

**INSTITUTIONAL FACTORS INFLUENCING THE SUPERVISION OF
TEACHING PRACTICE IN PUBLIC PRIMARY TEACHERS TRAINING
COLLEGES IN EASTERN PROVINCE, KENYA.**

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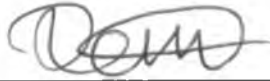
A Research Project Report Submitted in Partial Fulfillment for the Requirements of the
award of the Degree of Master of Education in Educational Administration,

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DECLARATION

This research project report is my original work and has not been submitted for a degree in any other university.



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This research project report has been submitted for Examination with our approval as the University Supervisors.

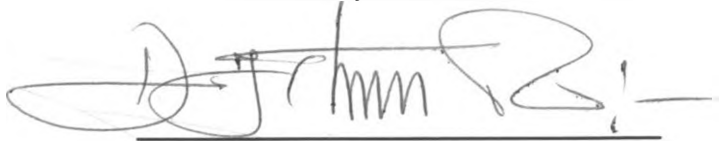


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DEDICATION

This research project report is dedicated to my wife Faith Gitonga and my son Braxon Mutwiri who have given me humble time in the course of my studies.

ACKNOWLEDGEMENT

The greatest lesson I have learnt in the compilation of this project report is how much we need others in doing anything substantial in academics. Many people were helpful in one way or the other, indirectly or directly. I wish to take this first opportunity to sincerely thank God for his enablement. This far, it has taken his almighty hand.

Secondly, I thank my family, parents and in-laws for their endless love, care, support and understanding in my academic endeavours. I wish to thank my supervisors, Dr. Grace Nyagah and Dr. Jeremiah M. Kalai for their critical and liberal manner in which they painstakingly guided me to eventually come up with this work and for their tireless assistance and invaluable guidance and advice throughout the stages of writing this research project report.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome.
DQASO'S	Director Quality Assurance and Standards Officers
HIV	Human Immunodeficiency Virus.
HOD	Head of Department.
MOE	Ministry Of Education
PDE	Provincial Director of Education
TP	Teaching Practice
TTC	Teachers Training Colleges
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development.

ABSTRACT

The purpose of this study was to investigate the institutional factors influencing the supervision of teaching practice in public primary teachers training colleges in Eastern province, Kenya. The study was guided by systems theory. In its broadest conception, a 'system' may be described as a complex of interacting components together with the relationships among them that permit the identification of a boundary maintaining entity or process. Teaching practice is part of the system.

The study used descriptive study design to collect data from a large population in order to determine the correlation between variables. The population consisted of principals, tutors and zonal coordinators teaching in public primary teachers training colleges in eastern province. The total number of tutors was 260, 5 principals and five zonal coordinators- source PDE Office Eastern province February 2012.

The researcher used stratified sampling to select a total sample of 110 respondents. i.e. 100 tutors, 5 principals and five zonal coordinators. The analysis was done using Statistical Package for Social Sciences (SPSS). The processed data was presented in form of table, frequencies and percentages upon which data findings were easily interpreted.

According to the study most of the principals were involved in teaching practice supervision. Other institutional factors which had high influence on teaching practice supervision include; tutor – student ratio, transport of student teachers and tutors to teaching practice schools and finances.

The study findings indicated that most of the departments were understaffed affected the quality of teaching practice supervision due to overworking of the tutors. Transport of tutors and students teachers to the teaching practice schools affected the supervision programme due to the delays caused by the inadequate transport available. Inclusive are the emerging issues in the educational management. The researcher suggests that other studies on the same should be carried out in other provinces in Kenya. The study should include the private

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Glaves (1990) postulates that those engaged in certain roles in the society such as doctors and pilots should have some initial form of certification before they are allowed to perform these roles. Even though teaching is a very highly humanistic activity, throughout history, some form of knowledge base that teachers ground their practice has evolved to what now is generally referred to as teacher education.

The provision of opportunities for the students to undergo practical experience of teaching is considered very important and indeed many of the students regard this as the single most important element in their training (Yates, 1972). Pearson (1989) defines this all-crucial practical experience as those opportunities and occasions that are provided to intending teachers to try out or test their ideas and to practice what they have learned or been taught.

Okumbe (2001) defines training as a process of providing teachers with specific knowledge and skills in order to enable them to perform specific teaching tasks. Training consists of programmes which are deliberately planned to improve performance at the individual, group and organizational levels. When there is a remarkable improvement in performance it shows that there has been gainful acquisition of knowledge, skills and attitudes.

For a training programme to be useful in an organization specific training objectives must be stipulated and training in this is designed to meet specific job behaviors which are all desired by the organization/school. According to Okumbe (2001) educational organization must have clearly stated policies and objectives in human resources development. Training should enable the educational organization to increase its productivity, increase both quantity and quality of its outputs and enhance its human resource planning which buffers drastic manpower changes which are likely to occur. This is because it creates a reservoir of qualified personnel who easily replace those who exit from the organization for various reasons (Teaching profession).

Teaching practice is faced by a myriad of challenges despite its centrality in all initial teacher educational programmes. These challenges are associated with education in general and teacher education in particular. Teachers are an important resource in the teaching/learning process and their training and utilization therefore requires critical consideration. The current government programmes for teacher education aim at providing qualified teachers and we therefore, central to ensuring the provision of quality education. Regarding primary teacher education, the policy is that primary school teachers are trained to teach all the subjects offered in the primary school curriculum. However the content of entire curricula is too wide to cover while at the same time acquiring the requisite pedagogical skills.

The historical perspective of supervision according to Okumbe (1999) is divided into four periods. The first period is called the “administrative inspection” (1642-1875). This began in America where some teachers were appointed to be responsible for selecting and appointing teachers to achieve sound morals and faith. This duty was mainly assigned to the clergy. In addition, supervision was aimed at helping students get quality education. It was also to aid in auditing of financial matters, and supervising general school management. That is why those early days, supervisors are called inspectors. However such inspectors were concerned more with the teachers rather than the teaching process.

During the second period (1876-1936), attention shifted to assisting the teachers improve their teaching effectiveness and so this period can be known as the “efficiency orientation”. Supervisors were selected on the basis of their professional qualifications and they were friendlier in their approaches. This is today illustrated by the ministry of education policy of school assessment by the department of quality standards and assurance, more approach is that of advising the teachers during teaching learning process. The same is applied during the teaching practice assessment in the primary school teacher training colleges by the tutors/lecturers/assessors.

The third period is referred to as the “co-operative group effort” (1937-1959). This period seems to have developed as a result of the democratic and friendly approaches shown in the second period. At this time there was shortage of

teachers and so the need to assist them became efficient. Hence, officials such as school superintendents and supervisors were established.

The fourth period consists of the contemporary practices, dominated by “research orientation” (1969-present). Studies are going on concerning the school management styles and supervisory practices to establish the true situation to look for better approaches to supervisory roles. Hence supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogic effectiveness and productivity. It’s a means towards an end but not an end in itself.

As such there are several attributes both institutional and non institutional which influence the implementation of teaching practice in public primary teachers training colleges in Eastern province, Kenya.

Awoniyi (1979) and Karugu (1991) assert that in addition large body of student teachers and small number of tutors makes supervision and individual assessment difficult during teaching practice, while external assessment is minimal, further students teachers tend to go overboard in an attempt to make the best grades during teaching practice.

There is little liaison between teacher training institutions and the schools where the students do their teaching practice. Students are left to find their way about and the subject teachers who are better placed to assist the students are not properly versed about their role. This results in subjects teachers who are either

too helpful as to be condescending or too uncaring (East African, standards February 15th, 1997).

In Kenya there is a need to generate more knowledge emanating from research which will help minimize the challenges that teachers, student's teachers and college tutors have to surmount during teaching practice. This study will therefore endeavor to find out the institutional factors influencing the supervision of teaching practice in the primary teacher training colleges in Eastern Province Kenya, with a view of suggesting possible ways of improving teaching practice supervision specifically and teacher training generally in Kenya.

1.2 Statement of the problem

Education is the key to the national development. The Kenyan government has endeavored to provide education to all its citizen. Student teachers are the profession's investment for the future. Teaching practice is first opportunity to apply the knowledge and to employ the skills they have been taught in real life situation. It is also the first time they are really socialized into the profession. It is therefore the most propitious time for the schools and training institutions to work together towards the common goal of effective professional training (Kerry, 1982).

Concerns have however been raised on the supervision of teaching practice in the public primary teacher training colleges by educationists and stakeholders alike. No systematic studies have been done to address these concerns which became

the contribution of this study. This study was therefore intended to investigate the institutional factors influencing the supervision of teaching practice in public primary teachers training colleges in Eastern province, Kenya.

