FACTORS INFLUENCING EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION IN PRISONS STAFF TRAINING COLLEGE (PSTC) IN RUIRU DISTRICT, KIAMBU COUNTY, KENYA

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E55/CE/22813/2010

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (ADMINISTRATION) OF KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

This project is my original work and has not been presented for the award of a degree in any other university to the best of my knowledge.

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DEDICATION

This project is dedication to my late lovely parents Mr. and Mrs. Gikonyo, My sisters, Milka and Liz, My brothers, George and Nahashon and to my lovely daughters, Macyanne Nyambura and Mercyjoy Wangari.
ACKNOWLEDGEMENT

I am sincerely thankful to the Almighty God who has seen me through this major task of writing this project by granting me the much needed energy and good health. I wish to acknowledge the people who greatly contributed to the accomplishment of this research project. First, sincere thanks to my two supervisors Dr. Joseph Mungai and Mrs. Lillian Boit of the Department of Educational Management, Policy and Curriculum Studies for the guidance, support and constructive criticism and personal interest in the progress of the study.

I sincerely thank all the supervisors at Prisons Staff Training College for responding to my questionnaires during this study. Many thanks go to all the Gikonyo and Githinji families for their encouragement during hectic times of doing assignments and writing the project.
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<td>Prisons Staff Training College</td>
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<td>CDI</td>
<td>Chief Drills Instructor</td>
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<td>DS</td>
<td>Director of Studies</td>
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ABSTRACT

The purpose of the study was to investigate the factors that influence instructional supervision in Prisons Staff Training College (PSTC) Ruiru, Kiambu County. The objectives of the study were: To establish the level of education among instructional supervisors in PSTC, to identify the supervisory strategies used by supervisors on instructional supervision in PSTC, to establish how the status of the curriculum affects instructional supervision in PSTC, determine the problems that are encountered by supervisors while supervising instruction in PSTC and to investigate how in-service and special training of supervisors influence instructional supervision in PSTC. Descriptive survey design was used in the study. The target population was 18 supervisors in prisons staff training college. Purposive sampling was used to get the sample since the supervisors have unique roles in PSTC. A Questionnaire was used to gather information from the respondents. Piloting of the instrument was done to test for its validity and reliability; this was done to three class instruction supervisors who were not included in the main study, the instruments were found to be valid and reliable. Data was analyzed using both qualitative and quantitative techniques. The following were the findings of the study; about 66.7% of the supervisors had bachelor’s degree. On the strategies/methods used by supervisors in instructional supervision in PSTC, majority of the supervisors (50.0% and above) rarely or never did the basics of supervision. On how the curriculum affects instructional supervision in PSTC, majority of the respondents (94.4%) set objectives at the beginning of the course in their sections. On Problems encountered by supervisors in instructional supervision, 34.9% of the supervisors felt that the timeline for the courses should be specified to improve instructional supervision. On Possible solutions to the problems of instructional supervision, 71.0% indicated that in-service training could improve instructional supervision. The following conclusions were drawn: most of the supervisors had a bachelor’s degree in various fields. The supervisors rarely or never did some basic instructional supervision, the objectives of the course were set in time and that the supervisors provided materials for curriculum delivery. Some of the problems given by the supervisors included invalidated curriculum, facilitation by unqualified instructors, unspecified timeline, inadequate resources and lack of cooperation among instructors. Suggestions from the supervisors, included, provision of in-service training, provision of adequate resources, recruitment on merit and consultation on area of specialization. The following recommendations were drawn from the findings, all supervisors should have a bachelor’s degree and above, they should be equipped with the necessary knowledge and skills, The basic instructional supervision should be made a routine, provision of quality and enough instructional materials in time, set a timetable of the courses, validate the existing curriculum and recruit qualified instructors and supervisors and regular in-service training for supervisors.
CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions, assumptions, limitations and delimitations, significance of the study, theoretical and conceptual framework and operational definitions of terms.

1.1 Background of the Study

To understand the modern supervisory techniques, it is important to trace supervisory trends in the earlier periods. Instructional supervision has developed since 1942 in different phases up to date. The development of instructional supervision can be traced back to the earlier American Education systems. Eye and Netzer outlined phases of inspection. The administrative inspection phase (1642-1875). “In this period supervision was synonymous to inspection and focused on the school plant, pupil control and teaching. The major function of the supervisor was to make judgment about the teacher rather than the teaching or the pupils learning” (Fine, 1997).

The period of efficiency and orientation (1876-1936). “The period exhibited place of influence of teaching procedures by experts who are efficiency oriented. Supervision emphasis was being placed on aiding teachers to improve instruction while administration was developing into a more educationally inclusive position. Superintendents were considered to be primarily in charge of instruction; the supervisors then became responsible to the superintendents of schools. The attitude of the supervisors towards the supervised seemed to change and there was use of more kind words such as encouragement, creating a friendly atmosphere and helpful
relationships in which corrective measures were instituted. The movement towards less autocratic relationship between the supervisor and the supervised led to the third period" (Glanz, 2000).

The period of co-operative group effort (1937-1959). “Ushered in an era of democratic relationship with co-coordinating, integrative, creativity and stimulation. There were inclusion of more subjects and extra-curriculum activities alongside the emphasis on foreign languages, mathematics, science and guidance. This enlarged the school system along with the shortage of adequately prepared teachers increasing the need for instructional supervision. The increasing number of tasks for school administration grew out of the increasing enrollment, teacher shortages, classroom shortages and additional pupil services” (Zapeda, 2007).

The period of research orientation (1960-present) “the operational aspect of many private and public organizations begun to be subjected to systematic study rather than negotiation only. School administrators and consequently supervision are studied through research procedures and professional approaches to determine the nature and inter-relationships between stakeholders and environmental factors interacting in a specific field. This period is associated with expressions such as role perceptions, situational factors and control factors” (Lucio and Mcneil, 1962).

In America supervision gradually from 1950s when human relations aspects were adopted to break the conventional supervision which focused on judging the teachers effectiveness. In 1960s control of curriculum and materials was implemented by school districts and monitored by supervisors. In the 20th century there was a shift
from external control to internal supervision which involved assisting teachers to improve instruction. Supervision is a multifaceted process that focuses on instruction to provide teachers with information to improve their teaching performance. A common characteristic of instruction and supervision is that these processes occur in a face to face environment (Burnham, 2010).

In Singapore, training of prison officers ensures new officers are trained and equipped with the necessary skills to manage inmates under the custody, the government provide continues training for the serving officers to help them improve their competencies with the aim of furthering their career progression and personal development. This objectives are achieved through the basic officers course and the supervisory course respectively, (Home team Academy, 2010).

Prisons Staff Training College (PSTC) is headed by the commandant, who happens to be the director of training in the Prisons department; he is assisted by deputy commandant. Under them in the training section there is the Director of Studies (DS) and Chief Drills Instructor (CDI). The college offers various courses including initial training to newly recruited officers, development courses for serving officers and specialized courses for officers either working or designated to work in special units. Instructional supervision in PSTC has been there though there are factors which make it not effective at times. For instructional supervision to be effective there must be a viable curriculum and trained personnel who are regularly in serviced and motivated.

In 2001, two informative events took place, First, Round Table Conference was held on prisons policy in Kenya, “the 2001 Mount Kenya Declaration on prisons policy in
Kenya” which recommended a review of the PSTC curriculum. The curriculum at PSTC is still under review and hence not validated by the Kenya Institute of Curriculum Development (KICD). The trainers come from the pool of staff trained in PSTC after their graduation and some trainers are not trained as teachers. This poses a problem in the instructional supervision since some of the trainers do not know what is expected of them. The college invites professionals from the leading institutions in Kenya such as Kenyatta University to train the instructors on the methods of teaching, this is always not enough for quality teaching and learning. As a disciplined force, the supervisors keep on changing due to transfers and promotions, the supervisors also take other administrative duties other than supervision hence a problem.

