presents the results as per the stated themes.

## 4.9.1 Types of Supervision practices used in English Departments

HODs were asked about the types of supervision practices that were carried out in their schools. Most of them identified formal/administrative supervision, which is listed under instructional supervision through lesson observation, internal supervision, Teacher Performance & Appraisal Development-TPAD, and lesson observation. When asked about the supervision methods they used in their departments, they identified formal (TPAD), and Collaborative supervision.

The first one to be identified was Internal Instructional Supervision, as brought out in the following verbatim quote:

''In our institution, there are several instructions that are normally administered and in my department, I as the HOS (head of the subject), normally go to class to find out when the teachers are already going on with classes. So I have to go to class and sit behind there, monitor how they are and what they are teaching. Also, my principal has his way of monitoring how learning is going on and is taking place in the school. He has his people that he normally uses to check out how the teachers are progressing and how they are going on with their syllabus coverage which is also important''-[HOD 21].

The next one was the TPAD, as brought out in the following quotes:

``We use TPAD. There are about five indicators that are there. We prepare the teacher. We observe the teacher in class through a document called lesson observation and

after class, we check the professional documents. We check the students' exercise books, the students' records of work and look at the performance of the child available-[HOD 12].

This was echoed by the quotes below:

``Then I was about to go there, even the commission, TSC is also calling for that supervision whereby there is this thing called TIPAD and that, whatever you are filling in that TIPAD is portrayed from whatever you have been doing with your students. So, for instance, the normal teachers are always assessed once per term by the head of departments. Then the head of the department is always assessed by the deputy principal, and then the deputy principal is assessed by the principal. So from that, we can also learn from our colleagues. They can correct us where they feel that we should improve on this and this. So that one will lead to maybe achievement of a better score at the end-[10].

``Right now, we are just using the T pad yes…we are supervised by our administration, then from the administration, we go to the departmental level. The senior-most person will supervise the teachers in terms of the classwork, real teaching and other professional documents like the schemes, the lesson plans, marking of exercise books and filling of the mark. We have an observer and an observee, so during the session, the observer goes to class and observes how the observee is teaching so we award marks according to maybe content mastery and how maybe the teacher organizes the lesson. Yes, we just look at how they are teaching whether they are using charts and we record so that at the end of it the observer and the observee sit down and agree on the marks. The observer says "I have given you these marks "the observer says maybe they should get the marks and they agree. whatever is agreed upon is what is recorded-[HOD 16].

The next one is Direct and Indirect supervision, as brought out in the quotes below:

``I would say that we employ both direct and indirect supervision practices. Looking at the direct aspect of the application, as the head of the department I take time and monitor my teachers when they are in class, I observe the behavior of the students and the teachers towards the students. I also observe how the students view English as a subject and the person that is delivering the knowledge to them.  Indirectly, as a department, we have a program where all these teachers submit returns. We look at the performance of the students on each topic. We do assessments based on specific topics. Once a teacher presents a given topic in English then they have to do deliverables which will indicate how effective the teaching has been. The other way of doing it indirectly is that we do an exchange program. This is where we assign specific teachers to specific classes for a given time, we can exchange after one week. The teacher then is our assessor and will be able to write a report indicating the behavior of students towards that unit-[HOD 17].

``When it comes to supervision in itself, personally I do what is called direct supervision with some little knowledge of management I know that we are naturally lazy and that is something that you understand and unless we are told to go to work we cannot work. With that in mind, I always move randomly to classes that are being taught, I see what my teachers are doing and then from then it is just fine *-[HOD 11].-*
When the HODS were asked about the specific supervision approaches they used in the departments apart from the formal supervision approaches, some of them identified Collaborative Supervision, as espoused in the following quotes:

``Okay generally the other model that we use, is collaborative in the sense that each member of the department has a say in what is to be done in the department with regard to curriculum implementation. So, normally we have consultative meetings,

where we deliberate on what is to be done. So, that is when we come up with a log frame, which will guide the teaching in the term-[HOD 01].

``Yes. There is peer supervision or observation- appraisals and records of the workbook. We talk among ourselves to know how far you've gone. We plan to teach a certain topic at a particular time. We set our own goals. We also have students' records and check students' books to know how far we've gone-[HOD 08].

``Here we have a particular one called rotational teaching where you do not stick to one class. We identify the various strengths in various people and then allow them to spread those strengths throughout the various classes. If you are handling a form four class, if I am good I poetry I will be allowed to go through the six streams. If someone else is good at the analysis of a book they are allowed to do that and so we rotate. When it comes to teaching, we now teamwork, we don't just teach a class as an individual. We work as a team where you don't have to go specifically to your class, a class can be taught by everybody. Even the learners know that they can be taught by any teacher. That only works when we work as a team, and on supervision, then we are supervising ourselves. ``*[HOD 14]*

``When we are two or three, we do co-teaching, whereby we do share across the topics, to enhance most of the content delivery. And also, on syllabus coverage and also a student may understand a teacher differently. So, when one teacher goes in when the other teacher comes, the teacher can expound on the contents, and that enhances the delivery and also retention of the content by learners. We also do have meetings from time to time so that we ensure how you are going on, our flaws and abilities and always correct each other-[HOD 19].

``We usually have individual supervision. I can go to class and supervise my members when they are teaching and any other member can come and supervise me because we

have to learn from each other. I may not know some of the things that they know that is how we operate so they supervise me and I also supervise them. We just do the supervision that is recommended by the ministry of education. -[HOD 07].

From the above-cited quotes, the major model used is the formal/ administrative model which is conducted through the TPAD tool. The collaborative supervision model is used at the departmental level by some schools- not all, though not officially. This is evident from the HODs citation of CPS supervisory activities such as team-teaching, peer observation, peer supervision, co-teaching, team-setting and team marking exams. These supervisory activities are associated with CPS as posited by (Napwora, 2017).

However, what came out clearly from the interview is that, though some HODs reported that they embraced CPS, approach, it is not the official supervision approach recommended by the ministry, they only used it internally to boost learner achievement and empower each other professionally, and hence, they may not be doing it with the expertise that is required  Secondly, teachers are not specifically trained on how to carry out peer supervision, there is need for them to be trained on CPS supervisory skills.

The implications of the above findings to the current study are significant. The findings underscore the importance and rationale of why this study was necessary. First, the fact that some schools are using CPS, which is not the official supervision model for schools, points to the lack of an exclusive, official supervision model for teachers of English in public secondary schools in Kenya, and that, if CPS model, which the study has established that can enhance the effectiveness of teachers of English, is officially launched in schools,  this will fill  the gap of lack of an official supervision model for teachers of English, which the study sought to establish.  These

findings will therefore inform policy decisions on the implementation of CPS, a subject-based supervision model which the study has established that it is effective in enhancing teacher effectiveness.

Secondly, these findings will inform practice in the field of English Language Teaching, in that, these findings have revealed that CPS model can impact positively on teacher effectiveness. Therefore, if implemented, English language curriculum delivery is likely to improve. This means that learner achievement in English language will be boosted.

Finally, these study findings will contribute to the body of knowledge in the ELTE field, specifically on the teaching of English language in Kenyan public secondary schools. If CPS is implemented, this will fill the knowledge gap of the lack of an official supervision model for teachers of English in Kenyan secondary schools.

The study established that, though some teachers were using CPS in their departments, these teachers were not trained to handle CPS, which implies that if CPS is to be officially implemented, teachers have to be trained.

On perceptions of teachers of English about the CPS approach, most of them expressed a positive response, because, they feel that the CPS approach enhances their professional growth and development, unlike the formal approach- TPAD, which the majority of HODs felt was an official witch hunt tool, which was exerting pressure on the teachers. This is expressed in the following excerpts:

``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 06*]*.

``They take it very positively because not all of us are at the same professional age. Others are very senior others are still coming up in the field and whether you were at a university or a learning institution, here is teaching when you come to the ground you find that there are some gaps. So if you are willing you benefit a lot and that is why it is taken very positively-[HOD 07].

``As English teachers, I think we have no issue. It is the best because we sit together and we can reach one another very fast. A teacher can tell you how far she has gone and so it is just okay…Foremost, let me begin with the delegation, we've delegated that responsibility to this office concerning quality. So one, remember, I think I've stated it earlier on it is the teachers who came up with that idea and we embraced the same. So you know, the quality assurance officer when he goes to the team that is to the classes to do his work, it is not witch-hunting, it is purely advisory. It is purely advisory actually to add value to members of the department. So, even the reports, if we have you know, a report, which is maybe a bit wanting, it is confidential, we call the member concerned, we advise him and see how to support the teacher actually to come out of the same. That is one, we have their blessings in doing so, and then talking about the delegation, remember, we have grouped these teachers in areas of their specialty. So, those who have you know, they have interest for example, in paper three. They normally have their cohort where they meet and deliberate on issues of the same and then they advise the department, so you find it is voluntary. People…teachers have embraced it and we are doing well there is no form of resistance from the teachers about the same because everybody is included-[HOD 01].-

``They are very positive. They readily embrace it because they also do it for me and we correct each other. If I were the only one doing it then it would have worked the wrong way but now that everyone has to do it and I allow any of them, it works and they embrace it fully-[HOD 20].

Generally, the HOD's responses on the use of the CPS approach were positive, because, the approach enhances teacher professional growth and development. However, when asked about the English teachers` perceptions of the formal supervision approach by the ministry (TPAD), most responses show that they are not happy with it. This implies that the current study findings are crucial in shaping the implementation of a supervision model that impacts positively on the effectiveness of teachers of English in Kenya, and that will complement the administrative supervision model, which the teachers are unhappy with. This is expressed through the following quotes:

``Most of the teachers don't see this T pad thing as helpful. It's like harassing the teacher. they just feel like it is like some obligation. something they just have to do. So, it Is not like you are doing it because it is helpful to you and the learner. It is just like a formality. I just have to fill my part and submit my remarks and all that-[HOD 25].-

``According to me, no one likes pressure and from the little experience that maybe I am having I can say that this TPAD supervision, to some of the teachers, they are seeing it as a source of pressure. So they are not taking it positively. They feel like there must be an appropriate method of doing rather than…yes-[HOD 10].