Little research has been done on effective teacher preparation and much less on teaching practice as it relates to the primary school teacher education in Kenya. There was need therefore to analyze the institutional factors influencing the supervision of teaching practice in public primary teachers training colleges in Eastern province, Kenya. The daily Nation of April 10, 2002 declared that more reforms are needed in teacher training in Kenya for it faces many problems. In January – February, 2011 the MOE in partnership with USAID “From the American people” conducted a National Teacher Trainers Induction Course Module 2 for college level training. Currently, there is a lot that has not been done in terms of research and seminars on how transport, tutor – student teacher ratio and the role of the managers influence the supervision of TP in public primary teacher training colleges in Eastern province, Kenya, hence there was need to undertake this study. The study generated knowledge on how the transport of student teachers to the selected schools, tutor – student teacher ratios and the role of managers influenced the supervision of Teaching Practice in public primary teachers colleges in Eastern province in Kenya.

1.3 Purpose of the study

The purpose of this study was to analyze the institutional factors influencing the supervision of teaching practice in public primary teachers training colleges in Eastern province, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To determine the extent to which availability of effective means of transport for student teachers and tutors influence the supervision of teaching practice in public primary teachers' training colleges in Eastern Province, Kenya.
- ii. To examine the influence of tutor – student teacher ratio on supervision of teaching practice in public primary teachers' training colleges in Eastern province, Kenya.
- iii. To determine the extent to which the role of the managers of public primary teachers training colleges influenced the supervision of teaching practice.
- iv. To establish challenges encountered by principals, tutors and zone coordinators in the process of supervision of Teaching Practice.
- v. To suggest possible ways of improving the supervision of Teaching Practice in public primary teacher training colleges in Eastern province, Kenya.

1.5 Research questions

The study sought to answer the following research questions;

- i. To what extent did the transport of student teachers to Teaching Practice schools influenced the supervision of Teaching Practice?
- ii. What was the influence of the tutor – student teacher ratio in the supervision of Teaching Practice?
- iii. To what extent did the managerial role influence the supervision of Teaching Practice?
- iv. What were the challenges in the supervision of Teaching Practice?
- v. What were some of the ways of improving the supervision of Teaching Practice?

1.6 Significance of the study

Education experts cite a flawed teacher training process as one of the reasons causing a decline in the performance of national examinations in Kenya (Daily Nation, August 6th, 2001). The findings of this study would be utilized in improving the quality of the supervision of teaching practice thereby bettering the teacher training process. The teacher is a key resource in national development and his/her training therefore should be of impeccable quality.

Little research has been carried out on teaching practice as an element of teacher education. The study would therefore serve to broaden the knowledge base in Kenya of supervising teaching practice in particular and teacher education in

general. The knowledge that this study would generate would serve to improve the teaching profession thereby raising its esteem.

1.7 Limitations of the study

The major limitation that this study encountered was lack of extensive research done on supervision of teaching practice. Hence the use of related literature or research findings to adequately ascertain or disqualify the findings of the study was greatly hindered. The respondents also gave socially accepted responses to avoid offending the researcher (Mulusa, 1988).

1.8 Delimitation of the study

This study was carried out in the public primary teachers training colleges in Eastern province, Kenya. The study focused on the college principals and tutors.

1.9 Basic assumptions

The study was based on the following assumptions

- i. The respondents were honest and truthful in their responses.
- ii. The principals allowed the researcher to access the institutional records on transport and staffing status.

1.10 Definition of significant terms

Assessment refers to direct observation of student - teacher's conduction of classroom teaching by assessors. It also includes assessors checking of work, lesson plans, student - teachers' lesson notes and learners' notes.

Initial teacher education refers to the training a potential teacher receives in order to qualify him or her as a trained teacher.

Principal refers to any person appointed by Teachers Service Commission as the administrative head in the day to day management of public teacher training colleges.

Professional courses refer to units in the process of teaching or curriculum studies and in educational theory-philosophy, history, sociology and psychology of education.

Supervision is that dimension or phrase of educational administration concerned with improvement of influential effectiveness.

Teaching practice refers opportunities that are provided to intending teachers to try their ideas and to practice the skills they have learned.

Training refers to the process of providing teachers with specific knowledge and skills in order to enable them to perform specific teaching tasks.

1.11 Organization of the study

This study was organized in five chapters. Chapter one focuses on Background to the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Significance of the study, Limitations of the study, Delimitation of the study, Basic assumptions, Definition of significant terms and Organization of the study.

Chapter two focused on Introduction, Principals role in the supervision of Teaching Practice, Role of tutors in the supervision of TP, Transportation of student teachers and tutors to the TP schools and supervision of TP, Theoretical framework, Conceptual framework and Summary of literature review.

Chapter three explored Introduction, Research design, Target population, Sample size and sampling procedures, Research instruments, Instruments validity, Instruments reliability, Data collection procedures and Data analysis techniques.

Chapter four dwelt with Data Analysis and Interpretation.

Chapter five consists of Summary, Conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores the literature related to institutional factors influencing the supervision of teaching practice in public primary teachers training colleges globally, regionally and locally. There have been different studies conducted on supervision but from different viewpoints but none has addressed the situation as it is in Eastern province public primary teacher training colleges. The study viewed what other researchers have done, the methodology they used, their findings, conclusions and their recommendations. Related literature exposed gaps in knowledge which acted as justification for the current research.

2.2 The principal's role in supervision of teaching practice.

Different researchers have determined the role of the principal in bringing about academic achievement. Musungu and Nasongo (2008) carried out a research in Vihiga district western Kenya investigating the institutional role of the head teachers in academic achievement in KCSE examinations. Schools selected were high performing schools, average performing and those that performed poorly in the district. They found out that 80% of the principals in high performing schools checked lesson books, schemes of work and register of class attendance and school enrolment and check in and checkout records. As instructional leaders, the

principal is the pivotal point within the school who affects the quality of individual teacher instruction, the highest of student achievement and the degree of efficiency in school functioning. The current literature is concerned about what makes for effective instruction. What are the qualities of effective instructional supervision? Findley and Findley (1992) concur that for a school to be effective, the principal is pivotal in bringing about the conditions that itemize effective schools. Basket and Miklos (1992) present a person centered leadership approach which emphasizes sensitivity to working with teachers, peers subordinates and members of the public. Rutherford (1985) also mentioned five general leadership qualities of effective supervisors. These are to have a vision (work towards their achievements and coordinate curriculum, instruction and assessment), translate the vision into action (work as a team; emphasize such wide goals and expectations), create supportive environment (promote an academically oriented, orderly and purposeful school climate), know what is going on in the school (find out what teacher and students are doing and how well) and act in knowledge. (Intervene as necessary as possible accommodating different teacher personalities, style and teaching strategies). Sergiovanni and starrant (1998) identify three basic leadership skills which includes; technical skills, human relation skills and conceptual skills.

Okumbe (1998) states that an instructional leader is one who practices interpersonal or human relation skills by looking at the welfare of people working under him. An additional criterion for instructional leaders, often mentioned in

research, is that the principal should also be a practising teacher. Weinding (1990) states that head teachers in the United Kingdom indicate that the most important thing contributing to instructional leadership was the fact that all continued to teach for an average of about 20 percent of the week.

Planning in-service or staff development is an integral part within all instructional leadership. This can take place at any time, either as a full or part-time study during the continuous professional life of the teacher. It has been used as a means of improving 8-4-4 system of education (MOE, 1984).

Blaise and Blaise (2000) sought to find out the everyday strategies of principals practicing extraordinary instructional leadership. The study was done in south eastern and north western United States and used the qualitative design. Data were drawn from a sample of 809 teachers.

An open ended questionnaire was designed to provide teachers with opportunity to identify and describe in details the tactics that enhanced their classroom instruction and the impact. Those tactics had on them. The result indicated that principals who were defined as effective instructional leaders by the teachers tend to use a range of strategies which included staff development, curriculum development and instructional supervision among others. To this study, these findings were vital as they gave guidelines on qualities of good instructional leaders. This was a useful tool to base on when formulating research questions.

The findings of Blaise and Blaise (2000), support Wakenda (1999), study on the role of head teachers as instructional leaders conducted in Tororo municipality, Uganda using the survey method. The sample comprised of 10 teachers, 43 teachers and 40 pupils of primary schools. Instruments for data collection were questionnaires, descriptive statistics that include frequencies, percentages, mean scores and standard deviations were used. The study revealed that head teachers carried out several instructional leadership functions for example communication, curriculum development, staff development, time management and instructional supervision. Lack of training however constrained their effectiveness in carrying out these duties. The current study sought to determine if similar challenges hamper principal's effectiveness in supervising teaching practice in public primary teachers training colleges in eastern province.