1.2 Statement of the Problem

Instructional supervision is one of the most important functions of educational leaders. Modern supervision is aimed at the maintenance and improvement of the curriculum and instructional process. The efficiency of an institution depends on the way the administrators do their supervision. A major challenge confronting supervisors in PSTC is that the staffs trained in the recent years have not been doing what is expected of them in their work stations. One consequence of this trend is that stakeholders associate this with how instructional supervision is done in the college. In light of this the researcher needs to investigate on the factors influencing instructional supervision in PSTC.

1.3 Purpose of the Study

The purpose of the study was to explore the factors that influence effectiveness of instructional supervision in PSTC. This will help identify future training and skills
needed for supervision in PSTC which will contribute to practical knowledge of the
duties and responsibilities associated with instructional supervision.

1.4 Objectives of the Study
i. Establish the level of education among instructional supervisors in PSTC.
ii. Identify the strategies/methods used by supervisors in instructional supervision
in PSTC
iii. Establish how the status of the curriculum affects instructional supervision in
PSTC.
iv. Determine the problems that are encountered by supervisors while supervising
instruction in PSTC and suggest possible solutions
v. Investigate how in-service and special training of supervisors influence
instructional supervision in PSTC

1.5 Research Questions
(i) What is the level of education of supervisors in PSTC?
(ii) What are the strategies/methods used by supervisors on instructional
supervision in PSTC?
(iii) How does the status of the curriculum affect instructional supervision in PSTC?
(iv) What are the problems that are encountered by supervisors while supervising
instruction in PSTC and how can they be solved?
(v) How do the in-service and special training of supervisors influence instructional
supervision in PSTC?
1.6 **Significance of the Study**

The findings of this study will help those entrusted with policy formulation and implementation to get better insight in the state of supervision in PSTC, identify future training and skills needed for supervision in PSTC, contribute to practical knowledge of the duties and responsibilities associated with supervision and contribute to research literature about supervision of instruction in PSTC.

1.7 **Limitations of the Study**

There are various ranks in Prisons department in Kenya. Seniority has not been based on academics but rather proficiency at place of work. This study may therefore be influenced by the culture in the ranking system in the Kenya prisons Service.

1.8 **Delimitations**

Prisons Staff Training College (Ruiru) is the only college that offers training to prison officers in the Republic of Kenya, hence the study will be restricted to that college only.

1.9 **Assumptions of the Study**

It is assumed that instructional supervision is done at PSTC hence the researcher set out to find the factors that influence instructional supervision and the problems encountered in instructional supervision with a view to recommending solutions at the training college.
1.10 Theoretical Framework of the Study.

This study will be based on Maslow’s hierarchy of needs theory.

**Maslow’s Hierarchy of Needs theory**

![Diagram of Maslow's hierarchy of needs]

**Figure 1.1:** An Interpretation of Maslow's hierarchy of needs, represented as Pyramid with the more basic needs at the bottom

**Maslow's hierarchy of needs** is a theory in psychology, proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, all of which focus on describing the stages of growth in humans. Maslow use the terms Physiological, Safety, Belongingness and Love, Esteem, and Self-actualization needs to describe the pattern that human motivations generally move through.
Physiological needs

For the most part, physiological needs are obvious – they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function. Physiological needs are the most prepotent of all the other needs. Therefore, the human that lacks food, love, esteem, or safety would consider the greatest of his/her needs to be food (Mclead, 2007).

Supervisors typically address basic needs to the supervisees, allowing regular breaks. They can also build training programs and class content that add value and that will help trainers maintain their current jobs and ultimately move on to higher paying ones that will increase the amount of money they have available to satisfy basic needs (Goud, 2008).

Safety needs

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, or, in cases of family violence, childhood abuse, etc. people experience post-traumatic stress disorder and trans-generational trauma transfer. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, and the like. This level is more likely to be found in children because they have a greater need to feel safe (Mclead, 2007).
To address this level of the hierarchy, you must consider physical as well as psychological safety and security. As a trainer or educator you can do common sense things like make sure that the environment contains no safety hazards, such as wires that are not taped down, broken furniture, boxes that can cause accidents, or equipment that might fall and injure someone. You can also provide mental security by explaining how the material covered will assist trainers to become more effective and efficient in the workplace or other situations, thereby helping to solidify their position in the organization as a knowledgeable, skilled employee or individual. (Goud, 2008).

**Love and belonging**

After physiological and safety needs are fulfilled, the third layers of human needs are interpersonal and involve feelings of belongingness. The need is especially strong in childhood and can over-ride the need for safety as witnessed in children who cling to abusive parents. Deficiencies with respect to this aspect of Maslow's hierarchy – due to hospitalism, neglect, shunning, ostracism etc. – can impact individual's ability to form and maintain emotionally significant relationships in general, such as: Friendship, Intimacy, and Family (Mclead, 2007).

**Esteem**

All humans have a need to be respected and to have self-esteem and self-respect. Esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority
complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. Note, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels (Mclead, 2007).

In a learning environment, you can address this need by deferring to someone’s expertise or knowledge, recognizing accomplishments, and otherwise providing an environment where learners can feel the satisfaction of having others applaud accomplishments. You can also build in little accolades during training in which participants cheer or applaud the efforts of someone who accomplishes something, offers a solution, or otherwise does something worthy of group recognition. A simple round of applause for a good response might be appropriate from time-to-time to meet this need (Goud, 2008).

**Self-actualization**

“What a man can be, he must be”. This forms the basis of the perceived need for self-actualization. This level of need pertains to what a person’s full potential is and realizing that potential. Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming. This is a broad definition of the need for self-actualization, but when applied to individuals the need is specific. For example one individual may have the strong desire to become an ideal parent, in another it may be expressed athletically, and in another it may be expressed in painting, pictures, or inventions. As mentioned before, in order to reach a
clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love, and esteem, but master these needs (Mclead, 2007)

This is what the old U.S. Army slogan of “Be all you can be” was all about. Their premise was “Join us, we provide you with the tools and support to reach your maximum potential.” To this end, as a supervisor, you must identify where trainers hope to go as it relates to level of achievement in their work. Then, help them get there. This can be done through instruction, coaching, mentoring, and providing tools and resources to allow them to succeed in implementing what they have learned in training on the job (Goud, 2008)
1.11 Conceptual Framework

Skills of supervision
(Independent variables)
- Knowledge based skills
- Interpersonal skills
- Technical skills

Tasks of supervision
(Independent variables)
- Direct assistance
- Group development
- Professional development
- Curriculum development
- Action research

The process of Effective instructional supervision

Effective (dependent variables)
- Staff prepared for instruction.
- Induction courses and Training of Trainers (TOT) courses.
- Experienced and qualified teachers in the college
- Support given to the commandant by the stakeholders and the prisons department as a whole
- Motivated staff
- Staff aware of the mission and vision of the college

Figure 1.2: Conceptual Framework
Source: author (2013)
There are several supervisors in PSTC and they include the commandant, deputy commandant, the director of studies, chief drills instructor, heads of faculties and their deputies. For them to achieve the department’s objectives of training they require to be aware of the tasks of supervision i.e. direct assistance, group development, professional development, curriculum development, action research. This will help them know what is expected of them when supervising the trainers. The supervisors should be equipped with the necessary skills of supervision i.e. knowledge based skills, interpersonal skills and technical skills.

How effective the head supervisors are in the college will shown by the following number of factors.