However, some felt that TPAD is useful, as evidenced by the following quote:

``Initially, teachers did not like the paperwork and it is time-consuming but after preparing and going to class they find that they have met their objectives, they can

monitor themselves and improve the child's performance. They initially resisted it because of the two things, a lot of time and paperwork-[HOD 12].

On the teachers` preferred method of supervision, the HODs 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 quotes:

`` The language teachers normally prefer the lesson observation method done by their colleagues in the department- One, it is because, it is an interactive session, two, it also helps your peers or colleague to understand what you do in class. It also helps you to understand your strengths and weakness, where you need to improve, where you need to perfect-[HOD 06].

``I think the collaborative one is good because somebody feels that he is part and parcel of the decision making process. You know, when we have…if we were to use a different method where we give directions on what is to be done, then we shall have those types of issues. But actually, teachers take part, they feel that they are part and parcel of the running of the department. So that is why we have embraced this method-[HOD 01].

``Most teachers, from my observation and opinion, prefer the peer observation or supervision because if you have someone from maybe the ministry of 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-hunting- [HOD 07].

``We prefer it when we talk among ourselves. We usually have brief meetings to tell how far we've gone and what we need to achieve by a particular time. I think that is the best because all of us are in one place - [HOD 08].

Generally, most HODs concurred that teachers of English prefer the CPS model, meaning, if it is officially operationalized in schools, they will fully embrace it and usefully utilize it.

**4.9.3 The Current Supervisory Roles of Heads of English Department**

The second thematic code was: Supervisory roles of HODS, which answered the research question: What are the current supervisory roles of HODs in the supervision of teachers of English in public secondary schools in Kenya? The responses provided data for Objective One, of the study, which was: To assess the current supervisory role of Heads of the English and Library Department. The HODs were asked to explain their current supervisory roles. From their responses, their supervisory role is majorly administrative i.e. supervision of curriculum implementation at the departmental level, teacher appraisals, and general management of departmental issues, as listed below: Supervision of curriculum delivery through tracking of syllabus coverage and adherence to the syllabus, checking of professional documents, (schemes of work, lesson plans, lesson notes, record of work), curriculum assessment, teacher appraisals, ensuring class attendance, checking of learner portfolio, progress and achievements, and holding of consultative meetings. This is evidenced by the quotes that follow.

The following quote explains the role of checking schemes of work, records of work covered, and class observation:

``So, normally, foremost, we have the record of work covered, which we use to monitor what is being taught and as a Department, we normally have a uniform

scheme of work for different forms, that is for form four, form three, form two and form one classes. So, normally, what is to be taught, is supposed to be uniform across the board, even when you are looking at the notes when you go to literature, you go to poetry, that is when you go to one form, then whatever you get should be a reflection of what you will get in the other form. So, that is what we have done based on the issues of what experts in those areas have who actually developed the notes and then secondly, we have established a department of quality assurance. So normally we have a colleague, whom we assign that responsibility, who normally goes into the classes, goes through the learner's work and reports back to the management of the department. He is also mandated to even attend the lessons where teachers are teaching so that they can also check on the content delivery. So those are the checks and balances that we have, as a department to see to it that the curriculum is being implemented effectively-[_HOD_01].-

The next quotation explains the role of checking students` portfolios, syllabus coverage and meetings:

``So, normally, we look at the student's work, we look at the notes and then we look at the marking of the same, are books being marked? Are students actually at par with the rest? Because we are looking at…if it is from one school, where are they? So in the event, we do have a class that is lagging, then they report to us and then the individual that is the teacher who is concerned is called and he's advised accordingly. Secondly, also after exams, we normally have consultative meetings, we look at the performance and then we look at the weak areas and how best to address the same. Then also the quality assurance officer normally attends one or two lessons to supervise and then he normally writes a class-based report. So normally we meet as a department, and then

he shares the same, those grey areas are addressed and members are advised on how to go about the same, that is in addressing the problems. -[HOD 01].-

The next quotation explains the role of checking students` notes and syllabus coverage:

``I collect the books on Friday, go through the content they have covered and if they are in line with the syllabus of the schemes of work that they presented. I also take the student's notes to confirm that those were the topics that were covered during the week. If we find a hitch, we inform the teacher immediately to do amendments-[HOD 21].

The next quote, brings out the role of lesson observation, apart from checking notes:

``We also check notes. The teachers are supposed to make notes on the topics that they teach. During monitoring, we also check if they have the notes. We also do lesson observations. As heads of departments, we go to class to observe the teachers at least once a term for every teacher-[HOD 21].

The next quotation is on professional documents:

``My first role is to ensure that teachers make their professional documents. The schemes of work, record of work. Progress record and the TPAD. They should make those and they should have a checklist. The lesson plan is a professional document; they should have lesson notes when going to work. Schemes of work are for reference. If we have a new teacher, we must give that teacher the coursebook and the dictionary so that we are aware that the teacher is equipped to be able to make the notes and all that is required for their work-[HOD 22]-

The next quotation is on tracking learner achievements and holding teachers accountable:

``Yes, for English subject, number one, one of our supervisory tools is the issue of the mean score. We are always demanding from the teachers, they go sit with their students, they discuss and come up with a mean, a target, they set a target, a mean that they feel they should achieve at the end of the term. But as they do that they have also to show us the strategy that they have laid, how are they going to achieve this. And again, once they have done the exams, in the end, we will also come together and ask them, "You told us this and this, have you achieved it? Have you done whatever you told us that you are going to implement?" again, apart from the teachers, we go to the students and ask them again, your teacher told us about this and this, is this what is happening, are you going to meet this target? Are you doing whatever we agreed on? So that is one way that…but I don't think if it is done in other departments. This is just for our department-[HOD 10].-

The next quotation explains the role of ensuring that teachers go to class and teach (class attendance):

``Yes, and they are outlined in my mandate. One, I have to supervise if lessons are being attended to. If you allocate lessons they must be taught. So it is up to me to ensure that the lessons are attended to. Two, if the teachers in my department have professional documents. Things to do with the schemes, the syllabus, the record or workbook, the progress, report of the students, they must have them. -[*HOD 07].*-

HODs also hold consultative meetings:

``We have regular meetings where we discuss the performance and anything that arises from the teachers who are active with students in class. We have a questionnaire that is developed in a term and, we have questions like what is the perception of students toward English

as a subject? When each teacher delivers their response we can then be able to come up and say that this is the position of that class or the department in achieving its goals. Term and weekly meetings are working for us. The discussion also works for us. And then you know we are in a digital world where the physical meetings may not work, we have digital groups where we discuss issues. I like the digital groups because a teacher will be able to present issues, a teacher can send an image of a script from a student or a list of students and then it is discussed. It helps because we have four streams and if one stream has an issue then the same may be happening in the others. We share those ideas and as the head of the department, I can conclude what should be done. - [HOD 23].

``Yes, we do follow-ups, for instance, if I observe or supervise you in class then I realize that maybe you had not checked the learners' book or the learner's assignment, then I'll remind you. Maybe in your schemes of work, there are columns that you had not filled. At the end of the day, I need to remind you that you need to do this and this. Then I'll give it a timeline that by this time at least you need to have done ABCD``- [HOD 06].—

On HODs supervisory roles, therefore, the study established that they carry out formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and Technology (MOEST).

The study revealed that the major supervisory roles for HODs are majorly administrative i.e. supervision of curriculum implementation at the departmental level, conducting teacher appraisals, and general management of departmental issues. This is formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and

Technology (MOEST). Further, the study established that HODs are not well sensitized about other supervisory roles that they should be performing.

### 4.9.4 English Teachers` Opinions on the Effectiveness of CPS

The next theme was on English teachers` opinions on the effectiveness of CPS. The HODs were asked their opinion about the effectiveness of the CPS approach. 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 excerpts:

``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].-

``I think the advantage is that we get solutions very fast. If you have an issue that needs clarification it is solved very easily. You will find someone and you will be corrected very fast. You do not have to waste time waiting or going to the library to read or write it in the record of work to be covered later. It is instant, you get the solutions instantly. -[HOD 05].

``So maybe if I can say, in our school, it has more good than harm, for instance, this collaboration, number one, for the sake of the students, there will be no class that will ever be missed because if I realize that my colleague is not in, anybody is tasked to teach that class. I will go there and teach. When he or she comes next time, she will also go there and teach, unlike when we have just said that this class is yours and it is yours. If you are not there the students will miss-[HOD 13].

``Yes. We have more positive effects. I told you that it makes someone improve in his professionalism as a teacher because you must have the tools for professionalism and they must be qualified and so it makes someone to be very professional. It adds to the quality of teaching. It also helps the students to benefit a lot because you must go to class when you are prepared, students benefit from that.  Then the confidence, you know a confident teacher will even be seen and be liked by the students. When you know very well that you are teaching according to the syllabus, you record the marks, you analyze the results, and you revise the CAT you have given. The confidence also helps the students because they know that what the teacher is giving us is the right thing, they believe you.

Regarding the effectiveness of teachers, I think that this form of supervision is very good for teachers because as we all know that every field of study keeps on changing. It's like whatever you know today keeps on changing tomorrow, so the reason why we collaborate as teachers is to know what is happening around us so that we don't teach these students tale knowledge. We do collaborative supervision to also share insights on how the English language is also growing and maybe how we can learn from each other on matters about English-[HOD 25].

``The approaches are very good by the way because they help you to monitor the Child's performance. You also find that if you prepare and do this collaborative peer

supervision you see your weaknesses and the other fellow helps you to supervise and tells you a better way to do it. If you take it positively at the end of the day you see that you polish your weaknesses. It will help you in delivering your content and finally, the results will be seen in the child's performance-[HOD 12].