Nyamu (1996) and Maranga (1977) and Thiong'o (2002) in their studies realized deficiencies in the skills needed for effective instructional supervision. Therefore, necessitating more research into head teacher's necessary skills for effective instructional supervision with a view to providing suggestions for improvement of the KCPE performance. They all recommended training of supervisors. It therefore becomes important to carry out a study on the role of the head teachers in instructional supervision on academic performance with a view to improving teaching and learning. According to Okumbe (1999) there are three aspects of supervision, the administrative aspect, the curriculum aspect and the instructional aspect. The curriculum aspect will include the development of curricular

programs and changes, selecting materials and allocating resources, estimating the expenditure needed for the curriculum. It will also include assisting regular staff in upgrading their capacities, informing the public about the school curricular activities and innovation. Lastly, relating the curricular activities to the community resources. Head teachers are public human relation officers of their schools and the community at large. Any poor relationship would also be attributed to poor human relation. The duties of the head teachers would involve helping in the formulation and implementation of lesson plans, lesson notes schemes of work and evaluating the instructional programs and overseeing the modification delivery of instructional resources, helping and coordinating, staff in servicing, advising and assisting teachers involved in the instructional programs. Also procuring resources required for instructional purposes and receiving community feedback about the school programs (Kamindo, 2008).

Curriculum and instruction make up the mainstream of any education program and it is imperative to argue that, whatever situation prevailing in curriculum and instruction will affect the quality of education in the school. It is therefore imperative for head teachers as supervisors to involve teachers in planning the curriculum and instructional programs so that teachers may be committed to implementing plans they perceive as their own. Seeking teachers' views or attitudes to this practice highlighted strengths and weaknesses and thus provide remedies (Kamindo, 2008).

Communication is to transfer of meaning between people. Its purpose is to influence others through the transmission of messages and meaning. In organizations communication enables the members to coordinate the activities in a joint pursuit of a common goal. Cohen and Marion (1990) a training executive at the Kenya institute of management noted that most management problems in most institutions are attributed to lack of respective communication between leaders and subordinates. This is so in education as pointed out by the republic of Kenya, (1999) that majority of schools had hierarchical and beucratic structures with no clear communication channels thus causing general apathy among the teaching staff. It recommended that schools should develop one democratic collaborative and participatory working systems with vertical and lateral communication channels. A study by Thiong'o (2000) on supervision practices in Westlands Division of Nairobi of observed that there are some inadequacies in head teacher's role in communication as a function of supervision. Nyamu (1986) study on supervisory strategies in primary schools in Nairobi also realized that there were inadequate communication barriers. Supervision should seek to establish good communication channels with the intention of realizing individual potentials for effective job performance. Supervisors should seek sources of communication to verify facts, for instance rules and regulations should be clearly written down to avoid rumours. Olembo (1977) complained that the communication between the supervisors and the supervised was one way and consisted on the whole of destructive criticisms (by head teachers). Now this

point out the danger of ineffective communication as supervised and supervisors don't understand each other. It is also important to recognize communication barriers and in as much as possible try to eliminate them so that they do not hinder communication.

In as much as possible the supervisor must be accessible, be a good listener, sociable and accommodative. They should make provision for free expressions of feelings about problems, issues and proposals in order to create an atmosphere of appreciation. This will lead to effective flow of ideas and information in the desired direction. Both the supervisor and supervised will understand one another thus leading to enhancement of teaching and learning.

The figure 1 below shows the Teaching Practice organizational structure at teacher training colleges. It outlines the key people involved in the process of supervision of Teaching Practice in public primary teacher training colleges.

Figure 1

Teaching Practice organizational structure at Teacher Training College

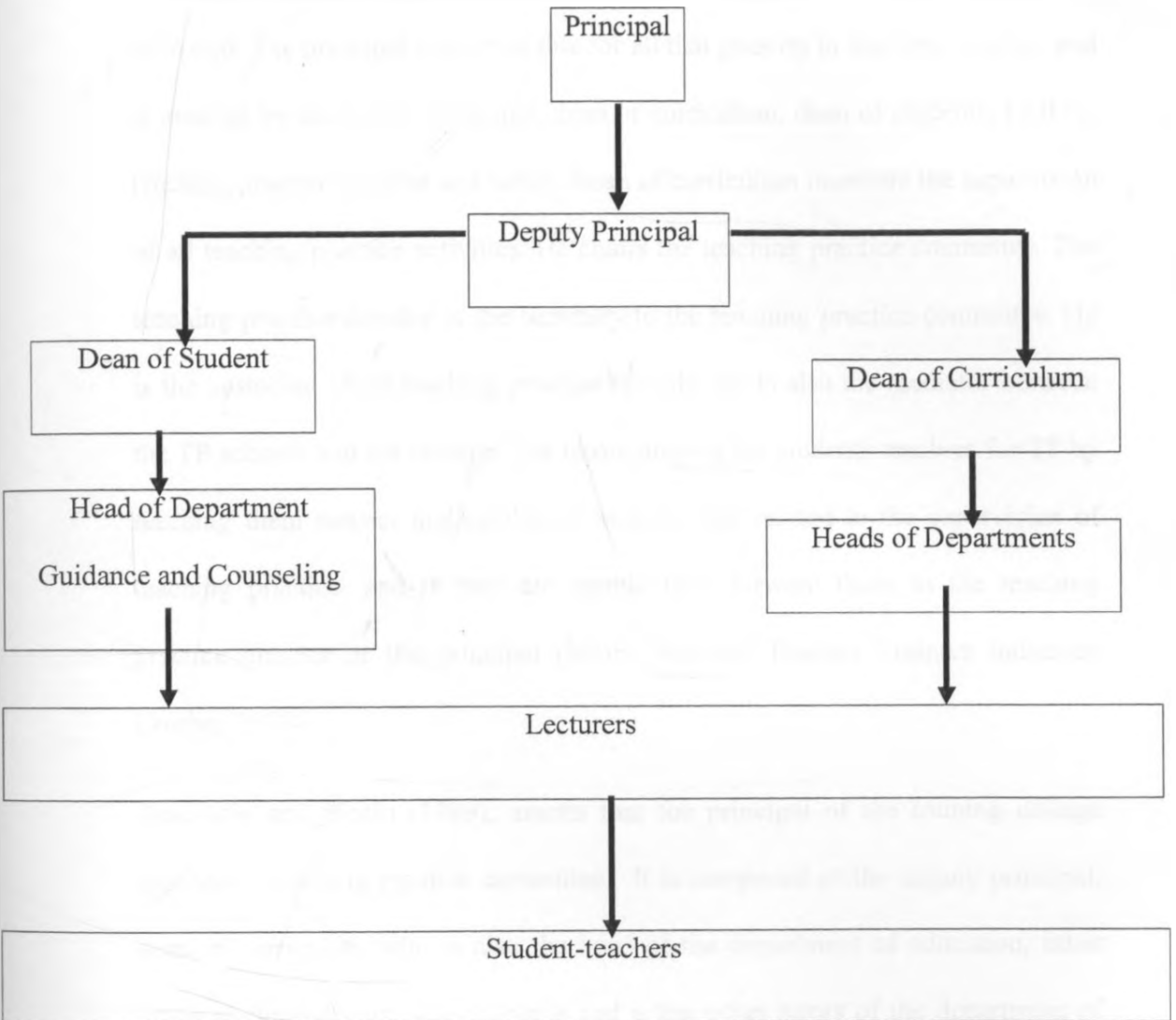


Figure 1.0: Teaching Practice organization structure at Teacher Training College. Adopted from Ministry of Education, USAID from the AMERICAN PEOPLE 2011.

The principal is the overall in charge of all college programmes. Teaching practice being an examination, the principal ensures all the procedures are followed. The principal is accountable for all that goes on in teaching practice and is assisted by the deputy principal, dean of curriculum, dean of students, HOD's, teaching practice director and tutors. Dean of curriculum monitors the supervision of all teaching practice activities. He chairs the teaching practice committee. The teaching practice director is the secretary to the teaching practice committee. He is the custodian of all teaching practice records. He is also the mediator between the TP schools and the college. The tutors prepare the students teachers for TP by teaching them subject methodologies and sort out related to the supervision of teaching practice, and if they are unable they forward them to the teaching practice director or the principal (MOE, National Teacher Trainers Induction Course, 2011).

Macharia and Wario (1989), asserts that the principal of the training college appoints a teaching practice committee. It is composed of the deputy principal, dean of curriculum who is also the head of the department of education, other heads of departments, subject heads and a few other tutors of the department of education. The principal appoints the teaching practice organizer from the department of education.

2.3 The role of the tutors in the supervision of the teaching practice.

According to Adikinyi (2007) in her research findings, asserts that teachers have various roles in the supervision of the teacher education. Odanga (1986) in his study on a brief survey of the quality of education in harambee secondary schools in Trans – Nzoia district with reference to sitasunga secondary school, found out that teaching and learning techniques affected the quality of education. Did QASO's perform demonstration on teaching and learning techniques and the use of various teaching and learning aids to help teachers improve on their teaching work? Were teachers being assisted in interpretation of the curriculum? One of the impediments of quality assurance and standards work was inadequate training of QASO's as noted by Mutua (1988), Mwanzia (1985) and Njogu (2003). A study by Sisungu (1988) also revealed that teachers were frustrated due to lack of motivation leading to low output at the work place. This study sought to find out if teachers were provided with advice and assistance to create a conducive atmosphere for learning in the classroom. One way to help teachers improve instruction is through supervision, Glickmann (1990) model of clinical supervision presented in a cyclical sequence of events should be ideally implemented at least twice a year. This sequence includes teachers pre conference to determine the method focus and duration of the observation, classroom observation and more methods include; categorical frequencies, physical indicators, performance indicators, visual diagramming, space utilization, detached open ended narratives, participant observation, focused questionnaires

and educational criticism, interpretation of observation, either interpersonal or directive analysis, post conferencing to discuss results and remedial action and critique. Supervision of curriculum and instruction provides direct assistance to teachers as it continuously focuses on improvement of classroom instruction, where formal evaluation periodically measures performance which is the acceptable standard of teaching. Popham (cited in Glickmann, 1990) and Bird and Little (cited in Glickmann, 1990) recommends that supervision and evaluation be performed separately by the same person if that individual can maintain a relationship of trust and credibility with teachers. According to Opiyo (2004), supervision is a basic component of administration.