(i) trainers prepared for instruction.
(ii) induction courses and Training of Trainers (TOT) courses,
(iii) experienced and qualified teachers in the college
(iv) support given to the commandant by the stakeholders and the prisons department
(v) motivated staff
(vi) Staff awareness on the mission and vision of the college.
1.12 Operational Definition of Terms

**Chief drills instructor** refers to the person who is in charge of all field instructions.

**Class instructor** refers to a person who gives instruction in class.

**Commandant** refers to the director of training in the prisons department and also the head of the Prisons Staff Training College.

**Director of studies** refers to the head of all instructions in PSTC.

**Effectiveness** refers to the capability of producing the desired results.

**Faculty** refers to a group of units put together.

**Field instructor** refers to a person who gives instructions that involve physical activities and weaponry.

**Instructional supervision** refers to provision of information to instructors to improve their teaching performance.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter will review literature which is related either directly or indirectly to the study.

2.2 Functions of Supervisor
The supervisors function in an organization is to oversee an employee’s performance in completing tasks required by the employer. Educational leaders face the same dilemmas as leaders of any organizations to improve the productivity of the teachers. Individual goals of schools /institutions varies however, improvement of teacher performance is a common goal of institutional supervisors (Glickman, Gordon, and Ross (2001); Zapeda, 2003).

Supervision requires to oversee, assess evaluate and direct employees to ensure an organization is meeting its goals (Glickman et al 2001) successful supervision promotes a vision to implement change in organizations that facilitate improvement (Collins 2001). No child left behind (2001) legislation includes specific standards for evaluation program effectiveness.

Supervising staff involves achieving the local goals. Current trends in instructional supervision offer multiple processes for administrators to improve teacher performance in school (Zepeda, 2007). Observation and evaluation are required components of instructional supervision and are mandated requirement for schools to oversee teacher performance. (PDE 2003), Glickman et al (2001) assert that
summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher’s performance. Summative evaluation seeks to determine if the teacher has met minimum expectations. If the teacher has not met his/her professional responsibilities, the summative process documents inadequate performance for purpose of remediation and if necessary termination.

Although the supervision and evaluation processes are related, the outcome objectives can differ between improvement and accountability (Glanz, 2001). Formative and summative evaluations are mutually exclusive and both are necessary in schools (Glickman et al; 2001). Supervision involves assisting in the improvement of teaching (Glickman et al, 2001). Summative and formative evaluation differ in purpose, however, both methods provides data that can be used interchangeably. In addition, instruction, evaluation criteria can include non-instructional areas such as compliance with school regulations, extracurricular assignments and co-operation with colleagues (Glickman et al, 2001) formative criteria may include professional development or action planning in individual classrooms (Zapeda, 2007).

State and local policies mandate teacher evaluation and this process can overshadow instructional supervision (Sullivan and Glanz, 2000). Summative evaluation meets the organizational need for accountability while formative evaluation focuses on professional growth and the improvement of individual teaching (Glickman et al, 2001).
Koppich (2005) suggests expanding the role of collective bargaining from the focus on policies and contracts that focus on wages, working conditions and hours, to specific instructional supervision practices such as observation and evaluation to improve instruction and thus enhance student learning.

Data from observation and evaluation can be used to make decisions regarding tenure, rehire and promotion (Sullivan & Glanz 2000). The improvement process may benefit from observation and evaluation as a part of the instructional supervision process (Glickman et al; 2001). If teacher improvement is a goal, instructional supervisors implement a formative process to enhance teacher practice rather than rely on evaluation checklists and achievement on standardized testing (Popham 2008).

Direct assistance or conducting an observation and evaluating teacher performance is the primary method administrators use to supervise instruction (Brandt et al, 2001). Instructional supervision has several processes; however, inspection and direct assistance are common in most supervisory models (Zapeda, 2007).

Since supervision is an activity that is part of so many different roles, a few distinctions are in order, a principal or assistant principal may be said to conduct general supervision—as distinct from the more specific, subject-matter supervision conducted by a high school department chair. Other professional personnel involved in supervisory roles include cluster coordinators, lead teachers, mentors, peer coaches and peer supervisors, curriculum specialists, project directors, trainers, program evaluators, and district office administrators. Unfortunately, these professionals, more often than not, carry on their supervisory work without having any professional
preparation for it, finding by trial and error what seems to work for them. Principals not only supervise teachers, but also monitor the work of counselors, librarians, health personnel, secretaries, custodians, bus drivers, and other staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers, although it tends to be neglected entirely in the literature. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior.

Supervisors usually wear two or three other hats, but their specific responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession. Bringing individual teachers up to minimum standards 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 a collaborative effort to improve student learning. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children. With the involvement of state departments of education in monitoring school improvement efforts, supervisory responsibilities have
increasingly encompassed the tasks at the higher end of this list. In turn, these responsibilities involve supervisors in much more complex, collaborative, and developmental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time.

Supervision is today considered as that dimension or phase of educational administration which is concerned with improving instructional effectiveness.

2.3 Tasks of Supervision

A supervisor can facilitate improved instruction by direct assistance to teachers, group development, professional development, and curriculum development and action research (Hellman, 2009).

2.3.1 Direct Assistance

In this situation the supervisor provides or facilitates one to one feedback with teachers to improve instruction. Direct assistance to teachers is one of the crucial elements of a successful school (Dufour, 2002; Glickman 2002; Dakenport and Smetana 2004). Under direct assistance there are structures for assisting teachers.

2.3.1.1 Clinical Supervision

This is a model for conducting observations with teachers; it is relatively standard and accepted, with a respected research base (Glickman, 2002). It is both a concept and a structure.
The structure of clinical supervision can be simplified into five sequential steps Pre conference with the teachers, Observation of classroom, Analyzing and interpreting observation and the determining conference approach, Post conference with the teachers, Critique of previous steps.

**Step 1 Pre-conference.** The supervisor sits with the teacher and determines the reason for the observation, focus of the observation, the method and form of observation to be used, the time of observation and the time post conference. These determinants are made before the actual observation, so that both supervisor and teacher are clear about what will transpire (Glickman et al, 2004).

**Step 2 Observations.** This is the time to follow through with the understanding of pre-conference. The observer might use any one observation or combination of observations (Glickman et al, 2004).

**Step 3 Analysis and interpretations.** The supervisor leaves the classroom with his/her observations and seeks solitude in an office or corner. He/she lays out the recorded pages of observations and studies the information. The task might be counting up frequencies, looking for recurring patterns, isolating a major occurrence or discoveries which performance indicators were present and which were not. Regardless of the instrument, questionnaire or open ended form used, the supervisor must make sense of a large mass of information, then the supervisor can make interpretations based on the analysis of the description (Glickman et al, 2004).
**Step 4 Post conferences.** The post conference is held to discuss the analysis of the observation and to produce a plan for instructional improvements (Glickman et al, 2004).

**Step 5 Critiques.** This is a time for reviewing whether the format and procedures from preconference through post conference were satisfactory and whether revisions might be needed before repeating the sequence. The critique might be held at the end of the post conference (Glickman et al, 2004).

### 2.3.1.2 Peer Coaching

Since teachers turn to each other for help more often than a supervisor, and since supervision is concerned primarily with improving instruction rather than summative evaluation, teachers helping teachers has become a formalized and well received way of assuring direct assistance to every member. With the advent of extended responsibilities for career ladder teachers mentor teachers, master teachers, team leaders and department heads, the time and resources for peer assistance have increased. The supervisor should also be available to peer teams as a resource person (Glickman, 2003)

### 2.3.2 Group Development

Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Just as cooperative learning with students has been found to produce significant gains in academic and social outcomes (Cooper, 2002:, king 2002) so have collegial adult groups been shown to produce higher adult achievement and performance and individualistic or competitive learning (Yolks and Kasl, 2002)
There are two dimensions of an effective professional group; the task dimension and the person dimension. The task dimension represents the content and purpose of the group meeting. The task is what to be accomplished by the end of the meetings. Typical tasks of professional groups might be deciding on, a new textbook, writing a new instructional schedule, coordinating a particular curriculum or preparing a professional development plan (Glickman, 2001).

