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RESEARCH ARTICLE

FACTORS AFFECTING DEPARTMENTAL COLLABORATIVE SUPERVISION AND PROFESSIONAL DEVELOPMENT OF TEACHERS OF ENGLISH LANGUAGE IN TRANS NZOIA COUNTY, KENYA

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ABSTRACT

Collaborative supervision helps teachers to develop professionally. Therefore this study which was conducted in 2017 sought to investigate the factors that affect Departmental Collaborative Supervision (DCS) and the Professional Development (PD) of Teachers of English language (ToEL) in Secondary Schools in Trans Nzoia County, Kenya. It was a follow-up study to the one done in Bungoma County in 2015-2016 in order to corroborate the findings. The study was based on the Mixed Methods Research Approach; it adopted the Constructivist, Cognitivist and Transformational theories of adult learning and the Pragmatic Philosophical Paradigm and the Explanatory Design. Proportionate stratified random sampling, simple random sampling and purposive sampling techniques were used to get the sample. The questionnaire and interview guide were used to collect data from teachers of English and heads of department from selected secondary schools in Trans Nzoia County. The sample involved 200 participants. The data were analysed using descriptive statistics. Findings revealed that most departments/schools experienced almost similar impediments towards DCS and PD of teachers of English. It can be concluded that DCS faces several impediments that negatively affect PD of ToEL. Consequently, it is recommended that teachers of English, departments/schools and the Ministry of Education, Science and Technology should adopt collaborative supervisory practices; and school and the government should provide needed support and resources in order to improve students' learning and teachers' professional development.

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INTRODUCTION

The aim of teacher education is to produce quality teachers who can facilitate the acquisition of knowledge, skills and attitudes by the learners. The teacher is an essential facilitator in the implementation process of the curriculum. In education, therefore; the importance of the teacher takes second place only after that of the learners so that the quality of the teacher is of great concern to the education system. Quality in education is considered as the most important element. Improving quality according to UNESCO (2000) is as equally important as ensuring the education for all (EFA) goals are attained. The overall education policy of the government of Kenya is to achieve education for all. The priority is to ensure equitable access and improvement in quality and efficiency at all levels of education with the ultimate goal of being to develop an all quality education that is accessible and relevant to all Kenyans for self reliance. This guided by the understanding that good education can significantly lead to economic growth, improved employment prospects and income generating opportunities for sustainable development (Republic of Kenya, 2005a). It is no wonder, that the teacher is usually blamed for low pupil achievement. Proponents of teacher education distinguish it from teacher training. They argue that teacher education embraces a wider perspective of continued learning within the teaching process. They also perceive teaching as a profession where there is initial and in-service training (Borg, 2006). The Ministry of Education and the Ministry of Higher Education Science and Technology Policy Framework for Education and Training (2012) states that the government will develop and implement a balanced education curriculum aligned to the achievement and attainment of vision 2030.This will require the development of teachers with a different mind - set; that focuses on core educational outcomes, based on developing a repertoire of skills and competencies required by all learners and teachers. Besides teacher development, the policy puts emphasis on subject mastery, pedagogical skills and upgrading of school based quality assurance. This standards assessment should be centralized at institutional level where school principals and heads of department (HoD) ensure school effectiveness and effective classrooms respectively. In order to achieve the above objectives of teacher quality, professional development

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and effectiveness, the government should ensure that quality staff are recruited and effectively utilized to safeguard and maintain the highest possible standards of the teaching and learning process (TSC, 2013). In the context of this study, this school-based quality assurance is called departmental collaborative supervision (DCS). Despite this realisation, there are still concerns about this state of affairs. The concerns have increased over the years regarding the falling standards of education, professionalism, teacher effectiveness and students' low achievement scores in many school subjects in general and English in particular (KNEC, 2011, 2013, 2014, 2015; Cheserek, 2013, Republic of Kenya, 2013). This might to some extent be due to the lukewarm attention paid to institutional supervision in general and departmental collaborative supervision in particular or the slow pace at which it is being embraced. If teachers are to improve in their effectiveness, if there is to be quality teaching and learning in Kenyan schools and tertiary institutions, then the problems of teacher inadequacy and ineffectiveness , lack of professionalism and lack of regular supervisions by the Ministry of Education must be addressed. As one of the way forward to address these problems, then it is imperative that departmental collaborative supervision in Kenya must be embraced by all educational institutions as is the case with many educational institutions in Europe and USA, where it has yielded positive results. Although studies have been done on supervision, there is a paucity of research on the factors that affect departmental collaborative supervision and the professional development of teachers of English language in secondary schools in Kenya. Wanzare (2009, 2012) researched on internal instructional supervision, Wangari (2009) researched on effects of quality assurance assessment visits (external supervision) on instructional media adoption and performance in English while Ong'ondo (2009) researched on student teacher learning, collaboration and supervision during the practicum. Therefore, the current study sought to investigate the factors that affect DCS in secondary schools in Kenya.