Every administration needs an in built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization. According to Olembo, Wanga and Karugu (1992) supervision concerns the tactic of efficient and player management of personnel and their aspects of administration that aimed in line with the good of administration. Okumbe (1998) defines supervision as that coordinated direction of instructional leadership and evaluation or phase of educational administration which is concerned with improving instructional effectiveness. According to Okumbe (1998), supervision can be divided into general supervision substances supervising activities which include writing and revision of curricular, perception of units and development of processes and instruments for reporting to parents. Instructional supervision on the other hand is concerned with the pupils or the students learning in the classrooms.

The most recent concept in instructional supervision is called clinical supervision. Clinical supervision is the rationale and practice designed to improve the teacher's classroom performance. Its principal data obtained from events which take place in the classroom. The analysis of these data and the relationship between the teacher and the supervisor form the basis of the programme procedure and strategies designed to improve students' learning by improving the teachers learning behavior.

Academic achievement is influenced by the extent to which the head teacher instructional supervision duties as revealed through a study by Kamindo (1998). In her study in Ngeru division, she sought to find out how the head teachers performed their duties. The study employed descriptive survey design. The study sample included 13 public primary schools and 10 private primary schools. The findings of the study were that head teachers in private schools carried instructional super visional supervision more regularly than their counterparts in the public schools. As a result the teachers in the private schools were more efficient in their duties than public and this was manifested by better performance in national exams.

Kimosop (2002) concurred with Kamindo (1998) in a study aimed at finding out the role of the head teacher as instructional supervisors in Kabamet and Salama division of Baringo district. The research findings showed that most head teachers do not perform their instructional supervisory duties for example classroom

observation, checking students' notes and departments. As a result schools whose head teachers did minimal instructional supervision duties, experience inadequate learning resources.

2.4 Transportation of student teachers and tutors to the teaching practice schools and supervision of teaching practice.

Distance of the TP schools from the colleges determined the departure time from the colleges to the TP schools to be on time for the exercise. The condition and availability of the vehicles dictated the assurance of getting to the TP schools in good time. Inconvenience in the transportation of the supervisors and the supervised interfered with the quality of the supervision of teaching practice.

2.5 Summary of the literature review

The studies done as indicated in the literature review have dwelt on the supervision of education generally. Hence little research if any has been done on the institutional factors influencing the supervision of teaching practice in public primary teacher training colleges in Kenya. As an education administrator, the researcher has observed the need to study institutional factors influencing the supervision of teaching practice in the public primary teacher training colleges in Eastern province, Kenya.

Millan and Darling (1990) note that value judgment is made with a view to take action towards improvement. Quality assurance and standards in schools and

colleges is done to bring improvement in institutions. This view may be ineffective in facilitating improvement in the performance of duties of a teacher. For improvement to be realized it is important that all parties concerned accept and own the quality assurance and standards exercise as a useful endeavour.

2.6 Theoretical framework

The theory applicable to this study was systems theory. In its broadest conception, a “system” may be described as a complex of interacting components together with the relationships among them that permit the identification of a boundary-maintaining entity or process.

As a response to the increasing fragmentation and duplication of scientific and technological research and decision making in the first half of the 20th century, Ludwig von Bertalanffy advanced what he called *Allgemeine Systemlehre* (general theory of systems or, more popularly, general system theory -- GST).

The history of systems theories includes contributions from such seminal thinkers as Alfred North Whitehead, Ludwig von Bertalanffy, Anatol Rapoport, Kenneth Boulding, Paul A. Weiss, Ralph Gerard, Kurt Lewin, Roy R. Grinker, William Gray, Nicolas Rizzo, Karl Menninger, Silvano Arieti, and, in more recent years, the dynamical systems theorists, the family systems theorists, and those who deal with dissipative structures and holistic paradigms.

Teaching practice being an examination, the principal ensures all the procedures are followed. The principal is accountable for all that goes on in teaching practice and is assisted by the deputy principal, dean of curriculum, dean of students,

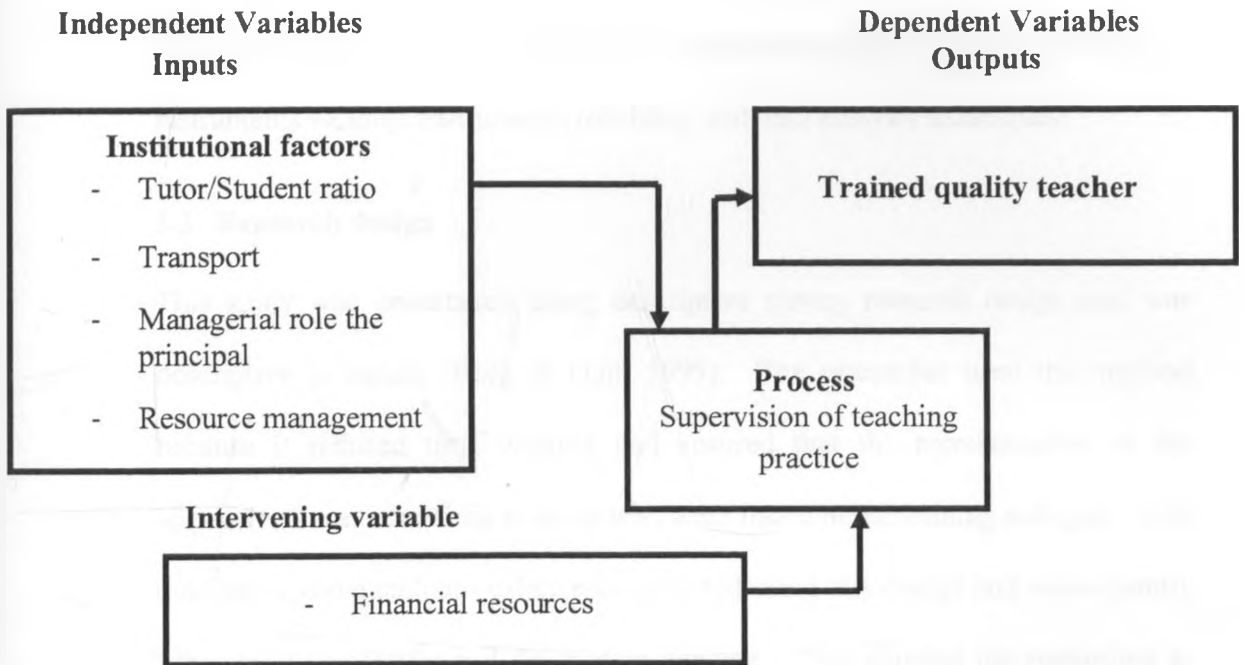
HOD's, teaching practice director and tutors. Dean of curriculum monitors the supervision of all teaching practice activities. He chairs the teaching practice committee. The teaching practice director is the secretary to the teaching practice committee. He is the custodian of all teaching practice records. He is also the mediator between the TP schools and the college. The tutors prepare the students teachers for TP by teaching them subject methodologies and sort out issues related to the supervision of teaching practice, and if they are unable they forward them to the teaching practice director or the principal (MOE, National Teacher Trainers Induction Course, 2011).

2.7 A conceptual framework for instructional supervision in primary school Teacher Training College.

The conceptual framework below shows a diagrammatic representation of the interrelationship between independent, intervening and dependent variables of the study.

Figure 2:

Conceptual framework: Institutional factors in supervision of teaching practice



The conceptual framework above was derived from the objectives of the study. It attempts to explain the relationship that exist between the independent, dependent and intervening variables that all put together influence the supervision of teaching practice in any teacher training college. Considering all variables mentioned it is the dependent variable (trained quality teacher) that will be of primary importance for this particular study. However, the intervening variable may have the potential to influence supervision of teaching practice.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consisted of research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures, instruments validity, instruments reliability and data analysis techniques.

3.2 Research design

This study was undertaken using descriptive survey research design and was descriptive in nature (Borg & Gall, 1995). The researcher used this method because it reduced time wasting and ensured that the representation of the respondents was according to those who were found in the training colleges. Both qualitative and quantitative data was collected using this design and consequently subjected to scientific and descriptive analysis. This allowed the researcher to study phenomenon that do not allow manipulation of variables, (Kombo & Tromp, 2006).