``Okay, peer observation and supervision are important to the teacher's teaching because it helps this teacher understand that maybe you could be using the wrong approach, maybe there are those aspects that you have taught for quite some time and you believe that you are good at them but every time they come in an exam, the learner cannot score a mark, but through peer supervision, you will get to understand that maybe this teacher will tell you that you gave this aspect this approach and the learner couldn't grasp what you intended her to grasp so the only way to do that is by maybe you can give this approach. So, the peer supervision will help you-[HOD 06].

``It also helps in improving the efficiency of the teacher... But if you don't have the peer supervision, you see you could be having the students you are teaching, of course, we believe all of us graduates, all of us maybe are employed by the commission so we believe that we are placed to do our best. So when you see that someone is coming to observe you, there is this perception that some other teachers will have that this one is maybe fault-finding me but in my department, I would say, teachers don't perceive it as a way of fault-finding, they positively embrace it because they believe that it is one way of helping one another and also through these peer supervision, you would find that you could be tackling some aspects at a very high speed that maybe the learner is not able to get what you intend or what the syllabus requires him or her to understand so when you have this peer supervision, they will also help you regulate your speed in the syllabus coverage-[HOD 13].

``There are young teachers who come into the profession and so collaborative teaching helps them to improve. I told you about what we are taught in the university and when you come to the ground you find that the reality is different. Collaborative teaching helps the teacher to know how different students should be handled. With the collaborative teaching and framework, a teacher is equipped with skills to handle all kinds of students. Others do not even listen when you teach and the ministry says that you do not suspend, others are very rude even to teachers. Your colleagues will tell you not to fight with them and direct and if they are repulsive you forward them to the next level. In the end, teaching is manageable-[HOD 07].

`` On the side of the teachers they see it as complementing one another and it enhances the team spirit of the department and we a seen to be pulling towards the same direction-[HOD 14].

``I think it also empowers the teachers because when you are working as a department you learn from one another- [HOD 23].

However, some HODs expressed disappointment in the current supervision model-TPAD, as expressed in the following quotes:

``Most of the teachers don't see this T pad thing as helpful. It's like harassing the teacher, they just feel like it is like some obligation, something they just have to do. So, it is not like you are doing it because it is helpful to you and the learner. It is just like a formality. I just have to fill my part and submit my remarks and all that-[HOD 16].

``According to me, no one likes pressure and from the little experience that maybe I am having I can say that this supervision, to some of the teachers, they are seeing it as a source of pressure. So they are not taking it positively. They feel like there must be an appropriate method of doing rather than…yes-[HOD 10].

Findings are that CPS is an effective supervision model as it is participatory, emancipatory, and collegial, as opposed to TPAD which is perceived as a witch-hunting tool for the administration, and also as a source of pressure on the teachers.

**4.9.5 Teacher Sensitization about CPS**

The other thematic area is teacher sensitization about CPS, which elicited qualitative data for Objective Two of the study. The HODs were asked if teachers were well-sensitized about CPS. Their responses showed that, whereas most HODs stated that teachers in their departments were aware of the CPS approach, others were not, as expressed in the following quotes:

``I believe we are all at par, teachers are up to date with what is going on in the department and that is why we can move in the same direction. So they are aware because they have been involved in actually setting up these structures here. So they are part and parcel of the same. -[HOD 01].

``They are aware. You are talking to the person who is supposed to sensitize them. Because I am confidently talking to you about it, it means I have done it with them. -[HOD 02].

``I can say they are much aware of departmental activities and expectations because we are always having at least two departmental meetings per term. So during such meetings, one at the beginning of the term and another one at the end of the term. So at the beginning of the term, we discuss what are some of the things that we expect from each of us throughout the term. Then at the end of the term, we come and discuss, did we achieve whatever we had laid. And if we did not achieve it, what went wrong, what should we do to ensure that next time we achieve it. So I can say that they are well versed. I can say that they know whatever we expect from them-[HOD 10]

Other HODs had divergent perspectives, as brought out in the following excerpt:

``The level of awareness may not be up to date. I am just looking at the peer supervision for example, when this thing came up not everybody went for the workshop and those who went for the workshop and information from someone else may not be as accurate as it is supposed to be delivered. The sensitization has a problem-[HOD 24].—

A good number of teachers of English are well sensitized about the CPS approach.

## 4.9.6 Teachers` possession of CPS Supervisory knowledge and skills.

The next theme was on teachers` possession of CPS Supervisory knowledge and skills. From the responses of the HODs, it came out that, though some teachers undergo capacity building through workshops and seminars, these were not supervision courses, but rather general capacity building programs, and that there was a need for more thorough training to equip them with requisite knowledge and skills to handle CPS. This, therefore, revealed that those schools who are practicing CPS in their departments are just using rudimentary skills and knowledge in supervising each other, but not the requisite expertise gained through training. The following quotes are examples:

``At this level, we are all equipped and all trained through capacity buildings-- once you are employed as a teacher you have to possess the required skills but I would say that learning is continuous and as we teach we also learn new ways. I would say that my teachers have the required skills apart from the continued training that we have to impart to them with more knowledge and the objectives that we set to push them to work harder. They have the skills and they can be visualized in the products that we have. (HOD 21)

``There is a bit of training but it is not thorough. During the training, we are given some information by the deputy. She gives the heads of the department the information that is required and what should be done. That is what we tell the rest of the department. We are also given some forms; the items are outlined in the forms and so when you go to the class you just fill in the form-[HOD 24].

The following quote shows that the workshops are on general issues not specifically supervision training.

``Yes, we normally have workshops, for example, you have, what to call the jet family, we have quite a several national schools, which we normally meet. We normally go there for training like we did the last term, we congregated in Butere Girls, we were there all English teachers, and we were taken through the curriculum afresh with experts in various areas. [HOD 01].

The following response showed that teachers carrying out peer supervision in those departments are not trained as supervisors, but just do it, meaning it is not being done in the right manner.

``When it comes to supervising each other, it does not solely depend on the training that they received. Sometimes there are those things that depend on a person's nature. Some people are teachable others are not. It does not depend on the training that they received. -[HOD 16].

``Yes and we also have some training organized by several bodies like the Royal Lite for English. The teachers, therefore, know and are qualified``-[HOD 02].

``Yes. Through training, and workshops, remind us of the roles of the head of the department and what you are prepared to do. Those training are very important because you become equipped and empowered in terms of what you will give to your members. I only have three years of experience and there are others with ten, fifteen

years but they chose me----- I attended one last year at Mukumu boys and it covered the three papers. It was an examiner's workshop and it covered the three papers and what to do so that the students can excel in those papers. We attend them, we are empowered-[HOD 22].

From the above responses, it is clear that the workshops and training they refer to are not supervision courses, but rather, general capacity building refresher short courses on curriculum implementation. Therefore, the findings are that teachers of English do not have the requisite knowledge and skills to carry out the CPS approach to supervision.

However, what came out clearly from the interview is that, though some HODs reported that they embraced CPS, approach, it is not the official supervision approach recommended by the ministry, they only used it internally to boost learner achievement and empower each other professionally, and hence, they may not be doing it with the expertise that is required. Secondly, teachers are not specifically trained on how to carry out peer supervision.

### 4.9.7 Challenges to effective implementation of CPS in schools

Another thematic area was challenges to effective implementation of CPS in schools. The HODs were asked about potential challenges that would impede the full implementation of CPS in schools. Their responses brought the following issues to the fore: age differences among teachers; lack of objectivity due to professional dishonesty; inferiority and superiority complex among teachers leading to subjectivity; lack of cooperation among peers; complacence for fear of reprisals from the authorities; and lack of cooperation among peers in the department. The following excerpts exemplify the same:

``Yes. More so the old teachers. This method is very effective when it comes to peer teaching. For example, the old teachers, more so those who have taught for ten years and above. They tend to have that content but one thing they are missing is that things change. So even if you tell them that it is not like this, it should be like this, one will tell you that he went to school a long time ago. The age gap is also a barrier but with the young teachers, we are okay with the effectiveness. - [HOD 25].

``Another challenge that I normally encounter here as the HOS is that like for example when you go to class to teach like the other time to examine how my colleague is teaching, students were like what is the other teacher coming to do when the teacher is teaching. Sometimes you also tell them that two teachers are going to teach and they are like how? Like they don't understand and there is a form where they get frightened when they see the two of you in a class and maybe sometimes they are used to making jokes with this particular teacher and in your presence, they don't do it. You are also a person you will feel like you are frightening them in one way or another-[HOD 07].-
``The challenges of peer or collaborative supervision are that there might be tendencies of familiarization and it ends up being subjective rather than objective and others will just do it for the sake. You will find a teacher filling that form for the sake of seeing another one in the class because the head of the department requires it. When I tell them I need the form on a particular date, you find that instead of going to the class, they just sit in a corner and fill the form then later say that they supervised a particular person and when you go to the students you find that the supervision was not carried in the class. A colleague may also cover another one and say that her colleague used the scheme without looking at what should be observed when supervision is done. Then some teachers will not want to be seen by others, I think the

fear of being seen by their colleagues or despising others, will not just want to be seen by others.

Then there is another issue of inferiority Vis a Vis superiority complex. If I give a teacher on board to go and supervise the principal in form three work, this teacher has never handled a form three-class, she has just been employed the other year and you tell her that the peer supervision demands that you see one another and the person you are going to see is the principal, not now as a principal but as a member of the department. They ask you how I can now tell the principal that you were wrong here. How will I now deny the principal the marks? Because you know we have to score, how will I approach her? I fear the madam principal. Those are the issues. Another one will ask you, how will I be seen by the principal of the school? And yet it is peer, everyone must participate. -[HOD 07].