The person dimension of an effective group comprises the interpersonal process and the satisfaction participants derive from working with each other. Concern and sensitivity to participants’ feelings create a climate of desiring to meet with each other from week to week to accomplish and implement the group task.

Particular emphasis is put on the supervisor’s role in terms of behaving, confronting dysfunctional members, resolving conflicts and preparing for meetings.

2.3.3 Professional Development

Education is a human enterprise. The essence of successful instruction and good schools comes from the thoughts and actions of the professional in the schools: if one is to look for a place to improve the quality of education in a school, a sensible place to look is the continuous education of educator’s i.e. professional development. Virtually any experience that enlarges a teacher’s knowledge, appreciation, skills and understandings of his/her work falls under the domain of professional development (Glickman, 2002).
According to, Gordon (2001), Bernaur (2001), there are common characteristics of successful professional development programs. These include involvement of participants in planning, implementing and evaluating programs, that are based on school wide goals, but that integrate individual group goals with school goals, long range planning and development, programs that incorporate research and best practice on school improvement and instructional improvement. They also involve administrative support, including provision of time and other resources as well as involvement in program planning and delivery, adherence to the principles of adult learning, attention to the research on change, including the need to address individual concerns throughout the change process, follow-up and support for transfer of learning to the school or classroom, ongoing assessment and feedback, and Continuous professional development that becomes part of the school culture.

Development remains a critical purpose of professional development, but in recent years the field has expanded to include a variety of other purposes like personal development, career development, moral development, school improvement, and improvement of the teaching profession (Drave and Roe, 2003).

In conclusion, professional development should be geared to teachers needs and concerns research on successful professional development and shown an emphasis on involvement, long-term planning, and problem solving meetings. Released time, experimentation and risk taking, administrative support, small group activities, consideration for individual and group characteristics can help make professional development more relevant to the participant (Drave and Roe, 2003).
2.3.4 Curriculum Development

Curriculum development is the organized preparation of whatever is going to be taught in schools at a given time in a given year or period of training. They are made into official documents, as guides for teachers, and made obligatory by the institutions.

The supervisor should match curriculum development with teacher development. The supervisor might think of his/her staff in terms of the commitment, thinking, and expertise they currently bring to curriculum and then determine whether the current curriculum is appropriately matched with the teachers' level of curriculum functioning. If the present curriculum is inappropriate to teachers' development, readjustments to the curriculum would be in order (Glickman, 2003)
Table 2.1: Staff Characteristics and the Type of the Curriculum

<table>
<thead>
<tr>
<th>Staff characteristics</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to curriculum change</td>
<td>Low commitment to change</td>
<td>Would like to make change</td>
<td>Eager to make change</td>
</tr>
<tr>
<td>Low ability to think about possible changes</td>
<td>Can think of some possible changes</td>
<td>Has many suggestions</td>
<td></td>
</tr>
<tr>
<td>Low expertise in how to proceed</td>
<td>Does not know to write a curriculum</td>
<td>Know how to proceed</td>
<td></td>
</tr>
<tr>
<td>Level of thinking about curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expertise in curriculum procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developers</td>
<td>Outside developers</td>
<td>Outside developers but substantially revised by team of teachers led by specialists</td>
<td>Internally developed by team of teachers with specialists as a resource</td>
</tr>
<tr>
<td>Format</td>
<td>Behavioral objective, highly structured</td>
<td>Webbing</td>
<td>Results only with suggested activities</td>
</tr>
<tr>
<td>Development</td>
<td>Imitative, with allowance for minor revisions</td>
<td>To be mutually adopted</td>
<td>To be discussed and change continually</td>
</tr>
</tbody>
</table>

Source: Glickman (2003)

A staff that has a low level of curriculum functioning as displayed by little commitment to change, little ability to suggest possible changes and little curriculum expertise, initially would be matched with an outside developed behavioral objective and imitative curriculum. They should be allowed to make minor revisions in adapting the curriculum to their classrooms. On the other hand, a staff that has a
moderate level of curriculum functioning (as displayed by a desire to change, ability to think of the possible changes, but a lack of expertise in writing the curriculum) would be appropriately matched with curriculum originally developed by outside experts but substantially revised by an internal team of teachers led by a curriculum specialist. The format of the curriculum might be webbing. Throughout the development and implementation teachers should have problem solving meetings for purposes of curriculum adaptation. Finally a staff that is at a high level of curriculum functioning (as displayed by initiating and suggesting ways to change knowing how to proceed in creating curriculum) would be appropriately matched with an internally developed curriculum. The format would emphasize “results only” with suggested activities, and would be continuously open to revision (Glickman, 2003).

The supervisor should keep in mind the question: how does one increase teacher control over curriculum making? If a staff has been appropriately matched for example, low functioning staff with an imitative curriculum, and successful implementation is occurring, then the supervisor should plan for the next cycle of curriculum development to give teachers additional responsibilities by serving on decision making teams under the leadership of curriculum specialist. This would lead to more mutually adaptive curriculum and at the same time continue to stimulate and increase teacher commitment, development and expertise (Glickman, 2003).

The supervisor wishing to facilitate changes in curriculum purpose, content, organization and format must remember that successful change will be based on teachers changing their conceptions of curriculum and their level of involvement in curriculum development. Large-scale teacher driven changes in curriculum content,
organization and format will not take place unless teachers change their curriculum orientation or beliefs about the purpose of curriculum. Teachers are not likely to change their orientations unless their level of understanding and involvement in curriculum development gradually increase. Supervisor openness and trust building, staff development in curriculum design, and time, support, and rewards for teacher involvement can all foster teacher and curriculum development. Throughout the curriculum development process, the supervisor must remember that if he or she has a curriculum orientation of favours the curriculum content, organization or format different from teachers he or she is not necessarily right and teachers wrong. Government mandates, the community, the schools mission and culture, parents, teachers, and students must all be considered when deciding which direction curriculum development should take and at what rate it should proceed (Glickman, 2003).

In conclusion, teachers will implement curriculum successfully if they have been involved in its development and can adapt it to their specific classroom and school situation.

2.3.5 Action Research

Action research in education is study conducted by colleagues in a school setting to improve instruction. Although an individual teacher can conduct action research, in most cases it is best done as a cooperative Endeavour by faculty attempting to improve on a common instructional concern (Calhoun, 2002).
According to Sagor (1993), collaborative action research renews teacher’s commitment to thoughtful teaching and also develops an active community of professionals. Action research implies that the practitioners are the researchers. Collective action research can integrate direct assistance, group development, professional development and curriculum development. Prior to the beginning of action research, the supervisor chooses an appropriate entry strategy for working with an action research team. Action research is focused on the need to improve instruction as perceived by the faculty. As instructional improvements are identified, faculty and supervision plan related activities to be implemented in each of the tasks of supervision as shown in the diagram figure 2.1

Figure 2.1: The Relationship of the Tasks of Supervision
Source; (Glickman, 2003)
Action research leads to additional suggestions for increasing the quality of teacher research, first it is important that teachers receive basic preparation in gathering and analyzing data i.e. teachers should be introduced to a variety of simple data gathering methods, both quantitative and qualitative. Also they need to learn simple methods of reviewing and summarizing data drawing data based conclusions (Calhoun, 2002).