3.3 Target population

Target population refers to total number of subjects or the total environment of interest to the researcher (Wills & David, 2009). The target population was composed of teaching staff and administrators involved in the teaching practice supervision process in public primary school teachers training colleges in Eastern

Province, Kenya. The total population for the study was two hundred and seventy. They included five principals, two hundred and sixty tutors/lecturers and five teaching practice zone coordinators (PDE- Eastern province Embu).

3.4 Sample size and sampling procedures

This study used stratified sampling techniques. Stratified sampling helped the researcher to ensure responsiveness in selecting respondents as suggested by Krejcie and Morgan's table in Mulusa (1988). This study sought to randomly choose tutors/lecturers who have experience in their respective colleges.

The sample size comprised of the following categories of respondents as indicated below.

Table 3.1

Category of respondents and their numbers

Category of respondents	Target population	Sample size
Principals	5	5
Tutors	260	100
Teaching practice zone coordinators	5	5
Total	270	110

N = 110 Respondents

Source – Provincial Director's of Education (PDE's) office, Eastern Province, Embu – Kenya. (20/02/2012)

The sample size is determined from sample size table determination as suggested by Krejcie and Morgan (1976). The above table represents how the researcher came up with the total population based on different categories of respondents and it is from this that the researcher came up with the sample.

A sample is part of a whole population which is thought to be representative of the large population (Orodho, 2001). According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population. Purposive sampling was used to select the respondent. Kombo and Tromp (2006) observed that a sample size of at least 10% of the target population would be representative.

3.5 Research Instruments

This study elicited data from the five principals, one hundred tutors/lecturers and five teaching practice zone coordinators. In order to effectively gather adequate data, a combination of study instruments was used.

Questionnaires. A self-administered closed ended questionnaire for the principals, the tutors and teaching practice zone coordinators was used for the study. This is so because it has the ability to limit inconsistency and also save time (Kombo & Tromp, 2006). The Likert scale measure of strongly – Agree, Agree, Disagree and strongly – disagree was used so as to have quality data easier

for statistical results. The questionnaires for principals, tutors and zone coordinators obtained similar data. Section A obtained demographic data. Section B obtained information regarding instructional supervision.

3.6 Instrument validity

Instrument validity was determined through a pilot study as supported by Nsubuga (2000) who notes that responses from the pretest sample can be used to determine if the instrument measures the characteristics it intends to measure. He also supports the use of an expert to establish content validity. The supervisor in this study provided the expertise. Mugenda and Mugenda (1999) recommended a pretest sample of 1 to 10% sample size. In this study, a pretest sample of 5% was used.

3.7 Instrument reliability

The researcher retested the reliability of his instruments by using pilot method where a set of questionnaire distribution was conducted on respondents from both the Teacher Training Colleges. To determine the instrument reliability a pre - test of the instruments was be carried out. This assessed how clear the items of the questionnaire were and provided information for modification.

3.8 Data collection procedures

On the approval of the research project, the researcher sought permit to carry out research from the National Council of Research and Technology. Thereafter,

reported to the District Commissioner of the areas where the study was carried out. Appointments were made to visit the public primary school teachers training colleges to administer Questionnaires and interview respondents.

3.9 Data analysis techniques

Data analysis entails separation of data into consistent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole. Data collected in the study was analyzed using descriptive statistics. Descriptive statistics was used to answer the research questions. It refers to the use of measures of central tendency such as mean, median and mode and measures of dispersion such as range, quartile deviation, standard deviation and variance to describe a group of subjects. Best and Kahn (2003) note that inferential statistical analysis always involves the process of sampling and the selection of a small group assumed to be related to the population from which it is drawn. Data collected by use of questionnaires was coded and analyzed using the statistical package for social sciences (SPSS) by use of descriptive statistics. Open ended items from each questionnaire were arranged and grouped according to the research questions. The responses received were arranged to generate data which was organized to address the research questions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter captured the data analysis, and interpretation and presentation of the data collected. For ease of understanding different methods of the presentation of the data collected have been used, these include frequency tables, percentages, bar graphs and pie charts. The chapter is divided into subsections where general information of the respondents such as age, gender, highest education level, years of service, teaching subjects and departments are captured. The data is analyzed as per the objectives and the research questions of the study. The purpose of this chapter is to present the result of the procedures described in the methods and present evidence in form of frequency tables, percentages and figures on the institution factors influencing the supervision of teaching practice in public primary teachers training colleges in eastern province; Kenya.

4.2 Questionnaire return rate

This section provides a profile of respondents who participated in this study. A total of one hundred and ten (110) questionnaires were given to the respondents. One hundred (100) for tutors, five (5) for teaching practice zonal coordinators and five (5) for the college principals. A total of one hundred (100) questionnaires were returned giving a return rate of one hundred percent (100%) as shown in table 4.1.

Table 4.1

Respondents return rate

Respondents	No. given	Frequency	Percentage
Tutors	100	100	100%
T.P zonal coordinators	5	5	100%
College principals	5	5	100%
Total	110	110	100%

N = 110 Respondents

The average return rate was one hundred percent (100%) which was considered appropriate for the research findings of the study.

4.3 Demographic information of principals, tutors and zone coordinators.

For the researcher to find out the institutional factors influencing the supervision of teaching practice in the public primary teacher training colleges in Eastern province, Kenya, it was considered important to establish the demographic information of the respondents which included: age of the respondents, gender of the informants, highest level of education, years of service as a tutor and as a T.P zonal coordinator and as a principal, years of service in a particular college, teaching subjects, departments and other responsibilities. The distribution of the

respondents according to the above demographic characteristics was shown in tables below.

4.3.1 Age of principals, tutors and zone coordinators.

The respondents were requested to indicate their age. Below are their responses.

Table 4.2

Age of principals, tutors and zone coordinators

Age	Tutors		Zone coordinators		College principals	
	frequency	%	frequency	%	frequency	%
21 - 30	20	20	0	0	0	0
31 - 40	44	44	1	20	0	0
41 - 50	33	33	4	80	5	100
Above 50	3	3	0	0	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Age is very important critical factor in management. Majority of the tutors and the college principals are in mid-life age gap from the findings. This is an indication that most tutors have the requisite qualifications and experience for leadership. It also means those majorities is skilled and have knowledge on T.P supervision.

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4.3.2. Gender of principals, tutors and zone coordinators.

The informants were requested to indicate their gender. The researcher sought to know the gender of different respondents. This is to know or establish whether they have any biasness in the supervision of teaching practice. Below are their responses.

Table 4.3

Gender of principals, tutors and zone coordinators

Gender	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Male	46	46	4	80	3	60
Female	54	54	1	20	2	40
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.3 shows that majority of the tutors are female 54% against 46%. Since the respondents were mainly teachers, it implies that most of the people involved in supervision of the teaching practice are females.

4.2.3 Respondents highest level of education

The respondents were requested to indicate their highest academic levels. Below are their responses.

Table 4.4**Highest level of education**

Education level	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Diploma	8	8	0	0	0	0
Degree	56	56	3	60	2	40
Masters	36	36	2	40	3	60
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.3 above shows that majority of the tutors involved in the supervision of teaching practice have degrees with fifty six percent (56%) while thirty six percent (36%) having acquired masters degree. This is a clear indication that teaching practice supervision is handled by competent staff.

4.2.4 Years of service as a tutor/zone coordinators/college principal

The respondents were requested to indicate the years in which they have serves as tutors/zonal coordinators/college principals. Below are their responses.

Table 4.5**Years of service as tutors/zone coordinators/college principals**

Years of service	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Less than one year	7	7	1	20	0	0
1 – 5 years	44	44	0	0	0	0
6 – 10 years	37	37	0	0	5	100
Above 10 years	12	12	4	80	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

As shown on table 4.5, a significant number of tutors have been serving as tutors for a period ranging 6-10 and above 10 years. This is a clear indication that they are experienced in the supervision of teaching practice.

4.2.5 Years of service of principals, tutors and zone coordinators in a particular college

The respondents were requested to indicate the number of years they have served in a particular college. Below are their responses.

Table 4.6

Years of service of principals, tutors and zone coordinators in particular college

Years of service	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Less than one year	10	10	2	40	0	0
1 – 5 years	51	51	0	0	1	20
6 – 10 years	31	31	0	0	4	80
Above 10 years	9	9	3	60	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Most of the tutors had served as teachers in a particular college for a period of more than five years as shown in table 4.6. This implies that they understand the dynamics of teaching practice in a particular college and also they are able to cope up with the emerging issues in the supervision of teaching practice in each respective college.

4.2.6 Teaching subjects of principals, tutors and zone coordinators

The respondents were asked to indicate their teaching subjects. Below are their responses.