``There are always issues. Due to the shortage of teachers, we have three in this department. Sometimes the results of the supervisory activities may be sued to make decisions at the administrative level. When you go to the class of course you will pick out the strengths but gaps will be there that must be remedied. When someone keeps having the gaps it means that the remedial measures put in place are not good. Someone may be sacked or transferred. When that happens it tends to make people less cooperative and so you will find that during classroom visitations someone may feel that it is being done so that he can be sacked. Sometimes people may not clearly understand what is required but you cannot stop the administration from using such information-[HOD 07].

``Qualifications. This happens for example when there is a member who is an examiner and whoever is heading the department is not an examiner. The members who feel their head is not qualified will always want to shut down the head of the

department as a consequence. The other point could be that there are just some uncooperative people. They are just difficult to handle. As a consequence, the results from that department will not be so good. This will happen because of the lack of cooperation-[HOD 25].

Challenges are age differences among teachers; lack of objectivity due to professional dishonesty; inferiority and superiority complex among teachers leading to subjectivity; lack of cooperation among peers; complacence for fear of reprisals from the authorities; and lack of cooperation among peers in the department.

### 4.9.8 Teachers` Recommendations on CPS

Another thematic area was teachers` recommendations on how CPS should be fostered. Most HODs concurred on the issue of training teachers of English on how to use the CPS approach effectively, as expressed in the following quote:

``They have to try and teach us about it. The teachers have to be trained, some capacity building. Once the teachers have been trained on how to use this model then the people in charge can come to the ground and monitor the effectiveness then we can evaluate and see if it is working or not but there must be training, capacity building and monitoring. – [HOD 12]

### 4.10 Discussion of the Study Findings

This section discusses the findings of the study in relation to the study background, study problem, and other study findings related to the current study, as well as the implications of the study findings to policy decision making, practice in the field of ELT, and contribution made to the body of knowledge in the field of English Language Teacher Education (ELTE), in relation to English Language curriculum

implementation, in secondary schools in Kenya. The discussion is presented thematically, as per the findings of each study objective.

## 4.10.1 The current supervisory role of Heads of English and Library Department in the supervision of English language teachers in public secondary schools

Objective one sought to assess the current supervisory role of Heads of the English and Library Department in the supervision of English language teachers in public secondary schools in Kakamega County. The findings were that the major supervisory roles for HODs currently, are administrative i.e. supervision of curriculum implementation at the departmental level, conducting teacher appraisals, and general management of departmental issues. This is formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and Technology (MOEST). These findings are in agreement with the study by (Moradi, et al. 2014), whose study revealed that the major supervisory role of HODs is to supervise curriculum implementation through lesson observations and teacher appraisals.

However, the findings of this study seem to fall short of other HODs' roles as revealed by other scholars. (Cahn, 2014; Bog, 2011; Shah & Harthi, 2014), posit that, HODs' supervisory roles are to carry out supervision of teachers through informal class visits, give feedback to the teachers, model lessons as a way of demonstrating to teachers, ensure that teachers are using appropriate teaching techniques, and foster collegiality among teachers in the department. However, (Napwora, 2017), found out that among other supervisory responsibilities of the HODs, were mentoring novice teachers and ensuring quality assurance and maintenance, and fostering positive human relations among teachers in the department. This implies that HODs underperform their

supervisory role for lack of adequate knowledge of their full mandate. Thus, teachers in those departments are not being adequately supervised. Consequently, the English curriculum is not being appropriately implemented. The implication is, therefore, low learner achievements, because, literature abounds on the strong relationship between instructional supervision, teacher effectiveness and learner achievement. The researcher, therefore, concludes that HODs are not carrying out effective supervision of teachers because they are not fully sensitized about their roles, and recommends capacity building courses through workshops and seminars on supervisory responsibilities. This should ensure quality curriculum delivery.

## 4.10.2 English Language teachers` level of awareness about Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools

Objective two sought to determine English Language teachers` level of awareness about the Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools in Kakamega County. The quantitative results showed that 30% of the respondents were aware of CPS, and 19.6% used CPS in their departments. This shows that a low percentage of teachers are aware of the CPS approach, and an even lower percentage of them use it. Thus, if CPS is officially introduced to the teachers of English at the department level, they are likely to fully embrace it, which should then improve their teaching effectiveness. These findings were supported by the qualitative results, in which, some HODs reported that they were aware of CPS approach to supervision, and that they used the approach in their departments, and that the teachers were happy with it. we can therefore conclude that the level of awareness is still low, hence there is a need for sensitization.

These results are similar to the study by (Grace, 2019), who investigated the influence of Internal supervision on teaching effectiveness. The study revealed that teacher sensitization towards the supervision approach has a bearing on teaching effectiveness. This implies that if teachers are sensitized about the supervision approach being used on them, they tend to embrace it positively and this improves their instructional effectiveness. Conversely, if they are not well sensitized, to the supervision approach, they reject it and this may affect their performance negatively. Therefore, the researcher concludes that teachers of English need to be fully sensitized about CPS, and if they are officially introduced to the approach, they are willing to embrace it, which is likely to impact positively on their teaching effectiveness.

## 4.10.3 Supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of English in public secondary schools

Objective three sought to establish the supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of English in public secondary schools. The Quantitative results indicated that most of the teachers of English often engage in CPS supervisory activities (Mean=3.7, SD=0.6). This implied that they were competent in using the Collaborative Peer Supervision approach since they had the knowledge and skills required as indicated by their frequency of engaging in supervision activities.

These findings are consistent with those of Napwora et al. (2017), who established that coaching, peer observation, team teaching, departmental professional meetings, discussions/informal talks, co-operating to make schemes of work, co-operating to set and mark exams, seminars, workshops, conferences, action research, benchmarking,

journal writing among others are some forms of collaborative supervision activities that were frequently used in secondary schools. The findings are in agreement with those of (Von Bergen et al., 2014) who established that teachers engaged frequently in rotatory peer supervision, a feature of CPS, which enhanced their professional development through supervising each other's classes. The teachers were trained on offering supervisory feedback, which is not the case with this study, as revealed by the qualitative results that teachers are not specifically trained on CPS supervisory competencies.

(Winoyo, et al. 2021), studied the effect of the CPS Approach and Collegial supervision techniques on teacher performance, and identified supervision techniques as teaching demonstrations, workshops, training, upgrading and discussions, as the most significant determinants of teacher performance. Another study by (Gitonga, 2018), investigated teachers` perceptions of instructional supervisory competencies of Quality Assurance & Standards Officers (QASOs), and identified, human relations competencies; technical competencies; and conceptual competencies, as the most significant supervisory competencies. (Zachariah, 2013), observed that supervisors need to demonstrate competencies in teaching subjects. Therefore, the above-cited studies resonate with the findings of objective three, in that, teachers of English, who participated in the study engaged in the supervisory activities that demonstrate the cited supervisory competencies.

Similar studies by Goe et al., (2008) and (Canh, 2014; Ochieng' Ong'ondo & Borg, 2011; Shah & Harthi, 2014) found that Classroom/ lesson Observation was the most common form of observation used in supervision in secondary schools, and was a major tool that supervisors use to examine teachers' knowledge and their competency in instructional strategies and practices, and the provision of the necessary assistance

to improve instruction. The researchers concluded that classroom observation was preferred because of its ability to measure general teaching practices or subject-specific techniques and that it can occur once or several times a year.

However, the qualitative findings on teacher CPS knowledge and skills were contrary. The HODs were asked if teachers were trained on the use of CPS in the department. From their responses, it came out that, though some teachers undergo capacity building programs through workshops, seminars and training, these were not supervision courses, but rather general capacity building programs, and that there was a need for more thorough training to equip them with the requisite knowledge and skills to handle CPS. This, therefore, revealed that those schools where teachers of English are practicing CPS in their departments do not have CPS supervisory competencies gained through training. They also recommended training for teachers to handle CPS efficiently.

Therefore, the findings are that, despite engaging in CPS supervisory activities in the departments as revealed by the quantitative results, teachers of English do not have the requisite knowledge and skills to carry out the CPS approach to supervision. There is a need for them to be trained specifically on how to handle the CPS approach, if it is to be introduced.

### 4.10.4 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

Objective four 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 in Kakamega County. This

was answered in four sub-themes: Teacher supervision approach preferences, teacher general perceptions of CPS approach, teacher perceived contributions of CPS and teacher level of satisfaction with CPS approach.

**4.10.4.1 Teacher expectations of the ideal supervision approach. (Preference)**

There was a general agreement among respondents on their expectations of the ideal supervision approach. Quantitative results on teachers` preferred supervision approach showed a positive response for CPS, with (Mean =4.1, SD=0.6). This means that teachers would prefer the CPS approach. This study found that teachers of English agree that the CPS approach is effective. This is because, the majority of teachers had a higher agreement that an ideal supervision approach, is one that enhances classroom teaching, enhances student performance, and offers an equal partnership between supervisor and supervisee. Majority of the teachers also agreed that an ideal supervision approach is one where the supervisor and supervisee collaborate as colleagues thus creating an atmosphere of collegiality(equality) and avoiding making an evaluative judgement about teachers' ideas.

These results were also supported 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. The study revealed that some schools are practicing CPS, but not as an official supervision model, so there is need for CPS to be formalized as a complimentary supervision model for teachers of English.

These study findings are consistent with findings by (Zepeda, 2012), who found out that teachers preferred a supervision approach that fosters a collaborative effort between supervisors, and teachers since it made the teachers feel comfortable expressing their concerns about their instruction and appreciate working closely with supervisors to improve their practice. (Chen & Cheng, 2013), also found out that when colleagues have an opportunity to observe and critique each other`s lessons, it results in the supervisor gaining the teacher's trust thus creating an environment that cultivates reflection, exploration and change. This implies that if CPS is officially introduced as a supervision approach for teachers of English, it should improve their effectiveness.