Second, to ensure that no teachers or students are placed at academic, social or emotional risk, the school governance body should establish a set of ethical guidelines of action research, along with a process of reviewing research proposals to make sure they comply with the guidelines. Third, resources need to be provided for action research teams. The most important resource needed by teacher researchers is time to plan action research, gather and analyze data, and implement action plan (Calhoun, 2002).

Finally, teachers should be provided opportunities to share action research with the community, and even with teachers from other schools. Sharing action research with the school community and gives recognition to the teacher researchers, serves as a basis for reflective dialogue among teachers, and provides other teachers, ideas for improving instruction in their own classrooms and schools (Calhoun 2002).

According to Calhoun (2002), supervision provides a focus, structure and time for teachers to be engaged in dialogue, debate, research, decisions and actions about instruction. Without focus teachers will not discuss teaching, because it has not been an accepted norm for discussion in most schools. Without structure, there are no clear apparatus, procedures and rules for how decisions are made and implemented.
Without time there is no functional or symbolic expression that teachers have the capacity to make collective and wise instructional decision on behalf of students.

2.4 Basic Skills of Supervision

Supervision is the functioning schools that draw together the discrete elements of instructional effectiveness into whole school action. Research shows that schools that link their instruction and classroom management with professional development, group development and action research under a common purpose achieve their objectives (Bernauer, 2002; Calhoun 2002). Effective supervision requires knowledge based skills, interpersonal skills and technical skills. This are applied in the supervisory tasks. This adhesive pulls together organizational goals and teacher needs and provides for improved learning.

Knowledge based skills. The supervisor should be able to understand teachers, schools, learners and their developmental needs and supervisory practices appropriate for the fixing of the institution. They must also be knowledgeable about evidence based practices that enhance professional development of the supervisee. The supervisor must be well aware of theories, objectives and principles of supervision (Bernauer, 2002).

Supervisors need to understand the exception. What teachers and schools can be in contrast to the norm, what teachers and schools typically are. They need to understand how knowledge of adult and teacher development and alternative supervisory practices can help break the norm of mediocrity found in typical school (Bernauer, 2002).
**Interpersonal skills.** The supervisor understands the interpersonal based in order to promote more positive and change oriented relationship. This involves ability to engage and develop rapport through communication skills and especially listening skills. This enhances supervisors’ relationship with the seniors and juniors for their effective performance.

Supervisor must know their own interpersonal behaviors that affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change oriented relationships (Bernard, 2009).

**Technical skills:** The supervisor should have skills for performing the job or specific tasks like planning, observing assessing and the technical competence with regard to instructional models. All this will lead to instructional improvement (Bernard, 2009).

### 2.5 Conclusion

Literature reviewed can be summarized as follows: - the supervisor’s role in an organization is to oversee employees performance in completing tasks required by the employer. Supervision requires to oversee, assess, evaluate and direct employees to ensure an organization meets its goals. Supervision is today considered as that dimension or phase of educational administration which is concerned with instructional effectiveness. Among the tasks of supervision in which the supervisor can facilitate instruction are direct assistance to teachers by creating an enabling environment for teaching and learning to take place as well as frequently visiting the classroom and providing feedback on the class visits, group development by encouraging teamwork, conflict resolution and dialogue, professional development by
training teachers according to their needs and concerns, curriculum development by organizing and preparation of whatever is going to be taught in a given period of training, and action research to improve instruction. He is involved in mentoring of beginning teachers to facilitate supportive induction and working with groups of teachers in collaborative effort to improve learning. Coupled with that the supervisor must possess the basic skills of supervision: knowledge based skills, interpersonal and technical skills. This study thus intended to investigate whether factors influencing instructional supervision in Prison Staff Training College (PSTC) are similar to tasks of supervision and skills of supervision as indicated by the literature reviewed.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter focuses on the research design, target population and the selection of sample size to be used in the study. It also focuses on the research instruments piloting data collection procedure and analysis.

3.2 Research Design
The type of research design that the researcher adopted was the descriptive survey design. This is to investigate the factors that influence effectiveness of instructional supervision in PSTC. Descriptive survey designs are used by all researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). This design was chosen because it involves collecting data in order to answer the questions raised and look at possible solutions to be constraints. This design also helped the researcher to gather facts and contain precise information concerning the current situation and where possible draw conclusions from the information obtained.

3.3 Location of the Study
The study was conducted in Prisons Staff Training College – Ruiru District, Kiambu County. This is a college that offers various courses including initial training to newly recruited officers, development courses for serving officers and specialized courses for officers working or designated to work in special units. Development courses are meant to refresh serving officers and update their skills to deal with emerging trends in penal issues and management, and also prepare newly promoted officers, or those
about to be promoted, to execute their new responsibilities effectively (Kenya prisons standing orders, 1979).

3.4 Target Population

In the study, the target population was 18 supervisors in Prisons Staff Training College. They included the commandant, deputy commandant, chief drills instructor, director of studies, seven heads of faculties and their deputies in PSTC.

3.5 Sample and Sampling Procedure

In this study the researcher employed purposive sampling, this was because there are 18 supervisors and they have distinct roles. They included: the commandant, deputy commandant, director of studies, chief drills instructor and head of faculties. There are seven faculties thus there are seven heads of faculties and their deputies.

3.6 Research Instruments

The researcher used questionnaires for the trainers. The questionnaires consisted of both open and closed ended questions. The closed ended questions measured the objective responses while the open ended would measured subjective responses.

The questionnaire was divided into four parts. Part 1 – contain questions on demographic data. Part 2 - contains questions curriculum and instructional supervision. Part 3 –contains questions on professional development. The use of questionnaires is appropriate because they permit wide converge with minimum cost and effort. They also permit more considerate answers as they given the respondent a sense of confidentiality (Orodho 2002).
3.7 Piloting

A pilot study was conducted in prisons staff training college class section supervisors. This was to test reliability and validity of the questionnaires to be used whether the respondents understand the questions in the questionnaire. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments.

3.7.1 Validity of the Instruments

According to Orodho (2004), validity should be concerned with establishing whether the questionnaire content is measuring what it/they are supposed to measure. Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument.

Pilot study was carried to validate the instruments. Three class section supervisors were used who were not participating in this study. Content validity was used to examine whether the instruments answered the research questions. The responses were also checked by the researcher and my two supervisors: Dr. Joseph Mungai and Mrs Lilian Boit to verify whether the questions answer what they were intended to answer in order to ensure instruments validity.

3.7.2 Reliability of Instruments

Reliability of instruments is the extent to which an instrument produces the same results every time it is used. Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004).
Test – retest was used to test the reliability of the research instrument

Pre – testing of the questionnaire was also important because mistakes were detected and corrected before the actual study is conducted.

The answered questionnaires were administered to the same group of subjects after a period of one week. The questionnaires were scored manually. The two Scores obtained were compared in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument is administered.

The scores from both tests were correlated to get the coefficient of reliability using Pearson’s product moment formulae. A correlation coefficient of 0.75 was obtained in all the two instruments indicating that the instruments were reliable.

3.8 Data Collection Procedure

After approval of the research by the University supervisor, the researcher obtained an authorization letter from Kenyatta University graduate school, a research permit which authorizes the researcher to carry out the study was obtained from the National Commission for Science, Technology and innovation and the Commissioner General, Prisons Department, Nairobi. The researcher then paid a courtesy call to the County Director of Education, Kiambu County, to inform him of the study. The instruments were administered, after authorization from the Commandant Prisons Staff Training College. To maintain confidentiality, study codes were used, instead of recording identifying information. The questionnaires were given to the director of studies, chief drills instructor and the faculty heads, after explicitly explaining the purpose of the
study, procedures of data collection and contents of questionnaires. After one week
the questionnaires’ were collected.