Table 4.7**Teaching subjects of principals, tutors and zone coordinators**

Teaching subjects	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Mathematics	23	23	1	20	1	20
Science	2	2	1	20	0	0
Kiswahili	17	17	1	20	1	20
Biology	6	6	2	40	0	0
History	13	13	0	0	0	0
Curriculum	1	1	0	0	0	0
CRE	20	20	0	0	0	0
Business studies	7	7	0	0	0	0
Geography	11	11	0	0	0	0
Physics	7	7	0	0	0	0
Social studies	4	4	0	0	1	20
Economics	1	1	0	0	0	0
Chemistry	11	11	0	0	2	40
Music	2	2	0	0	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Majority of the tutors as shown in table 4.7 teach mathematics, languages and C.R.E. This is an implication that majority of the tutors in T.T.C are teaching the

core subjects. It also means that supervision of teaching practice in these subjects may not be a big challenge compared to the subjects where teachers are few.

4.2.7 Departments

The respondents were requested to indicate the departments they belong to:

Below are their responses.

Table 4.8
Departments

Department	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Mathematics	11	11	1	20	1	20
Science	19	19	1	20	2	40
Languages	24	24	1	20	1	20
Humanities	30	30	2	40	1	20
Physical education	2	2	0	0	0	0
Curriculum	3	3	0	0	0	0
Technical	5	5	0	0	0	0
Guidance and counseling	3	3	0	0	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.8 shows that majority of tutors belong to the humanities, languages and science departments respectively. This is an indication that these areas may not be

badly understaffed and hence supervision of teaching practice may not be a big challenge.

4.2.8 Other responsibilities

The respondents were requested to indicate the other responsibilities they indulge in apart from teaching in their specific colleges. Below were their responses.

Table 4.9

Other responsibilities

Responsibility	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Coaching	29	29	1	20	0	0
Drama	6	6	1	20	0	0
Y. C. S Patron	2	2	1	20	0	0
Library	1	1	2	40	0	0
C. U Patron	2	3	0	0	0	0
I.R.C Coordinator	1	1	0	0	0	0
Guidance and counseling	14	14	0	0	0	0
Dean of students	3	3				
Total	100	100	5	100	0	0

N = 110 Respondents

Tutors are also responsible of other responsibilities apart from teaching as shown from table 4.9. Majority of the tutors are responsible for coaching, guidance and

counseling, drama and some are H.O.D's. This implies that supervision of teaching practice may be affected by these duties because they also require tutors to spare some time to attend to them at the detriment of teaching practice.

4.3 HOD's involvement in the process of supervision of Teaching Practice

The respondents were requested to indicate whether the H.O.D's are involved in the process of supervising the teaching practice. Below were their responses.

Table 4.10

HOD's involvement in the supervision of Teaching Practice.

HOD's involvement	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Yes	88	88	5	100	5	100
No	12	12	0	0	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.10 indicates that majority of the H.O.D's are involved in the supervision of the teaching practice. This implies that teaching practice is supervised efficiently by those tutors involved in teacher training. These results show a well to do coordinated exercise. Feedback from the field can be addressed so has to enhance the whole exercise.

4.4.1 Tutors involvement in supervising Teaching Practice

The respondents were asked to indicate whether tutors are involved in supervising teaching practice. Below were their responses.

Table 4.11

Tutors involvement in Teaching Practice

Tutor's involvement	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Yes	76	76	5	100	5	100
No	24	24	0	0	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Majority of the tutors 76% are involved in the supervision of teaching practice implying total teamwork in the management of teaching practice. Involvement of tutors in teaching practice ensures that each department is able to address all issues arising from the field and also enables the tutors to sharpen their skills in teacher training.

4.5 Organizing in service for tutors on the supervision of Teaching Practice

The respondents were requested to indicate whether their respective colleges organize in-service courses or workshops for the tutors on the supervision of teaching practice. Below are their responses.

Table 4.12**Organizing in-service for tutors**

Response	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Yes	85	85	3	60	5	100
No	15	15	2	40	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.12 shows that majority of the colleges organize in-service for tutors concerning issues to be handled during teaching practice. This ensures that tutors refresh the mind and skills and they are able to access new skills and acquaint themselves with the emerging issues as per as teaching practice is concerned.

4.6 Frequency of organizing seminars for tutors

The respondents were requested to indicate the frequency in which individual colleges organized in-service courses or seminars for the tutors because of T.P. supervision. Below were their responses.

Table 4.13

Frequency of organizing seminars for tutors

Response	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Very often	58	58	3	40	5	100
Rarely	32	32	1	20	0	0
Never	10	10	1	20	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.13 shows that majority of the colleges very often organize seminars for tutors. This high frequency of organizing seminars for tutors regarding teaching practices ensures that they do not rust as per the issues of supervision of teaching practice are concerned and they are also able to raise issues which can be addressed in a timely and convenient manner.

4.7 Understaffing in colleges

The respondents were asked to indicate whether their colleges were understaffed.

Below were their responses

Table 4.14

Understaffing in colleges

Response	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Yes	64	64	4	80	5	100
No	36	36	1	20	0	0
Total	100	100	5	100	5	100

N = 110 Respondents

As shown in table 4.14, there is a high understaffing in public primary teachers training colleges in Eastern province, Kenya. This is an issue of concern especially in the supervision of teaching practice. This understaffing may affect the quality of supervision done.

4.8 Effects of understaffing on Teaching Practice supervision

The respondents were requested to indicate the effect of understaffing on teaching practice supervision. Below were their responses.

Table 4.15

Effects of understaffing on Teaching Practice supervision

Effects of understaffing on T.P supervision	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Overworking	50	50	2	40	1	20
More time spent on supervision	8	8	1	20	4	80
Inadequate personal attention	15	15	1	20		
Overcrowding of T.P students	27	27	1	20		
Total	100	100	5	100	5	100

N = 110 Respondents

Table 4.15 shows that understaffing has several effects on teaching practice supervision: the staff are overworked in such a way that they have to supervise more students than required, staff spend more time than the normal one on T.P issues, inadequate personal attention by tutors on T.P students because they have to supervise more students and to a large extent there is overcrowding of T.P students in the nearest primary school for ease of accessibility and funding.

4.9 Challenges encountered by principals, tutors and zone coordinators in supervising Teaching Practice

The respondents were requested to indicate the challenges faced in supervision of Teaching Practice. Below were their responses.

Table 4.16

Challenges encountered by principals, tutors and zone coordinators in supervision of Teaching Practice

Challenge	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Inadequate transport	46	50	5	50	5	50
Lack of finances	18	19	0	0	0	0
Inadequate learning materials	5	7	1	10	1	10
Understaffing	39	30	3	30	3	30
Uncooperative students	1	2	0	0	0	0
Unspecialized tutors	3	1	2	20	2	20
Inadequate time	2	2	2	20	2	20

N = 110 Respondents

Table 4.16 shows that there are several challenges encountered in supervising teaching practice. The greatest challenge as shown above includes inadequate transport for both tutors and students. This implies that either they have to move

to the near rest colleges for their T.P and hence overcrowd in one school or they either move far and then reduce the supervision period. Majority opt to overcrowd so the supervision becomes inaccessible hence the challenge of one tutor supervising many students at a go and hence compromising on quality.

4.10 Roles of principals in supervision of Teaching Practice

The respondents were requested to indicate the roles of principals in supervising Teaching Practice. Below were their responses.

Table 4.17

Roles of principal in supervision of Teaching Practice

Response	Tutors		Zone coordinators		College principals	
	Frequency	%	Frequency	%	Frequency	%
Organizing	76	76	4	40	5	50
Financing	86	86	7	70	3	30
Advising	27	27	3	30	7	70
Maintaining discipline	27	27	5	50	4	40

N = 110 Respondents

Principals play a very crucial role in the supervision of Teaching Practice as shown in table 4.17 above. They are mainly involved in organizing and financing.

The financing bit entails the transport cost, acquiring or procuring stationery for

use by tutors during T.P assessment. The principal advises the tutors and the student teachers on matters concerning the supervision and assessment of teaching practice and its importance to the teacher trainee. The research findings showed that most principals do perform their supervisory duties in teaching practice. These findings disagree with Kimosop (2002) and Kamindo (1998) in a study aimed at finding out the role of the head teacher as instructional supervisors in Kabarnet and Salama division of Baringo district. The findings were that most head teachers do not perform their supervision duties.

4.11 Influence of institutional factors on the supervision Teaching Practice

The respondents were requested to indicate the level of influence of the institutional factors influencing supervision of teaching practice. Below were their responses.

Table 4.18**Influence of institutional factors on supervision of Teaching Practice.**

Institutional factors		Very high influence	High influence	Fairly high influencing	Low influence	No influence
Transport of student - teachers to teaching practice schools.	Frequency	28	58	20	3	1
	Percentage	25.5	52.7	18.2	2.7	0.9
Managerial role	Frequency	14	25	42	25	3
	Percentage	12.7	22.7	38.2	22.7	2.7
Tutor - student ratio.	Frequency	26	44	16	21	1
	Percentage	23.6	40.0	14.5	19.1	0.9
Tutor workload	Frequency	37	34	17	18	3
	Percentage	33.6	30.9	15.5	16.4	2.7
Financial resources	Frequency	24	32	35	15	3
	Percentage	21.8	29.1	31.8	13.6	2.7

N = 110 Respondents

As shown in table 4.18, transport of student teachers to teaching practice schools has very high influence in the supervision of the teaching practice. This implies

that if there is no adequate transport then they have to overcrowd in one place or if the distances are far apart, a lot of time is spent on transporting the students and hence affect the time for real teaching practice. Also the managerial role of the principals affects T.P supervision. If there is poor organization and limited funding of the teaching practice, then the exercise may be hampered. Tutors - students' ratio and tutor workload has high influence on supervision. These two aspects affect the pre - conference and post conference sessions during teaching practice assessment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on institutional factors influencing the supervision of teaching practice in public primary teachers training colleges in Eastern province, Kenya.

As earlier stated teaching practice is a training process which provides teachers with specific knowledge and skills in order to enable them to perform specific teaching tasks. Teaching practice is a training that consists of programmes which are deliberately planned to improve performance at the individual, group and organization levels. When there is remarkable improvement in performance it shows that there has been gainful acquisition of knowledge, skills and attitudes.

5.2 Summary of the study

The study aimed to examine the institutional factors influencing the supervision of Teaching Practice in the public primary teachers training colleges in Eastern province, Kenya. Descriptive survey research was used in the study. The sample constituted of one hundred tutors, five zonal coordinators and five college

principals. The questionnaires were analyzed using the statistical package for social sciences (SPSS) Program.

Chapter one looked at the background of the study, significance and purpose of the study. Chapter two presented the global view of the study, conceptual framework and theoretical review. Chapter three discussed the methodology used in the study.

The study found out that forty four percent (44%) of the respondents and thirty three percent (33%) of the respondents are aged between 31-40 and 41-50 years old. This shows that most of teaching force is at middle age. Also the study indicates that majority of the teachers are females compared to forty six percent (46%) men. Most of the tutors have a Bachelors Degree, followed by Masters Degree. This is an indication that training of primary school teachers in Kenya is handled by professional and competent tutors/trainers.

Forty four percent (44%) of the tutors have been teachers for a period ranging from 1 to 5 years while thirty seven percent (37%) of the tutors have been teachers for a period ranging between 6 - 10 years and twelve percent (12%) have been tutors for a period ranging above 10 years. Also this point that the tutors handling teaching practice issues are experienced teachers and they have been in the field for quite some time and hence can handle teaching practice

competently. In line with this, majority of the tutors/teachers have been teaching in a particular college for a period of between 1 - 5 years.

It was established that a minimum of eighteen subjects are taught in T.T.Cs with humanities having the highest number of tutors followed by language department and mathematics in that order. This is an indication that the main departments and the core subjects are well staffed in colleges. It was found out that apart from the core business of training teachers, public primary teachers training colleges are also involved in other responsibilities. These responsibilities include; coaching, guidance and counseling, drama, YCS patron, library services, CU patrons, learning resource centre co-ordination, dean of students, regional co-ordinators, organizing science congress, music, administration and being a head of department. Twenty nine percent (29%) of the lecturers are coaches, twenty one (21%) of the teachers are heads of departments and thirteen point six percent (13.6%) of the tutors are involved in guidance and counseling. This is an indication that the teachers/tutors in T.T.C run most of the faculties that are involved in teaching practice.

Majority of the heads of departments and tutors are involved in supervising teaching practice. This indicates that teaching practice is taken seriously in colleges and also involvement of both the H.O.D's and tutors shows total departmental co-ordination of teaching practice.

Most of the tutors undergo in-service training specifically set for teaching practice and in line with this, majority of the colleges organize seminars for tutors very often, a few of the colleges rarely organize seminars for tutors on issues relating to teaching practice. This is an indication that tutors are equipped with the latest knowledge concerning teaching practice and all the emerging issues performing to teaching practice are handled.

Most of the colleges are understaffed. The effects of this understaffing are many and they include; overworking where tutors are given more workload than normal and this makes them quite inadequate for supervision. Also more time is spent on supervision which means that these tutors will spend more time in the field compared to the time spent in class, lack of personal attention as a result of the lecturer being involved with more students and overcrowding of T.P student in one school. Overcrowding is due to proximity of the college and this also affects other schools which would have benefited from teachers from teaching practice.

Teaching practiced is faced by myriad of challenges. These challenges include; inadequate transport of both students teachers and the tutors, lack of finances, understaffing, inadequate learning materials and unspecialized tutors and inadequate time.

Principals play a very significant role in the supervision of teaching practice. Sixty nine point one percent (76%) of the principals are involved in organizing teaching practice, seventy eight point two are percent (86%) of the principals are involved in financing the teaching practice. This is an indication that top management is supportive of the teaching practice.

The institutional factors that have very high influence on teaching practice include; transport of student teachers and lecturers tutor student ratio tutor workload and financial resources.

5.3 Discussion

This section discusses the findings as per the research objectives and questions.

5.3.1 Transport of student teachers to Teaching Practice schools.

Transport is a major factor in all aspects and especially in business transactions. For the successful supervision of teaching practice transportation of student teachers to T.P schools is crucial. Transport during T.P period is a challenge like what has been established in this study. Like earlier argued the distance of the T.P schools from the colleges determines the departure time from the colleges to the T.P schools to be on time for the exercise.

Also due to long distances and at times limited number of schools student teachers are forced to overcrowd in nearer T.P schools. This at times

compromises the quality because many students are taken in one school and hence they are forced to rush so that each can get a chance. Also supervision becomes a challenge when it is raining because some routes become impassable. This causes delays or rescheduling of supervision.

Inconveniences in the transportation of the supervisors can be a major challenge. This makes the colleges incur high expenses because tutors have to move to various TP schools to supervise. Transportation during TP sessions is compounded by the fact that some routes are impassable. This brings the problem of time hence delaying the exercise because of strain of getting to TP schools.

5.3.2 Tutor – Student ratio

Tutor – student ratio in Kenya is a subject that is discussed highly. Since 1999 when the government stopped mass employment the tutor – student ratio in Kenya has continued to increase. From the findings 23.6% of the respondents opined that the tutor - student ratio in Kenyan teachers training colleges had very high influence on the supervision of TP. Low tutor student ratio has the several effects. The tutors are overworked in that they are forced to supervise a large number of students than they are supposed to hence compromising on the quality.

Also due to low tutor – student ratio in T.T.C's more time is spent on TP. This is where one tutor has to supervise several students. This also limits their individual attention per student. Instead of personalized attention supervision at times is

generalized. In fact it is done in such a way that most of the individual weaknesses found in class are generalized to everybody and they are corrected in class.

Due to understaffing, TP preparation by tutors is hampered. This is because apart from the teaching practice class tutors have to attend other classes. This makes them to rush the students preparing for TP schools so that they can attend other classes and other duties. The aspect of understaffing has really impacted on the teaching practice in that the whole exercise is made on intensive three weeks exercise. This compromises the quality in that the student teacher may not get enough time to practice in all aspects of a teacher in a school and classroom situation.

5.3.3 The role of principals in Teaching Practice Supervision

Principal's play a critical role in T.P Supervision as found out in this study. Rutherford (1985) mentioned five general leadership qualities of effective supervisors. They have a vision (work towards their achievements and coordinate curriculum, instruction and assessment), translate the vision into action (work as a team, emphasize such wide goals and expectations create supportive environment (promote an academically oriented, orderly and purposeful school climate), know what is going on in the school (find out what the teacher and students are doing and how well) and act in knowledge. Intervene as necessary accommodating different teacher personalities, style and teaching strategies.

Sergiovanni and Starrant (1998) identify three basic leadership skills which includes; technical skills, human skills and conceptual skills. As found in this study principals are involved in advising during TP. This is in concurrence with Okumbe (1998) who states that an instructional leader is one who practices interpersonal or human skills by looking at the welfare of people working under him. Principals also advise on issues of technicalities especially teaching and the real exercise of teaching practice. Okumbe (1998) argues that an additional criterion for instructional leaders, often mentioned in research, is that the principal should also be a practicing teacher. Welnding (1990) states that head teachers showed in the United Kingdom indicate that the most important thing contributing to instructional leadership was the fact that all continued to teach for an average of about 20% of the week just like the Kenyan principal.

5.3.4 Challenges in the process of Supervision of Teaching Practice

There are several challenges that are encountered during the teaching practice as found out in this study. These challenges range from inadequate transport, lack of financial resources, inadequate learning materials, understaffing, uncooperative students, unspecialized tutors and inadequate time. Most of these challenges can be summed up as general but others are emerging depending on each institution.

Lack of finances may be relative per institution because the dynamics and localities of a particular institution are quite different from each other. Lack of finances is compounded by distances and emerging issues like weather and

economic conditions like fuel price increases. Uncooperative students are a thorny issue in the supervision of teaching practice. This is where students want to pick their TP schools because of personal reasons. Others do not follow instructions and still others completely abscond the exercise.

The problem of inadequate time has been a thorny issue. The problem of inadequate time is both an institutional and policy issue. It is an institution problem in that some T.T.C's may find themselves in problems because of their schedules. Also it may be a policy because the ministry of education stipulates when and how the teaching practice will be done and the resources to be used. Other challenges of tutors are compounded by the fact that each college has to do with the available manpower because of the T.S.C recruitment policy.

5.4 Conclusion

It can be concluded that institutional factors have a very influence on supervision of teaching practice in public primary teacher training colleges. Generally institutional factors like earlier cited included; role of the principal in the supervision of teaching practice, tutor student ratio, transport of both tutors and student teachers to the teaching practice schools. It can therefore be concluded from the findings that the institutional factors have a lot of influence in the supervision of teaching practice in the public primary teachers training colleges in Eastern province. Also other influences are the emerging factors like new issues in the management of the education sector.

5.5 Recommendations

From the above findings, the following are recommendations by the researcher.

- (i) Colleges should improve on transport system rather than relying on their traditional mode where the college bus moves around transporting everybody. They should encourage residential T.P practice where students can move to schools of their convenience.
- (ii) Teaching practice should embrace private academies which are many and conveniently located in town hence also cutting down the cost of transport and transportation.
- (iii) Colleges should incorporate new methods of teaching like mentoring and role-modeling other than the traditional approaches. This will not only involve the teacher student during the teaching practice time alone but the entire period of the training.
- (iv) The Ministry of Education should review teacher education policy so that it is in line with the international teacher education. This entails the process of sharing experiences, ideas and technologies globally in administration of teacher education through the use of technological appliances, exposures and expertise.
- (v) Review of the existing structure of teacher education. There is an urgent need to review the polices, administrative, structures, recruitment of staff and students, financing of teacher education programme and teacher

education curriculum. This should be done to reflect modern needs in teacher education locally and globally.

- (vi) Improvement of information and communication systems in teacher education. To change for better the face of teacher education, programme, teaching profession and school teachers respectively, there is need to adopt new educational technology to prepare school teachers. This will improve the training and instruction of teachers and teacher-trainees.

5.6 Suggestion for further research

Supervision has so many factors which affects it. This study findings narrowed into a few factors which were addressed by the study objectives and these factors cannot be fully relied upon in addressing future influences teaching practice supervision. Suggestion for further studies is therefore advisable to contribute towards identification of more other factors.

- (i) The study should be replicated elsewhere in Kenya.
- (ii) A comparative study in private primary school teacher training colleges would review more institutional factors influencing T.P supervision in primary teacher training colleges in Kenya.

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APPENDIX I

TRANSMITTAL LETTER

INTRODUCTION LETTER TO THE COLLEGES

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92,

Kikuyu.

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a University of Nairobi student, undertaking a research project on institutional factors influencing the implementation of teaching practice in public primary teachers training colleges in Eastern province, Kenya. Your college has been selected to participate in this study.

I hereby seek your permission to be allowed to visit your college to collect the necessary information. You are hereby assured that your identity and information you provide will be treated with utmost confidentiality.

Your participation in the study will be highly appreciated.

Thank you in advance

Muchiri Douglas Gitonga.

APPENDIX II

TUTORS INSTRUCTIONAL SUPERVISION QUESTIONNAIRE

Instructions

- i. Respond to all the items
- ii. Please tick () where applicable

Section A

Demographic data.

Fill the blank spaces below appropriately

1. Please tick () against the age category that applies to you

21 - 30 years 31- 40 years 41 – 50 years 50 years and above

2. Please indicate your gender Male Female

3. What is your highest level of education?

Diploma Degree Masters Any other specify

4. How many years have served as a tutor?

Less than 1 year 1 – 5 years 5 – 10 years Above 10 years

5. How many years have you served in this college?.....

6. What are your teaching subjects?.....

7. Which department do you belong to?.....

8. Apart from teaching what other responsibility(s) do you have in this college?.....

.....

Section B

Information regarding instructional supervision

9. Are all the HOD's involved in the process of supervising TP in your college?

Yes No

10. Are all tutors involved in the process of supervising TP in your college?

Yes No

11. Does your college organize in-service courses/workshops for the tutors on the supervision of TP? Yes No

12. How often does the college organize seminars/workshops for the trainers of the colleges on how to supervise TP?

Very often Rarely Never

13. Does the Ministry of Education organize seminars for the teaching practice directors on how to supervise teaching practice? Yes No

14. Is your college understaffed? Yes No

15. If yes, how does it affect the supervision of TP? Briefly explain.....
.....

16. In your opinion, what is the main challenge in supervising TP in your college?.....

17. Briefly state two roles of the principal in supervising TP in your college?

(i).....

(ii).....

18. In your own opinion, what institutional factors influence the supervision of TP in your college most? Kindly rate the influence below. Tick (✓) appropriately.

Institutional factors	Very high influence	High influence	Fairly high influence	Low influence	No influence
Transport of student teachers to teaching practice schools					
Managerial role					
Tutor/student teacher ratio					
Tutors work load					
Financial resources					

APPENDIX III

QUESTIONNAIRE FOR THE TEACHING PRACTICE ZONE CO - ORDINATORS

Instructions

- i. Respond to all the items
- ii. Please tick (√) where applicable

Section A

Demographic data.

Fill the blank spaces below appropriately

1. Please tick (√) against the age category that applies to you

21 - 30 years 31- 40 years 41 – 50 years 50 years and above

2. Please indicate your gender Male Female

3. What is your highest level of education?

Diploma Degree Masters Any other specify

4. How many years have served as a tutor?

Less than 1 year 1 – 5 years 6 – 10 years Above 10 years

5. How many years have you served in this college?.....

6. What are your teaching subjects?.....

7. Which department do you belong to?.....

8. Apart from teaching what other responsibility(s) do you have in this college?.....
.....

Section B

Information regarding instructional supervision

9. Are all the HOD's involved in the process of supervising TP in your college?

Yes No

10. Are all tutors involved in the process of supervising TP in your college?

Yes No

11. Does your college organize in-service courses/workshops for the tutors on the supervision of TP? Yes No

12. How often does the college organize seminars/workshops for the trainers of the colleges on how to supervise TP?

Very often Rarely Never

13. Does the Ministry of Education organize seminars for the teaching practice directors on how to supervise teaching practice? Yes No

14. Is your college understaffed? Yes No

15. If yes, how does it affect the supervision of TP? Briefly explain.....

.....

16. In your opinion, what is the main challenge in supervising TP in your college?.....

17. Briefly state two roles of the principal in supervising TP in your college?

(i).....

(ii).....

18. In your own opinion, what institutional factors influence the supervision of TP in your college most? Kindly rate the influence below. Tick (✓) appropriately.

Institutional factors	Very high influence	High influence	Fairly high influence	Low influence	No influence
Transport of student teachers and tutors to TP schools					
Managerial role of the head teacher					
Tutor/student teacher ratio					
Tutors work load					
Financial resources					

APPENDIX IV
QUESTIONNAIRE FOR THE PRINCIPALS

Section A

Instructions

- i. Respond to all the items
- ii. Please tick (√) where applicable

Demographic data

1. Please tick (√) against the age category that applies to you

21 - 30 years 31- 40 years 41 – 50 years 50 years and above

2. Please indicate your gender Male Female

3. What is your highest level of education?

Diploma Degree Masters Any other specify

4. How many years have served as a principal?

Less than 1 year 1 – 5 years 6 – 10 years Above 10 years

5. How many years have you served in this college?.....

6. What are your teaching subjects?.....

7. Which department do you belong to?.....

8. Apart from teaching what other responsibility (s) do you have in this college?.....
.....

Section B

Information regarding instructional supervision

9. Are all the HOD's involved in the process of supervising TP in your college?

Yes No

10. Are all tutors involved in the process of supervising TP in your college?

Yes No

11. Does your college organize in-service courses/workshops for the tutors on the supervision of TP? Yes No

12. How often does the college organize seminars/workshops for the trainers of the colleges on how to supervise TP?

Very often Rarely Never

13. Does the Ministry of Education organize seminars for the teaching practice directors on how to supervise teaching practice? Yes No

14. Is your college understaffed? Yes No

15. If yes, how does it affect the supervision of TP? Briefly explain.....

.....

16. In your opinion, what is the main challenge in supervising TP in your college?.....

17. Briefly state two roles of the principal in supervising TP in your college?

(i).....

(ii).....

18. In your own opinion, what institutional factors influence the supervision of TP in your college most? Kindly rate the influence below. Tick (✓) appropriately.

Institutional factors	Very high influence	High influence	Fairly high influence	Low influence	No influence
Transport of student teachers to teaching practice schools					
Managerial role of the head teacher					
Tutor/student teacher ratio					
Tutors work load					
Financial resources					
Teaching/Learning resources					

APPENDIX V

LIST OF PUBLIC PRIMARY TEACHERS TRAINING COLLEGES IN EASTERN PROVINCE, KENYA.

1. IGOJI T T C
2. KIGALI T T C
3. KITUI T T C
4. MACHAKOS T T C
5. MERU T T C
6. MACHAKOS T T C