Generally, most HODs concurred that teachers of English prefer the CPS approach to the current TPAD approach being used. Thus, if it is officially operationalized in schools, they will fully embrace it and usefully utilize it. Therefore, we can conclude that teachers of English perceive CPS as an effective supervision approach, and hence it should be introduced in schools at departmental level, to compliment the current TPAD approach.

**4.10.4.2 Perceptions of Teachers of English about the utilization of Collaborative Peer Supervision approach**

This section sought teachers` general perceptions of the effectiveness of the CPS approach. The quantitative results showed 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. Regression analysis for the 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 relationship between perception of CPS and teacher effectiveness.

These results were confirmed by qualitative results. When asked about the perceptions of teachers of English about the CPS approach, most HODs expressed a positive response, because, they feel that the CPS approach enhances their professional growth and development, as compared to the current TPAD approach, which is the official supervision model being used in schools in Kenya. Majority of HODs felt that the TPAD was an official witch hunt tool, which was exerting pressure on the teachers. The HODs further asserted that CPS was believed to foster teamwork, encouraged teachers to be self-directed, which leads to improving learner achievement and also, CPS was a problem-solving supervision approach. The teachers also agreed that CPS is a noble activity and thus should be used since it establishes trust and rapport among colleagues.

These findings were in agreement with a study conducted by (Glatthorn, 2007) who found out that the improvement of the teaching-learning process was dependent upon teacher attitudes towards 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. According to Bafour-Awuoch, (2011), The way teachers interpret supervision in schools and classrooms has a significant impact on the supervisory process's outcomes. Teachers are more committed to supervision whenever they regard it as a means to further their career growth. When they see it as a method to critique and undermine their performance, however, they reject it.

Studies carried out by Hoque et al., (2016), and Marzano et al., (2011), found that teachers were likely to have a negative attitude towards supervision when they are

dissatisfied with the management of supervision. This was not the case in this study since the teachers did not indicate dissatisfaction with the management of supervision. The study also was consistent with a study by Moradi et al. (2014), which found that teachers` negative attitudes towards supervision are because they feel threatened that their annual performance assessment would also be influenced which was not the case in this study.

However, the findings of this study contrasted with the one done by Moradi et al. (2014) in India that explored Iranian EFL teachers` perceptions of supervision. The study revealed that teachers believe that class observations were superficial and fault-finding, and they did not assist them in their professional development. Further, teachers of English who were observed tried to please their supervisors and assure them that they adhere to the program policy to avoid victimization. It also contrasted findings by Kayaoglu (2012) that, some supervisors complained of teachers failing to appreciate them even after posting a positive contribution to the quality of instruction, and their efforts are viewed negatively and as unproductive.

These results show that the general perceptions of teachers toward CPS are positive. Additionally, the Regression results show a relationship between teacher perception of CPS and teacher effectiveness, indicating that teachers of English perceive the CPS approach as an effective supervision approach, and are willing to embrace it. This, therefore, means that CPS can enhance teacher effectiveness, and should be used to supervise teachers of English in public secondary schools.

**4.10.4.3 Perceptions of Teachers of English about Contributions of Collaborative Teacher Supervision to their Effectiveness**

The third section was on how teachers of English perceive CPS in terms of its contributions to their effectiveness in teaching English language in secondary schools, in Kenya. The quantitative data show that, generally, teachers perceive CPS as an effective approach because it contributes to their professional growth and boosts learner achievements, as per their responses to this statement on the questionnaire. The respondents agreed that CPS had a positive contribution to teacher effectiveness (Mean=4.1 (Agree), SD=0.6).

These results were supported by the qualitative results, where, the HODs felt that the collaborative peer supervision approach 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. This could imply dissatisfaction with the current formal supervision approach being used in schools.

**4.10.4.4 Teacher's 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 4.6 revealed that most of the respondents generally agreed that Collaborative Peer Supervision is an effective supervision approach, (Mean=4.1, SD=0.6). This means that teachers are satisfied with CPS as an effective supervision approach, satisfied with the potential implementation of CPS and are willing to embrace it. This could imply dissatisfaction with the current supervision approach.

These observations were further supported by the qualitative results, where, Heads of departments teaching English in secondary schools, were asked their opinion about the effectiveness of the CPS approach. The responses showed that CPS is an effective model in many ways: It improves relationships among peers; compels teachers to work accordingly; it is a 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.

In addition, a Regression analysis for the relationship between Teacher's level of satisfaction with CPS and Teachers' effectiveness, was done, the results indicate that there exists a positive relationship between satisfaction with CPS and level of teacher effectiveness, and that, a unit increase in the level of satisfaction in CPS would lead to a 0.959 increase in teacher effectiveness. (See table 4.12). This shows that if teachers are satisfied with a supervision approach, it is likely to positively impact their effectiveness, which implies that teachers are in need of an alternative supervision model which can address the lack of an exclusive supervision model for teachers of English, as presented in the statement of the problem. Therefore, the implementation of CPS, as proposed by the researcher, can solve this problem.

These results were further strengthened by the results of a multivariable regression analysis, which was done to establish a relationship between teacher effectiveness as the dependent variable and other independent factors such as satisfaction, supervisory skills, perception and ideal supervision. The results showed that, a positive perception of CPS (positive coefficient +0.237, p=0.002) and satisfaction with CPS (Positive coefficient +0.784, p<0.001) were statistically associated with improved effectiveness

of teachers of English. However, there was no association between the level of participation in supervisory activities (negative coefficient -0.018, p=0.705) and preference for an ideal supervision approach (positive coefficient, p=0.222). This implies that positive teacher perceptions about CPS, and satisfaction, positively impact teacher effectiveness.

Therefore, the study results show that teachers of English are satisfied with CPS because it enhances their effectiveness. This was measured through teacher responses on their level of satisfaction with CPS (4.6.5). Teachers were asked about their opinions on their satisfaction with CPS as an effective supervision tool (4.6.5). Results in Table 4.11 revealed that most of the respondents generally agreed that they were satisfied that the official implementation of Collaborative Peer Supervision would improve their effectiveness, with a mean of (Mean=4.1, SD=0.6). Further, the multivariate analysis which was done to establish if the relationship between teacher satisfaction with CPS and teacher effectiveness (4.9), had a positive coefficient of +0.784 (4.15), which means that teacher satisfaction with a supervision approach enhances their effectiveness. These observations were further supported by the qualitative data yielded from the Heads of departments teaching English language, who were interviewed. The HODs were asked about their opinion on the effectiveness of the CPS model, and it was revealed that most of them held the view that CPS was an effective supervision model.

These findings are in agreement with a study by Darling-Hammond (2010), 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. (Zepeda, 2014) and Moswela & Mphale (2015) also indicated that the teacher must believe that clinical supervision fosters formative growth within the environment, and not grading

performance. Peer supervision also empowers teachers and raises their morale and commitment.

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 in 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.

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.

Therefore, from the results of teachers` preferred supervision approach, general perceptions of CPS, contributions and teachers` level of satisfaction with CPS as an effective supervision approach, the results indicate that teachers perceive CPS as an effective supervision model, since it is participatory, emancipatory, and collegial, as opposed to TPAD, which is perceived as a witch-hunting tool for the administration, and also as a source of pressure to the teachers. With the support of the regression analyses results on teacher perceptions of CPS and teacher satisfaction with CPS and the multivariable analysis, the researcher concludes that CPS is an effective supervision approach, positively perceived as effective, and teachers are satisfied that CPS enhances teacher effectiveness.

These results also support the study conceptual framework, where, the researcher conceptualized CPS (Teacher awareness, Teacher knowledge and skills, and teacher perceptions), as the independent variables which can enhance Teacher effectiveness (planning skills, improving T/L skills, teacher use of appropriate instructional resources, and improving learner motivation skills), which are dependent variables of

the study. This means that CPS enhances teacher effectiveness, and should therefore be officially introduced to schools as a complementary supervisory approach for teachers of English in Kenya.

Therefore, if CPS is introduced to schools, teachers will readily embrace it and this will ensure effective teacher supervision at the departmental level, which will lead to teacher effectiveness.

## 4.11 Effects of supervision competencies, perception, satisfaction on perceived effectiveness of collaborative peer supervision in enhancing English teachers` effectiveness

This study has developed a framework to enhance the effectiveness of collaborative peer supervision. In the multivariable regression model, the interaction of multiple factors was considered and assessed against perceived effectiveness. The findings of the model indicated that positive perception and positive satisfaction with CPS were significantly associated with improved effectiveness of teachers of English. The model results indicated that the level of participation in supervisory activities and preference for an ideal supervision approach had no association with the effectiveness of teachers. A teacher's attitude and positive perception towards a supervision approach, not only determine the effectiveness of that supervision approach, but it also enhances teacher effectiveness. A study by Khun-Inkeeree et al. (2019) done in Malaysia revealed that teacher attitudes towards supervision influence the effectiveness of supervision. The method will be successful if a teacher has a positive mindset toward supervision and vice versa. Weeracoon (2017) also found out that Teachers' perceptions of supervision in schools and classrooms are a key aspect in determining the supervisory process' results. Teachers are more committed to

supervision when they regard it as a tool to assist them to grow professionally. They resent it when it is interpreted as a critique of their effort.

## 4.12 Contributions of The Study Findings

The study has made the following contributions to the field of English Language Teaching (ELT), and English Language Teacher Education (ELTE):

The most significant contribution of this study is: the findings that positive perception and positive satisfaction with CPS were significantly associated with improved effectiveness of teachers of English, as per the linear Regression test results in table 4.10, and section 4.6.4, with a mean of 4.1 overall. The implication for practice is that, a teacher's positive attitude and positive perception towards a supervision approach, not only determine the effectiveness of that supervision approach, but it also enhances teacher effectiveness.

