INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES IN INTEGRATED ISLAMIC PRIMARY SCHOOLS IN GARISSA AND NAIROBI KENYA

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DECLARATION

This thesis is my original work and has not been presented for award of a degree in any   other University.

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I

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ABSTRACT

Education is a fundamental human right for all regardless of their economic, social, religious or cultural background. Instructional supervision ensures that all staff adheres to appropriate rules and regulations to achieve school goals and objectives. The purpose of the study was to investigate institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi counties, Kenya. The objectives of the study were to determine the extent to which workload influences the head teachers' instructional supervision practices. In addition, the study sought to determine the influence of staffing levels, number of streams and school location on head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi counties. The study adopted a descriptive survey research design. The study had a target population of 688 that consist of 86 head teachers and 602 teachers in integrated Islamic primary schools in Garissa and Nairobi. The sample size of the study consists of 234 teachers and 86 head teachers adding to 320 respondents. The sample size was obtained by a stratified proportionate sampling procedure used to select teachers from their schools. From the sample selected, 104 teachers and 42 head teachers were from Garissa County while130 teachers and 44 head teachers were from Nairobi County. Questionnaire and interview guide were used to collect data from the selected respondents. The questionnaire was administered among all respondents while the interview guide was administered among head teachers. Analysis used were descriptive and inferential statistics that is frequencies, percentages, cross tabulation and correlation to summarize the data. The findings of the study indicated that workload and staffing levels have a significant effect on head teachers' instructional supervision (r-.475; r-.038) respectively. Further, findings indicate that urban teachers are more qualified than rural teachers (M= 4.04). Further, findings also indicate that head teachers' workload is high in teaching duties (M= 3.23). Based on the findings of the study, the following recommendations are made: the stakeholders and managers should put more emphasis on employing adequate number of qualified teaching staff; head teachers need to delegate some duties to the senior teachers to have ample time for instructional supervision and the head teachers should improve their instructional supervision by increasing frequency of supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is one of the most important aspects in human development and perhaps the most influential social institution in societies. The importance of primary education cannot be overestimated. This is because this basic form of education aims at fulfilling the educational needs of the next generation (Lubis, 2015). It provides young children with required knowledge and abilities to live well in their families and communities due to the fact that education is the means by which norms, values and beliefs are transmitted from one generation to the next. The term education is derived from the Latin word e-ducere, which means "*to lead out*". It is undeniably, not easy to define the term education. Education is a persistent process of becoming. Education, in its technical sense, is a process by which society intentionally transmits its accrued skills, common set of beliefs, values and knowledge from one generation to another generation. Hence, education is the foundation for empowerment and development for every country (Tan, 2011; OECD, 2008).

Islam likewise puts considerable emphasis on its followers and believers to acquire knowledge. Education from Islamic perspective is referred to as a life-long process of preparing an individual to actualize his role as vicegerent of God on earth and contribute fully to the reconstruction and development of his society (Rosnani, 2013). The Islamic perspective views education as an unending life process aimed at teaching and assisting students get various perspectives of knowledge and information within the boundaries or framework of Islam. Islamic Education is an Integrated Education based on and led by Al-Quran (The Holy book) and Al-Sunnah (Tradition of the prophet). The integration of Islamic Education requires four realms to be embraced into Integrated Education namely, knowledge-based, Physiological, Civic and Spiritual Education (Lubis, 2015). Islamic Education principle

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promotes the importance of acquiring useful knowledge. Knowledge thought to be vague should be analyzed carefully in adherence to Islamic perspective and amended, if need be (Tan, 2011).The study further emphasized that the Integrated Education disregards dualism in knowledge.

The most crucial crisis faced by the contemporary Muslim world is rooted in the problem of educational dualism, this is the existence of two systems of education, namely the national, or modern secular system and the traditional, or Islamic religious system (Yaacob, Fadilah & Embong, 2012). Education systems in the Muslim world including Malaysia and Indonesia are the extension of the Western educational system, which is compartmentalized and secularized because of the Western influence and the weaknesses of the Muslims. The religious curriculum in schools and university levels in both Malaysia and Indonesia and the world in general are still compartmentalized (Hashim & Langgulung, 2012). Muslim scholars feel that there are shortcomings in both systems. In 1977, the First World Conference held on Muslim Education that the problems of education in the Muslim world stemmed from the dual education systems inherited from the colonial masters, this is the national system and the religious system (Adebayo, 2016).

According to Williams (2009) formal Islamic education in Kenya was first introduced to the region by the arrival of Muslim on the coast in the 11th century. As Islam's influence grew Muslim traders and their converts worked to establish mosques and madrasas (A school for Islamic education) along the coast. In the mosques and madrasas, Muslim children are purely taught religion, some basic arithmetic, Arabic language, Islamic sheria (law) and Islamic history. When Portuguese, British and Germans arrived in 15th and 19th centuries the Madrasa system was already in existence in the region. But due to the arrival of the Westerners, who included a large number of Christian missionaries, led to the introduction of secular education and changed the madrasa system of education (Association for the Development of Education in Africa (ADEA), 2012; Adan, 2013). They introduced the secular education

system and schooling to their African converts or anyone who would love to join their schools. Initially, Muslims rejected these schools as they worried that their children would convert and become Christians. On the other hand, Muslims in general were dissatisfied with the education systems of madrasa and secular education. They criticized the systems of madrasa and secular education because of several shortcomings: They claimed that content of the Islamic curriculum was limited and outdated as it was designed to turn the graduates into religious teachers or Islamic legal scholars. They thought Religious schools do not prepare students to be doctors or engineers. They therefore felt that the teaching of Islamic religious knowledge was ineffective in the secular schools (Rosnani, 2013; Williams, 2009).

The foregoing reasons led Muslims to see a need for their children to get an opportunity to acquire knowledge and skills and practice their religion. The Muslims realized the need to educate their children more on secular education and adopt the system of secular education rather than the Islamic beliefs (ADEA, 2012). This however led to the emergence of two types of Muslims; those who have followed the Western type of education or secular education and those who have acquired Deen or Islamic education (Syed, 2001). Moreover, the National Centre for Early Childhood Education in Kenya (NACECE) realized that Muslim children especially among the pre-dominantly Islamic regions were missing out in the area of Early Childhood Development (ECD). Therefore, the (NACECE) pressurized the Muslims to enrol their children in schools that offer secular education.

Following a series of discussions with Muslim leaders in the mid-1980s, it was agreed upon that the Integrated Islamic Education Programme be developed and the Madrasa teachers be trained on how to integrate Islamic education with the secular education (Williams, 2009). This aimed at equipping Muslim students with both religious education and secular education without making them miss both forms of knowledge and at the same time ensuring they are up to date with what is currently going on in the world. Critics of the Islamic

curriculum also argued that every child, from whichever part of the world or belonging to whichever religion, had the right to an education that would equip them with basic skills to survive in an ever-changing society. They believed that it was something that students undergoing Islamic education lacked because their tutors failed to uphold secular education. In the modern world Muslims have been regarded as the group with the lowest literacy level globally (Syed, 2001; Rosnani, 2013).

The Muslims had the aim of teaching their children both Islamic education and secular education. Hence, the Muslims came up with the concept of establishing integrated Islamic schools. They found integrating knowledge as an excellent opportunity to acquire secular education as well as Islamic education. This meant the students would acquire both religious knowledge and skills to survive in the world. They agreed that, the Madrasa teachers be trained on how to integrate Islamic education with the secular education (Lubis, Mustapha & Lampoh, 2015). However, there is no standard curriculum for the integrated Islamic primary schools. The curriculum for the secular education was from the Kenyan government while the structure of Islamic studies was from the traditional madrassa (ADEA, 2012). Therefore, traditional madrassa education and secular education are mainly offered in integrated Islamic primary schools. Moreover, to ensure the standards of integrated Islamic primary schools are met, good environment, adequate school resources and facilities as well as competent and open minded head teachers are needed. Adequate resources should be in terms of enough funding to purchase students' materials when the need arises as well as enough teaching staff. The head teacher as the leader of a group of teachers in the school system has the function of interacting with the teachers in order to improve the learning situation through instructional supervision. There is also need for head teachers to support the teachers in their professional growth (Rosnani, 2013; Syed, 2001).

School supervision in general has existed in all countries for many decades and occupies a pivotal position in the management of education, which can be understood as an expert technical service, which most importantly is concerned with the scientific study and improvement of the conditions that surround learning and pupil growth (Alemayehu, 2012). Supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than making improvements to the teaching methodology or the student's learning process (Gregory, 2015). The inspection theme was to remain firmly embedded in the practice of supervision. The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to confirm that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the

schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Godhammer, Anderson & Krowokoi, 1980).

History of Head teachers' supervision has been defined as a chain of muddled and detached procedures. As brought up in the writing of Burnham (2005) each leading supervisory theory and practice represented a response to the prior part. In literature prevailing by virtue of supervision this overall string of continuation is inadequate. However, the time span of the improvement of different models of management is not the equivalent in different books (Mosha, 2015). Gregory (2015) notes that their teachers who are primarily supervised by the schools' supervise students head teachers with a view to improving teacher quality and student retention. An effective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality and internal supervision that is a tool for attainment of quality instruction and retention (De Grauwe, 2007).

The head teacher should be able to supervise students, teachers and support staff in order for the mission of the school to be accomplished. The head teacher should ensure that teachers conform to their professional ethics. The head teacher should supervise them in such areas as class attendance, testing of students, keeping and using professional documents such as schemes of

work, lesson plans progressive records, records of work covered and lesson notes (Khaemba, 2009).

In the year 2002, the World Bank, UNDP (United Nations Development Bank) and UNESCO (United Nations Education, Scientific and Cultural Organization), organs that have put in so much in education particularly in less developed nations, recognized education as an imperative instrument in poverty reduction, economic development, and eradicating inequality (World Bank, 2015). This position was reaffirmed during the 16th Conference of the Commonwealth Education Ministers in Cape Town in 2006 (Commonwealth, 2006). Quality education ensures that the potentials of the learners' capacities and experiences are optimally developed in the acquisition of useful tools that will fulfill what the learners need and what the nation demands.

In Nigeria, instructional supervision began as a process of external inspection. In the 18th century, supervisors who were chosen were clergymen and had little or no information on education, management and administration. Supervisors had little or the government in 1997 took up no formal training on the ethics, concept and practice of supervision until the management of schools. Schools were left in the hands of the missionaries (Edho, 2009). Like many other African countries, Uganda, the first sub-Saharan country to implement a universal education program (Dejaeghere, Rhiannon & Kyeyune, 2016), is currently challenged to improve the quality of its education (Lewin & Stuart 2012; UNESCO 2014; World Bank 2015). Teacher professional development remains one of the key elements used by education officials to ensure the adequate preparation of teachers for the teaching profession (Mulkeen, Chapman, Dejaeghere, & Leu, 2007). Therefore teacher supervision guarantees teacher professional development (Wanzare 2012).

The history of supervision in Kenya can be traced back to the colonial period following the passing of Education Ordinance which required that all schools be registered and be open to inspection by the Director of Education. Formal inspection of educational institutions in Kenya commenced in 1955 when the

inspectorate of education was set up. The Ministry of Education (MOEST) was restructured into departments which co-ordinate and oversee the implementation of all educational policies. The department was now called Quality Assurance and Standards (QASO), whose mandate was to ensure quality educational standards in Kenya by working with other stakeholders in the education sector (Okumbe,2007). The directorate of QASO played the role of a supervisor as well as an advisor, through quality assurance and quality development respectively. The Republic of Kenya (1964) emphasized the importance of instructional supervision in secondary schools and mandated head teachers with the role of school based supervision of instructions. On the other hand prior to the Kamunge Report (1988), the Bessay Report of 1972 established an inspectorate in the MoE charged with supervision and inspection of teachers on School Based Quality Assurance and Standards (MOEST, 2009).The Basic Education Act of 2013 stressed the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education this is done through instructional supervision for quality teaching and learning (Republic of Kenya, 2013).

Instructional supervision is one the processes by which school administrators or head teachers attempt to achieve acceptable standards of performance and results. It is the tool of quality in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004). It is also seen in the light of those activities carried out by head teachers to improve instruction at all levels of the school system. Having serious head teacher in education institutions also ensures the vision for the school is clearly communicated so that it is easily achievable.

Indeed, the Ministry of Education in Kenya pointed out that instruction supervision is basically the role of the head teachers who are better placed since as they are directly concerned with performing routine duties, teaching

and supervising. A Manual for Heads of Secondary schools in Kenya, (Ministry of Education, 1987) spells out the duty of head teachers as: checking the teaching standards with reference to schemes of work, lesson notes, records of work and pupils' exercise books and actual visits to the classroom to observe the work of individual teachers. The head teachers' instructional supervision effectiveness heavily depends on a number of institutional factors. These include workload, staffing levels, number of streams of the classes, school facilities and learning resources as well as school location. In addition, the level of cooperation from fellow teachers, the school's board of directors, the parents and the students may also affect the effectiveness of the head teachers' instructional supervision. A common factor observed in prestigious schools that have students who perform extemporarily is the presence of an excellent institutional and instructional leadership. In addition, for the school to succeed, the head teachers have moved from the traditional leadership style and have become transformational, ethical, situational and authentic leaders. This means that how they use their authority to manage the school determines the success of the school (Opong, 2016).

Head teachers are powerful and important individuals who provide guidance to the staff by supervising the implementation of institutional goals and providing strong institutional instructions as well as being responsible and accountable for the efficient and effective functioning of the school. The teacher is the most important human resource of the school (Drajo, 2010). With all the inevitable and complex technological and societal changes, it is important that schools as a major form of socialization have strong leadership that is flexible and ready to provide the scholars with quality education so that they leave the school well equipped to fit in the society. Workload has been cited as one of the challenges hampering effective execution of instructional supervision among head teachers. Glanz and Sullivan (2014) indicate that head teachers are given many non-institutional duties hence they do not have the time to undertake continued and meaningful supervision. Similarly, Maina, (2018) found that heavy workload is one of the factors affecting the effective

performance of head teachers with regard to instructional supervision due to the fact that many schools have a shortage of teachers. According to UNESCO (2014), the ideal teacher-pupil ratio in Kenya should be 1:30, however due to overcrowding in the classroom the ratio is high leading to increased workload for teachers and this affects head teachers' effectiveness in instructional supervision.

Head teachers instructional supervision effectiveness depends heavily on institutional factors. The workload of teachers and adequacy of teaching staff include some of institutional factors which influence head teachers' instructional supervision practices. In addition to institutional factors, some of the head teachers are not quite certain about their supervisory duties as administrators. Moreover, since teachers are the centre of increased supervisory effort, their attitude toward supervision is crucial. Therefore as supervision has a history of subservience to administrative convenience, this has caused teachers to view supervisors as system executioners (Dewodo, Agbetorwoka & Wotordzor, 2019) thus affecting the performance of head teachers as instructional supervisors. Howley and Bickel (2000) found that evaluation of teachers by head teachers is a challenge especially in public schools compared to private schools. On the other hand, Clandfield, Curtis, Galabuzi, Vicente, Livingstone and Smaller (2014) found that supervision of instruction is also a major problem experienced by nearly all head teachers regardless of their professional or academic qualifications.

First, there were inadequate opportunities that help improve the teaching and learning process. Second, training programs were not relevant for the professional development of teachers and lacked systematic follow up since the support systems were poorly designed. Studies conducted by Morki (2010) and Rosnani (2013) reported that supervisors' techniques, procedures, and skills of supervision were ineffective in improving the quality of teachers and enhancing learning. A head teacher has direct influence on the management of the school; assessing and evaluating the teaching methods and learning process (Nambuba–Namusoke, 2005; Bush & Glover, 2003). Head teachers'

workload need to be reduced for them to effectively perform their instructional supervision. Markos and Sridevi (2010) note that heavy workload among head teachers' and instructional supervision directly influences teaching and learning process.

Walker, Worth and Brande (2019) report that teacher workload has a direct bearing on the performance of head teachers. Hence when teacher workload is reduced it increases the workload for head teachers. Therefore the availability of sufficient teaching staff reduces head teachers' workload in planning, organizing, directing and controlling school program; and enhances their ability to supervise and interact with teachers inside and outside the classrooms. Inadequate teaching staff increased head teachers' workload and consequently negatively influenced instructional supervision practice. Availability of adequate number of teaching staff reduces great challenges and tensions of head teacher workload and improves instructional supervision as well as institutional steadiness. The new trend of integrated Islamic education programmes was introduced in the regions in the 1980s (Williams, 2009). Based on this, the study looked at the extent to which workload and staffing levels influence instructional supervision practices of head teachers in integrated Islamic primary schools in Garissa and Nairobi Counties. This research considered head teachers' responsibilities in maintaining high institutional standards, improve teaching and learning resources, work collaboratively with teachers and provide needed direction to them.