3.9 Data Presentation and Analysis
Data was subjected to both qualitative and quantitative analysis. Quantitative data was
analyzed in narrative form while qualitative data was analyzed though descriptive
statistics, frequencies and means as well as to show how different subjects respond to
different factors.
CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to explore the factors that influence effectiveness of instructional supervision in PSTC.

The study was guided by the following objectives.

- Establish the level of education among instructional supervisors in PSTC.
- Identify the strategies /methods used by supervisors in instructional supervision in PSTC.
- Establish how the status of the curriculum affects instructional supervision in PSTC.
- Determine the problems that are encountered by supervisors while supervising instruction in PSTC and suggest possible solutions.
- Investigate how in-service and special training of supervisors influence instructional supervision in PSTC.

4.2 Demographic Data

The section presents the demographic characteristics of the respondents, they include: gender, age, level of education and experience. The rationale behind inclusion of these attributes in the analysis is that they help to shed light of the personal traits of the instructional supervisors.
4.2.1 Gender of Respondents

The respondents were asked to indicate their gender. Table 4.1 shows supervisors’ gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that there were more male supervisors (72.2%) as compared to their female counterparts, at 27.8%.

4.2.2 Age of Respondents

The respondents were asked to indicate their age. Table 4.2 shows the age of the supervisors.

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35 Years</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>46-55 years</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Over 56 years</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Majority (55.6%) of the supervisors were aged 25-35 years while 5.6% of them were over 56 years.

It is assumed that the young supervisors who are below age 35 years are graduates from various universities.

4.2.3 Level of Education

The supervisors were asked to indicate their academic qualifications and the results are as shown in Table 4.3.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Degree</td>
<td>12</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority (66.7%) of the supervisors had attained a Bachelor’s degree in various fields while 22.2% of them had a Diploma in various fields and 11.1% who had only completed their KCSE examination.

4.2.4 Years of Service

The supervisors were requested to indicate the number of years they had in Kenya Prisons Service. The results are as shown in Table 4.4.
Table 4.4: Distribution of Supervisors’ Experience

<table>
<thead>
<tr>
<th>Year of Service</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 Years</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Above 21 years</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (38.9%) of the supervisors had been in the service for over 21 years. Whereas 33.3% had served between 5-10 years and while 16.7% had served for 11-15 years and 11.1% had an experience of 5 years and below. Hence the results show that most of the supervisors had worked for more than five years. This could enable them establish the factors influencing the effectiveness of instructional supervision in PSTC.

4.2.5 Rating Instructional Supervision in PSTC

The supervisors were requested to rate instructional supervision in PSTC. The results are as shown in Table 4.5

Table 4.5: Rating of Instructional Supervision in PSTC

<table>
<thead>
<tr>
<th>Rating</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Good</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Most of the supervisors (72.2%) rated instructional supervision in PSTC as good whereas 22.2% rated it as average and only 5.6% rated it as excellent.

4.2.6 Factors that Influence Instructional Supervision in PSTC

The respondents were requested to give some of the factors that influence instructional supervision in PSTC. The results are as shown in Table 4.6

<table>
<thead>
<tr>
<th>Factors</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Time allocation</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>2 Altitude/interest</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>3 Availability of materials and resources</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>4 Bureaucracy</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>5 Discipline</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>6 Level of education</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>7 Experience</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>8 Rank</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>9 Teamwork</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>10 In service training</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (18.8%) of the supervisors indicated that the major factors influencing instructional supervision in PSTC were in availability of materials and resources, level of education and experience. 7.8% of them said there were a problem of time allocation, attitude/interest, discipline of the supervisors and their rank. 4.7% of the
supervisors felt that teamwork and in service training were the factors whereas 3.1% felt that bureaucracy in the purchasing of instructional materials was a factor. Muchiri (2008) concurs with the some of the results above that the factors influencing instructional supervision were availability of resources, teacher qualifications, school management and leadership.

### 4.3 Role played by the Curriculum in Instructional Supervision

Curriculum is the total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies) and other aspects, like norms and values, which relate to the way the school is organized. In this section the researcher looked at the objectives and the strategies the supervisors use in instructional supervision.

#### 4.3.1 Setting of Objectives at the Beginning of the Training

The respondents were requested to indicate whether they set objectives at the beginning of the training in their various sections. The results are as shown in Table 4.7

<table>
<thead>
<tr>
<th>Setting of Objectives</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7: Setting of Objectives
Most of the supervisors (94.4%) indicated that they set objectives for their sections whereas 5.6% indicated that they don’t set objectives. The researcher observed that the supervisors were well informed about the importance of the objectives. The supervisors also indicated that they provide instructors with materials to ensure curriculum delivery.

### 4.3.2 How Instructional Supervision is done in PSTC

The researcher requested the respondents to indicate how they perform instructional supervision. The results are as shown in Table 4.8

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Moderate</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking of the instructors schemes of work</td>
<td>11.1%</td>
<td>50.0%</td>
<td>27.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Checking the instructors lesson plan</td>
<td>11.1%</td>
<td>50.0%</td>
<td>22.2%</td>
<td>0.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Assessing instructors while teaching</td>
<td>38.9%</td>
<td>38.9%</td>
<td>5.6%</td>
<td>5.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Discussing the lesson together with the instructor after assessing him or her</td>
<td>38.9%</td>
<td>16.7%</td>
<td>5.6%</td>
<td>16.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Checking the textbooks and other written literature used by instructors in class</td>
<td>22.2%</td>
<td>33.3%</td>
<td>5.6%</td>
<td>16.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
When we turn to school level, the headteacher as the instructional supervisor are not conversant with their supervisory roles (Musila, 2007). The same applies to PSTC as from the findings it was portrayed that most of the supervisors are not conversant with their supervisory roles and that why, 50.0% of the supervisors rarely check the instructor’s schemes of work, while 27.8% do it occasionally and 11.1% never checked the schemes of work. 50.0% of the supervisors checked the instructors’ lesson plans, 22.2% did it occasionally, and 11.1% never did it at all and 5.6% checked daily. Less than half (38.9%) of the supervisors never assessed instructors while teaching, 38.9% rarely assessed the instructors while teaching 5.6% did it occasionally and 5.6% did it weekly. 38.9% of the supervisors said that they could discuss the lesson together with the instructor after assessing him or her, 16.7 did it rarely, 5.6% did it occasionally and 16.7% did it weekly. Less than half of the supervisors (33.3%) rarely checked the textbooks and other written literature used by instructors in class, 22.2% never checked the written literature used by instructors in class, 5.6% checked occasionally and 16.7% checked weekly.

According to Brandt et al 2001 “conducting an observation and evaluating teacher performance is the primary method administrators use to supervise instruction” The researcher observed that the supervisors were overloaded as the managers; implementers and evaluators of all activities pertaining to the day to day running of the institution hence sometimes may fail to check on curriculum delivery effectively. By virtue of their role and status the supervisors are totally in charge of the curriculum implementation. This responsibility involves curriculum development, the schemes of work to be followed the allocation of instructors, the teaching methods.

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used and the provision of materials. There is no doubt that the supervisor can and does greatly influence the nature of the curriculum implementation.

4.4 Problems Encountered in the Provision of Curriculum Materials

The researcher requested the respondents to indicate the problems they encountered in the provision of curriculum materials. The results are as shown in table 4.9

<table>
<thead>
<tr>
<th>Problems</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucracy</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>inadequate funds</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>Inadequate material/resources</td>
<td>16</td>
<td>42.1</td>
</tr>
<tr>
<td>Substandard materials</td>
<td>6</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Majority of the respondents (42.1%) indicated that there were inadequate resources for the curriculum delivery, 23.7% felt that the bureaucracy involved in the procurement of these materials was a problem, 18.4% indicated that there was inadequate funds allocated for the curriculum materials hence a problem and 15.8% indicated that the department provided substandard materials for instruction.