Since the study also found out that teachers of English in secondary schools perceived CPS as an effective supervision approach, the model can be effective in enhancing English teachers` effectiveness in classroom practice, if introduced to schools as an official complementary supervision approach, beside the current TPAD. It is on this basis that the researcher recommends 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, which necessitated this study on the use of CPS in enhancing English teachers` effectiveness.

Secondly, the researcher has developed and recommended a subject-based supervision model, carried out by teachers of English themselves, and anchored on Peer Supervision model principles, to complement the current supervision approach which

is administrative and negatively perceived by teachers of English in secondary schools in Kenya. Therefore, the researcher`s thesis is that: Since the multivariate results revealed that a positive perception and positive satisfaction with CPS were significantly associated with improved effectiveness of teachers of English, this is proof that CPS is an effective approach to the supervision of teachers of English, and can enhance their effectiveness. Therefore, it should be introduced officially in schools as a complementary supervision approach for supervising teachers of English in public secondary schools in Kenya.

Furthermore, the subject-based supervision approach can be extended across the curriculum so that teachers of a particular subject are able to supervise their peers at subject level. This, in my view, should resolve negative perceptions of the current official supervision model by teachers in schools.

Finally, no such study had been carried out on how teachers of English perceive CPS as a supervision approach for teachers of English in Kenya. Therefore, these findings make a contribution to the body of knowledge in the field of ELT and ELTE, on the use of CPS to enhance teacher effectiveness in English language curriculum delivery. Below is the subject-based supervision model, as developed by the researcher:

## 4.12.1 Subject-based Model for Peer Evaluation

The researcher has developed a subject-based peer evaluation model anchored on CPS principles. This model is a high breed version of the researcher`s own ideas informed by the study findings, The Stanford Collegial Evaluation Program by Dornbusch et al (1975)**,** Roper and Hoffman (1986), and 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.

## 4.13 Chapter Summary

This chapter presented quantitative results, and qualitative results based on the objectives of the study. Both databases were integrated in the discussion section, where, most results were in convergence, except findings of objective three which diverged, as earlier reported in (4.5). Objective one of the study sought to assess the current supervisory role of Heads of English and Library Department in the supervision of English language teachers in public secondary schools. The study revealed that the major supervisory role for HODs currently, which is formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and Technology (MOEST). The study also revealed that HODs are not well sensitized about other key supervisory roles that they need to be aware of, implying that teachers of English are not being effectively supervised, which may impact negatively on curriculum delivery.

Objective two sought to determine English Language teachers` level of awareness about the Collaborative Peer Supervision approach. The results showed that a good number of teachers of English are well sensitized about CPS Approach. Objective three sought to establish the supervisory knowledge and skills that English Language teachers possess. The results revealed that despite engaging in CPS supervisory activities in the departments as revealed by the quantitative results, teachers of English do not have the requisite knowledge and skills to carry out the CPS approach to supervision. There is a need for them to be trained specifically on how to handle the CPS approach.

Objective four sought to investigate English Language teachers` perceptions about the utilization of the Collaborative Peer Supervision approach. The findings were that

teachers hold the view that, CPS is an effective supervision model as it is participatory, emancipatory, and collegial, as opposed to TPAD, which is perceived as a witch-hunting tool for the administration, and also as a source of pressure on the teachers.

Additionally, in consistency with the study findings, this chapter has also highlighted the contributions that the study makes to the field of ELT and ELTE, in terms of policy decisions, practice, and the literature.

# CHAPTER FIVE

# SUMMARY OF THE STUDY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents a summary of the study findings, conclusions, recommendations and suggested areas for further studies in the field, based on the findings of the study. This study sought to explore the views of Teachers of English (ToE), about the usefulness of the Collaborative Peer Supervision (CPS) Approach in enhancing teacher effectiveness in the teaching of English Language in secondary schools in Kakamega County, Kenya. The study adopted the Convergent Mixed Methods Research Design (CMMR). The sample size comprised 286 ToE, randomly selected, for the quantitative phase of the study, and 25 HODs, purposively selected for the qualitative phase, bringing to a total of 311 study participants. Questionnaires were used to collect quantitative data, while an in-depth interview guide was used to collect qualitative data. Quantitative data were analyzed using descriptive statistics, as well inferential statistics using multivariable linear regression, and Pearson's Moment Product Correlation Coefficient. Qualitative data were coded and analyzed thematically. The summary of the study findings as per the study objectives follows.

## 5.2 Current Supervisory Roles of the English Heads of Department

The study revealed that the major supervisory roles for HODs currently, are administrative. This is formal supervision through the TPAD tool, which is the current supervisory approach, recommended and recognized by the TSC and the Ministry of Education, Science and Technology (MOEST). The study also revealed that the HODs were not aware of other key supervisory roles such as: carrying out supervision of

teachers through informal class visits, giving feedback to the teachers, modelling lessons as a way of demonstrating to teachers, ensuring that teachers are using appropriate teaching techniques, fostering collegiality among teachers in the department, mentoring novice teachers, ensuring quality assurance and maintenance, and fostering positive human relations among teachers in the department.

This implies that HODs underperform their supervisory role for lack of adequate knowledge of their full mandate, and that, teachers in those departments are not being adequately supervised. Consequently, the English curriculum is not being appropriately implemented in schools. The implication is, therefore, low learner achievements, because, literature abounds on the strong relationship between instructional supervision, teacher effectiveness and learner achievement.

The researcher, therefore, concludes that HODs are not carrying out effective supervision of teachers because they are not fully sensitized about their roles, and recommends capacity building supervisory courses through workshops and seminars on supervisory responsibilities.

**5.3 English Language teachers` level of awareness about Collaborative Peer Supervision approach to supervising the teaching of English language in public secondary schools in Kenya.**

The study found that a low percentage of teachers are aware of the CPS approach, and an even lower percentage of them use it. The quantitative results showed that 30% of the respondents were aware of CPS, and 19.6% used CPS in their departments out of their initiative, apart from the formal compulsory TPAD tool. These findings were confirmed by the qualitative results, in which, some HODs reported that they were aware of the CPS approach to supervision and that they used the approach in their

departments. Thus, if CPS is officially introduced to the teachers of English at the department level, they are likely to fully embrace it, which should then improve their teaching effectiveness.

The researcher, therefore, concludes that, despite the level of awareness about the CPS approach being relatively low, some teachers have embraced it and are using it, hence there is a need for sensitization of teachers of English about CPS, if it is to be introduced.

## 5.4 Supervisory knowledge and skills that English Language teachers possess, to fully utilize the Collaborative Peer Supervision approach in supervising the teaching of English language

The Quantitative results indicated that most of the teachers of English often engage in CPS supervisory activities (Mean=3.7, SD=0.6), implying that they were competent in using the Collaborative Peer Supervision approach since they had the knowledge and skills required as indicated by their frequency in engaging in CPS supervision activities.

However, the qualitative findings on teacher CPS knowledge and skills contradicted these results. The HODs were asked if teachers were trained on the use of CPS in the department. Their responses revealed that, though some teachers undergo capacity building programs through workshops, seminars and training, these were not supervision courses, but rather general capacity building programs. The results further revealed that teachers practicing CPS lacked the requisite knowledge and skills to handle CPS. Additionally, those schools who are practicing CPS in their departments are just using rudimentary skills and knowledge in supervising each other, but not the requisite expertise gained through training.

Therefore, the findings are that, despite engaging in CPS supervisory activities in the departments as revealed by the quantitative results, teachers of English do not have the requisite knowledge and skills to carry out the CPS approach to supervision. There is a need for them to be trained specifically on how to handle the CPS approach, to equip them with the requisite knowledge and skills to handle CPS.

## 5.5 English Language teachers` perceptions about the utilization of the Collaborative Peer Supervision approach in the supervision of the teaching of English language

### 5.5.1 Teachers` expectation of an ideal supervision approach (preference)

The study revealed that teachers of English prefer the CPS approach since there was a general agreement by respondents about their expectations of the ideal supervision approach (Mean =4.1, SD=0.6). This means that if it is officially operationalized in schools, they will fully embrace it and usefully utilize it.

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

Therefore, the researcher concludes that teachers of English perceive CPS as an effective supervision approach.

**5.5.2 English Language teachers` perceptions about the utilization of Collaborative Peer Supervision approach**

The results revealed that the general perception of teachers towards CPS is positive. The quantitative results showed 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. Through a Regression analysis for the relationship between English Language teachers` perceptions and Teachers' effectiveness which was done, the results revealed an associated p-value of <0.001(table 4.8,), meaning, there exists a relationship between perception of CPS and teacher effectiveness.

These results were confirmed by qualitative results, where, when asked about the perceptions of teachers of English about the CPS approach, most HODs expressed a positive response, because, they feel that the CPS approach enhances their professional growth and development, unlike the formal approach- TPAD, which majority of HODs felt was an official witch hunt tool, which was exerting pressure on the teachers. The HODs further asserted that CPS was believed to foster teamwork, encouraged teachers to be self-directed, which leads to improving learner achievement and also, CPS was a problem-solving supervision approach. The teachers also agreed that CPS is a noble activity and thus should be used since it establishes trust and rapport among colleagues.

These findings indicate that teachers of English perceive CPS approach as an effective supervision approach, and are willing to embrace it. This, therefore, means that CPS can enhance teacher effectiveness, and should be used to supervise teachers of English in public secondary schools.

### 5.5.3 Perceived contribution of Collaborative Peer Supervision to teacher effectiveness

Generally, teachers perceive CPS as an effective approach because it contributes to their professional growth and boosts learner achievements. The respondents agreed that CPS had a positive contribution to teacher effectiveness (Mean=4.1 (Agree), SD=0.6).

These findings were also supported by what the Heads of departments teaching English in secondary schools said. They felt that the collaborative peer supervision approach 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.

Teachers of English perceive CPS as an effective approach because it contributes to their professional growth and boosts learner achievements, and therefore, can enhance teacher effectiveness.