Literature Review

Literature on supervision, departmental collaborative supervision and professional development teachers of English language are reviewed.

Supervision

In order to be an effective teacher of English, it requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professional development through collaboratively getting involved in many professional activities. Departmental collaborative supervision, a co-operative problem -solving process, can be considered as a very important concept in the professional development of teachers of English. Several reasons have been cited for the importance of supervision. They include monitoring or providing mentoring of beginning teachers to facilitate a supportive induction into the profession; bringing individual teachers up to a minimum standard of effective teaching (Quality assurance and maintenance functions of supervision); improving individual teachers' competencies, no matter how proficient they are deemed to be; working with groups of teachers in collaborative effort to improve student learning; working with groups of teachers to adopt the local curriculum in line with state and national standards ; and relating teachers' efforts to improve their teaching to the larger goal of school wide improvement in the service of quality learning for all children (Sergiovanni and Starratt, 1998).

DCS and the PD of ToEL

AACTE (2010) argues that 21st century students and teachers must possess learning and innovation skills, which are often referred to as the *21st century skills,* in order to be well equipped for more and more complex life and work environments. These skills include critical thinking and problem solving; communication; *collaboration*; and creativity and innovation skills. Teachers in the department can collaborate at the level of preparation, execution and evaluation and this depends on their context. Pfeiffer & Dunlap (1982) cited in Bezzina (2002) noted through their research that instructional supervision is needed to help teachers improve their instructional performance, motivate their professional growth and implement their curricular development. They concluded that the ultimate goal of instructional supervision is to improve student development that may be achieved through changing teacher behavior, modifying the curriculum or restructuring the learning environment. As Danielson and McGreal (2000) stated, supervision is needed for all teachers in schools- the new, the inexperienced and the able. There should be programmes of in-class supervision to assess what in-service activities might be needed and when such activities are likely to be productive. The focus is on the job-embedded learning. The type of instructional support/supervision that is most likely to yield productive professional development is one of *collaboration*. Bezzina view collaboration as implying collegiality, co-operation, teaming and networking. It refers to a process by which people with diverse expertise (teachers, heads, supervisors and others) work jointly with equal status and shared commitment in order to achieve mutually beneficial instructional goals. The major characteristics of collaboration include mutual respect, tolerance, acceptance, commitment, courage, sharing of ideas and information, adherence to laws, regulations and rules, a philosophy of shared decision-making, teaming as the central mode of organization for action, and a 'we' paradigm as opposed to 'I' or 'you' paradigm. For example, Steel (2017) argue that collaborative supervision brought school-based and university-based teachers close together to value the sharing of understanding and complementing each other and this supported student teacher learning.

Bezzina (2002) notes that there is a growing body of literature, gained from research into practice, that has documented the importance of teachers' growth and development when they work together in communities teaching each other, learning together and focusing on the success and challenges of educating their students. This idea of belonging to a community changes the way we think about teacher learning. Its importance lies in the fact that it changes the relationship of teachers to their peers, breaking the isolation that most teachers have found so devastating. In supportive communities, teachers reinforce each other in a climate that encourages observing students, sharing teaching strategies, trying out new ways of teaching, getting feedback and redesigning curriculum and methods of instruction. Teachers' professional communities serve as important mediators for teachers' interpretations and analyses of student learning. In communities where reform, restructuring and school transformation are the vision, teachers learn to make public

their challenges as well as their successes. Teachers receive support, learn from one another, and gain confidence for changing their practice to better meet their students' needs (Newmann and Wehlage, 1995; Lieberman, 1995; Republic of Kenya, 2012 2013; NCTE, 2010; Darling-Hammond, 1997; Shaps *et al.,* 1996; Wenger, 1998).