4.5 Problems Encountered in the Management of Instructional Supervision

The researcher requested the respondents to indicate the problems they encountered in the management of curriculum and instruction. The results are as shown in table 4.10
Table 4.10: Problems Encountered in the Management of Curriculum and Instruction

<table>
<thead>
<tr>
<th>Problem</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unvalidated curriculum</td>
<td>12</td>
<td>27.9</td>
</tr>
<tr>
<td>2 unqualified instructors</td>
<td>5</td>
<td>11.6</td>
</tr>
<tr>
<td>3 timeline is not specified</td>
<td>15</td>
<td>34.9</td>
</tr>
<tr>
<td>4 Inadequate resources &amp; materials</td>
<td>9</td>
<td>20.9</td>
</tr>
<tr>
<td>5 Lack of co-operation</td>
<td>2</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings, 34.9% of the supervisors indicated that lack of a specified timeline for the courses was a major factor influencing instructional supervision, 27.9% felt that lack of a validated curriculum is a problem in instructional supervision, 20.9% indicated that there is always inadequate resources and materials hence many problems in the curriculum delivery.

According to Okumbe (2001) observed that one of the functions of educational management by principals is to influence and stimulate the human resource available, by providing an appropriate organizational climate. Thus the researcher observed that there is need for the management to create an appropriate climate for learning.

4.6 Suggestions given by Supervisors to Improve Instructional Supervision

The following suggestions were given by supervisors as shown on table 4.11
Table 4.11: Suggestions given by Supervisors to Improve Instructional Supervision

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Inservice training</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td>2 provision of more resources</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>3 recruit on merit</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>4 Consultation on area of specialization</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

71.0% of the supervisors suggested that in-service training would improve instructional supervision while 12.9% felt that recruitment of qualified supervisors would, 9.7% suggested provision of more resources in instruction and 6.5% felt consultation on area of specialization would be important.

4.7 The Role of In-service and Special Training in Instructional Supervision

Promoting professional development is the most common principal leadership behaviour found by the researcher to have a positive effect on teacher classroom instruction.

The researcher requested the respondents to indicate how they felt on professional development in their section. The results are as shown in table 4.12.
Table 4.1: Promotion of Supervisors’ Professional Development

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is regular in service and special training of supervisors</td>
<td>11.1%</td>
<td>77.8%</td>
<td>11.1%</td>
</tr>
<tr>
<td>There is a clear training policy for supervisors</td>
<td>22.2%</td>
<td>66.7%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Supervisors are given opportunity to further their education</td>
<td>61.1%</td>
<td>38.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>research is done to improve instructional supervision in PSTC</td>
<td>16.7%</td>
<td>66.7%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Majority of the respondents (77.8%) indicated that there is no regular in-service and special training for supervisors, 11.1% felt that there was and 11.1% were undecided on what to say. 66.7% felt that there is no clear training policy for the supervisors, 22.2% said there is and 11.1% were undecided. On the other hand the 61.1% respondents agreed that the supervisors are given an opportunity to further their education teachers while 38.9% disagreed with the statement. 66.7% indicated that there is no research done to improve instructional supervision in PSTC, 16.7% agreed with the statement while 16.7% were undecided.

According to Glickman (2003) a supervisor should match curriculum development with teacher development. From the findings the researcher realized that the supervisors had different perceptions on what it takes for one to be supervisor, as shown in table 4.13
Slightly above half of the respondents (52.9%) felt that for one to be a supervisor one had to have served for 5 years and above. Which the researcher observed that experience is key in instructions of PSTC, 29.4% felt that for one to be a supervisor she needed to have a rank of inspector and above and 17.6% perceived that for one to be a supervisor they had to hold a bachelor’s degree and above.

The researcher requested the respondents to indicate whether they encourage instructors to attend in-service courses, seminars, and workshops and whether they recommend instructors for promotion. The results are in table 4.14 and table 4.15 respectively.

Table 4.13: What it takes for one to be a supervisor

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree and above</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Served 5 year and above</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>rank of inspector and above</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.14: The Role of Supervisors in In-Service Courses

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>88.9</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.15: The Role of the Supervisors in Promotion of Instructors

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the findings the researcher observed that 88.9% of the respondents encouraged the instructors in their section to attend in-service training, seminars and workshops though only 50.0% could recommend instructors for promotion in their sections.

4.8 Factors Influencing Effectiveness of Instructional Supervision in PSTC

From the findings the researcher was able to get the factors that influence effectiveness of instructional supervision using the chi-square.

Table 4.16: Factors Influencing Effectiveness of Instructional Supervision at PSTC

<table>
<thead>
<tr>
<th>Factors</th>
<th>Chisquare</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of service</td>
<td>3.923</td>
<td>0.687</td>
</tr>
<tr>
<td>Level of education</td>
<td>1.269</td>
<td>0.867</td>
</tr>
<tr>
<td>Inservice training</td>
<td>9.495</td>
<td>0.046</td>
</tr>
<tr>
<td>Training policy for supervisor</td>
<td>10.615</td>
<td>0.031</td>
</tr>
</tbody>
</table>

In-service training showed a statistically significant association with respect to Effectiveness of instructional supervision at PSTC. (Chi-square =9.495, P-value=0.046).
Training policy showed a statistically significant association with respect to Effectiveness of instructional supervision at PSTC. (Chi-square =10.615, P-value = 0.031).

The researcher observed that training policy and in-service training influenced effectiveness of instructional supervision in a big way as compared to level of education and experience.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary, conclusion and recommendations of the study.

5.2 Summary

The aim of this study was to explore on the factors influencing effectiveness of instructional supervision in Prisons Staff Training College (PSTC) Ruiru District- Kiambu County. The objective of the study are to establish the level of education among instructional supervisors in PSTC, identify the strategies/methods used by supervisors in instructional supervision in PSTC, establish how the status of the curriculum affects instructional supervision in PSTC, determine the problems that are encountered by supervisors while supervising instruction in PSTC and suggest possible solutions, investigate how in-service and special training of supervisors influence instructional supervision in PSTC. Descriptive design was used to carry out the study. The target population was all the supervisors in PSTC. Purposive sampling was used to select supervisors because there are 18 supervisors and they have distinct roles. The sample consisted of 18 respondents consisting of the commandant, deputy commandant, director of studies, chief drills instructor and 7 heads of faculties and their deputies. Data was collected using a questionnaire with similar items for all the supervisors. Descriptive statistics such as frequencies and percentages were used to analyze data. Data was analyzed by use of SPSS software packages.
5.2.1 Summary of Findings

The level of education among instructional supervisors in PSTC.

The study revealed that the majority of the supervisors (66.7%) had a bachelor’s degree in various fields with only 11.1% having the secondary education and 22.2% having diplomas in various field. This implies that with the bigger number of the degree holders they are able to perform well in instructional supervision.

On the strategies/methods used by supervisors in instructional supervision in PSTC

The results revealed that majority of the supervisors (50.0% and above) rarely or never checked the instructors schemes of work, lesson plan, assessing instructors while teaching, discussing the lesson together with the instructor after assessing them and checking the textbooks and other written literature used by instructors in class. Only 5.6% assessed the instructors while teaching.

On how the curriculum affects instructional supervision in PSTC

The study revealed that majority of the respondents (94.4%) set objectives in their areas of leadership and all of them provided materials required in the curriculum delivery though less than half (42.1%) indicated that there is always the problem of inadequate curriculum resources, with others indicating the problems of bureaucracy, inadequate funds and substandard materials.