### 5.5.4 Teacher's level of satisfaction with Collaborative Peer Supervision

Results revealed that teachers are satisfied with CPS as an effective supervision approach, satisfied with the potential implementation of CPS and are willing to embrace it. Most of the respondents generally agreed that they were satisfied with Collaborative peer supervision as an effective supervision approach, (Mean=4.1, SD=0.6).

These observations were further supported by the qualitative results, where, Heads of departments teaching English in secondary schools, were asked their opinion about the effectiveness of the CPS approach. 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 improves teachers` teaching techniques; teachers get professional advice from peers; is complementing, and hence boosts team spirit an among teachers; and CPS also empowers teachers.

In addition, a Regression analysis for the relationship between Teacher's level of satisfaction with CPS and Teachers' effectiveness, was done, and, the results indicate that there exists a relationship between satisfaction with CPS and level of teacher effectiveness, and that, a unit increase in the level of satisfaction in CPS would lead to a 0.959 increase in teacher effectiveness. (See table 4.12). This shows that if teachers are satisfied with a supervision approach, it is likely to positively impact their effectiveness.

These results were further strengthened by the results of a multivariable regression analysis, which was done to establish a relationship between teacher effectiveness as the dependent variable and other independent factors such as satisfaction, supervisory skills, perception and ideal supervision. The results showed that, a positive perception of CPS (positive coefficient +0.237, p=0.002) and satisfaction with CPS (Positive coefficient +0.784, p<0.001) were statistically associated with improved effectiveness of teachers of English. However, there was no association between the level of participation in supervisory activities (negative coefficient -0.018, p=0.705) and preference for an ideal supervision approach (positive coefficient, p=0.222). This implies that positive teacher perceptions about CPS, and satisfaction, positively impact teacher effectiveness.

Therefore, teachers of English are satisfied with the CPS approach because it enhances their effectiveness. Teacher satisfaction with a supervision approach enhances their effectiveness. In this study, since teachers are satisfied with CPS, it is likely to boost their effectiveness, if it is introduced to the teachers at the departmental level. The researcher concludes that CPS is an effective supervision approach, and should be used to supervise teachers of English in secondary schools in Kenya.

Therefore, from the results of teachers` preferred supervision approach, general perceptions of CPS, contributions and teachers` level of satisfaction with CPS as an effective supervision approach, the results indicate that teachers perceive CPS as an effective supervision model, since it is participatory, emancipatory, and collegial, as opposed to TPAD, which is perceived as a witch-hunting tool for the administration, and also as a source of pressure to the teachers. With the support of the regression analyses results on teacher perceptions of CPS and teacher satisfaction with CPS, and the multivariable analysis, the researcher concludes that CPS is an effective supervision approach, positively perceived as effective by teachers of English, and teachers are satisfied that CPS enhances teacher effectiveness.

These results also support the study conceptual framework, where, the researcher conceptualized CPS (Teacher awareness, Teacher knowledge and skills, and teacher perceptions), as the independent variables which can enhance Teacher effectiveness (planning skills, improving T/L skills, teacher use of appropriate instructional resources, and improving learner motivation skills), which are dependent variables of the study. Therefore, CPS enhances teacher effectiveness, and should therefore be officially introduced to schools as a complementary supervisory approach for teachers of English in Kenya.

The major findings of this study are that teachers of English are of the view that CPS is an effective supervision approach, which can enhance their teaching effectiveness. Further, there is a positive relationship between teacher perception of CPS and teaching effectiveness; and also a positive relationship between teacher satisfaction with the implementation of CPS and teaching effectiveness. In addition, teachers of English perceive the current supervision approach (TPAD) as not beneficial to them, and as a witch hunt by the employer. Therefore, if CPS is introduced to schools, teachers will readily embrace it and this will ensure effective teacher supervision at the departmental level, which will lead to teacher effectiveness.

## 5.6 Major Conclusions

Therefore, from the results of teachers` preferred supervision approach, general perceptions of CPS, contributions and teachers` level of satisfaction with CPS as an effective supervision approach, the results indicate that teachers perceive CPS as an effective supervision model, since it is participatory, emancipatory, and collegial, as opposed to TPAD, which is perceived as a witch-hunting tool for the administration, and also as a source of pressure to the teachers. With the support of the regression analyses results on teacher perceptions of CPS, and teacher satisfaction with CPS and the multivariable analysis, the researcher concludes that CPS is an effective supervision approach, positively perceived by teachers of English as effective, and they are also satisfied that CPS enhances teaching effectiveness.

Hence, if teachers are well sensitized about CPS, teachers are trained on CPS supervision competencies, are involved at the subject level on supervision issues to enable them to perceive CPS positively, this will enhance teaching effectiveness, as conceptualized by the researcher in the conceptual framework. The researcher conceptualized CPS (Teacher awareness, Teacher knowledge and skills, and teacher

perceptions), as the independent variables which can enhance Teacher effectiveness (planning skills, improving T/L skills, teacher use of appropriate instructional resources, and improving learner motivation techniques), as the dependent variables of the study.

### 5.6.1 Conclusions

Based on these results, the following conclusions were made:

1. The researcher, therefore, concluded that HODs are not carrying out effective supervision of teachers because they are not fully sensitized about their supervisory roles, especially CPS supervisory roles, which is done at departmental level, and by teachers themselves.

2. Despite the level of awareness about the CPS approach being relatively low, some teachers have embraced it and are using it.

3. Teachers of English do not have sufficient requisite knowledge and skills to carry out the CPS approach to supervision.

4. Teachers of English perceive CPS as an effective supervision approach and are willing to embrace it because they believe it can enhance their teaching effectiveness.

### 5.7 Major Recommendations

The major findings of this study revealed that teachers of English view CPS as an effective supervision approach; there is a positive relationship between teacher perception of CPS and teaching effectiveness; and also a positive relationship between teacher satisfaction with the implementation of CPS and teaching effectiveness. Additionally, teachers of English perceive the current supervision approach (TPAD) as not beneficial to them, and as a witch hunt by the employer. Based on these findings,

the researcher has come up with subject-based supervision approach anchored on the CPS Principles. This model should be used at English subject level for teachers` Formative Evaluation only, while the current TPAD tool, should be used for teachers` Summative Evaluation, so that the two approaches play complimentary roles in teacher supervision.

## 5.7.1 Recommendations

Based on the research findings and conclusions drawn, the researcher makes the following recommendations:

1. CPS is an effective supervision approach and should be used as a complimentary supervision model to the current TPAD, in the supervision of teachers of English in secondary schools in Kenya, to fill the knowledge gap established in the literature, of the lack of an exclusive supervision model for supervising teachers of English in public secondary schools in Kenya

2. County English Language Specialists should create awareness among teachers of English about CPS through sensitization programs

3. English subject specialists at KICD/MOEST should train HODs and teachers of English through workshops and seminars on CPS supervisory responsibilities.

4. English Language Teacher Educators (TOTs) should integrate CPS competencies into the teacher education programs.

**5.8 Suggestions for Further Research**

1. Future studies could explore conducting a randomized control experimental study where the effectiveness of the CPS can be evaluated in a natural environment to further guide policy.

2. A similar study could be conducted to explore the views of teachers of other subjects about CPS.

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**APPENDICES**

**Appendix I: English Teacher Questionnaire**

**COLLABORATIVE PEER SUPERVISION IN ENHANCING ENGLISH LANGUAGE TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA.**

Hello, my name is Diana Barasa, a PhD student at the University of Eldoret. I am conducting a study towards an award of a PhD. The purpose of this questionnaire is to establish English Language Teachers` views on the usefulness of Collaborative Peer Supervision approach in enhancing effectiveness in the teaching of English in public secondary schools in Kakamega County, Kenya. Kindly respond to each question by providing appropriate responses. Please note that there is no right or wrong answer. The researcher wants to know your honest opinion on various issues concerning teacher supervision practices. All your responses and information obtained will be treated with the utmost confidentiality and only used for the academic purpose of the study.

**Section 1: General information of the respondent**

1. Gender

   Male ( )          Female ( )

2. Category of school

   National        ( )
   Extra-county  ( )
   County          ( )
   Sub-county    ( )
   Private          ( )

3. Level of education

   Diploma              ( )

   Bachelor's degree    ( )

   Masters              ( )

   PhD                  ( )

4. Years of experience ………………………….

5. Number of years in current station/school ………………………..
6. Position held in current station/school

| | |
|---|---|
| Teacher | ( ) |
| Supervisor | ( ) |
| School administrator | ( ) |

## SECTION 2: English Teachers' Awareness about CPS

1. Are you aware of any type of teacher supervision approaches?

   Yes

   No

2. What English language teachers` supervision approaches are you aware of? (Multiple mentions)

3. Which supervision approaches are used in supervising teachers in your department?

## SECTION 3: English Teachers` Supervisory Competencies in Collaborative Peer Supervision

Please state how often you engage in the following supervisory activities by placing a tick in one space only as follows:

Never/ Very Seldom/ Occasionally/ Quite often/ Very often

| | Supervisory Activities | Never | Very Seldom | Occasionally | Quite often | Very often |
|---|---|---|---|---|---|---|
| 1 | Peer observation | | | | | |
| 2 | Team Teaching | | | | | |
| 3 | Cooperating to make schemes of work | | | | | |
| 4 | Cooperating to set and mark examinations | | | | | |
| 5 | Discussions/informal talks | | | | | |
| 6 | Benchmarking | | | | | |
| 7 | Workshops/Seminars/Conferences | | | | | |
| 8 | Training | | | | | |

**SECTION 4: Collaborative Peer Supervision (CPS)**

    a) **Preference** [I would like a supervision approach that:

(Please indicate using a tick (√) against each of the following, concerning your expectation of an ideal supervision approach)

| | Statements on the attribute of the supervision approach | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | Focuses on the supervisee's strength | | | | | |
| 2 | Is democratic, supervisor and supervisee are colleagues | | | | | |
| 3 | Supervisor and supervisee discuss and agree upon areas of focus on the observation | | | | | |
| 4 | Offers an equal partnership between supervisor and supervisee where views from both parties are embraced | | | | | |
| 5 | Supervisor creates an atmosphere of collegiality(equality) and avoids making an evaluative judgement about teachers' ideas | | | | | |
| 6 | Enhances students' learning and performance | | | | | |
| 7 | Enhances classroom teaching | | | | | |

    b) **Teachers' perceptions of Collaborative Peer supervision (CPS)**

Please indicate your response on the following aspects on how you view departmental Supervision approach by placing a tick in one space only as follows:

Strongly Disagree/ Disagree/ Neutral/ Agree/Strongly Agree

| | Statements on Perception | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | Peer supervision involves a | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | lot of processes hence time-consuming | | | | | |
| 2 | Is a noble activity and should be used | | | | | |
| 3 | It is problem-solving; helps teachers to solve pedagogical problems | | | | | |
| 4 | Pre-conferencing helps to condition the teachers to do their best | | | | | |
| 5 | Establishes trust and rapport, hence fosters dialogue and mutual reflection that inspires the teacher's growth | | | | | |
| 6 | Fosters teamwork | | | | | |
| 7 | Supervisor and supervisee bond and join in trusting, helping relationship that benefits the supervisee | | | | | |
| 8 | Fosters teacher to be self-directed, which improves the learners achievement | | | | | |

### c) Contributions of CPS

(Using a 1-5 scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) indicate your response on contributions that a departmental supervision approach can offer on teacher classroom practice)

| | Statements on contributions of CPS | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | Improves teaching skills | | | | | |
| 2 | Is developmental in nature, hence boosts teacher's professional development and growth | | | | | |
| 3 | Addresses the needs of teachers | | | | | |
| 4 | Both the supervisor and supervisee share experience and engage in a collaborative inquiry and form a professional learning community | | | | | |

**d) Teachers Level of Satisfaction with CPS**

(Using a 1-5 scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) indicate your response on the following, regarding the usefulness of departmental supervision approach)

| | Indicators of satisfaction | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | Regular constructive feedback | | | | | |
| 2 | Strong interactional skills and accessibility | | | | | |
| 3 | Supportive | | | | | |
| 4 | Manages time well | | | | | |
| 5 | Helps teachers become reflective | | | | | |
| 6 | Boosts the moral of teachers | | | | | |
| 7 | Promotes teacher effectiveness | | | | | |
| 8 | Enhances and supports teachers' professional growth | | | | | |
| 9 | Promotes reflective teaching | | | | | |
| 10 | Reskills the teacher | | | | | |
| 11 | Supervision delegated to the teachers themselves promotes trust and goodwill | | | | | |
| 12 | Increases pedagogical knowledge of the teachers | | | | | |
| 13 | Develops teachers' teaching skills, teachers' ability to make informed professional decisions | | | | | |
| 14 | Improves classroom performance because it promotes dialogue between teachers and the supervisors | | | | | |
| 15 | Participatory teaching and management of the activities raises teacher morale and commitment | | | | | |

**Appendix II: Interview Guide: English Language Heads of Department**

**Interviiew Guide**

**COLLABORATIVE PEER SUPERVISION IN ENHANCING ENGLISH LANGUAGE TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA.**

Hello, my name is Diana Barasa, a PhD student at the University of Eldoret. I am conducting a study towards the award of a PhD. The purpose of this interview is to establish English Language Teachers` views on the usefulness of Collaborative Peer Supervision approach in enhancing effectiveness in the teaching of English in public secondary schools in Kakamega County, Kenya. Kindly respond to each question by providing your in-depth view, opinion, experiences on the subject matter. The researcher only wishes to know your honest opinion on various issues concerning teacher supervision practices and how they have impacted on English teacher effectiveness. All your responses and information obtained will be treated with the utmost confidentiality and only used for the academic purpose of the study.

**This interview is expected to take a maximum of 60 minutes. Thank you for granting me a chance to have this discussion**

**Q1** what type of instructional supervision practices do you use in your school/station? **Probe for**

   a) Type of instructional supervision practice
   b) English language teachers' perception towards it
   c) What method(s) is preferred by the language teachers? Why?

**Q2** Currently, what specific supervisory activities do you carry out when supervising your colleagues in the department?

Q3 What is your view on the effectiveness of the current supervision approach in the supervision of your colleagues in the department?

**Q4** What is your opinion on the use of a departmental approach to supervision of English teachers?

Probe for: What should be considered before implementing a collaborative peer supervision model in secondary schools; barriers and facilitators of implementing the CPS in public schools

**Q5** How well sensitized would you say teachers of English are, about a departmental approach to supervision?

**Q6** How would you rate English teachers` ability to carry out departmental supervisory activities? ( do they possess the required knowledge and skills gained through training?)

**Q7** what recommendations would you give on how CPS can be fully implemented so that it can have a significant impact on teachers of English's effectiveness in public secondary schools?

**Appendix III: NACOSTI Research Permit**

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 166480

Date of Issue: 02/December/2021

**RESEARCH LICENSE**

This is to Certify that Ms., DIANA WAKASA BARASA of University of Eldoret, has been licensed to conduct research in Kakamega on the topic: COLLABORATIVE PEER SUPERVISION IN ENHANCING ENGLISH TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA for the period ending: 02/December/2022.

License No: NACOSTI/P/21/14763

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**Appendix IV: Research Authorization**

**REPUBLIC OF KENYA**

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARING AND BASIC EDUCATION

Telephone: 056 -30411
Fax: 056 – 31307
E-mail: rceducation2016@gmail.com
When replying please quote our Ref.

County Director of Education
Kakamega County
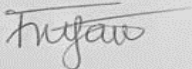P. O. BOX 137 - 50100
KAKAMEGA

**REF: KAKA/GA/29/17/VOL V/174**                    **21st Dec, 2021**

Ms. Diana Wakasa Barasa
University of Eldoret
**ELDORET**

**RE: RESEARCH AUTHORIZATION**

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/14763 dated 2nd December, 2021 to carry out research on "**Collaborative peer supervision in enhancing English Teachers effectiveness in Public Secondary Schools - Kakamega**" *for the* period ending 2nd December,2022.

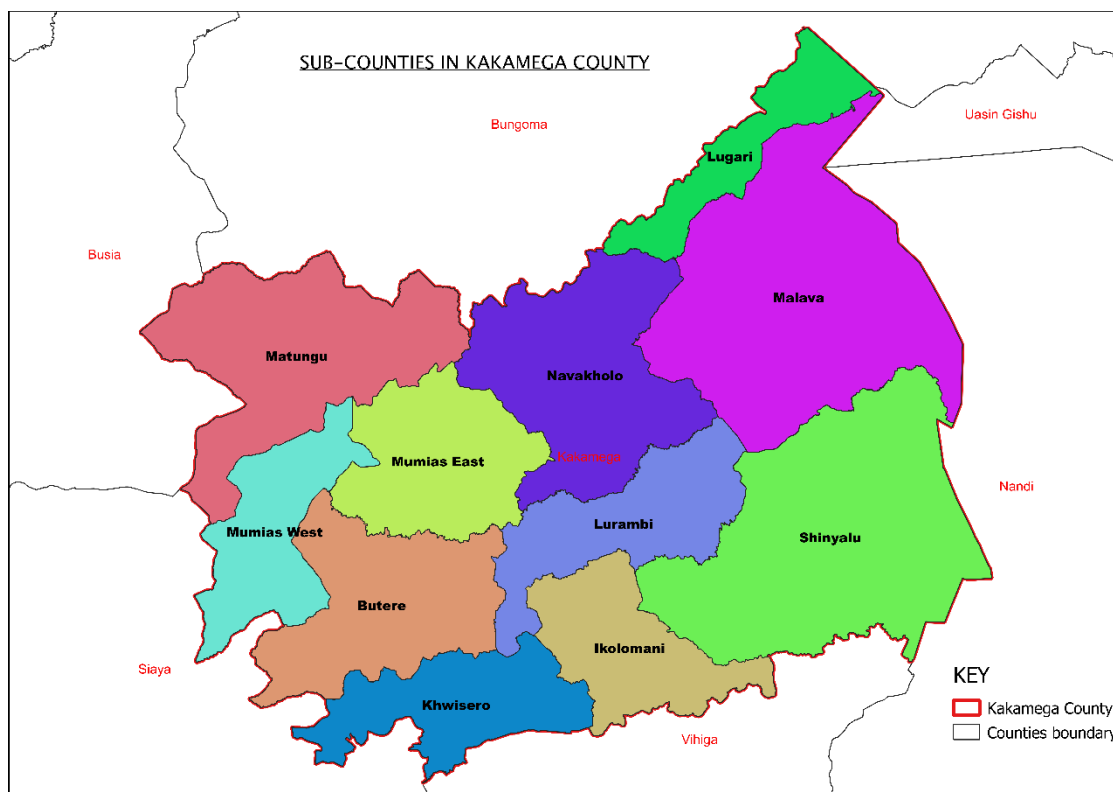Please accord him/her any necessary assistance he may require.

**DICKSON O.  OGONYA**
**COUNTY DIRECTOR OF EDUCATION**
**KAKAMEGA COUNTY**

**COUNTY DIRECTOR OF EDUCATION**
KAKAMEGA COUNTY

**CC**
**The Regional Director of Education**
**WESTERN REGION**

**Appendix V: Map of Kakamega County**

**Appendix VI: Similarity Report**

**DrillBit**

The Report is Generated by DrillBit Plagiarism Detection Software

**Submission Information**

| | |
|---|---|
| Author Name | Diana Wakasa Barasa |
| Title | COLLABORATIVE PEER SUPERVISION IN ENHANCING THE.. |
| Paper/Submission ID | 949578 |
| Submission Date | 2023-09-04 14:04:15 |
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