Johnston (2011) states that: "CTD is any sustained and systematic investigation into teaching and learning in which the teacher voluntarily collaborates with others involved in the teaching process, and in which professional development is a prime purpose." Though this definition leaves room for many different forms that CTD can take, two features are crucial: first, the teacher or the teachers concerned must have, or share, control over the process. That is, this is not something one can "do" to teachers. Second, although professional development (however the term is understood) can occur alongside other processes such as curricular innovation or action research focused, for instance, on instructional improvements, the goal of teacher professional development for its own sake must be clearly stated, a central component to such endeavours for them to constitute CTD. In other words, professional development should not be seen merely as a by-product of other development processes, but needs to be built into them as a core component. There are four major options for collaboration in educational settings: 1**.** Teachers collaborating with fellow ToEL. 2. Collaboration between teachers and university –based researchers (Auerbach and Paxton, 1997; Toohey and Waterstone, 2004; Zeichner, 2010; Steel, 2017). 3. Teacher collaborating with their students (Norton and Toohey, 2004; Cowie (2001) cited in Johnston (2011) and 4. ToEL collaborating withothersinvolved in teaching and learning (Gebhard&Oprandy, 1999; Kafu, 2011).

Sergiovanni and Starratt (1998) argue that the overreaching purpose of supervision is to help teachers improve. The focus of this improvement may be on what the teacher knows, the development of teaching skills, the teacher's ability to make more informed professional decisions, to problem solve better, and to inquire into his or her own practice. They further argue that commitment to teacher growth requires much more than in-service programmes and suggests a framework for growth which includes in-service, staff development and renewal approaches to teacher development. Darling-Hammond *et al*. (2017) state that effective professional development (EPD) is a structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. EPD should incorporate content learning; active learning; support collaboration; use models of effective practices; provide coaching and expert support; offer feedback and reflection; and provide effective time for teachers to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice.

In this study, it was found out that ToEL collaborated with their colleagues within and without their departments in order to develop professionally. They engaged in peer 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, bench marking, journal writing among others as some forms of collaborative supervision. Other options of collaboration like collaborating with their students, Board of Management (BoM), parents or university lecturers and researchers were rare.

MATERIALS AND METHODS

The study adopted the *Mixed Methods Research Approach*. Its central premise is that the use of qualitative (qual) and quantitative (quan) approaches in combination provides a better understanding of research problems that either approach alone cannot. In the quantitative (QUAN) approach, the researcher used the questionnaire to obtain data and there was a potential risk of a non-response error. The researcher mitigated this by making pre-visits to the sample schools, getting the mobile phone contacts of the participants and arranging the suitable time for the researcher to administer the questionnaires. With a few exceptions, the questionnaires were administered, filled in the presence of the researcher who collected them the very day. In the qualitative (qual) approach the interview guide was used to collect data from the participants (ToEL). The study was conceptualized from a *Pragmatic Philosophical Paradigm* (Tashakkori and Teddlie, 2004; Fraenkel and Warren, 2010). The study was carried out on teachers of English language (ToEL) and heads of department (HoD) in selected secondary schools in Trans Nzoia County, Kenya. The uniqueness of the study within a specific context makes it difficult to replicate it exactly in another context. Participants' responses were reflections of, and confined to their personal experiences involving self assessment component.

RESULTS

The results from both the quantitative and qualitative studies show that a majority of the ToEL were aware of most of the DCS practices even though only a few of them were put into practice because of the many impediments hindering their full implementation.

Interview Results

The researcher interviewed 30 participants: 18 ToEL and 12 English HoD who had participated in filling the questionnaires as a follow-up so as to reveal their specific perceptions (opinions) regarding the role/effect of DCS on their professional development (PD), the information that may not have been possible to find only through the questionnaires. Interview guide contained six items. Interview questions were posed to each teacher. The researcher transcribed each teacher's responses/data. The codes were created from the transcription of the interviews. The codes were then grouped in a number of categories and themes for each participant teacher in the study and finally the interviews' report was produced.

The interview guide included the following questions:

- Which approaches/practices of DCS are you familiar with?
- Which of these approaches/practices are used in your department?
- Do you think that DCS plays a role in your PD?
- How do you compare the effectiveness of DCS and ministerial/external supervision in terms of your PD?
- Do you give priority to you PD? If no, what impedes you from engaging in Continuous Professional Development (CPD)?
- What factors affect DCS in your school/department?

In response to question 3 of the interview guide regarding the role of DCS on their PD, most of the participants agreed that DCS helped them to reflect on their practice, share ideas and build new skills. This implies that ToEL could do critical reflection through practices like team teaching, peer and self observation, action research, journal writing among others in order to grow professionally. In response to question 5 and 6 regarding impediments to CPD and the factors that affected DCS, majority of the participants cited various impediments/factors which included the following: school culture, school leadership, lack of commitment from some members of the department, selfishness and unhealthy competition among colleagues, lukewarm support by most administrations, lack of time, lack of enough personnel in the department, lack of formal training for ToEL and HoD on effective operation of DCS, indifference/arrogance on the part of some HoD, know-it-all attitude from some colleagues, the qualities of the HoD, lack of finances, some teachers perceiving that some DCS practices were ways of underrating their abilities, few ToEL feared that DCS was a tool used by many heads to witch-hunt on teachers and lack of enough resources. For instance, the participants who were interviewed gave the following responses:

- In our school we just apply what works according to our context (Teacher 4-national school).
- Time factor. There is lack of enough time in the school's daily routine to put many of these DCS practices in use (Teacher 10)
- For team work to be operational, it depends on agree ability of colleagues. Some have a know-it- all attitude, others are selfish and arrogant (Teacher 3)
- There is the lukewarm support from the administrators. Most principals complain of lack of finances, yet the government is funding free tuition fee in our schools. Even attending a one-day workshop is a problem (Teacher 14)
- Scheming depends on provision of materials and enforcement by the HoD. If there is lack of enough materials what will teachers do? (Teacher 26)
- Many teachers perceive this as a way of underrating their abilities and also fear that it is just another tool used by many heads to witch- hunt on teachers (Teacher 2)
- There is a lot of mistrust, people own classes, some think you will expose their weaknesses so they will rather "guard their classes" Individualism or rather selfishness is rife among colleagues. There are monetary rewards associated with or pegged on students' performance. Teachers whose classes win are praised and rewarded. So you rather work individually and get the money than collaborate with colleagues (Teacher 15)

Questionnaire Results

Most of the factors got from the ToEL and HoD interviews were similar to those responses that were gotten from Section C (f) of the *questionnaire* which asked: "*w*hich factors affect DCS and PD of ToEL in Kenya?" These were lack of enough time, lack of enough personnel in the department, lack of enough finances, lukewarm support from the administration, lack of formal training in the operation of DCS and lack of commitment to DCS from departmental members. Most of the participants stated that there was lack of commitment from members of the department and lack of formal or informal training on the use of these DCS practices.

DISCUSSION

The results from open-ended questions of the questionnaire and interviews revealed that there were many different factors that impeded DCS and PD of ToEL. The first impediment was *school culture*. A majority of the participants stated that school culture affected DCS and their PD. This implies that school culture can either promote or impede DCS and PD of ToEL. If the school culture promotes DCS, then it will have a positive effect on ToEL PD. On the other hand, if it does not support DCS then it will impact negatively on the ToEL PD in terms of their cognitions. That is, school culture can affect ToELself reflections, beliefs and knowledge about teaching, students, content and awareness of problem-solving strategies endemic to classroom teaching. If it promotes collegiality, then teachers will work together to reflect and problem –solve, if it does not, then teachers will work individually and this will affect their PD. This also implies that school departments in general and ToEL in particular should encourage the culture of collaboration in order for the teachers to grow professionally and meet learners' needs. These findings agree with Hargreaves, *et al.* (1996) who calls for a culture of collaboration citing research on such cultures in which routine help, trust and openness operated almost imperceptibly on a moment-by- moment, day-by- day basis. Thus overcoming professional isolation is of benefit not just to the individual teachers concerned, but to the entire context in which they teach-in other words, students and schools also stand to benefit from teachers engaging in collaborative teacher development (CTD) and Mosha (2006) states that the vision to see the benefits associated with effective staff development is usually absent because the organization culture does not encourage effective staff development strategies in Tanzania. Darling-Hammond *et al*.(2017) state that failure to align policies toward a coherent set of practices is a major impediment to teachers' PD, as is a dysfunctional school culture in the USA and other western countries. This also implies that school culture is not just a factor cited in Kenyan teachers but also by many teachers all over the world.

The second factor was *school leadership.* This was a factor cited by participants both in the open-ended questionnaires and interviews. A majority of the participants stated that most school principals were not supportive of their PD. This matches with Johnson (2011) who sees the negative role of school administration towards EFL teachers' PD does not help teachers develop. Mosha (2006) argues that management support is crucial in promoting quality teacher development; which would in turn facilitate the emergence and sustenance of high quality education. If school principals are empowered they can play their social and technical roles more efficiently. He also states that the ability of the school leadership to support the PD depends on the extent to which education administrators and supervisors have been empowered, the available human and physical resources, managerial knowledge, the skills of the head teacher and the school's culture.

Third, participants cited *lack of commitment*, *selfishness* and *unhealthy competition* among a few colleagues which killed the spirit of collaboration. The questionnaire responses matched with the interview responses on this issue. These

findings agree with those of Viet (2008) who states that Vietnamese teachers may approach their positions with a sense of competition and believe that by keeping their best ideas and methods to themselves, they protect their positions. Whereas in Kenya it was found out that a few teachers lacked commitment, were selfish, depicted unhealthy competition tendencies, in Gaza(Palestine), a majority of teachers are indifferent, selfish and arrogant (Herzallah, 2011). The feeling of indifference from teachers may also prevent useful development. Teachers should have the feeling of belonging for the profession and the school in order to be willing to research, collaborate with peers and develop. Richards and Farrell (2005) argue that some teachers have poor relations with other school workers, the principal, the counselor and other EFL teachers which they believe deepens isolation and kills professional dialogue that is an indispensable professional development activity.

Fourth, *lack of motivation from the employer* makes the ToEL not to fully embrace the PD practices. The findings from the questionnaires and from the interviews were similar. These findings agree with recent studies that illustrate that teachers suffer more than other professional groups from an occupational lack of motivation. Many teachers are not highly motivated (Cheserek, 2013). Abbott (2008) states that in spite of the fundamental importance attributed to teacher motivation, research reveals that teachers exhibit lower levels of motivation and high levels of stress. Mosha (2006) states that poor teachers' motivation is the most serious of all factors that obstruct teachers' professional development. However, either unwittingly or intentionally, the education system in Kenya has generally ended up a poor motivating environment for teachers when it comes to professional development programmes. Mildly put, teachers' intrinsic drive towards self-improvement cannot be induced by any amount of pressure from educational managers. Meaningful teacher professional development relies on individual teachers to perceive this drive positively. Some of the participants stated that they had attained higher qualifications but they had not been promoted or their salaries improved and that had really demoralised them. Those ToEL who had the intention of pursuing higher studies had given up! Herzallah (2011) states that lack of promotion is considered a great obstacle towards development. Teachers should have the feeling of belonging for the profession and for the school in order to be willing to research, collaborate with peers and develop. Also, Kelly *et al* (2004) state that there is lack of incentives for teachers to take in-service education courses if they are not recognized by the school or learning institution.

Fifth, *lack of finances.* Most participants in both the open-ended questionnaire and interview responses revealed that a majority of ToEL cited lack of finances as an impediment to their professional development. They stated that they had many family financial obligations that did not allow them to enroll for further studies. Schools also lacked enough finances to sponsor their teachers to attend in-service courses. These findings agree with Bezzina (2002) who states that training in-service activities for teachers faces several constraints and inadequate funds to support the course as the first one. Hismanoglu and Hismanoglu (2010) also identify lack of financial resources as an impediment to their CPD. They argue that funding is essential in any reform or effective PD, yet it is usually quite low even though its vitality in teachers' professional development as reported in many studies conducted all around the world. Darling-Hammond *et al*. (2017) also observe that conditions for teaching and learning both within schools and at the system level can inhibit the effectiveness of PD- including needed curriculum materials
Also, Kelly *et al* (2004) state that in-service education can be expensive and adequate funds can be difficult to find. The researcher makes a case that the Teachers Service Commission (TSC) in Kenya should take full responsibility of financing and developing standards for administering teachers' career progression and continuous PD programmes. The researcher also supports the TSC (2013) proposition that it will establish collaborative linkages with relevant agencies such as the University Education Commission to ensure quality teaching and safeguard standards of education through undertaking research on teachers' training needs and developing appropriate capacity building programmes. The Government of Kenya in collaboration with Japanese Government Agency-JICA collaborates to strengthen the teaching of Mathematics and Sciences in Kenya. On the other hand, other subjects in the curriculum like languages and humanities lack such support. The researcher suggests that the government should seek collaborations with relevant agencies to help ToEL to grow professionally.

Sixth, *lack of time*. A majority of the participants' responses from both the questionnaires and the interviews revealed that lack of time was an impediment for them to embrace DCS practices like peer observation, peer coaching, mentoring, action research, bench marking and so on. Many of them complained that they had a heavy work load and finished their day very exhausted and had no time to reflect on their classroom practice after work or even enroll for in-service courses. These findings agree with those of Hismanoglu and Hismanoglu (2010) who found out that lack of time and financial resources were the two major impediments that affected ToEL professional development in the Turkish Republic of Northern Cyprus (TRNC) They state that teachers need time both to make PD a continuous part of their work and to see the outcomes of their efforts which shows that lack of time is one of the greatest challenges to implementing effective PD. Also, these findings rhyme with those of Mosha (2006) who found out that time is one of the major barriers repeatedly mentioned in most of the organized PD programmes due to competing work priorities and duties. PD has been occurring inconveniently, they do not happen as scheduled, they are organized in a rushed manner and rather haphazardly. This shoddy arrangement compels teachers to feel overwhelmed by the pressures of high expectations and the always 'one more thing' to learn orientation. Sometimes short educational activities are favoured due to time constraints and this eventually has an impact on efficiency and effective acquisition of the required knowledge and skills by the trainees. He states that more professional women teachers in Tanzania fail to attend PD programmes due to female obligations, or the prohibitive long distance of travel when the training is conducted in far awaycentres. Mohamed (2006) argues that if teachers are to fully participate in learning experience, adequate time must be allocated to the training. Teachers need time to come to grips with new ideas, familiarize themselves with key concepts and reflect and experiment. Darling-Hammond *et al*. (2017) argue that effective PD should provide teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Seventh, *lack of enough personnel and heavy work load.* Many of the participants complained that they had heavy workload and that they finished their day very exhausted and lacked time to reflect on their classroom practice after work or even enroll for in-service courses. Some participants especially from district schools lamented that there was lack of enough personnel in their departments. This made them to be engaged in classrooms throughout the day, a majority of them teaching 28 lessons per week. They also argued that DCS can only be successful if there are more members in the department. Some schools had only one teacher of English in the department and consequently made DCS within their departments and schools unworkable. These findings to a great extent matches those of Napwora, Masibo and Likoko (2015) who found out that heavy teaching load, lack of motivation and inadequacy of professional development programmes as some of the factors that impeded effective English language teaching in Kenya. This implies that for DCS to be effective, the government through the teachers' employer-TSC should employ enough teachers so that each school/department has enough teachers to collaborate: co-operate, reflect on their practice in the department and problem -solve together. Other factors included: lack of resources; indifference on some part of ToEL and their HoD; know-it-all attitude from some colleagues; the qualities of HoD; lack of training on effective use of DCS; some ToEL perceiving that DCS was a way of underrating their individual abilities and a few participants felt that DCS was tool used by many heads to witch hunt on teachers. Most of these factors from the interview responses matched those from the open-ended questionnaires. Most of these factors agree with those of Herzallah (2011) who studied on the obstacles to ToEL professional development in Northern Gaza-Palestine. He found out the following obstacles: lack of specialized periodicals and books (resources); number and quality of in-service training courses; lack of confidence; heavy teaching load; working in isolation and un co-operative colleagues and those of Czech School Inspectorate (2009) who found out lack of financial resources; problems in covering for missing teachers in classes; difficulties for transport in smaller municipalities; conflict with work schedule; no suitable professional development; high cost of professional development; family responsibilities; lack of employer support and having no pre-requisites. This implies that a majority of ToEL in different institutions all over the world experienced almost similar impediments to their professional development.

Conclusion

The findings of this study revealed that most departments/schools in Trans Nzoia County experienced almost similar impediments in the use of DCS and their PD. When compared to the findings of the previous study in the neighbouring Bungoma County, these factors were similar. These included: school culture; lack of enough support from the school leadership; lack of motivation; lack of commitment of some ToEL; selfishness and unhealthy competition among colleagues; lack of time; lack of enough personnel; heavy work load; lack of enough teaching and learning resources; incompetence and indifference on some part of the HoD (qualities of the HoD); lack of induction and training/education for effective use of DCS ; know-it-all attitude from some ToEL; some ToEL feeling that DCS was an extension of directive/external supervision through the current TSC Teacher Performance Appraisals as factors that impeded DCS and PD of ToEL in Kenyan secondary schools. From the above findings, it can be observed and concluded that some impediments are from the individual teacher's beliefs/cognitions; others are institutional while others are national. The ToEL and schools should develop a culture of collaboration within and without so that teachers can exchange valuable experience with their colleagues thus creating teaching and learning communities among themselves, developing positive attitudes towards the profession and consequently growing professionally. This has the implication that the ToEL should be encouraged through their classroom practice, further training/education, workshops/conferences, being members of professional bodies like Association of English Educators and Researchers (ASELER) in Kenya, TESOL, etc to change their cognitions about the teaching of English from the traditional individualistic or 'egg box' practices to collaborative practices where colleagues reflect together on their teaching experiences, share their classroom problems and seek solutions, share resources in order to teach effectively, develop professionally and achieve school -wide goals. In terms of lack of finances, the researcher urges the government to support teachers' Continuous Professional Development (CPD) through providing required finances in order for the Ministry of Education to organize for in service programmes that will support their professional growth and improve their job effectiveness. Schools and departments should be encouraged to come up with income generating projects that can help them raise funds and/or seek partnership with other institutions or business enterprises within the country or abroad that may sponsor the ToEL to attend international or national conferences; attend in-service workshops/seminars or higher studies; or buy recent literature in ELT. The researcher believes that this partnership will help the ToEL to grow professionally.

It is the researcher's belief that the teachers, schools, Teachers Services Commission (TSC) and the Ministry of Education should adopt collaborative supervisory practices through both DCS and external/ministerial (directive) means. If external supervision is employed, then it should be in form of collaborative clinical supervision, understood as a training mode which involves a formal face-to –face interaction between a supervisor and a teacher with reference to classroom teaching where they work together in addressing and solving a problem in order to develop an effective and a long term professional development programme. The researcher would like to state that the DCS has got its own impediments as noted in this study. Its structure and purpose should be well established and teachers motivated to embrace and promote the same. Just like external/directive supervision has got its own weaknesses, the researcher suggests that DCS and external (collaborative clinical) supervision should be well coordinated and combined by the schools and the Ministry of Education so that the weaknesses of each are overcome by a combination of the strengths of the two supervisory processes.

Recommendations

In the light of the conclusion, the research recommends the following:

- ToEL and their HoD should embrace and promote collaborative supervision in their departments and with colleagues from other institutions in order for them to create a community of practice and develop professionally.

- ToEL and HoD should be trained/educated on the use of different DCS practices in order for them to be embraced and promoted in their institutions.
- School principals and Boards of Management (BoM) should fully support DCS programmes in their institutions in terms of finances and leadership and should attend refresher courses on institutional leadership and collaborative supervision.
- ToEL should collaborate with language educators and researchers in the universities through doing research, writing journals and holding conferences with the prime purpose of professional development.
- The government through the TSC and the Ministry of Education should employ more teachers in general and ToEL in particular in order to make DCS a reality in learning institutions, for it is impossible for institutions with one teacher in the department to collaborate!
- The Ministry of Education should come up with clear, consistent and sensible policies on DCS and provide needed resources, feedback and follow-up support in order to improve students' learning, teacher effectiveness and their professional development.

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