Problems encountered by supervisors in instructional supervision

The study revealed that 34.9% of the supervisors felt that the timeline for the courses should be specified to improve instructional supervision, the problem of invalidated
curriculum was also noted by 27.9% of the respondents, inadequate materials, the problem of unqualified instructors was also indicated and lack of cooperation among the supervisors and the instructors.

**Possible solutions to the problems of instructional supervision**

From the study, the researcher observed that in-service training could solve many of the problems in instructional supervision with majority of the respondents (71.0%) citing it, 12.9% citing the recruitment of qualified instructors and the rest indicated provision of more resources and consultation on the area of specialization.

**The role of in-service training in instructional supervision**

The study revealed that training policy and in-service training highly affect instructional supervision in PSTC.

In-service training showed a statistically significant association with respect to Effectiveness of instructional supervision, at PSTC. (Chi-square =9.495, P-value=0.046).

Training policy showed a statistically significant association with respect to Effectiveness of instructional supervision at PSTC. (Chi-square =10.615, P-value=0.031).
5.3 Conclusions

The following conclusions were drawn from the findings.

1. The study revealed that most of the supervisors had a bachelor’s degree in various fields, while a few had diplomas and secondary school certificate.

2. On the strategies/methods used by supervisors in instructional supervision the study revealed that the supervisors rarely or never did some basics of instructional supervision like checking of instructors schemes of work, checking of instructors lesson plan, assessing instructors while teaching, discussing the lesson together with the instructor after assessing them and checking the textbooks and other written materials used by instructors in class.

3. On how the curriculum affects instructional supervision in PSTC, the study revealed that the objectives of the course were set in time and that the supervisors provided materials for curriculum delivery. It was also revealed that there some problems associated with the provision of these materials like, inadequate funds, provision of substandard materials, inadequate materials and bureaucracy involved in the purchasing of this materials which leads to late delivery.

4. Some of the problems given by the supervisors included invalidated curriculum, unqualified instructors, unspecified timeline, inadequate resources and materials and lack of cooperation. The study revealed some suggestions from the supervisors, which include, in-service training, provision of more resources, recruit on merit and consultation on area of specialization.

5. On the role of in-service training in instructional supervision was revealed using chi-square this meant that In-service training showed a statistically significant association with respect to Effectiveness of instructional supervision at PSTC. (chi-square =9.495, P-value=0.046), as compared to other factors.
5.4 Recommendations

The following recommendations were drawn from the findings

All supervisors should have a degree and above so that they can achieve the set goals of instructional supervision in PSTC. They should be equipped with the necessary knowledge and skills of instructional supervision.

The strategies/methods of instructional supervision like checking of instructors schemes of work, checking of instructors lesson plans, assessing instructors while teaching, discussing the lesson together with the instructor after assessing them and checking the textbooks and other written materials used by instructors in class should be made a routine.

The department should assist in the provision of quality and enough Instructional materials in time without involving bureaucracy.

The policy makers at the prisons department should set a timetable of the courses at PSTC, they should validate the existing curriculum and recruit qualified instructors and supervisors at PSTC.

The college should send supervisors for in-service training that will help them adopt the new trends of instructional supervision.

5.5 Suggestions for further research

A research should be carried out concerning the problems encountered by Instructors when supervisors do not carry out instructional supervision.

A replication of this research should be carried out later in PSTC,
REFERENCES


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Prisons Staff Training College strategic plan (2012-2014)


APPENDICES

APPENDIX A: Introductory Letter

Dear Respondent,

I am currently a post-graduate student at Kenyatta University pursuing a Masters Degree in Education; I am required to conduct a research on the factors influencing effectiveness of instructional supervision in Prisons Staff Training College, Ruiru district, Kiambu County.

You can greatly contribute towards the attainment of the goal by giving your honest responses. Any additional information will be highly appreciated and you may write them behind the questionnaire or use additional paper.

The information so obtained shall be exclusively confidential: you do not have to write your name anywhere in this questionnaire.

Please answer all questions by putting a tick in the brackets and/or giving explanations where necessary.

Yours faithfully,

Esther Wachinga Gikonyo
APPENDIX B: Questionnaire

SECTION A: DEMOGRAPHIC DATA

By means of a tick ( ) kindly indicate an option that best describes:

1. Your gender
   (a) Male ( )
   (b) Female ( )

2. Your age on your last birthday:
   (a) Below 25 years. ( )
   (b) 25-35 years ( )
   (c) 36-45 years ( )
   (d) 46-55 years ( )
   (e) Over 56 years ( )

3. Your level of education:
   (a) Primary education ( )
   (b) Secondary education (O level) ( )
   (c) Diploma ( )
   (d) Degree ( )
   (e) Masters & Above ( )

4. Years you have served in the service:
   (a) Below 5 years ( )
   (b) 5-10 years ( )
   (c) 11-15 years ( )
   (d) 16-20 years ( )
   (e) Above 21 years ( )
5. How would you rate your instructional supervision in PSTC?

(a) Excellent (  )
(b) Good (  )
(c) Average (  )
(d) Poor (  )
(e) Very poor (  )

6. Mention at least five factors that influence instructional supervision in PSTC.

SECTION B: CURRICULUM AND INSTRUCTION

1. Do you set objectives for your section

Yes (  )
No (  )

2. Do you provide instructors with materials they require to ensure curriculum delivery?

Yes (  )
No (  )

3. What problems do you encounter in the process of providing these materials?

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
4. How often do you do the following

Checking the instructors schemes of work
Checking the instructors lesson plans
Assessing instructors while teaching
Discussing the lesson together with the instructor after assessing him or her
Checking the textbooks and other written literature us by instructors in class

5. What problems do you encounter in the management of curriculum and instruction in your section?

SECTION C: PROFESSIONAL DEVELOPMENT

1. Think of your present work and opportunities for professional development as a supervisor, in each word/phrase given below circle the number that best describes the professional development opportunities in your section.

Circle: 1. if it describes your professional development in your section
        2. if it does not describe professional development in your section
        3. if you cannot decide

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>There is regular in-service and special training of supervisors.</td>
</tr>
<tr>
<td>ii.</td>
<td>There is a clear training policy for supervisors</td>
</tr>
<tr>
<td>iii.</td>
<td>Supervisors are given opportunity to further their education</td>
</tr>
<tr>
<td>iv.</td>
<td>Research is done to improve instructional supervision in PSTC</td>
</tr>
</tbody>
</table>
4. In your opinion, what does it take for one to be a Supervisor? Please put a tick in the box against the response you feel is most important.

(a) To have a bachelors degree and above  

(b) To have served 5 years and above in the service  

(c) To have a rank of inspector and above  

5. Do you encourage instructors to attend in-service courses, seminars and workshops?

Yes  
No  

6. Do you recommend instructors for promotion in your section?

Yes  
No  

7. Give 2 suggestions on what should be done on professional development in order to improve instructional supervision in PSTC.

i.) ...

ii.) ...

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APPENDIX C: Letter of Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
11th April, 2014

NACOSTI/P/14/1345/1191

Esther Wachinga Gikonyo
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors influencing effectiveness of instructional supervision in prisons staff training college, Ruiru, Kiambu County,” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 30th May, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.

APPENDIX D: Research Permit

THIS IS TO CERTIFY THAT

MISS: ESTHER WACHINGA GIKONYO

of KENYATTA UNIVERSITY, 0-40200

KISII, has been permitted to conduct research in KIAMBU COUNTY on the topic: FACTORS INFLUENCING EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION IN PRISONS STAFF TRAINING COLLEGE, RUIRU, KIAMBU COUNTY for the period ending 30th May, 2014

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation