

Perceptions of Teachers of English Language towards the Role of Departmental Collaborative Supervision on their Professional Development in Secondary Schools in Kenya

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Abstract

This paper highlights the results of a research conducted in Bungoma County, Kenya between 2015 and 2016. The purpose of this study was to investigate the Perceptions of Teachers of English language towards the role played by Departmental Collaborative Supervision on their Professional Development in Secondary Schools in Kenya. 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 schedule were used to collect data from teachers of English and heads of department from selected secondary schools in Bungoma County. The sample involved 216 participants. The data were analysed using descriptive statistics. Findings revealed that teachers of English language and their HoD have positive perceptions of the role Departmental Collaborative Supervision plays on their professional development in terms of their knowledge, skills and experience; pedagogy; cognitions and meeting learners' needs. It can be concluded that DCS improves the cognitions of the ToEL and helps them develop professionally. Consequently, it is recommended that teachers of English, departments/schools and the Ministry of Education, Science and Technology should adopt and support collaborative supervisory practices in order to improve students' learning and teachers' professional development.

Key words: Departmental collaborative supervision, professional development, perceptions, role, teachers of English language.