Studies conducted by Morki (2010) and Rosnani (2013) examined supervisors' techniques, supervisory procedure, supervisory leadership style and skills, and major functions of supervision. These studies found that, supervisors' techniques, procedure, and skills of supervision were ineffective to improve the quality of teachers and the achievement of learning. Findings from different studies done in Kenya indicate low and inadequate performance of instructional supervision by the head teachers (Kimosop, 2002; Nyamu, 1986). Low and inadequate performance of instructional supervision by the head teachers may be due to the fact that most head teachers are professionally

trained teachers but lack leadership training. Glanz and Sullivan (2014) state that it is important for the staff's capacity and competence to be put into consideration however some head teachers are not quite clear or certain about their supervisory duties, which they undertake as administrative duties thus affecting their performance. Moreover in the interview head teachers' views also indicated that there are inadequacies in supervisory practices especially in relation to communication, curriculum instruction and motivation. These inadequacies in head teacher's supervision were to be blamed on huge workload in schools. They further stated that, for head teachers to be able to motivate their fellow teachers; it is important that they too need to be motivated first. Lack of motivation may be partially blamed on low salaries and lack of incentives among head teachers. In addition, evaluation of teachers was reported to be a problem by head teachers. Head teachers complained about dealing with notorious teachers. Another major problem reported experienced by the head teachers was supervision of instruction methods and this was a problem experienced by all the head teachers regardless of their professional or academic qualifications. This was due to the unbalanced distribution of experienced staff thus affecting the head teachers' instructional supervision (Bouchamma, Basque & Marcotte, 2014)

Therefore, considering the background review on instructional supervision practices of the head teachers and the institutional factors; led to the need for the Islamic religious curriculum to be well designed and outlined for the purpose of ensuring the Islamic education system achieves its set objectives. The study intends to explore more on institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools. However, there is scarcity of studies which focus on integrated Islamic primary schools and head teachers' instructional supervision practices. Owing to this reason, there is a gap that needs to be assessed comprehensively with regard to the current status of integrated Islamic primary schools in Garissa county and Nairobi county. Indeed, these circumstances initiated the researcher to launch this study to address the issue. The study focused on

Garissa County and Nairobi County because of the existence of more integrated Islam primary schools due to the significant number of Muslims living in the areas. The areas of study were also chosen due to availablity and easy access to research data.

1.2 Statement of the problem

Integrated Islamic primary schools were established in order to ensure the continuity of Muslims' values and beliefs (Tan, 2011;Williams, 2009). In addition, the schools aimed at impacting Muslim children within knowledge, which is among the main concerns addressed in the Quran. Instructional supervision is helpful for both continuous professional development and for overall improvement of the quality of education. When instructional supervision is properly managed or implemented, it is believed to have favorable consequences in enhancing instructional improvement and updating curriculum contents. Thus, due attention should be given to the school head teachers' Instructional supervision practices in order to improve the teaching and learning process. Updating the curriculum content is also important in ensuring the students learn relevant skills necessary for them to survive in the changing society. Research findings related to the past instructional supervision of head teachers in integrated Islamic primary schools indicated that there are some problems with its practice. These include: opportunities that help to improve teaching and learning process were in adequate, training programs were not relevant to real professional development of teachers, there was no systematic follow up and support systems were not designed properly (Adan, 2013; A.D.E.A, 2012). Additionally, there has been a lack of interest by head teachers to acquire skills that will enable them carry out their role as supervisors effectively. Lack of motivation among head teachers with regard to salaries, letters of recommendation and promotions has also been registered as a concern affecting their performance (Nyakundi, Raburu & Okwara, 2019).

The Kenya government recognizes the importance of instructional supervision in improving teaching and learning. Thus over time, efforts have been made to

enhance the quality of instructional supervision by rationalizing head teachers' workload and training head teachers on supervision practices to ensure that quality instructional supervision is available in schools (Republic of Kenya, 2013). In the study regions of Garissa County and Nairobi County the new trend of integrated Islamic schools have been established by some individuals and Muslim organizations as part of implementing business processing and re-engineering (Adan, 2013). After a new educational program was introduced, it was essential to undertake regular and systematic assessment on its effectiveness. Examination of supervisors' techniques, supervisory procedure, supervisory leadership style and skills, and major functions of supervision revealed that the supervisors' techniques, procedure, and skills of supervision were ineffective in improving the quality of teachers and the achievement of learning.

A school being a functional unit of the education system must be able to afford a foresighted educational leadership, which is based on sound management principles and techniques (Okumbe, 2007). With the rapid expansion, change in the educational system has been an issue of concern for quite some time in integrated Islamic primary schools in Garissa county and Nairobi County. However, it appears that most educational institutions have been less successful in their instructional supervision (MOEST, 2009). Despite the importance of the head teacher in the instructional supervision and the awareness of the unique responsibilities bestowed upon the school head teachers, the means by which most of them in developing countries like Kenya are trained, selected and inducted and in-serviced, they are ill-suited to carry out effective and efficient instructional supervision. This state of affairs calls for urgent measures to address instructional supervision issues in school setups. For quality education to exist there must be adequate techniques of supervision since proper supervision of instruction facilitates the achievement of goals and objectives of education (Wanzare, 2012).Therefore, there was a need to determine the institutional factors influencing head teachers' instructional supervision in integrated Islamic primary schools.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County, Kenya.

1.4 Objectives of the study

The following were the objectives of the study

i. To determine the extent to which workload influences head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

ii. To establish the influence of staffing levels on head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

iii. To determine the extent to which the number of streams influences head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

iv. To determine the extent to which school location influences head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

1.5 Research questions

The following research questions will be addressed in this study:

i. To what extent does the workload influence head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County?

ii. To what extent do the staffing levels influences head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County?

iii. To what extent do the number of streams influence head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County?

iv. To what extent does school location influences head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County?

1.6 **Research hypotheses of the study**

This research study tested null hypotheses outlined below:

H_{01}: There is no significant difference between workload and the head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

H_{02}: There is no significant difference between staffing levels and the head teachers' instructional in integrated Islamic primary schools in Garissa County and Nairobi County.

H_{03}: There is no significant difference between the number of streams and the head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

H_{04}: There is no significant difference between the school location and head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County.

1.7 Significance of the study
It was hoped that the findings of this study would be of benefit to the educational policy makers and implementers and help them come up with new policies to design a dual curriculum for integrated Islamic primary schools. It is also hoped that the study may provide data and information that will enable

the Ministry of Education to assist head teachers in supervision. The study findings could add to existing knowledge on institutional factors that influence head teachers' instructional supervision in integrated Islamic primary schools.

The study findings may also serve as reference for head teachers of integrated Islamic primary schools and help them improve instructional supervision. They could be used as the basic steps in carrying out effective supervisions in integrated Islamic primary schools. The study findings might motivate future researchers to identify other institutional factors that influence head teachers' instructional supervision in integrated Islamic primary schools.

1.8 Limitations of the study

The concept of integrated Islamic schools is a relatively new concept in the region. It has gained momentum after the Muslims saw the need to educate their children in both Islamic education and secular education. It is acknowledged that research work cannot be free from limitations. During the process of collecting data, the researcher faced the limitations of meeting with the study respondents, namely head teachers and teachers. One apparent limitation was lack of recent and relevant literature available on institutional factors influencing head teachers' instructional supervision in integrated Islamic primary schools however comparisons were made with integrated Hindu and Christian based schools in Kenya. There was also insufficient material on Islamic integrated schools for a comprehensive literature review. In addition the possibility of head teachers and teachers being too busy and lacking enough time to respond to the questionnaire and interview. Further, some of head teachers and teachers who have time may also be reluctant to fill in and return the questionnaire within the required timeline thus delay the overall time the research ought to have taken.

1.9 Delimitations of the study

The study was carried out in Garissa County and Nairobi County. The study covered only integrated Islamic primary schools in Garissa County and Nairobi County and did not cover public primary schools. It was confined to

integrated Islamic primary schools outside Garissa County and Nairobi County and other learning institutions were not investigated. It was also confined to 86 integrated Islamic primary schools in Garissa County and Nairobi County. The areas selected for the study were based on the fact that they had many integrated Islamic primary schools, which would help the researcher get pertinent information on the status of integrated Islamic primary schools in the areas under study. The study respondents were head teachers and teachers of integrated Islamic primary schools.

The study was restricted to the institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County. The reason for this was in order to control any other institutional factors that would be beyond the researcher's control and could have brought inaccurate results therefore influencing the quality of the study. Among the aspects to be considered in the head teachers' instructional supervision, the variables addressed in this study were workload, staffing levels, number of streams and school location and their influence on head teachers' instructional supervision practices in integrated Islamic primary school in Garissa County and Nairobi County.

1.10 Basic assumptions of the study

The study was based on a number of assumptions. The study assumed that respondents would be cooperative and provide honest responses on the institutional factors that influenced head teachers' instructional supervision practices in integrated Islamic primary schools. The study further assumed that, the responses obtained from the integrated Islamic primary schools in Garissa County and Nairobi County would provide reliable information. It was assumed that, the responsibilities of the head teachers were to maintain high institutional standards, improve teaching and learning resources, work collaboratively with teachers and provide direction and guidance to them. It was also assumed that, the head teacher is the central factor determining effective instructional supervision in integrated Islamic primary schools.

1.11 Definitions of significant terms

For the purpose of the study the following terms have been defined in this study as follows:-

Institutional factors: refers to the conditions within the institution namely workload, staffing levels, number of streams and school location that may influence the head teacher instructional supervision practices.

Influence: refers to the factors that have an effect on head teachers' instructional supervision towards achievement of the goals and objectives of the institution.

Head teacher: refers to the person who is responsible for school administration and known as head master or mistress in integrated Islamic primary schools.

Instructional Supervision practices: refers to the processes, which school administrators (head teachers) use in an attempt to achieve acceptable standards of performance, and results among teachers and learners in Integrated Islamic primary schools.

Integrated Islamic school: refers to an institution that combines Islamic education and secular education.

Primary school: refers to the elementary school or basic education, from class one to eight.

Workload: refers to the amount of duties that expected a head teacher to achieve.

Staffing levels: refers to the adequacy or inadequacy of the number of teachers employed in an integrated Islamic school to meet its objectives.

Number of streams: refers to the number of streams of classes in a school with the assumption that the higher the number, the higher the amount of work for the administrators in an integrated Islamic primary schools.

School location: refers to the place or area of a school situated in either a rural area (Garissa) or an urban area (Nairobi).

1.12 Organization of the study

This study is organized into five chapters. Chapter one highlights the introduction of the study organized into; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of the significant terms and organization of the study. Chapter two consists of review of literature related to the study. It is organized into the following themes: An overview of concepts of instructional supervision, head teachers' instructional supervision practices, influence of workload on head teachers' instructional supervision practices, influence of staffing levels on head teachers' instructional supervision practices, influence of number of streams on head teachers' instructional supervision practices, influence of school location on head teachers' instructional supervision practices, summary of literature review, theoretical framework and a conceptual framework of the study.

Chapter three covered research methodology that was employed. It specifically dealt with research design, target population, sample size and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedures, data analysis techniques, ethical considerations and rationale of the study. Chapter four dealt with data analysis, data interpretation and discussions while chapter five focused on summary of the findings, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises of literature review of institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools under the following areas: an overview of instructional supervision practices, head teachers' instructional supervision practices, workload, staffing levels, streams of classes, school location, summary of related literature review; theoretical framework and conceptual framework.

2.2 An overview of instructional supervision

There are various definitions of supervision as stated by different authors. Instructional supervision may be defined as the process of bringing about improvement in the teaching and learning process through a network of co-operative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole & Ehinola, 2014). It is mainly concerned with pupils learning in the classroom, and it is seen as a collaborative effort, which involves a set of activities structured with the aim of improving the teaching and learning process (Aguba, 2013; Archibong,

2015). According to Gall and Acheson (2010), instructional supervision is the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the process of bringing about improvement of instruction by working with people who are working with pupils. This means that instructional supervision is characterized by all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather for learners to see the teacher as a colleague and work together to enhance teaching and learning in schools. Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman, Gordon & Ross-Gordon, 2001).

Arong and Ogbandu (2014) shared their views by commenting that instructional supervision provides opportunities for schools to be effective by improving professional development of teachers to effectively manage the teaching and learning processes. Similarly, Okendu (2012) postulates that instructional supervision enhances teaching and learning through proper guidance, planning, and devising ways to improve teachers' professional knowledge, skills and experiences to make them creative in instructional processes. From the foregoing, it could be said that the general consensus from literature is that instructional supervision aims at improving practice, improving student learning achievement, reflection, and improving the overall school. These goals can be achieved when teachers learn with and from one

another (Harrison & Killion, 2014). It is therefore deduced that to promote quality teaching and learning in basic schools in Kenya, all stakeholders of the learning institution need to pay attention to instructional supervision.

The concept of instructional supervision is different from any other concept and equally as important as any other concept in the field of education. It is difficult to come up with a common definition that has been accepted by all researchers and scholars. However for this study the researchers found the following definitions to be relevant. Researchers agreed that instructional supervision is the role of the head teacher over the teacher, since the head teacher in this case is considered as an overall better performer than the teacher. The head teachers therefore can offer insights into how educational activities can be better carried out to produce the best possible results. The primary function of instructional supervision practices is to assess, maintain and improve the quality of the teaching and learning activities. Head teachers are entrusted with all these activities because they have proven to have teaching ability and masters in the field since the decisions they make have a direct impact on the learners (Stark, McGhee & Jimerson, 2017). According to Malunda, Onen, Musaazi and Oonyu (2016) instructional supervision unlike other forms of supervision is school based and therefore internal processes because the pedagogical practices of the teacher are dependent on the manner in which they are supervised. Instructional supervision can only be effective if it is integrated as part of the school day to day activities. It must not be seen as existing outside and or a part from the teaching process rather a part of it. Many scholars found that among other factors that enhance good student

achievement in schools, head teachers instructional supervision is a major and fundamental contributing factor. This is because instructional supervision in school keeps everyone on their toes and constantly reminds teachers and students among other school staff of the organizational goals that ought to be achieved within a certain and specified time frame.

According to Okumbe (2007), instructional supervision is also called clinical supervision. Clinical supervision was designed to improve the teacher's classroom performance. On the other hand, instructional supervision is also defined as, planning, coordinating and maintaining programs development as well as cooperative group development (Morki, 2010). All the definitions noted that instructional supervision aims at helping teachers learn how to increase their own capacity to achieve professional learning goals for their students. This is why school supervisors or head teachers have work experience and are never newly educated or trained specialists in the education profession. All the instructional supervision activities are carried out by head teachers to improve instruction at all levels of the school system and in all areas undertaken in schools. Head teachers are very important and influential people in their respective schools. (Wan & Jamal 2012) However, many factors might influence successful instructional supervision of head teachers. The factors affecting instructional supervision practices of the head teachers cannot be taken lightly as they are very influential in determining how efficiently and effectively their roles are performed.

2.3 Head teachers' role of instructional supervision practices

The head teacher is the most important and influential individual in the learning institution. It is his or her leadership that shapes the institution's learning climate.The term head teacher in this context is equivalent to school administrators who can be defined as a leader of the learning institution and who has the position or power to ensure that the institution's objectives are achieved (Middlehurst & Elton, 1992). According to Fitzgerald (2011), the head teachers are charged with the responsibility of supervising the teachers in their respective schools and seeing to it that they carry out their duties effectively. Wan and Jamal (2012) describes a head teacher as a transformational and instructional leader who has a great impact on the learners success based on the direction he or she gives while Tucker and Bryan (1993) explain administrators as supervisors who conduct staff evaluation in order to determine compensation needs and to achieve institutional objectives.

A head teacher is the heart of any learning organization, he or she is important in determining the success or failure of the organization and his or her role as the supervisor determines whether organizational goals are achieved. Being the heart of the learning organization also means his or her performance reflects the performance of all other workers in that organization. If the head teacher is successful at the job at hand, then all the others under him share in the success. The head teacher is the centre of both the teaching and administration process making him or her heart and the backbone of an effective academic institution since he or she is the middle-person between the

staff, students and board of the school (Ongori, 2015). In other words, the head teacher is the key determinant in the educational success of a learning institution, the performance of staff as well as the smooth running of all activities undertaken within the school. Indeed, it is imperative for the head teachers to keep their staff satisfied with their work, motivated to be better at their roles and to keep the school running efficiently and effectively.

According to Oyetunji (2006), in an organization such as a school, effective leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' performance as well as school climate. If leadership is conducted effectively it influences changes, pushes for achievement of goals and objectives as well as improve the morale of key players such as teachers and students.

Head teachers are the most important in terms of enhancing school performance and ensuring smooth running of school activities. Undeniably, these explanations of head teachers lead to the definition of the head teacher's role. Administrators or head teachers support the improvement of instruction by observing the teaching fraternity as well as by giving suggestions, necessary instructions, coaching, or demonstrating teaching skills or alternative teaching methods when the need arises. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers'

conduct to ensure instructional competence by facilitating teachers' professional and academic growth since the head teacher is the backbone of the institution (Ongori, 2015). This is on the basis that head teachers are more experienced in terms of being more exposed, better trained and have educational advantage over their teachers.

Every learning institution depends on how well employees perform their work; for employees to perform better their morale must be in check. However, the administrator or head teacher must define precisely what aspects of work performance would be beneficial to improve and identify effective action, which can be taken to achieve the desired improvement in performance. Rightful delegation of duty in this case is very crucial. It is the head teacher's role to ensure that there is right staffing in his/her institution. Although this role is sometimes hindered by the fact that they only get the teachers sent to their schools from the Ministry of Education if it's a public school and from the managers or the directors if it is a private school. It is particularly important for the head teachers to discover ways of improving the performance of employees when the staff's performance falls below the expected standards, as it will make a significant contribution to the organisation's effectiveness. Improving employees' performance can be done in a number of ways: through enhancing two-way communication, giving satisfactory opportunities for development and advancement, ensure that employees have everything they need to do their jobs, giving employees appropriate training, having a strong feedback system and giving them incentives (Markos & Sridevi, 2010).

Gawlik (2018) explained that effective head teachers are expected to be effective instructional leaders and implementers of school policies. Indeed, the head teacher must be knowledgeable about curriculum development, the ways of enhancing and maintaining employees' engagement and have effective teaching experience. Beside this, a head teacher should have well developed communication skills. Gichobi (2012) stated that the head teacher has the crucial role of implementation of the curriculum, instructional coordination and supervision task. Effective education leadership makes a difference in improving learning (Leithwood, Louis, Anderson & Wahlstrom, 2004). It is also important that the head teacher as a supervisor knows the ingredients that are necessary in order to carry out leadership effectively. Fitzgerald (2011) states that the head teachers are charged with the responsibility of supervising teachers and seeing to it that they carry out their responsibilities effectively in their respective schools.

Moreover, Gitonga (2019) stated that, instructional leadership style determines quality of the learning and teaching process. Institutional leadership is actually the second most influential factor after learning in determining the performance level of the student. It is the head teacher's responsibility to create a strong school culture, which allows teachers to collaborate in redesigning the instructional program so that all students can learn. As a head he or she has the responsibility of ensuring that the work and class sizes are manageable for the teachers. Head teachers' role in schools is to focus on issues of class size, the physical facilities and ensure adequate number of teachers as well as their role allocation. Nader and Khanam (2019) and Fullan

(2011) perceive the role of the head teacher or administrator as encouraging collaboration among the groups of the teachers by playing their instructional leadership role effectively in their schools. The head teacher should also ensure each of the staff understand their individual role towards the overall achievement of organization's goals and objectives. However, this will require the effectiveness of the head teacher in order to improve school facilities, motivating teachers and improve students' performance through their significant and fundamental roles.

According to Gray (2018), school management and instructional supervision are two separate tasks that cannot be performed by an individual person. School management revolves around formulation of policies that guide the running of the school as well as being the overall manager of all activities pertaining to the institution. Instructional supervision on the other hand will revolve around offering assistance and guidance to the teachers as well as supervising and monitoring their performance. Supervision has less to do with teaching and evaluation of teachers and more to do with establishing an environment, which encourages individual teacher's professional growth and development (Pierce & Rowell, 2005). However, schools management and instructional leaders are empowering teachers to create effective schools that will ensure that teachers give the best of their knowledge and skills to the students.

Therefore, the effectiveness of the head teachers in instructional supervision can be influenced by many factors such as teaching workload, quality of the

teachers, school facilities, school allocation, student enrolment and administrative and management experience. The availability of a supportive system also affects the performance of the head teacher. A good head teacher may be surrounded by an unfavourable system such as uncooperative school parents and board of directors who in turn affect the performance of the head teacher. Ating (2018) explains that for a head teacher to exhibit their management roles effectively a head teacher should be adequately trained in educational administration as well as planning and management. Head teachers should have had a number of years of experience so as to offer guidance when the need arises. Such experience and knowledge is necessary in offering insights on what needs to be improved and how that improvement can be achieved. Teachers also tend to take seriously any form of guidance from headmasters or headmistress who have been in the field of teaching for a long time or who have some level of training.

According to Mbunde (2018), in developing countries like Kenya, few head teachers have been trained on proper management and therefore are unable to perform their management tasks effectively. They may lack academic and instructional leadership, time management skills, school vision and mission, tradition of performance, learning environment and school and community relations. Head teachers in developing countries, especially those in public schools lack personal commitment in ensuring that their organizational goals are met. This has been blamed on a number of reasons among them lack of work morale and low salary without any incentives. Wanda (1995:23) affirms that if management was equipped with skills, the work of administrating and

guiding the decision makers of the school on how to achieve an optimal mix of inputs would be smooth. It is however not the case because they lack the training and the motivation to acquire those skills. These skills may vary from decision making skills to budgetary and leadership skills. They also lack the knowledge about the schools they head. This lack of information has been linked to a lack of open and frank communication between the teachers, the students and the head teacher.

The head teacher has the responsibility of day-to-day management of all aspects of the school's work. According to Guzder (2019), management for head teachers and teachers in general entails developing a developmental plan for the school that documents the head teachers' professional aspirations to ensure success in the school. However, even with the existence of developmental plans schools have been seen to register poor performance. This can be attributed to the fact that even with the existence of these plans teachers and students have not been informed about the details of the plan. However, the plan can be rendered ineffective if the key players in the plan are not aware of their respective roles.

The role of the head teacher as a school leader is still significant in determining the effectiveness of the school. Head teachers can be said to be the face of the school. Their commitment plays a huge role in determining the results of the school. Their roles include: being custodians of good education standards in his or her school, aiming at high educational standards and ensuring observation of punctuality for teachers, students and others staff.

Head teachers' have to know whether teaching is effective for all students in their classes and whether there is any way it needs to be improved. Miller, Goddard , Goddard, Larsen and Jacob (2010) stated that, teaching aspects can be assessed for instance, course content, teaching skills, which include the preparation of teaching materials, as well as clear explanation and improving the method of presentation. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, supplying of teaching and learning materials and equipment, governing students' and teachers' conduct to ensure instructional competence by facilitating teachers as well as be cross-threaded in the instructional process, pedagogy, information and communication technology (Danai 2021).

2.4 Influence of workload on head teachers' instructional supervision

Workload is defined by Ganster and Rosen (2013) as the amount of work a person is committed to perform. In the context of this study, workload is the amount of work that the head teacher is supposed to do like supervising ongoing lessons and assessing records for students and teachers. A study carried out by Abdille (2012) showed that workload had an effect on head teachers' instructional supervision. The study showed that workload affects, to a greater extent the position of the head teachers since their performance is measured on how well they coordinate and control the learning institution in one direction. Ogunu and Emmanuel (2015) indicated that head teachers have so many regular managerial loads that they barely save opportunity to visit and examine how the teachers are teaching in the classrooms. Global education

policies, according to UNESCO (2014), intend to increase access, equity and enhance transitions. These policies have as a result led to enormous enrolment of students and high ratios of pupils to teachers all over the globe. This has resulted in larger classes in integrated Islamic primary schools and caused heavy workload on head teachers. The head teachers are proficiently trained, qualified teachers as well as supervisors in their particular schools, which make their workload twice heavier because of teaching and supervising the school activities. This doubling up of the responsibilities, as stated by Wawira (2012) has been a challenge to many head teachers who have constantly lamented of being overwhelmed. Workload influenced head teachers' instructional supervision practices and it also brought confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work. Boardman (1993) argues that, in schools enrolling approximately 500 students, the principals tend to spend the major part of their time in administrative duties and they rarely teach.

Findings from a study by World Bank in 2015 indicated that free primary education introduced in Kenya in 2003 led to high pupil to teacher ratio that consequently increased workload, which affects head teachers' effectiveness in instructional supervision. However, according Kimeu (2010), majority of the head teachers feel that the leadership responsibilities increase their workload. The study recommended that, head teachers need adequate time for their management functions as well as ample time for instructional supervision. At the same time, head teachers in integrated Islamic primary schools are given many non-institutional duties hence they do not have the

time to undertake continuous and meaningful supervision. Muoka (2007) stated that heavy workload is one of the challenges that face the head teachers in performing effective instructional supervision. Bays (2010) indicated that head teachers with high enrolment have a lot of issues to address and big workload compared to head teachers who have lower enrolment. It should however be noted that reducing the number of students alone does not improve the quality of instructional supervision or lead to improved teaching and learning. Thus, focus should be shifted from concern on high workload to investigating what kind of teaching actually makes a difference.

Head teachers in their instructional supervision practices encounter several challenges. The first challenge is related to the assignment that the head teachers encounter on a daily basis (Ndung'u, 2015). Wanzare (2012) revealed that instructional supervisor's excessive workload has direct bearing on the negative effects in the practice of supervision. The study further posits that, when a choice is made between administrative and pedagogical duties, the latter suffers. He added that majority of head teachers lack proper management skills to enable them plan, organize, coordinate and delegate their duties well. This would enable them balance between their administrative duties and their other roles, especially in instructional supervision.

Head teachers are accountable to their employers and governing bodies, who may ask for data in a variety of different formats at different times. They are also accountable to parents, who (rightly) expect very high standards in schools, but are increasingly demanding of a more personalized service for

example, private meetings with teachers, emails and phone calls to teachers outside working hours (Department of Education, 2015). With all these pressures, head teachers are bound to pressure themselves with workload in order for them to satisfy their employers and those they are unanswerable to. Increased demand on various issues from the stakeholders they are answerable to also increases their workload. On the other hand a good reason why head teachers suffer from increased workload is because of lack of proper communication between the various departments in the school or failure on one part of the school administration. (Kimeu, 2010).The education system is a complex network of direct and indirect relationships, with decisions being made at all levels about what happens in schools. A decision taken in one section of the system from Government to school leadership to classrooms can affect the other sections, sometimes in ways which are not intended. The Education Ministry may for example allocate a school with less teachers than is required forcing the head teacher to sometimes play the role of a teacher and hence lack time to play his or her role as the head teacher (Department of Education, 2015). Sometimes the process of carrying out these tasks is made tedious by the fact that there is lack of resources that would otherwise reduce the energy and time that would be taken doing so.

Head teachers juggle between managing, assessing and evaluating teaching and learning process hence are not be able to improve instructional supervision due to heavy workloads. Heavy workload will lead head teachers and teachers to perform poorly in their duties. Chinyoka (2016) states that understaffing has a negative impact on instructional supervision because head

teachers are burdened with heavy workload hence they need their workload reduced, in order for them to check teachers professional records regularly. Organisation for Economic Co-operation and Development (OECD) (2008) stated that, many frustrations experienced by head teachers are related to overload and they constantly feel unable to achieve all tasks and responsibilities. Further, all the challenges and demands diminish their ability to do their work and overload leads to eroding their commitment to the instructional supervision. The heavy workload of head teachers' instructional supervision directly influences the teaching and learning process. Workload has also been associated with mental instability, sicknesses such as blood pressure, and fatigue among other conditions.

Smith and Smith (2017) noted that an increasing workload is leading to a rise in illness, particularly stress-related illnesses and fatigue. All these conditions and illnesses result to wastage of productive days that head teachers would otherwise spend working on improving their schools. Productivity is also affected in cases where projects have to be put on hold because the head teacher is absent. This is in cases where the project solemnly relied on the head teachers for its running. According to Wise (2001), head teachers with limited time and too much workload for management tasks are reluctant to assess the teaching methods of teachers in their school. Most head teachers did not indicate teaching methods since they had heavy workloads. They also neglect techniques that have been proved to be effective in management and administration because they lack the time to incorporate such techniques in their activities more so if such techniques though efficient are time consuming.

Head teachers prefer to monitor and evaluate teaching methods by checking exercise books, lesson plans, and schemes of work and students work, which at times may not be as effective. Thus, workload always has a direct effect on instructional supervision practice in learning institutions. The head teacher is seen as a great influence leading to the achievement of the school's vision and mission. He has direct influence on the school management, assessment and evaluation of teaching methods and the learning process (Nambuba–Namusoke, 2005; Bush & Glover, 2003). Due to this, the head teacher should therefore have all the time they need to concentrate on management and evaluation of the teachers, the teaching techniques being used in his school and offering necessary guidance.

According to a study by Issa (2012), teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision. The finding supports the finding of Turkey Honest significant difference (HSD), test which revealed that teaching load significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers. It is the researcher's view that the head teacher's amount of workload determines the effectiveness in instructional supervision. From the study, workload influences the head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa County and Nairobi County. In order to solve the problem, the managers should employ several staff to cater for administrative duties so that the workload of

head teachers in schools becomes less heavy and responsibilities become easier.

2.5 Influence of staffing levels on head teachers' instructional supervision

Human resource, according to Bore (2012), is the most important resource in a school organization. Teachers comprise the most imperative human resource in schools and learning institutions and are considered the key for the success in the learning and teaching process. When considering staff capacity, Opudo (2012) found that both competence and the number of staff needed to deliver services to the clients is significant. Understaffing levels refer to the number or adequacy of teachers in a school. Staff, according to Okumbe (2007) needs to be trained and developed so as to acquire basic competencies and skills that would enable them to fit into their work. Drajo (2010) noted that teachers are the most important resource that contributes to the success of their schools.

The challenge of inadequate staffing levels in the learning institutions forces the head teachers to attend to classroom lessons at the expense of undertaking classroom observation. According to Bouchamma, Basque and Marcotte (2014), head teachers are experiencing staff shortages due to unbalanced distribution of teachers. Most teachers' prefer working in urban, semi-urban and high potential areas. Understaffing and inadequate physical resources was cited by teachers and supervisors as challenges that teachers and schools faced at a higher rate. This had negative impacts such as large classes and heavy workload for the teaching fraternity (Chinyoka, 2016). This distracts

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supervisors from instructional supervision. Kulik and Kulik (2013) noted that, an inadequate number of teachers led head teachers to take up the heavy workload, which influences instructional supervision practice. When the teachers in the school are below the required number, the head teacher is forced to play the role of a teacher as well as head teacher therefore reducing the head teachers' efficiency in instructional supervision practice.

A study conducted by Buregeya (2011) noted that there is an ongoing decline in supervision of schools throughout the globe due to staffing levels, teaching and learning environments. Head teachers are experiencing staff shortages that hinders the realization of curriculum demands and low level of staffing that compels head teachers to take more lessons at the expense of carrying out effective instructional supervision practices for instance, classroom visitation among others (Nyandiko, 2014). He further indicated that in Kenya, there exists an unbalanced distribution of teachers with most teachers preferring working in urban, semi-urban and high potential areas. The study revealed that inadequate staffing and high teacher turn-over were some of the challenges faced by the head teachers. The recruitment of teachers is done by the owners of the schools based on the demand and at the same time the availability of financial resources unlike in public schools. This therefore implies that some positions could remain unfilled due to lack of finances. This ultimately affects quality of integrated Islamic primary schools' since the head teachers may not be able to carry out instructional supervision for lack of adequate number of teaching staff. In a study carried out by Ndung'u (2015), it was found that

staffing levels in the schools poses a challenge to effective instructional supervision by head teachers. A couple of researchers have established that schools in Kenya are facing a shortage of teachers (Adikinyi, 2007; Nyandiko, 2014).

Teachers are considered the key to the success of the learning and teaching process. Bore (2012) noted that teachers are the most important resource that contributes to the success of their schools. Teaching is one of the primary activities for the teachers; through teaching students are able to contribute their ideas and thoughts in society. Hence, the head teacher needs the teacher's cooperation if he or she is to achieve the objectives of the school which normally revolve around improving the performance of the students. Head teacher supervision influences teachers' competence and commitment to their work. Competence includes; lesson preparation, ability in subject instruction, maintaining inaudibility in classroom, and encouraging pupils' participation during their lessons among others. Teaching requires teachers to be able to analyze a subject being taught and its methods as well as being capable of selecting relevant materials. Effective teaching requires teachers to have a deep knowledge of the subject, understand how people learn and the ability to use the principles of learning and teaching to stimulate student learning and achievement (National Council for Accreditation of Teacher Education (NCATE), 2002). In that case, the role of the head teacher becomes one of allocating roles to teachers depending on what area they possess deep knowledge in and have profound understanding. They also play the role of

motivating teachers to create the opportunities where they will invest personal time in each student and more interaction with them outside the classroom.

Supervision is designed to promote teaching and learning in schools. Lack of supervision could result into inadequate preparation by teachers leading to poor performance by both the learners and teachers (Wabuko, 2016). If the school head teachers do not supervise their teachers, teachers may become reluctant to teach effectively. Failure to carry out frequent supervision and teachers' monitoring may also lead to absenteeism that affects students' performance and increases workload. Instructional supervision on the teachers also ensures they are following the curriculum which is essential in ensuring students get the best form of education (Ongori, 2015). Teachers, besides teaching are also expected to utilize the resources of the school properly and avoid wasting them. Instructional supervision on the teachers ensures that they do what they are expected to. All these factors have direct effects on the performance of the students and in the end portray the head teacher as incompetent and unqualified. It is important that teachers support the role of the head teacher as an instructional supervisor. When there is cooperation from the teachers, the head teachers' workload lessens and his work becomes easier. Teachers may fail to cooperate with the head teachers when they are carrying out their supervision role because of a number of factors. These factors are similar to factors that influence the performance of the teachers which include inadequate number of teachers, academic qualification, ability and experience (Ankomah, Koomson, Bosu & Oduro, 2005).

Glickman, *et al.,* (2001) noted that professional qualifications and interest of teachers should be taken into consideration when allocating classes and subjects to teachers. When teachers teach subjects and classes they are interested in, then the instructional supervision work of the head teacher is lessened. This is because little or no supervision will be needed to ensure the teachers do their work since they are already self-motivated. Teachers are also more cooperative when they are allocated roles they enjoy doing. Teachers are one of the resources that are fundamental in the school institutions. This therefore means that it is important for any school to have the right number of school teachers. The number of the teachers available in the school makes a difference to the students and influences the head teacher's instructional supervision either positively or negatively. It is the head teacher's duty to ensure that the overall workload of each teacher, made up of directed time and reasonable additional working hours' is reasonable (NCATE, 2002). The head teacher can however do this when his or her school is allocated adequate number of teachers. The number of the teachers enables the head teachers to supervise and interact with teachers both inside and outside the classrooms and assess their performance in relation to their interaction with the learners. (Wabuko, 2016).

On the contrary when the number of teaching staff is inadequate, the head teacher's workload is increased with regard to planning, organizing, and directing and controlling school programs. Head teachers workload goes beyond what one single individual can possibly achieve successfully (OECD,

2008). In most cases when the head teacher is faced with too much responsibility, instructional supervision is most likely the task the education leader foregoes. Even in cases where there is heavy workload and the head teacher carries out this function, he or she does not do it thoroughly and vigorously as they should. Thus, availability of teaching staff reduces great challenges and tensions on the head teacher's workload and improves instructional supervision as well as institutional steadiness (Spillane, Halverson & Diamond, 2001). This also enables the head teachers to concentrate on their roles and thus carry them out effectively and on time. Having sufficient teachers, means the head teacher has the time to apply techniques that enable them carry out their duties effectively since they have time to study and evaluate the techniques that work best for their school. Instructional supervision should also be a consistent activity and having sufficient teachers enables head teachers to have time to supervise the teachers and students every now and then.

Distresses always occur when there are inadequate staffing levels and the learning environment is not conducive to effectively achieve the performance of the learning institutions and the students' outcome. Offering education in an effective way requires a very reliable educational system. Reliability, in the educational system perspective is brought about by providing adequate teaching staff and creating a conducive learning environment that will facilitate and enhance effective supervision practices by the school administrators, head teachers to be specific (Peretomode, 2004). Human resource is the most valuable asset in a school organization.

Understaffing and inadequate physical resources was cited by teachers and supervisors as challenges that teachers and schools faced. This had negative impacts such as large classes and heavy workload for the teaching fraternity (Chinyoka, 2016). A study conducted by Buregeya (2011) noted that there is a significant improvement in instructions and pupils achievements though there is an ongoing decline on supervision of schools throughout the globe due to staffing levels and teaching and learning environments. Glanz and Sullivan (2014) asserts that when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important. This therefore implies that some vacancies could remain unfilled due to lack of finances. This ultimately affects quality of education since the head teachers may not be able to carry out instructional supervision for lack of adequate number of teachers. A couple of researchers have established that schools in Kenya are facing a shortage of teachers (Adikinyi, 2007; Nyandiko, 2014). This study tended to find out the efforts made by the head teachers in addressing the staff shortage in their schools since no literature has provided for this.

The staffing levels in schools therefore affect instructions supervision either directly or indirectly. The research seeks to establish whether staffing levels in integrated Islamic primary schools is a factor that influences head teachers' instructional supervision practices.

2.6 Influence of number of streams on head teacher's instructional supervision

The class is a group of students put together for the purpose of collective instructions. Class according to the web refers to the number of pupils in a teachers' classroom daily whom the teacher is accountable and responsible for. Throughout the world, pupils' enrollment at all levels of education is on an increasing trend. Streaming can be defined as the method of assigning pupils to classes on some overall assessment of ability (Nkoma, 2013).Number of stream of classes according to Parsons (2013), is sorting out students into classes depending on their academic or intellectual ability. Streaming permits teachers to apply the equal speed of teaching with everybody within the classroom devoid of fear of leaving anybody behind during the lessons. When children enter school, they bring individual differences in areas of previous academic achievement, cognitive attainments, temperament and home background. Schools hence respond to these differences by providing instructional approaches that suit individual students' needs, capacities, learning styles and prior academic achievements (Nkoma, 2013). Number of streams of classes are therefore a vital factor in relation to academic performance of students and direct influence on teaching and learning process; and determine the number of students in the school. Ability grouping enables teaching to be effectively geared towards students of diverse abilities, allowing the most capable to reach the highest standards in each group (Ireson & Hallam, 2009).

Number of stream of classes is a factor that has direct influence on head teachers' instructional supervision practice. The number of streams in a school determines the amount of workload the teachers have and as a consequence determine the amount of workload the head teachers will have. In a case where a school has many streams, chances are that the number of students in that school is higher. However, some schools prefer to have many streams with few numbers of students in every stream. For example according to a web article by Nick (2015), with the introduction of free primary education in Kenya in 2003, head teachers divided the large number of students into streams to ensure effective teaching in the institutions. Henceforth, head teachers need to focus on the streams of the classes in order to achieve effective instructional supervision. Integrated Islamic primary schools are facing challenges of increasing streams of the classes. Increased stream of classes leads head teachers to offer guidance to students of different streams of classes (Adan, 2013). This doubles up workload and head teachers' instructional supervision. Schools with few streams of classes require minimum supervision unlike many streams of classes. Few streams of classes are more manageable and the head teacher has time and opportunity to supervise classes as well as improving instructional supervision effectively. (Bryk & Schneider, 2002; Wasley & Lear, 2001; Howley & Bickel, 2000). Many streams of classes make it impossible for the teachers to administer and evaluate their work and provide feedback on performance.

Streaming is viewed as beneficial to both students and teachers as the teacher is able to set the pace for the students and maintain it. According to Argys,

Rees and Brewer (2006), the class is challenged at a level gauged to be appropriate for the entire class thus the teacher can move ahead at a brisk pace with a group of bright students as they do not require much supervision. Streams of classes according to Cubillo and Brown (2003), are an important factor and directly influence instructional supervision of head teachers. The streams of classes determine the number of students in the school. The schools with few number of streams of classes require minimum supervision unlike many streams of classes. Many streams of classes influence monitoring, teaching and learning process of head teachers' instructional supervision practice. Few streams of classes are more manageable and the head teacher has time and opportunity to supervise classes as well as improving instructional supervision effectively (Leithwood, *et al.,* 2004).

Head teachers need to focus on the streams of the classes in order to achieve effective instructional supervision. Crowded classes are not easy to handle and teachers are unable to deliver the lessons effectively (Eyike, 2001). The findings of Blatchford, Bassett, and Brown (2011) revealed that, if the classes and the numbers of the students are overcrowded, effective teaching is impossible. Few streams of classes enhance head teachers' instructional supervision and provide opportunities to spend time in the supervision as well closely monitor the teaching and learning process. When the streams of classes are many, head teachers may relent on engagement of instructional supervision. Few streams of classes lead and contribute to success of the head teachers' instructional supervision practice (Leithwood, *et al.,* 2004). Number

of streams of classes are very important in the teaching and learning activities, particularly when students' academic performance is being considered.

There are different criteria used by teachers to determine which student goes to which stream. Some schools use performance records others use gender while others use the learning pace of the students. It is fundamental that the head teacher understands the criterion used so that he or she knows which stream needs what kind of attention. It is also the role of head teacher to find out the weaknesses and strengths of each stream so that he knows which kind of guidance is needed to improve the performance of the stream. This is because some streams have better academic performance; others have more disciplinary cases than others while others have more class participation than others. The schools with small streams of classes require minimum supervision unlike a large stream of classes. Small streams of classes are more manageable and the head teacher has time and opportunity to supervise classes as well as improving instructional supervision effectively (Leithwood, *et al.,* 2004). In small stream classes the teachers also have the opportunity to invest personal time on each student and more interaction with them outside the classroom (Bryk & Schneider, 2002; Wasley & Lear, 2001; Howley & Bickel, 2000). Schools with few streams of classes have indicated improved educational outcomes and students tend to score higher. According to Brophy (2010), a small class has great students' achievement and effective teaching. Large classes make it impossible for teachers to administer and evaluate their work and provide feedback on performance. Small streams of classes lead to possible head teachers' instructional supervision effectively and provide

opportunities to spend time in the supervision as well as closely monitor the teaching and learning process. Small streams of classes contribute to the success of head teachers' instructional supervision practice.

Many number of streams of the classes influence Head teachers' instructional supervision practice where effective monitoring teaching and learning process is done. The findings of Fabien (2016) revealed that overcrowded classes are very difficult to handle and instructors are not capable of delivering the lessons successfully. If the number of streams is countless and each class is fully packed, effective teaching might not be easy to attain. Many streams of classes make head teachers relent on engagement of instructional supervision and start teaching (Hashemi, 2015). The study opines that the stream of the classes is very high students/teachers ratio in many integrated Islamic primary schools in Garissa and Nairobi. When there are many students, the teacher cannot perform his or her duties as expected. This also makes the head teachers' instructional supervision work difficult as they have to oversee a large number of students as well as many streams of classes therefore leaving little time for supervision.

2.7 Influence of school location on head teachers' instructional supervision

Location refers to rural or urban area in this study. Learning can occur anywhere and belief is often that if a school is built, students will attend. School location can affect students' learning outcomes either positively or negatively. Most institutions consider the placement of schools as an

important factor. Location can however also be in terms of whether a school is located in the less developed areas or in the developed areas (Osokoya & Akuche, 2012). One of the factors that surround school location and have an influence on head teachers' instructional supervision is availability of resources such as water, infrastructure, electricity and availability of teachers and their level of expertise in the education sector. Head teachers play an important role in strengthening their instructional supervision and the learning environments (Fullan, 2011).

Head teachers have a role to play in ensuring the location in which the schools they teach is conducive and have essential facilities such as infrastructure and water. Head teachers need to increase their instructional supervision of the school as well as the condition that influences their instructional supervision practices. They can contribute to improved learning by shaping the conditions and location in which teaching and learning occurs. They must adapt their school to a changing environment (Hargreaves, Halász, & Pont, 2014). Most schools in rural areas are lacking qualified teachers since qualified teachers prefer to stay in urban schools. This is likely affecting rural schools negatively. Rural schools are mostly ecologically hostile with unqualified teachers which gives the head teachers a difficult task during instructional supervision. The number of teachers in rural schools is usually low because teachers do not readily prefer working in rural areas, because low population, monotonous and burdensome life, characterizes rural communities. Most teachers prefer to stay in the schools in urban areas because of the benefits and

comforts of the area which include good roads, satisfactory means of communication, availability of books and teaching materials among others. Due to these hindrances leading to few teachers, location is bound to affect how the head teacher carries out instructional supervision (Osokoya & Akuche, 2012).

Most integrated Islamic primary schools in rural areas lack qualified teachers who can teach subjects perfectly and this is likely affecting the quality of education negatively. Most integrated Islamic primary schools are full. They function in two, three or even four shifts and with over-crowded classes since two sets of curriculum are in one learning institution at the same time which influences instructional supervision. This is because of the general population in integrated Islamic primary schools which is mostly dense. As a result, of having large, unmanageable and crowded classes, outdoor activities and lessons do not happen as frequently as they should due to the school population (Mavindu, 2013).

The schools therefore do these activities on very few occasions and when they are done they are of poor quality. They are done as a routine and not for the purpose of understanding the particular subject better due to the location as well as lack of qualified trained teachers. Integrated Islamic primary schools' head teachers need to strengthen their instructional supervision and the learning environments. They have to ensure the location of the schools they teach in are conducive making their instruction supervision work easier. They

need to increase supervision of the school and shaping the conditions in which teaching and learning occurs as well as adapting their school environment. Head teachers' instructional supervision is basically influenced by the location of the school (Mavindu, 2013). The study by Dipaola (2008) also confirmed that school location influences head teachers' instructional supervision practices.

The challenges of school locations are handled by head teachers of those respective schools. The standard of the school is determined by its location in addition to the head teachers' instructional supervision. Head teachers' instructional supervision is basically influenced by the location of the school (Mavindu,2013). Other factors that are associated with school performance and instructional supervision such as; teachers, classes, learners and learning facilities are all influenced by location.

The head teachers are in charge of leading schools to respond to challenges of location. Locations of school often try to pinpoint a standard of the school as well as head teachers' instructional supervision. The location of the school is considered as the primary reason influencing head teachers' instructional supervision (Drajo, 2010) Location also influences other factors that are linked to school performance and instructional supervision such as; resources which include teachers, facilities such as water and electricity. Depending on the school location in which they work, head teachers face different sets of challenges such as walking distance or travelling long distances. Leithwood, *et al.,* (2004) demonstrated that, school location factors as well as social context in which head teachers work influence their instructional supervision

practices. The social context of the school may be the culture of the society or the beliefs. Some of the social context may constrain the work of instructional supervision. If for example the school is located in an area where people do not believe in the education of the girl child, the head teacher has a hard time convincing the society to give equal attention to students of both genders. Schools under these scenarios widely influence head teachers' instructional supervision practices.

Thus, the location of the school influences head teachers' instructional supervision practice and students who live far from the school, will simply not attend and move to the nearest school (DeStefano, Ash-Hartwell, Balwanz & Moore, 2006). Schools, as learning organizations, deserve to be led well and effectively. Head teachers need to be effective leaders if schools are to be good and effective. In cases where the head teacher for example wants to arrange for a meeting of instructional supervision that are past normal working hours or during the weekend, the teachers may fail to avail themselves due to factors such as poor roads in the location. Location affects the cognitive attainment of a student. Students in locations where they feel are secure, safe and have the facilities such as infrastructure, access to water, fertile land among others tend to perform better than those in locations considered otherwise. Likewise, schools located in countries with a good and stable economy perform better than those in poorer countries (Osokoya & Akuche, 2012)**.**

2.8 Summary of the related literature review

The literature highlighted issues on instructional supervision practices and attempted to bring out different meanings of supervision as defined by different researchers. From a general point of view, the reviewed literature showed that instructional supervision entails activities concerned with maintaining and enhancing effectiveness in teaching by working with teachers (Morki, 2010). The study identified and discussed different parameters influencing head teachers' instructional supervision practices. The independent parameters identified and discussed include; workload, staffing levels, number of streams of the classes and school location while the dependent parameter is head teachers' instructional supervision practices.

The literature review showed that workload had an influence on head teachers' instructional supervision practices. Glanz and Sullivan (2014) revealed that workload significantly reduces head teachers' instructional supervision roles. The findings by Abdille (2012), Issa (2012) and Kiamba (2011) concur with the earlier findings by revealing a relationship between workload and head teachers' instructional supervision. Contrarily, Wawira (2012) found no significant relationship between workload and head teachers´ instructional supervision practices. The findings of the study indicated that head teachers' workload influences their instructional supervision practices.

The literature review on staffing levels showed that the number of teachers have a direct relationship on effective instructional supervision practices. Nyandiko (2014) for instance found that inadequate number of teachers forces

head teachers to play other roles of teaching other than offering effective instructional supervision. Oyewole and Ehinola (2014) also agreed with the findings of Nyandiko that low levels of staffing compel head teachers to take more lessons at the expense of carrying out effective instructional supervision practices. From a contrary point of view, Abdille (2012) revealed that staffing levels have no influence on head teachers' instructional supervision practices.

Number of streams of the classes, according to the study carried out by UNESCO (2006), cause an increase in the students-teachers ratio leading to increased workload for teachers and this affects the effectiveness of head teachers' instructional supervision. Unlike a large stream, the schools with smaller number streams require minimum supervision. The fewer streams are more manageable and the head teacher has time and opportunity to supervise classes as well as improving instructional supervision effectively (Leithwood, *et al.,* 2004). On the other hand, Clandfield *et al.* (2014) found that the schools with many streams force head teachers to take more teaching subjects as opposed to supervising. The findings of the study point out that, streams of class influences head teachers' instructional supervision practices.

Information from school location indicated a significant relationship with instructional supervision. The findings by Osokoya and Akuche (2012) show that school located in urban areas perform better than schools loacted in rural areas. This is because schools in urban areas have enough infrastructure to make them feel secure, safe and have the facilities such as access to water and electricity. The findings of the study contradict the findings of Osokoya and

Akuche (2012) that school location has no influence on head teachers' instructional supervision practices

2.9 Theoretical framework

The study was guided by systems theory by Bertalanffy in Sergiovanni and Starrat (2004). The theory stated that a system is a set of elements or parts which work together interrelated as a whole to achieve stated goals. Systems can be close or open and schools exist in a form of an open system depending on their environments. A school receives its input from the environment and empties the output back to the environment.
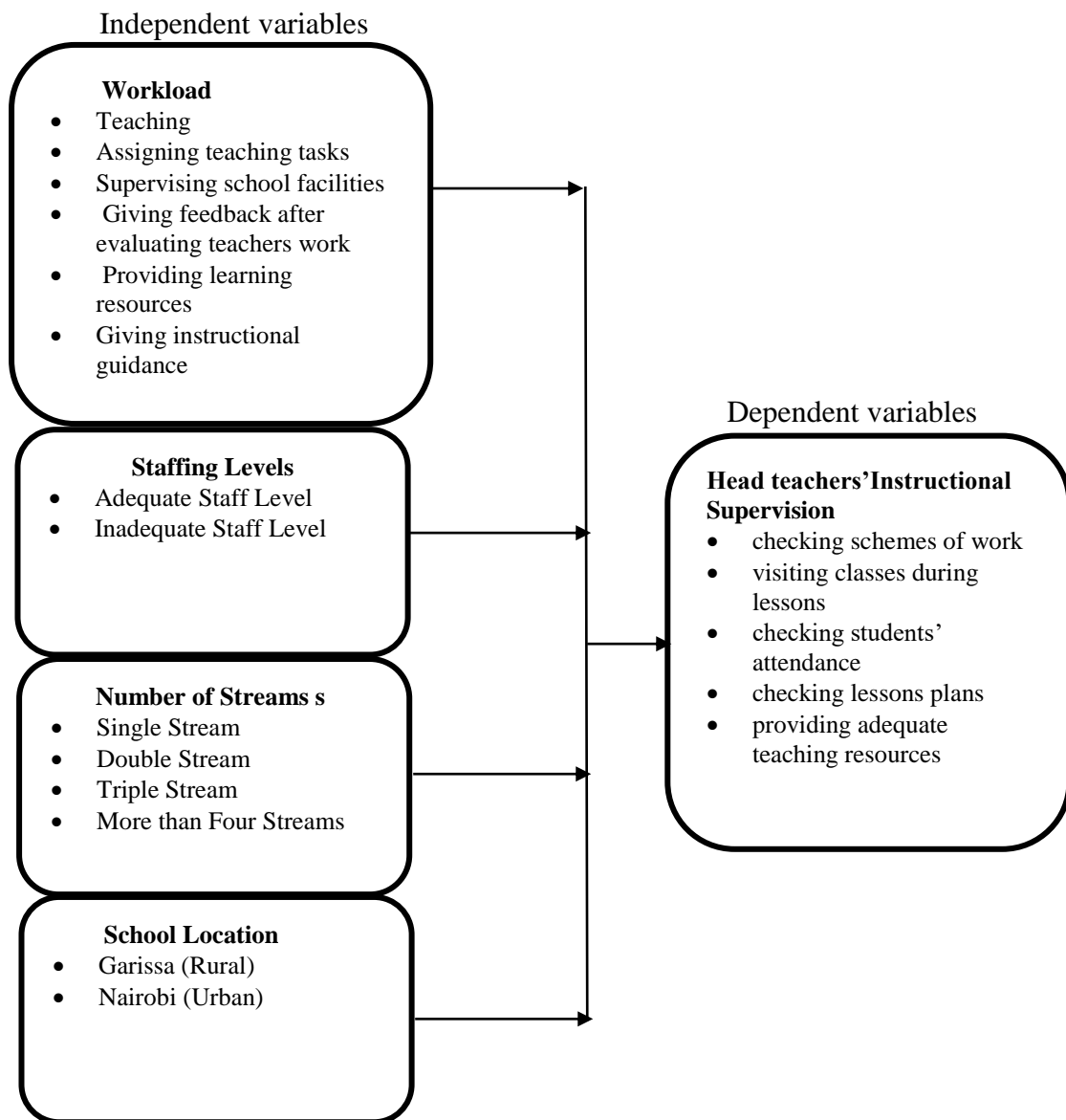
All components are dependent on one another and any change in one affects the others (Harris & Muijs, 2003). The head teachers' instructional supervision depends on the workload, staffing levels, number of streams of classes and school location. This system theory informs the study by inter-relating the parameters of workload, staffing levels, number of streams of classes and school location to achieve effective instructional supervision practices. The theory is relevant to the study because as it explained the relationship between the school and its environment such as workload, staffing levels, number of streams of classes and school location.

The theory explains the interaction between workload, staffing levels, and number of streams of classes and school location with instructional supervision practices and determines the quality of the teaching and learning process whereby lessening head teachers' workload, adequate teaching staff,

manageable number of streams of classes, and ample teaching and learning environment enhances effective instructional supervision practices.

2.10   Conceptual framework

The conceptual framework presents the interplay between the independent and the dependent variable. Conceptual framework, as defined by Marshall and Rossman (2016), are mental maps inferred or derived from specific illustrations or circumstances that help to show the relationships between interplay of variables graphically and diagrammatically

Independent variables

Workload
- Teaching
- Assigning teaching tasks
- Supervising school facilities
- Giving feedback after evaluating teachers work
- Providing learning resources
- Giving instructional guidance

Staffing Levels
- Adequate Staff Level
- Inadequate Staff Level

Number of Streams s
- Single Stream
- Double Stream
- Triple Stream
- More than Four Streams

School Location
- Garissa (Rural)
- Nairobi (Urban)

Dependent variables

Head teachers'Instructional Supervision
- checking schemes of work
- visiting classes during lessons
- checking students' attendance
- checking lessons plans
- providing adequate teaching resources

Figure 1: Conceptual framework

The study was conceptualized based on the variables used in the study. It was conceptualized that head teachers' instructional supervision practices were influenced by various factors. The institutional factors form the independent variables which included workload, staffing levels, number of streams as well as school location while head teachers' instructional supervision practices are the dependent variables. The independent variables affected the head teachers'

instructional supervision practices thus resulting in improved teaching and learning. The amount of workload of a head teacher determines the effectiveness in instructional supervision. The head teachers also have a duty to check schemes of work, record of work and other professional documents. When head teachers interact with these activities teaching and learning is improved because weaknesses are identified and addressed. In a system where the pupils are crowded hence many number of streams of classes head teachers' instructional supervision becomes difficult.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the plan, ways and schedule, which the research was carried out. In this chapter, research methodology and procedures of data collection and analysis that were used in the study were presented. It specifically dealt with the research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques and ethical considerations as well as rationale of the study carried out.

3.2 Research design

Research design is the program that guides the researcher on the process of collecting, analyzing and interpreting the data. Research design refers to the program that guides the researcher on the process of collecting, analyzing and interpreting the data. According to Borg and Gall (2003), it is a plan and procedure selected by the researcher showing how the study would be carried out in order to obtain relevant data, which fulfills the research objectives. Thus, the study adopted descriptive survey research design. According to Orodho (2003), descriptive survey design is the most appropriate method of collecting information from a selected target group by interviewing and use of questionnaires to a sample of individuals. Moser and Kalton (2017) stated that survey method is used to determine ideas, attitudes, beliefs, people's

perceptions, values, habits and desires or any other types of information gathering. Hence, the researcher adopted this design since it allowed the researcher to describe, analyze and reports on the existing relationships and also enabled the researcher to collect data using questionnaires. The design was appropriate in this study since it was used to establish the institutional factors influencing head teachers' instructional supervision practices among in integrated Islamic primary schools in Garissa County and Nairobi County. Garissa County and Nairobi County are composed of many integrated Islamic primary schools.

3.3 Target population

Target population refers to the total number of the respondents that fulfill the designated set of requirements (Saunders, Lewis & Thornhill, 2016). Orodho (2003) states that all the items or people under consideration in any field of inquiry constitute target population. According to Mugenda and Mugenda (2013), a population is as a complete set of individuals that have common characteristics from which a researcher draws statistical samples for the study. The target population for this study consisted of 86 head teachers and 602 teachers from integrated Islamic primary school. The head teachers and primary school teachers were obtained from different integrated Islamic primary schools in Garissa County and Nairobi County. The categories of the schools were all day integrated Islamic primary schools; there was no boarding school in the selected integrated Islamic primary schools. The head teachers and teachers were categorized into head teachers, teachers from

Garissa County, head teachers, and teachers from Nairobi County. The choice of selecting head teachers was that they are the first supervisors in the school while teachers are the supervisees and their opinions were important for the study. The population distribution table is shown in Table 3.1.

Table 3.1: Target Population

Respondents	Population	Percentage Distribution
Head Teachers Garissa	42	6.1
Head Teachers Nairobi	44	6.4
Teachers Garissa	265	38.5
Teachers Nairobi	337	49.0
Total	688	100

3.4 Sample size and sampling procedure

A sample is a small section of a population that is selected for investigation. Orodho (2003) defines sample size as a small group obtained of the target population while sampling procedure is a process or tactic that is used in selecting a given number of individual for the entire population. Based on the nature and purpose of the study, different researchers reported different ways of determining the minimum sample size. Mugenda and Mugenda (2013), recommend 50 per cent of the target population as an acceptable sample for a study. Gay (1992), stated that a minimum number of subjects to be accepted for descriptive studies are 10 per cent of the population. According to Best and Kahn (1998), a sample of 30 per cent or more is to be considered a large

sample and large enough to detect a significant effect. From the target population, the sample of 320 respondents was chosen for the study using Yamane's formula (2001) table for determining the sample size. Yamane's formula of 2001 was applied to determine the sample size from the population within the two stratum teachers from Garissa and teachers from Nairobi. A standard error of 95 per cent was considered in this sampling calculation. On a population of 602 teachers, a sample of 234 respondents was attained which was 38.9 per cent of the total population.

It provided a 95 percent level of confidence and a maximum variability (p) =.05

n = $\underline{N}$

    1+N (e) 2 t

Where n is the sample size, N is the population size and e is the level of precision

n= $\underline{602}$ = 234 respondents

1+ 602(0.05x0.05)

Stratified random sampling was used to select teachers according to their schools. Stratified sampling is a method in which the researcher divides the entire target population into different subgroups and then randomly selects the final subject proportionally from different subgroups in order to get more accurate representation (Mugenda & Mugenda, 2013).The researcher selected stratified sampling since every individual in the population gets an equal chance of being selected. A census was used to obtain all 86 head teachers

since they were less than one hundred respondents. The respondents were categorised into two: 42 head teachers and 104 teachers from Garissa and 44 head teachers and 130 teachers from Nairobi. The final sample consisted of 85 head teachers and 231 teachers. 42 head teachers and 104 teachers from Garissa County while 43 head teachers and 127 teachers from Nairobi County, giving a total of 316 as indicated in Table 3.1

Table 3.2: Sampling Size

Respondents	Population	Sample size determination formula for main study	Sample size for the main study
Head Teachers Garissa	42		42
Head Teachers Nairobi	44		44
Teachers Garissa	265	(234/602)* 337	104
Teachers Nairobi	337	(234/602)* 265	130
Total	688		320

3.5 Research instruments

The researcher used questionnaires and an interview guide for head teachers and teachers as a tool for data collection. The researcher administered two sets of questionnaires and one set of interview guide. The purpose of using instruments is to measure the variables of the study. The questionnaire is a research instrument consisting of a series of questions and covered in the research objectives and gathering information from respondents (Mugenda & Mugenda, 2013). It allowed the researcher to reach a large sample within limited and reasonable time. It also allowed the researcher to gather the

information in a systematic way hence the information gathered could be judged as objective (Orodho & Kombo, 2002). The interview guide allowed respondents to express their views freely and allow the researcher to understand the respondents' opinions.

The questionnaires were prepared for both head teachers and teachers. Both questionnaires were divided into sections. Section A, contained items on demographic variables of the respondents. Section B, contained items on workload, section C contained items on staffing levels, section D contained items on number of streams of classes and section E contained items on school location. Similar items were used for both head teachers and teachers' questionnaires. The questionnaires were closed-ended items. Closed ended items were used because of consuming less time. Respondents ticked the right responses from the key given inform of; A: Always, O: Often, R: Rarely and N: Never or VD: Very Demanding, D: Demanding, FD: Fairly demanding and ND: Not Demanding. The key was assigned four, five, and two respectively. The interview guide comprised of open ended questions which were used in order to provide the respondents with an opportunity to air their views freely as they deemed fit.

3.6 Validity of the research instruments

The validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. According to Kothari (2004), validity is defined as the

degree to which a test measures what it is supposed to measure and determines whether the respondents perceived the questions the way the researcher intended in the studies. Validity can take three forms, namely construct, content and criterion-related validity. In this study, content validity was used. Content validity is the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose. Content validity of the research instruments could be enhanced through expert judgment (Best & Kahn, 1998). The usual procedure in assessing content validity of a measure is to seek experts or professional advice in that particular field (Mugenda & Mugenda, 2013).

In order to ascertain content validity, the instruments were constructed and handed to expert judgment to identify weaknesses of the instruments and make appropriate adjustments. The experts were requested to indicate whether the items were relevant or not. Their comments were taken into account in revising the instrument to collect valid data and the results of their indications were analyzed. In addition, the researcher employed piloting of the instruments by randomly selecting four schools that did not participate in the main study.

3.7 Reliability of the research instruments

Reliability is defined by Gay (1992) as the degree of consistency of the instruments in relation to what it is meant to test. McMillan and Schumacher (2010), explain that, reliability is the extent to which the items measured are free from errors. Instrument reliability was established by a pilot study which

was carried out in four Integrated Islamic primary schools in Garissa and Nairobi counties that did not participate in the main study. According to Huck (2007), a pilot study is useful in testing research instrument reliability in one way by helping to establish possibility as a result of the wording of the instrument. Instrument reliability was determined by a test-re-test technique. The questionnaires were administered to four respondents from the piloted schools. Therefore a pilot study was carried out in four Integrated Islamic primary in Garissa and Nairobi counties that were not participating in the main study.

The total number of respondents was 20. This included 16 teachers and 4 head teachers. From each school 4 teachers and one head teachers was selected. The respondents were requested to fill in the questionnaire and to indicate any ambiguous items in the questionnaire. After a period of two weeks the same questionnaire was given to the same group of subjects and responses scored. The results obtained in the two instances were correlated using Pearson's product moment co-efficient to determine the reliability of the items used. The coefficient was 0.80 for the teachers and 0.70 for the head teachers, therefore the instruments were reliable and used for the study. According to Best and Kahn (1988), if the coefficient is 0.7 and above the instrument is reliable and can be used for the research. The reliability results as shown in Table 3.2.

Table 3.3: Reliability result

Respondents	Reliability
Head teachers	0.70

Teachers	0.80

3.8 Data Collection Procedures

The researcher obtained a letter from the Department of Educational Management Policy and Curriculum Studies, which allowed the researcher, seek a research permit from the National commission of Science, Technology and innovation. The researcher contacted the County Commissioner and Garissa County director of Education for a consent letter addressed to relevant head teachers and teachers of the Integrated Islamic primary schools selected for the study in Garissa and Nairobi counties. After permission was granted, the data was collected without interruptions. The questionnaires were administered and collected in person immediately after they had been filled in. The respondents were assured that strict confidentially would be maintained in dealing with their identities.

3.9 Data analysis techniques

Data analysis is the process of systematically searching and arranging data to enable you to come up with findings. According to Mugenda and Mugenda (2013), data analysis is the process of bringing order and meaning to the mass of collected information. This was done after editing and checking whether all questions had been filled correctly. Regarding the analysis of data, the researcher applied a statistical tool, namely, Statistical Package for Social Sciences (SPSS) to analyze the gathered data. The information obtained from this study was analyzed in various ways using several procedures. Descriptive

statistics was used to analyze demographic information of head teachers and teachers. Frequency tables, cross tabulation tables were used to present the findings. The frequencies and percentage were used since they easily communicate the research findings to the readers and easily show the number of subjects in a given category (Gay, 1992). Inferential statistics such as correlation analysis were used. Correlational analysis was used to correlate the independent variable to determine the direction of the relationships and significance for every independent variable on the dependent variable. Different items that answer a given research question were grouped together and discussed together.

The responses on workload were categorized into: very demanding, demanding, fairly demanding and not demanding. The responses on number of streams of classes were categorized into: one stream, two streams, three streams and four streams. The responses on staffing levels were categorized in two: adequacy and inadequacy of teaching staff while those on school location were categorized as: rural and urban. The entire process of data analysis was done with reference to research objectives. After the data analysis was done, results, conclusions and recommendations were made based on the findings.

3.10 Ethical Considerations

The study involved the acquisition of personal information, ethical head teachers and teachers were considered during the data collection process. The researcher followed ethical guidelines to ensure that all the head teachers and teachers of the study were treated with respect and consideration. The

respondents were assured of their identities being treated with utmost confidentiality, being honest, fair in dealing with the researcher's participants and making it known to respondents that their participation was indeed voluntary and they had the right to withdraw from the study at any point or time. Every effort was made to ensure the confidentiality and anonymity of the participants, including removal of names, details from quotes and descriptions that might reveal the identity of an individual. This made the respondents free and confident in responding to the questionnaires. Each respondent was served with a copy of the introduction letter informing them of the nature of the study and the importance of the research

3.11 Rationale of the Study

While many studies (Ndung'u, 2015) have been earlier carried out to investigate institutional factors influencing head teachers' instructional supervision practices, the studies did not tackle the institutional factors influencing head teachers' instructional supervision practices in Integrated Islamic primary schools in Kenya. The studies also were not carried out in Nairobi and Garissa counties to compare the similarities and differences. This study therefore fills the gaps mentioned earlier.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTREPRETATION

4.1 Introduction

This chapter consists of data presentation, interpretation and discussion of the findings. The study sought to investigate the institution factors influencing head teachers' instructional supervision practices in Integrated Islamic primary schools in Garissa and Nairobi counties, Kenya. The study utilized both descriptive statistics and inferential statistics. The analysis was based on findings from four research objectives which sought to establish; the extent to which workload influences head teachers' instructional supervision practices; the effect of staffing levels on head teachers' instructional supervision practices; the effect of number of streams of classes on head teachers' instructional supervision practices and the extent to which schools location influences head teachers' instructional supervision practices in Integrated Islamic primary schools in Garissa and Nairobi counties.

4.2 Questionnaire return rate

According to Mugenda and Mugenda (2013), return rate of the questionnaire refers to the number of the respondents who return usable instruments for the research out of the total number contacted for the study. The study sought to

collect data from head teachers and teachers of integrated Islamic primary school in Garissa and Nairobi counties, Kenya. Two sets of questionnaires were used to collect data from 86 head teachers and 234 teachers. Out of the 86 questionnaires issued to the head teachers 85 were returned while out of the 234 that were issued to the teachers 231 were returned. The questionnaires were administered to head teachers and teachers while the interview guides were administered to head teachers. Data analysis was on the basis of the questionnaires and interview guides. The results of the questionnaire return rate are as shown in Table 4.1.

Table 4.1: Questionnaire return rate

	Population	**Sample**	**Percent**
Head teachers	86	85	98.8%
Teachers	234	231	98.7%
Total	320	316	98.8%

Table 4.1, indicates that 98.8% of the head teachers participated in the study and 98.7% of the teachers took part in the study. The 320 questionnaires administered, 316 were successfully completed and returned. This response rate of about ninety-eight percent (98.8%) is a good representation. This is because a return rate of 80% and above is satisfactory (Edwards, Roberts, Clarke, DiGuiseppi, Pratap & Wentz, 2002), 70% is recommended (Mugenda & Mugenda, 2013) and 60% and above is acceptable but below 60% is hardly acceptable (Kothari, 2004). This high rate of questionnaire return is an indication that both head teachers and teachers were interested with the study.

This was attributed to the fact that the participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately from their schools.

4.3 Demographic information of respondents

The target respondents in this study were head teachers and teachers of integrated Islamic primary schools from Garissa and Nairobi counties, Kenya. This section presents demographic characteristics of the respondents based on gender, age, academic qualification, teaching experience and location of the school. It is important to analyze the personal characteristics of the head teachers and teachers who participated in the study as their background could influence head teachers' instructional supervision practices. The results of each characteristic were analyzed and discussed separately.

4.3.1 Distribution of respondents by gender

The study analyzed gender representation of the respondents. Gender of the employee is important because employees of one gender may feel more satisfied working under the leadership of a preferred gender (Rast & Tourani, 2012). Understanding gender disparities of the respondents among teachers and head teachers in the schools of study is important because there are gender disparities in the use of leadership styles. Male and female principals are reported to differ in leadership styles, for instance in a study by Fridell, Belcher and Messner (2009), it was found that there were significant differences between men's and women's servant-leadership style usage. In addition, when gender differences exist in leadership styles, women tend to be

more instructional and task-oriented as compared to men (Hargreaves, Lieberman, Fullan & Hopkins, 2010). On the contrary, Adigwu (2004) observed that male principals tended to do better in supervisory activities compared to their female counterparts because male principals seem to have more control over students and teachers. The cultural identification of women as caring, domestic as and implicitly of lesser importance and status than men impacts on the experience of women in positions of leadership which are identified with stereotypical masculinity (Coleman, 2003).

Females engage in transformational leadership styles while male engage in transactional leadership styles (Lowe, 2011). According to Ibrahim and Al-Tanaji (2008), female head teachers tend to be better administrators mostly in mixed and girl schools compared to male head teachers. Female head teachers may affect the motivation of girls, as the students would like to emulate their female head teachers in building confidence by seeing their fellow gender in leadership. He further mentioned that female administrators employ more participative methods of leadership (including guidance and counseling of teachers and students) than their male counterparts do. This study sought to establish the gender composition among head teachers and class teachers as presented in table 4.2 below.

Table 5.2: Gender of respondents

	Teachers		Head teachers		Total	
Male	168	72.7%	85	100 %	253	80.1%
Female	63	27.3%	0	0.0%	63	19.9%

Table 4.2 focuses on the gender of the respondents. The table above shows that the majority of respondents were male while female teachers were the minority. It was noted that 72.7 percent of the class teachers were male. Generally, the findings implied that males dominated the administrative positions. The participation of both genders was found not to be proportional with low female head teacher representation, which implies that the female teachers' of integrated Islamic primary schools were not in the leadership positions. This is a clear indication that gender equality has not been put into consideration in integrated Islamic primary schools. These findings indicate that the government policy of having at least 30 percent of female in every sector has not been adhered to in these integrated Islamic primary schools in both counties. This was similar to the situation in other schools countrywide where the male gender is known to dominate in leadership positions (Mburu & Kyalo, 2015). For instance, the proportion of female teachers and female head teachers in this study was significantly lower than the 50 percent and 34 percent observed in a study in Githunguri Sub-County (Njoroge, Mbugua, & Thinguri, 2014). On the contrary, women are reported to dominate the teaching profession worldwide (Cubillo & Brown, 2003).

With the exception of a few countries, the large numbers of women in the profession are not in positions of supervision. The female leadership is not common in integrated Islamic primary schools either because the female leaders are not trusted by their male counterparts based on the Islamic religious practices that put male as the preferred gender of authority and

leadership. It could be because of the culture of the society or educational qualification. This may also be because females do not apply for this position owing to the long servitude needed to be in this position. Female teachers should be encouraged to be leaders and be role models for female students especially in integrated Islamic primary schools.

4.3.2 Distribution of respondents by age categories

The study established the age of the respondents. This was to investigate whether the respondents were mature enough with the appropriate experience needed to manage schools and to provide analytical opinions on instructional supervision practices. Age is an important consideration of life at which a person becomes naturally or conventionally qualified or disqualified for anything. The individual adjusts to his/her work and life situation with age (Acas, 2014). The study sought to find out the head teachers and teachers age bracket and presented the findings as indicated in table 4.3.

Table 6.3: Distribution of respondents by age categories

	Years	Head Teachers		Teachers	
		Frequency	Percent	Frequency	Percent
	26-30	3	3.5%	35	15.2%
	31-35	12	14.1%	48	20.8%
Age	36-40	20	23.5%	71	30.7%
	41-45	20	23.5%	36	15.6%
	46-50	30	35.3%	29	12.5%

51-Above	0	0.0%	12	5.2%
Total	85	100.0	231	100.0

Table 4.3 deals with the age group of the respondents. The findings indicate that majority of the head teachers were in the age bracket of 46-50 years. Proportions of numbers of head teachers increased with increase in their ages as observed from the findings. The greatest proportions (31.4%) of teachers were aged between 36 to 40 years. Contrary to the head teachers observed linear trend of increasing proportions in line with age, teachers' proportions declined with increase in age. The age of majority of head teachers may be attributed to the many years of experience that a teacher requires to rise to the post of head teacher and also the fact that elderly teachers are considered to be more democratic as compared to their counterparts (Huka, 2003). According to Mbunde (2018), the age of most head teachers is determined by the experience required to rise in the ranks to become a head teacher. However, the study established that none of the head teachers was aged above 50 years in integrated Islamic primary schools similar to a study that reported most head teachers were above 41 years (Wawira, 2012) but below 50 years of age. Similarly, Njoroge, Mbugua and Thinguri (2014), observed that all head teachers were above age of 31 years. Contrary findings were made in a study in Embakasi District which found that 70 per cent of head teachers were aged above 50 years (Ngithi, 2013). Contrary findings were also made in a study in Mbooni District which found that 60 percent of head teachers were aged above 51 years while two thirds of teachers were aged 40 years (Muia, 2012). According to Reyes

(1990), age and experience bring high level of responsibility and self-confidence. This is due to the number of years that an experienced head teacher has in the teaching profession, which enhances the head teacher's power, credibility and decisiveness in managerial practice (Mbunde, 2018).

According to Gaetane (2013), as teachers get older, they tend to exhibit positive instructional improvement as their age and experience are said to have an impact on their instructional supervision. In addition, Syngenta (2002) observed that as the age of a teacher increases, there is tendency for teachers to have a more favorable perception of teaching profession. Head teachers who are older have experience in various schools and this has exposed them to different values, norms and cultures enabling them to deal with different situations around the school thereby affecting the instructional supervision. In addition, the policy recruitment of head teachers requires the teachers to have served a given number of years before being appointed. This recruitment policy however locks out the young and active teachers with capacity of performing better if they could have been afforded an opportunity to do so. Therefore, age is one of the factors contributing to job employment (Saner & Eyüpoğlu, 2012). Job opportunity might tend to increase, as workers grow older because the extrinsic rewards tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper level administration is usually not open to the younger generation (Njiru, 2014). According to Wawira (2012), the older the teacher, the more experienced thus the more effective in the implementation of their duties.

Research on primary school head teacher's performance, asserted that age tends to affect the head teachers' administrative performance which was attributed to the fact that older head teachers seemed to have generally spent more years on the job and have been exposed to different administrative tasks and as a result were performing better (Okolo, 2001). In addition research has shown mixed effects of age on type of leadership among head teachers, for instance, Karori, Mulewa, Ombuki and Migosi (2013) found that there was no significant difference between head teachers age and leadership style while a study by Huka (2003), noted that head teachers aged 40 years and above were rated as being democratic while those between 20-25 years were rated as autocratic.

4.3.3 Academic qualification of respondents

The study sought to establish the academic qualifications of the respondents. The purpose of this information was to find out if the head teachers and teachers of integrated Islamic primary schools had attained the relevant academic qualifications. Academic qualifications of head teachers and teachers is very important to determine the professional development of a teacher. This study sought to know the highest academic qualifications of the head teachers and teachers of integrated Islamic primary schools in Garissa and Nairobi Counties. The results presented are as shown in Table 4.4

Table 7.4: Academic qualification of respondents

	Head Teachers	Teachers

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		Frequency	Percent	Frequency	Percent
	K.C.S.E	5	5.9	96	41.5
	K.A.C.E	38	44.7	94	40.6
Academic qualification	B.Ed	39	45.9	30	12.9
	M.Ed	3	3.5	11	4.8
	Total	85	100.0	231	100.0

Table 4.4 focuses on academic qualification of respondents. The Table shows varied academic qualifications for head teachers and teachers. The head teachers' and teachers' academic qualification is very important since qualifications are a factor that has been observed to affect the performance of workers. The findings revealed that most head teachers (45.9%) had a degree in B.Ed. and advanced certificate qualifications. However, very few (3.5%) among the head teachers had Masters Qualifications while others (5.9%) had Certificate of Secondary Education qualifications. This was contrary to the teachers where the majority (41.5%) had Certificate of Secondary Education qualifications while (40.6%) percent had K.A.C.E qualifications. The findings show the possibility of head teachers who were both professionally and academically qualified contributing to effective administration in their schools.

A higher proportion of head teachers with bachelor's degree were found in a study in Embakasi District, which found that 70 percent of head teachers had bachelor's degree while 20 percent had masters (Ngithi, 2013). Similarly a countrywide survey, estimated that 60 percent of head teachers had bachelor's degree while 27 percent had master's degree (Nyongesa, 2014). This generally

indicates that majority of the head teachers country wide do not consider post graduate studies as a major factor in administration and if not so, those who complete post graduate studies seek employment in different industries.

The study also established that majority of head teachers (44.7%), were only trained as teachers and not as school administrators. The teachers of integrated Islamic primary schools are promoted to become school head teachers without further training. A few of them had entry to teachers training colleges in Kenya and most of them had their education from outside the country as teachers hence, they start leadership without knowing what values are required for supervision. However, this was a more general administration course, which might not have imparted the necessary management and leadership skills of integrated Islamic primary schools. Majority of the head teachers received neither induction supervision training nor in-service training courses upon promotion.

This implied that integrated Islamic primary schools teachers had joined the teaching profession without teaching qualifications and the head teachers without induction in administration training. This was similar to the assertion by Kiplang'at (2012) that majority of primary school head teachers in Kenya lack management, teaching and financial skills to head public institutions. Similarly, Kimosop (2002) in his study among head teachers in Baringo District found that most primary school head teachers have little or nothing in their backgrounds to prepare them as instructional supervisors.

In addition to the list of professionally unsanctioned head teachers, Wawira (2012) found that 46.7 percent of the head teachers had Diploma in education.

A related study by Eyike (2001) showed that principals who completed in-service trainings were more effective than those who did not. At the same time the findings indicated that most teachers in integrated Islamic primary schools were untrained teachers and unqualified to be trained as teachers (Adan, 2013). On the other hand, Mosoti (2013) found that 50 percent of teachers had P1 certificates. An important implication of his study is that professionally trained principals perform their roles better than non-professionals do. It is believed that specialized training empowers and motivates such teachers for better performance and thus should be considered as a priority in assigning leadership duties to head teachers.

Teacher qualification involves the training of professionals who will educate students in future. This is because the efficiency of any institution depends on the academic competence of the teaching staff since no educational system can rise above the quality of its teachers. In education, it is commonly believed that the quality of teachers' learning experiences directly affects the quality of their students' learning experiences (Hightower et al., 2011). Teachers who complete degrees in education have more professional outputs than those who do not (Momoh & Osagiobare, 2015). On the contrary, the evidence regarding the impact of advanced degrees at the elementary level is mixed (Rice, 2003). Teacher training fosters an increase in professionalism and further exploitation of management methods, whereas a lack of training can cause frustration and lack of job satisfaction (Wright & Davis, 2003). Well trained individuals know the scope of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (De-Grauwe,2007).

Training is therefore critical for human resource planning, and marketing management. All the above studies prove that educators should not take training of prospective teachers in the subject matter areas lightly.

4.3.4 Teaching experience of respondents

Teaching experience refers to number of years a teacher has taught. Teaching experience is a topic of potential concern to policymakers as experienced teachers have more opportunities to teach higher level or advanced classes (Kini & Podolsky, 2016). For the purpose of this study, only the number of years that the head teachers and teachers had worked was considered to constitute experience. The aim of investigating teaching experience was to find out whether head teachers and teachers in integrated Islamic primary schools were exposed to activities of instructional supervision; long enough to allow them appreciate supervision as done by their head teachers and to be able to replicate such activities when they become head teachers. Therefore, less experienced teachers are likely to have a poor appreciation of the concept of instructional supervision, whilst teachers who are more experienced may appreciate instructional supervision and what it entails. This study sought to determine whether the head teachers and their teachers had enough teaching experience. The results are as shown in Table 4.5.

Table 8.5: Teaching experience of respondents

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent

	1-5	19	22.4	115	49.8
Teaching experience	6-10	40	47.1	68	29.4
	11-15	23	27.1	36	15.6
	16-20	3	3.5	12	5.2

From the table 4.5, it is indicated that teachers had not served as teachers for a long period. Majority (49.8%) of teachers had 1 to 5years of teaching experience while majority of the head teachers had more than 6 to 10years administrative experience. This could be attributed to the ages of both the teachers and the head teachers since teachers were relatively younger while head teachers had advanced in age. Greater experience of the head teacher could be attributed to leadership using variety leadership styles. The head teacher and teachers with less experience were likely to use one leadership style which would influence the head teachers' instructional supervision practices. Similar findings stated that it would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise (De-Grauwe, 2007). In addition for effective supervision head teachers need to be exposed to zonal professional trainings on instructional supervision to effectively supervise the teachers under their jurisdiction.

This implied that long term working experience provided professionals with knowledge and skills to be able to perform satisfactorily in an establishment and be able to provide valid information on instructional supervision practices in their schools. This would help head teachers have a clearer understanding

of issues pertaining to institutions leadership. Contrary findings were made in a study in Kikuyu which found that 72 percent of the head teachers had been school heads for duration of less than 6 years but had been in the teaching proffession for more than 11 years (Karori, Mulewa, Ombuki & Migosi, 2013). Contrary findings were also made in a study in Kajiado North District, which found that 63 percent of head teachers had been head teachers for more than 11 years and 79 percent had been in the teaching profession for more than 11 years (Wangithi, 2014). Contrary findings were also noted in Kiambu County since all head teachers in the county had more than 10 years teaching experience (Irungu, 2015). Also contrary findings were observed in Bomet County where 51 percent of head teachers had more than 10 years of administration experience (Kipng'eno, 2014).

Ilgan, Parylo and Sungu (2015) argued that the experience head teachers gain in leading people defines the type of leadership one embraces enables them to predict teachers' job satisfaction as exemplified in Turkey. In a study by Okolo (2001) on the performances of primary school head teachers, results showed that there was a significant difference in performance between primary school head teachers with duration of experience ranging from 4 to 11 years and those who had experience of 20 years and above. However, in a different study it was observed that 95 percent head teachers had vast teaching and leadership experience which was a key characteristic to successful learning but did not translate to better educational outcomes among the pupils (Makuto, 2014). One can thus infer that experience significantly contributes to difference in head teachers' performances since administrative experience

offers head teachers superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively (Irungu, 2015). The study findings on head teachers' and teachers' years of teaching experience were as presented in table 4.5 above.

4.4 Influence of work load on head teachers' instructional supervision

The first objective of the study was to investigate the influence of workload on head teachers' instructional supervision practices in the integrated Islamic primary schools. The head teachers and teachers were asked several questions on perceived workload influenced head teachers' instructional supervision in integrated Islamic primary schools. The study information was analyzed in a data analysis tool and results plus the findings of the study put in form of factor analysis, descriptive statistics and inferential statistics. Factor analysis was carried out in order to ascertain any relationship within the parameters with the main goal of dropping any redundant information.

4.4.1 Results of Factor Analysis on workload

Kaiser-Meyer-Olkin (KMO) measure of sample adequacy has been used in this study to measure the influence of workload on head teachers' instructional supervision. KMO is a measure that gives the proportion of variance in the variables that might be caused by underlying factors. The Bartlett's Test of Sphericity is another important tool in factor analysis. It tests the hypothesis that the correlation matrix is an identity matrix which will imply that the variables are unrelated and therefore not ideal for further analysis. The KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy value linked to

workload was 0.667 whereas the value for the Barlett's test was x^2 (91, N= 316) = 1402.207, $p< .01$. The KMO and Barlett's test for school workload is shown in Table 4.6

Table 9.6: Kaiser Meyer Olkin and Bartlett's Test for Workload

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy.		.667
Bartlett's Test of Sphericity	Approx. Chi-Square	402.207
	Df	91
	Sig.	.000

Kaiser Meyer Olkin is used to test sampling adequacy. The interpretation of the result is that a KMO test greater than 0.5 means that the study sample is adequate. From this study, the finding from the KMO test for the variable of workload was 0.667 which is larger than 0.5. From the study results, the study indicates that the sample was adequate.

In order to investigate workload that influenced head teachers' instructional supervision the study sought to establish to what extent instructional supervision was carried out and implemented in the integrated Islamic primary schools. The extent of instructional supervision in the study was assessed by the perceived frequency of occurrence of checking schemes of work, students' attendance registers and lesson plans by the respective head teachers as well as frequency of visits to classes while teaching is on-going by the head teacher. The study findings on instructional supervision duties as perceived by head teachers and teachers were presented in table 4.7 below.

Table 10.7: Instructional supervision

		Never	once a term	twice a term	Total
Instructional Supervision	Head Teachers	41	43	1	85
		48.2%	50.6%	1.2%	100.0%
	Teachers	103	67	61	231
		44.6%	29.0%	26.4%	100.0%
Total		144	110	62	316
		45.6%	34.8%	19.6%	100.0%

The findings of Table 4.7 shows that 50.6 percent of the head teachers cited that instructional supervision was carried out once a term while 48.2 percent of the head teachers cited that instructional supervision was never carried out. On the other hand, 44.6 percent of the teachers cited that instructional supervision was never conducted, 29.0 percent of the teachers cited that instructional supervision was carried out once a term. However, 1.2 percent of the head teachers cited that instructional supervision was conducted twice a term while 26.4 percent of the teachers cited that instructional supervision was carried out twice a term. This explains instructional supervision was not conducted as mandatory. It is noted that in the interview heavy workload of head teachers considered instructional supervision less effective in integrated Islamic primary schools. Head teachers mention that teaching staff were inadequate and more number of streams of classes leads to ineffective instructional supervision. They further identified giving administrative duties first priority than instructional supervision as a challenge. The finding of this study is mirrored in the findings of Abdille (2012) who revealed that workload

had an effect on head teachers' instructional supervision. Head teachers carry out many administrative tasks as well as teaching duties. This doubling of duties poses a challenge to many head teachers.

This could be the teachers of integrated Islamic primary schools were not capable of planning what students need to learn and how it will be done effectively during the class time. They teach students using textbooks without lesson plans which increased head teachers workload. This is one of the challenges influencing the head teachers' instructional supervision practices. The findings are in agreement with Adan (2013) who establishes that teachers were unable to prepare schemes of work as well as lesson plans. During the interview, one of head teachers said: "As a result of lack of training in teaching skills, teachers do not understand how to interpret the curriculum in detail or briefly. They therefore have a weakness and cannot prepare schemes of work or lesson plans. This indicates that the head teachers of integrated Islamic primary schools have limited time and are overloaded; therefore they were failing to carry out instructional supervision duties effectively. The study is in agreement with Lidoro (2014) who observed that head teachers´ in secondary schools are so weighed down by routine administrative burden that they hardly find time to carry instructional supervision. Similarly, the findings are in agreement with Muoka (2007) who established that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision. The findings therefore, suggest that intensity of

school workload and head teachers' frequency of carrying out instructional supervision are related.

The study is in disagreement with Macharia, (2012) whose study found no significant relationship between head teachers´ workload and performance of instructional supervision activities. The reasons for the differences maybe that head teachers of Integrated Islamic primary schools run a dual curriculum combining all Islamic subjects and Kenya national curriculum. A total of 20 or 15 subjects are taught in Integrated Islamic primary schools (Adan, 2013). Thus under the weight of excessive teaching load the head teachers lack time to check schemes of work and lesson plans of the teachers frequently due to the workload or to carry out any other responsibility effectively. During the interview with head teachers; one of the interview questions "How is the instructional supervision of head teachers influenced by their workload?" One of them responded that "Integrated Islamic primary schools are owned and run by individual groups or organizations. Therefore it is not clear to the head teacher and other teachers the level of hierarchy.

With a deficiency in educated administrators and well trained teachers the school is run like a shop! I therefore am overloaded with teaching lessons and have little time for instructional supervision. The inexperienced teachers also do not appreciate what little supervision I try to do." In other instances, head teachers were carrying out their administrative duties and they were checking students' attendance effectively regardless of the intensity of their school workload. This could most probably be due to the fact that they have well laid

out structures of delegation in place which enables them to only be involved in visiting classes when lessons are in progress. According to interviewees the only supervisory techniques that head teacher employ is to carry out a classroom visiting to observe that teaching is taking place. It could also probably be due to the laxity of the staff that by visiting classrooms the head teacher becomes aware of the problems that are facing the teachers in his/her teaching and what needs to be improved. This implies that teachers have few opportunities to extend their professional competence and also satisfy their professional duties. Glanz and Sullivan (2014), stated that if supervisors were to spend more of their energy in classrooms visits it's believed that teachers would have more friendly attitudes towards supervision and would cooperate and be more motivated to perform their tasks hence improving student performance (Nyandiko, 2014). The finding implies that head teachers of integrated Islamic primary schools had a lot of workload and were unable to carry out supervision due to their workload.

The study further sought to investigate the influence of workload on head teachers' instructional supervision practices in integrated Islamic schools in Kenya. Four options were given from which the respondents were required to choose one from the options depending on their level of agreement (Not Demanding ND; Fairly Demanding FD; Demanding D; Very Demanding VD). Table 4.8 shows the summarized results. The parameters tested were about workload and effective head teachers' instructional supervision practices. The mean rating was used to understand and interpret the finding.

Table 11.8: Workload and head teachers' instructional supervision practices

	Location	Not Demanding	Fairly Demanding	Demanding	Very demanding
Teaching duties	Garissa	10.8%	14.3%	18.5%	56.4%
	Nairobi	8.8%	14.2%	21.6%	55.4%
Dealing with parents and community	Garissa	14.2%	14.3%	29.2%	42.3%
	Nairobi	5.4%	23.0%	35.1%	36.5%
Keeping school financial records	Garissa	14.3%	22.6%	20.2%	42.9%
	Nairobi	29.0%	14.9%	19.6%	36.5%
Giving instructional guidance on school curriculum	Garissa	10.1%	19.6%	21.4%	48.9%
	Nairobi	8.8%	30.4%	30.4%	30.4%
Ensuring that schoolteachers perform the teaching responsibilities assigned to them	Garissa	8.9%	23.2%	19.6%	48.3%
	Nairobi	17.6%	20.3%	37.8%	24.3%
Supervising the maintenance of school facilities	Garissa	13.7%	21.4%	22.6%	42.3%
	Nairobi	20.9%	25.0%	28.4%	25.7%
Giving feedback after evaluating teachers work	Garissa	8.9%	22.6%	17.9%	50.6%
	Nairobi	16.1%	20.3%	26.4%	37.2%
Provide adequate teaching and learning resources	Garissa	8.9%	10.7%	33.9%	46.5%
	Nairobi	17.5%	6.8%	52.7%	23.0%

The results of the study in table 4.8 indicates that head teachers of integrated Islamic primary schools have limited time and are overloaded, therefore they were unable to check schemes of work and lesson plans of the teachers

frequently due to the teaching load. Similarly, the findings are in agreement with Muoka (2007) who establish that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision. The finding reveals that head teachers of integrated Islamic primary schools had a lot of teaching duties and hardly carry out supervision. The study results agree with the outcome of a survey conducted by OECD (2008), which revealed that heavy workloads lead to erosion of head teachers' commitment to the instructional supervision and increased responsibility diminishes their ability to do their work diligently. According to Issa (2012), teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision. The study is in agreement with Ogunu and Emanuel (2015) who observed that head teachers´ in secondary schools are so weighed down by routine administrative burden that they hardly find time to carry instructional supervision. The findings therefore revealed that head teachers' frequency of carrying out instructional supervision seem to be related due to the workload. The study is in disagreement with Macharia (2012), whose study found no significant relationship between head teachers´ workload and performance of instructional supervision activities.

**Table 12.9: Descriptive analysis of workload and head teachers'
instructional supervision**

	Head Teachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation

Teaching duties	85	2.16	1.262	231	3.23	.688
Dealing with parents and community	85	2.60	1.104	231	3.16	.907
Keeping school financial records	85	2.19	1.268	231	2.63	1.268
Giving instructional guidance on school curriculum	85	2.96	.892	231	2.97	1.059
Ensuring that teachers carry out the teaching tasks assigned to them	85	2.94	1.004	231	2.87	1.066
Supervising the maintenance of school facilities	85	2.94	1.073	231	2.71	1.106
Giving feedback after evaluating teachers work	85	3.01	1.107	231	2.97	1.065
Provide adequate teaching and learning resources	85	3.07	.923	231	2.98	1.004

Table 4.9 Indicates that there was a significant mean score between head teachers and teachers on the perceptions of providing adequate teaching and learning resources. Head teachers showed higher mean scores (M= 3.07, SD=.923) than teachers (M = 2.98, SD=1.004). Likewise, there was a significant mean difference between head teachers and teachers on the perceptions of giving feedback after evaluating teachers work. Head teachers scored higher mean (M = 3.01, SD=1.107) than teachers (M=2.97, SD=1.065). However, there was a significant mean difference between teachers and head teachers on the perceptions of teaching duties. Teachers showed higher mean scores (M=3.23, SD=.688) than head teachers (M=2.16, SD=1.262). The study also found that no significant mean difference between teachers and head

teachers on the perceptions of giving instructional guidance on school curriculum. Head teachers mean scores (M= 2.96, SD=.892) similarly, teachers mean was (M=2.97, SD=1.059). This indicated that both head teachers and teachers agreed that instructional supervision is the heavy workload of the head teachers in integrated Islamic primary schools. This finding confirms the findings of Clandfield, *et al.* (2014) who affirmed that instruction supervision is a major problem experienced by nearly all head teachers regardless of their professional or academic qualifications. The finding of the study is also mirrored in the findings of Howley and Bickel (2002) which revealed that evaluation of teachers by head teachers poses as a challenge to head teachers and particularly to the effectiveness of instructional supervision practices. Head teachers can reduce the workload and become less demanding by delegating some supervisory roles to other teachers.

Table 13.10: Workload and instructional guidance

	Garissa Head Teachers			Nairobi head Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Carrying out instructional supervision	42	1.83	.824	43	1.35	.573
Checking schemes of work	42	1.57	.668	43	1.56	.666
Visiting classes when lessons in progress	42	1.52	.671	43	1.47	.667
Checking students' attendance	42	1.40	.587	43	1.42	.663
Checking lesson plans	42	1.57	.668	43	1.63	.725

The results of the study in Table 4.10 show that most of the head teachers carry out instructional supervision at least once a term because of the very demanding workload they experience. For instance, head teachers had been checking schemes of work at least once a term (M = 1.57, M = 1.56) and checking of lesson plans (M = 1.57) for Garissa head teachers and (M = 1.63) for head teachers from Nairobi.

The study results agree with the outcome of a survey conducted by OECD (2008) which revealed that heavy workloads lead to erosion of head teachers' commitment to the instructional supervision and increased responsibility diminishes their ability to do their work diligently. This contradicts the findings of Markos and Sridevi (2010) who affirmed that heavy workload among head teachers' and instructional supervision directly influences teaching and learning process.

In the next section, a correlational analysis was conducted to examine the relationship between workload and instructional supervision of head teachers. The results in Table 4.11 of the Pearson's correlation coefficient for the relationship between workload and carrying out instructional supervision were presented below.

Table 14.11: Correlation analysis of workload and head teachers' instruction supervision

		workload	Instructional supervision
Workload	Pearson correlation	1	.475**

	Sig. (2-tailed)		.000
	N	316	316
Instructional supervision	Pearson Correlation	.475**	1
	Sig. (2-tailed)	.000	
	N	316	316

** Correlation is significant at the 0.01 level (2-tailed)

The results above present a correlation test to determine the relationship between workload and instructional supervision of the head teachers. From the above correlation analysis, workload influences head teachers' instructional supervision practices in integrated Islamic primary schools the correlation value of the test was .475 with a significance value <.001. This was a positive relationship in that as the workload increases, head teachers' instructional supervision practices in Integrated Islamic primary schools decreases. Therefore, the data provides sufficient information to reject the null hypothesis and conclude that workload does influence head teachers' instructional supervision practices in integrated Islamic primary schools because due to the high population of students, the number of teachers within the institution and the workload of the head teacher, instructional supervision is limited.

4.5. Staffing level and head teachers´ instructional supervision practices

The second objective of the study explored the effect of staffing level on head teachers´ instructional supervision practices in integrated Islamic primary school in Garissa and Nairobi counties. Staffing level focused on the current number of teachers and the number of teachers a school is supposed to have.

The aim of seeking this information was to assist the researcher to determine the influence of staffing level on head teachers´ instructional supervision practices. Two options were given from which the respondents were required to pick one depending on their agreement. The findings of the study were presented in the table below.

4.5.1 Results of Factor Analysis on Staffing Levels

Kaiser-Meyer-Olkin (KMO) measure of sample adequacy has been used in this study to measure the influence of staffing levels on head teachers' instructional supervision practices. KMO is a measure that gives the proportion of variance in the variables that might be caused by underlying factors. The Bartlett's Test of Sphericity is another important tool in factor analysis. It tests the hypothesis that the correlation matrix is an identity matrix which will imply that the variables are unrelated and therefore not ideal for further analysis. The KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy value linked to staffing level was 0.841 whereas the value for the Barlett's test was x^2 (28, N= 316) = 1050.626, *p< .01*. The KMO and Barlett's test for staffing levels is depicted in Table 4.12.

Table 15.12: Kaiser Meyer Olkin and Bartlett's Test for Staffing Level

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy.		.841
Bartlett's Test of Sphericity	Approx. Chi-Square	1050.626

		Df		28	
		Sig.		.000	

Kaiser Meyer Olkin is used to test sampling adequacy. The interpretation of the result is that a KMO test greater than 0.5 means that the study sample is adequate. From this study, the finding from the KMO test for the variable of staffing levels was 0.841 which is larger than 0.5. The study indicates that the sample was adequate.

Table 16.13: Adequacy of teachers in Schools

			Instructional Supervision			Total
			Never	once a term	twice a term	
Adequacy of teachers in your school	Head teachers	Inadequate	25	14	2	41
			61.0%	34.1%	4.9%	100.0%
		Adequate	8	17	19	44
			18.2%	38.6%	43.2%	100.0%
	Teachers	Inadequate	78	35	30	143
			54.5%	24.5%	21%	100.0%
		Adequate	14	31	43	88
			15.9%	35.2%	48.9%	100.0%

The findings of Table 4.13 shows that 61.0 percent of the head teachers with inadequate teaching staff cited that instructional supervision was never carried out while 34.1 percent of them with inadequate teaching staff cited that instructional supervision was carried out once a term. On the other hand, 54.5 percent of the teachers with inadequate teaching staff cited that instructional supervision was never conducted and 24.5 percent of the teachers with inadequate teaching staff cited that instructional supervision was carried out once a term. However, 43.2 percent of the head teachers with adequate

teaching staff cited that instructional supervision was conducted twice a term while 48.9 percent of the teachers with adequate teaching staff cited that instructional supervision was carried out twice a term. This explains that instructional supervision was not conducted as mandatory. It is noted that most of head teachers with inadequate teaching staff never conducted instructional supervision while most of them with adequate teaching staff conducted instructional supervision twice a term. The findings of this study concur with the findings of Opudo (2012) who in his study confirmed that sufficient staff capacity in a school helps in delivering great services to its clients; the pupils and students. The author found that adequate teaching staff gives room for head teachers to do effective instructional supervision other than taking up lessons as a result of insufficient number of teachers in the school.

The findings of the study indicated majority of the head teachers in integrated Islamic primary school with adequate number of teachers never carried out some aspects of instructional supervision such as checking lesson plans and schemes of work. This could be that head teachers lack time to frequently check schemes of work and lesson plans due to the workload. It could be that head teachers could not delegate tasks to other teachers who are already overloaded. The reasons for carrying out some aspects of instructional supervision could be that head teachers of Integrated Islamic school run a dual curriculum combining all Islamic subjects and Kenya national curriculum. A total of 20 or 15 subjects are taught in the schools. The findings agree with M´ibiri (2014) who stated that head teachers´ concentrated on some aspects of

instructional supervisions due to time constraints and understaffing in schools. This implies that the number of teachers in the integrated Islamic school is critical and significantly affects instructional supervision.

Table 4.14 shows the respondents' level of agreement or disagreement on the statement concerning understaffing levels from the two counties. The study presented using frequency and percentage of staffing level.

Table 17.14: Staffing Level on head teachers' instructional supervision

	Head teachers					Teachers				
	SD	D	N		SA	SD	D	N	A	SA
	f %	f %	f %	A f %	f %	f %	f %	f %	f %	f %
My school has adequate teaching staff	28 32.9	30 35.3	20 23.5	7 8.2	0 0	90 39	52 22.5	65 28.1	24 10.4	0 0
Adequate teaching staff give enough time for head teachers to supervise	0 0	9 10.6	13 15.3	16 18.8	47 55.3	0 0	28 12.1	53 22.9	57 24.7	93 40.3
Due to inadequate teaching staff head teachers are overloaded	0 0	10 11.8	28 32.9	21 24.7	26 30.6	0 0	18 7.8	57 24.7	66 28.6	90 39
Overstaffing makes instructional supervision easier	0 0	15 17.6	20 23.5	20 23.5	30 35.3	0 0	24 10.4	57 24.7	54 23.4	96 41.6

Adequate teachers make head teachers to delegate duties	0	37	16	8	24	0	24	65	61	81
	0	43.5	18.8	9.4	28.2	0	10.4	28.1	26.4	35.1
Understaffing leaves head teacher little time for supervision	0	8	14	34	29	0	24	69	68	70
	0	9.4	16.5	40	34.1	0	10.4	29.9	29.4	30.3
Understaffing makes completing the syllabus difficult	6	27	15	19	18	0	28	110	31	62
	7.1	31.8	17.6	22.4	21.2	0	12.1	7.6	13.4	26.8

The study reveals that most of the head teachers 32.9% and teachers 39% believe that their schools do not have adequate teaching staff. The findings also showed that most head teachers 55.3% and teachers 40.3% strongly agreed that adequate teaching staff gives enough time for head teachers to supervise.

The study tested if integrated primary Islamic schools in both Nairobi and Garissa have adequate teaching staff to make it easier for head teachers to conduct effective instructional supervision practices. The parameters tested were about adequate teaching staff and effective instructional supervision practices. The mean rating was used to understand and interpret the findings as shown in table below.

Table 18.15: One Sample Test for Staffing Levels

	Head Teachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
My school has adequate teaching staff	85	2.07	.949	231	2.10	1.040
Adequate teaching staff give enough time for head teachers to supervise	85	1.81	1.052	231	2.07	1.057
Due to inadequate teaching staff head teachers are overloaded	85	2.26	1.025	231	2.01	.976
Overstaffing makes instructional supervision easier	85	2.24	1.120	231	2.04	1.040
Adequate teachers make head teachers to delegate duties	85	2.78	1.276	231	2.14	1.016
Understaffing leaves head teacher little time for supervision	85	2.01	.945	231	2.20	.990
Understaffing makes completing the syllabus difficult	85	2.81	1.286	231	2.45	1.015

Table 4.15 indicates that the mean for staffing level for head teachers and teachers from Garissa County and Nairobi County ranged from 1.81 to 2.81, and 2.07 to 2.45 respectively. The study findings showed most head teachers agreed that staffing level is a critical parameter as far as instructional supervision is concerned. The study for instance revealed that head teachers and teachers believed that understaffing makes completion of the syllabus

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difficult. Head teachers showed higher mean scores (M= 2.81, SD=1.286) than teachers (M=2.45, SD=1.015). The findings of the study revealed that most of the teachers and head teachers from integrated primary Islamic schools in both Nairobi and Garissa Counties disagreed that they have adequate teaching staff to make it easier for head teachers to perform effective instructional supervision. Head teachers score (M= 2.81, SD=1.286) than teachers (M=2.45, SD=1.015). Looking at the table, for instance, the question on adequacy of the teaching staff shows that most of the head teachers (M= 2.07) and teachers (M = 2.10) respectively disagreed that their respective schools have adequate teaching staff. This according to the study affects the effectiveness of instructional supervision by head teachers and performance of the pupils.

The finding of the study concurs with the study by World Bank (2013) which affirmed that the availability of adequate teaching staffing levels and conducive teaching and learning environment at the learning institutions makes it easier for head teachers to assess the performance of teachers against the progress of the pupils by posting good grades at the end of the basic education programmes. The study by Glanz (2014) supports the findings by posting that inadquate staffing levels in the learning institutions make head teachers, who are supposed to undertake instructional supervision, to take up classroom lessons and fill the gap. This, according to the study has a negative impact on the head teachers' instructional supervision practices. The findings of this study mirror the findings of Nyandiko (2014) who in his study confirmed that head teachers are experiencing staff shortages. This according to the author hinders realization of curriculum demands. The findings of this

study contradict the findings of a study carried out by Abdille (2012), who revealed that the function of classroom observation in primary schools from Mandera East District is still neglected even in the event of having adequate staffing levels, hence the study recommends future scholars to assess the factors contributing to effectiveness of instructional supervision as far as staffing level is concerned.

In Table 4.16, the study displays a T-test analysis based on staffing level and instructional supervision conducted by head teachers. The mean ratings involving the instructional supervision by head teachers and staffing level is presented using a t-test analysis.

Table 19.16: *t*-test Analysis of staffing levels on head teachers' instructional supervision

		F	Sig.	t	Df	Sig. (2-tailed)
Adequacy of teachers in your school	Equal variances assumed	14.309	.002	2.491	216	.013
	Equal variances not assumed			2.465	192.181	.015

The Table shows that the p-value of equality of variance is 0.002 which is less than 0.05 and this means that the variances are not assumed to be equal. The t-value for this study is 2.491 and the p-value for this t-value is 0.013. Because the *p*-value of 0.013 is less than the standard *p*-value of 0.05 (0.013 < 0.05), the null hypothesis that there is no significant mean difference between adequacy of teaching staff in schools and instructional supervision is rejected.

Hence, the study concludes that there is a significant evidence to prove that there is statistical difference in carrying out instructional supervision based on adequacy of staff. The findings of this study agree with the findings of Opudo (2012) who revealed that both competence and the number of staff needed to deliver services to the clients, which are students and pupils are significant in achieving effective instructional supervision. On the other hand, the study contradicts the findings of Okumbe (2007) who in his study revealed that staff just needs to be very well trained and developed to acquire the needed competencies and skills to handle challenging teaching duties and give good time to head teachers to implement effective instructional supervision.

4.6 Influence of the number of streams on head teachers' instructional supervision

The third objective of the study sought to establish the extent to which the number of streams of the classes influencing head teachers' instructional supervision practices. The findings of the study were presented in table below.

4.6.1 Results of factor analysis on number of streams

Kaiser-Meyer-Olkin (KMO) measure of sample adequacy has been used in this study to measure the influence of number of streams on head teachers' instructional supervision practices. KMO is a measure that gives the proportion of variance in the variables that might be caused by underlying factors. The Bartlett's Test of Sphericity is another important tool in factor analysis. It tests the hypothesis that the correlation matrix is an identity matrix,

which will imply that the variables are unrelated and therefore not ideal for further analysis. The KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy value linked to number of streams was 0.526 whereas the value for the Barlett's test was x^2 (28, N= 316) = 99.953, $p < .01$. The KMO and Barlett's test for number of streams is portrayed in Table 4.17.

Table 20.17: Kaiser Meyer Olkin and Bartlett's Test for Number of Streams

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy.		.526
Bartlett's Test of Sphericity	Approx. Chi-Square	99.953
	Df	28
	Sig.	.000

Kaiser-Meyer-Olkin is used to test sampling adequacy. The interpretation of the result is that a KMO test greater than 0.5 means that the study sample is adequate. From this study, the finding from the KMO test for the variable of number of streams was 0.526 which is larger than 0.5. From the study results, the study indicates that the sample was adequate.

The study shows that four options (single stream SS, double stream DS, triple stream TS, and more than four streams MFS) were given from which the respondents were required to choose one from the options depending on their level of agreement. Table 4.18 displays the summarized outcome.

Table 21.18: Number of streams and head teachers' instructional supervision

		Never	Once a term	Twice a term
How many streams does your school have in class one	Single Stream	61.3%	25.8%	12.9%
	Double Stream	57.1%	28.6%	14.3%
	Triple Stream	63.6%	27.3%	9.1%
	More than Four Streams	66.7%	25.0%	8.3%
How many streams does your school have in class two	Single Stream	57.7%	30.8%	11.5%
	Double Stream	72.7%	18.2%	9.1%
	Triple Stream	50.0%	28.6%	21.4%
	More than Four Streams	64.7%	29.4%	5.9%
How many streams does your school have in class three	Single Stream	50.0%	33.3%	16.7%
	Double Stream	64.0%	24.0%	12.0%
	Triple Stream	72.2%	22.2%	5.6%
	More than Four Streams	66.7%	25.0%	8.3%
How many streams does your school have in class four	Single Stream	57.1%	35.7%	7.1%
	Double Stream	70.4%	14.8%	14.8%
	Triple Stream	66.7%	16.7%	16.7%
	More than Four Streams	50.0%	25.0%	25.0%
How many streams does your school have in class five	Single Stream	60.0%	31.4%	8.6%
	Double Stream	64.7%	23.5%	11.8%
	Triple Stream	63.6%	22.7%	13.6%
	More than Four Streams	60.0%	20.0%	20.0%
How many streams does your school have in class six	Single Stream	57.9%	31.6%	10.5%
	Double Stream	64.7%	23.5%	11.8%
	Triple Stream	46.2%	38.5%	15.4%
	More than Four Streams	90.9%	0.0%	9.1%
How many streams does your school have in class seven	Single Stream	57.1%	27.0%	15.9%
	Double Stream	58.6%	31.0%	10.3%
	Triple Stream	60.0%	30.0%	10.0%
	More than Four Streams	79.8%	11.1%	9.1%

How many streams does your school have in class eight	Single Stream	57.1%	26.5%	16.3%
	Double Stream	73.3%	20.4%	10.3%
	Triple Stream	59.6%	33.3%	7.1%
	More than Four Streams	83.3%	10.4%	6.3%

The results of Table 4.18 indicates that majority of head teachers in integrated Islamic primary cited that never carried out instructional supervision. This is because of the high population of the students. Streams of classes are therefore a vital factor in relation to academic performance of students and has direct influence on head teachers' instructional supervision practice in integrated Islamic primary schools. When the streams of classes are many, head teachers may relent engagement of instructional supervision. Few streams of classes contribute to success on head teachers' instructional supervision practice (Brophy, 2010). Ndung'u (2015) stated that head teachers' instructional supervisors are challenged at all levels as a result of staff shortage and too many administrative duties. Findings indicated that, with increased number of students teacher pupil ratio is high which leading to increased work load for head teachers and teachers (UNESCO, 2014). This highly affects head teachers' in instructional supervision effectiveness.

Table 22.19: Descriptive analysis on number of streams and head teachers' instructional supervision

	Head Teachers			Teachers		
	N	Mean	Std.	N	Mean	Std.

		Deviation			Deviation
Streams of classes in class one	85	2.16	1.100	231	2.08	1.048
Streams of classes in class two	85	2.24	1.120	231	1.93	.982
Streams of classes in class three	85	2.26	1.060	231	1.94	.972
Streams of classes in class four	85	1.66	.839	231	1.83	.862
Streams of classes in class five	85	1.92	.978	231	1.62	.723
Streams of classes in class six	85	1.99	1.086	231	1.62	.729
Streams of classes in class seven	85	1.80	.961	231	1.46	.631
Streams of classes in class eight	85	1.62	.938	231	1.46	.580

Table 4.19 revealed a significant mean score between head teachers and teachers on the perceptions of number of streams in class one and achievement of effective instructional supervision by the head teachers. Head teachers showed higher mean scores (M= 2.16, SD=1.100) than teachers (M = 2.08, SD=1.048). Likewise, there was a significant mean difference between head teachers and teachers on the perceptions of number of streams in class two and instructional supervision. Head teachers scored higher mean (M = 2.24, SD=1.120) than teachers (M=1.93, SD=.982). Moreover, there was a significant mean difference between teachers and head teachers on the perceptions of number of stream in class four and effective instructional supervision. Teachers showed higher mean scores (M=1.83, SD=.862) than

head teachers (M=1.66, SD=.839). The study also found that significant mean difference between head teachers and teachers on the perceptions of number of stream in class eight and effective instructional supervision. Head teachers mean scores (M= 1.62, SD=.938) similarly, teachers mean was (M=1.46, SD=.580). This pointed out that both head teachers and teachers agreed that many streams of classes are a challenge to effective instructional supervision by head teachers in integrated Islamic primary schools.

This finding confirms the findings of Wasley and Lear (2001) who affirmed that the number of streams per class is a factor that has direct influence on head teachers' instructional supervision practice. The number of streams in a school determines the amount of workload the teachers have and as a consequence determine the amount of workload the head teachers will have. In a case where a school has many streams, chances are that the number of students in that school is higher. The finding of the study is also mirrored in the findings of Leithwood, *et al.* (2004), which revealed that few streams of classes make it easier for head teachers' to undertake instructional supervision. They provide head teachers with opportunities to spend time in the supervision as well closely monitor the teaching and learning process. Few streams of classes contribute to the success of the head teachers' instructional supervision practice.

Table 4.20 shows the relationship between the number of stream of classes and the instructional supervision practices. A correlational analysis was conducted to examine the relationship between number of stream and

instructional supervision of head teachers. The results show the Pearson's correlation coefficients and these findings reveal that number of streams of classes negatively and significantly relate to instructional supervision r(316) =-0.263, p <.05. This means that when streams of classes are many, carrying out effective instructional supervision is diminished.

Table 23.20: Correlational analysis between stream of classes and instructional supervision

		Stream of classes	Instructional Supervision
Stream of classes	Pearson Correlation	1	-.263[**]
	Sig. (2-tailed)		.000
	N	316	316
Instructional Supervision	Pearson Correlation	-.263[**]	1
	Sig. (2-tailed)	.000	
	N	316	316

**. Significant at the 0.01 level (2-tailed) which means that the relationship between the number of streams and instructional supervision is highly significant.

4.7 Influence of School location on head teachers' instructional supervision practices

The fourth objective of the study was to establish the extent to which location of schools influences the head teacher's instructional supervision practices. The findings of the study indicated that location of the school influences the head teacher's instructional supervision practices in integrated Islamic primary

schools. This implies that location of the school could influence the instructional supervision practices. The findings were presented in table 4.21

4.7.1 Results of Factor Analysis on School Location

Kaiser-Meyer-Olkin (KMO) measure of sample adequacy has been used in this study to measure the influence of school location on head teachers' instructional supervision. KMO is a measure that gives the proportion of variance in the variables that might be caused by underlying factors. The Bartlett's Test of Sphericity is another important tool in factor analysis. It tests the hypothesis that the correlation matrix is an identity matrix which will imply that the variables are unrelated and therefore not ideal for further analysis. The KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy value linked to school workload was 0.508 whereas the value for the Barlett's test was x^2 (10, N= 316) = 42.727, $p < .01$. The KMO and Barlett's test for school location is shown in Table 4.21.

Table 24.21: Kaiser Meyer Olkin and Bartlett's Test for School Location

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy.		.508
Bartlett's Test of Sphericity	Approx. Chi-Square	42.727
	Df	10

| | | | | | | Sig. | | | | | .000 |

Kaiser Meyer Olkin is used to test sampling adequacy. The interpretation of the result is that a KMO test greater than 0.5 means that the study sample is adequate. From this study, the finding from the KMO test for the variable of school location was 0.508 which is larger than 0.5. From the study results, the study indicates that the sample was adequate.

Table 25.22: Descriptive analysis on School Location and head teachers' instructional supervision

	Head teachers					Teachers				
	SD	D	N	A	SA	SD	D	N	A	SA
	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %
School in urban areas tend to have more streams than the ones in rural areas	8 9.4	24 28.2	15 17.6	20 23.5	18 21.2	33 14.3	18 7.8	38 16.5	90 39	52 22.5
Qualified teachers look to work urban areas	4 4.7	5 5.9	4 4.7	43 50.6	29 34.1	11 4.8	14 6.1	16 6.9	117 50.6	73 31.6
Due to limited staff in the rural areas head teachers are overloaded	7 8.2	43 50.6	34 40	1 1.2	0 0	46 19.9	41 17.7	140 60.6	4 1.7	0 0
Teachers in urban are more	0 0	12 14.	12 14.	53 62.4	8 9.4	14 6.1	23 10	40 17.3	75 32.5	79 34.2

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trained than in rural areas	1	1								
Head teachers in rural areas manage to carry out all instructional supervision	12 14.1	13 15.3	22 25.9	29 34.1	9 10.6	54 23.4	50 21.6	44 19	63 27.3	20 8.7

The study showed that most head teachers (50.6 percent) and teachers (50.6 percent) believe that qualified teachers prefer to work in urban areas. The study in Table 4.23 showed that the means for school location and instructional supervision ranged from 3.12 to 4.04, and 2.44 to 3.98 for head teachers and teachers respectively. This means that most respondents agreed that the location of a school matters most as far as instructional supervision is concerned. The study for instance showed that most head teachers and teachers agreed that qualified teachers prefer to work in urban areas (M = 4.04; M = 3.98) respectively.

Table 26.23: One Sample Test for School Location

	Head Teachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
School in urban areas tend to have more streams than in rural areas	85	3.19	1.314	231	3.48	1.312
Qualified teachers prefer to work in urban areas than in rural areas	85	4.04	1.029	231	3.98	1.030

Due to the rural areas head teachers are overloaded	85	2.34	.646	231	2.44	.826
Teachers in urban are more trained than those in rural areas	85	3.67	.836	231	3.79	1.192
Head teachers in rural areas manage to carry out all instructional supervision	85	3.12	1.219	231	2.76	1.312

Table 4.23 indicates that there was a significant difference in mean score between head teachers and teachers on the perceptions of qualified teachers preferring to work in urban areas. Head teachers showed higher mean scores (M= 4.04, SD=.1029) than teachers (M= 3.98, SD=1.030). Likewise, there was a significant mean difference on the perceptions of head teachers in rural areas managing to carry out all instructional supervision. Head teachers scored higher mean (M = 3.12, SD=1.219) than teachers (M=2.76, SD=1.312). However, there was a significant mean difference on the perceptions of teachers in urban areas being more trained than their counterparts in rural areas. Teachers scored higher mean (M=3.79, SD=1.192) than head teachers (M=3.67, SD=.836). Likewise, there was a significant mean difference on the perceptions of schools in urban areas tending to have more number of streams than those in rural areas. Teachers showed higher mean scores (M=3.48, SD=1.312) than head teachers (M=3.19, SD=1.314). The study also found that significant mean difference between teachers and head teachers on the perceptions of head teachers in rural areas being overloaded with work. Teachers mean scores (M= 2.44, SD=.826) while head teachers mean was

(M=2.34, SD=.646). This indicated that both head teachers and teachers agreed that school location could influence instructional supervision either positively or negatively. The findings of this study are mirrored in the findings of a study conducted by Osokoya and Akuche (2012), which revealed that school location affects students' learning outcomes either positively or negatively. The findings by Osokoya and Akuche revealed that schools in urban areas have more teachers because they believe that urban schools have sufficient learning materials like books, internet, electricity, infrastructure and more allowances. The outcome of this research study contradicts that of Hargreaves, Halász and Pont (2014), who believed that head teachers in corporation with the school management have a great role to play by making sure that they create a conducive teaching and learning environment. The authors found that head teachers and management can provide essential infrastructure and resources needed to provide a great learning environment. According to the findings, the head teachers and management can contribute to improved learning by shaping the conditions and location in which teaching and learning takes place. The outcomes are summarized in Table 4.24.

The study in the Table 4.24 displays *t*-test analysis based on school location on head teachers' instructional supervision. The t-test was used to compare the mean ratings of the head teachers' instructional supervision based on their location in Garissa and Nairobi Counties.

Table 27.24: *t*-test analysis of school location on head teachers'
instructional supervision

		F	Sig.	t	Df	Sig. (2-tailed)
Location of your school	Equal variances assumed	39.457	.000	4.578	216	.000
	Equal variances not assumed			4.671	212292	.000

The Table shows that the p-value of equality of variance is 0.000 which is less than 0.05 and this means that the variances are not assumed to be equal. The t-value for this study is 4.578 and the *p*-value for this *t*-value is 0.000. Because the *p*-value of 0.000 is less than the standard *p*-value of 0.05 (0.000<0.05), the null hypothesis that there is no significant mean difference on how head teachers in Garissa County carry out instructional supervision compared to those in Nairobi County is rejected because the *p*-value is less than the standard *p*-value. Hence, the study concludes that there is a significant evidence to prove that there is statistical difference in carrying out instructional supervision based on school location. The findings of this study confirm the findings of Oskoya and Akuche (2012) that highly qualified teachers prefer teaching in urban schools than in rural schools and this is due to the urban areas being well developed with regard to infrastructures and quality of life. On the other hand, the findings of the study contradicts the findings of Hargreaves, *et al.* (2014), who in their study found that school

location should never be a challenge to effective instructional supervision practices as head teachers can work together with the school management and create such a conducive environment to favour the teaching and learning process. This will make a difference in the instructional supervision and performance of pupils in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter is divided into four major sections: summary of the study, conclusions drawn from the findings of the study as well as recommendations from the study and suggestions for further research are also included in the study. In the summary the aim of the study and its methodology as well as the important findings of the study are summarized. The second section presents the conclusion and the overall picture of the whole study. The third section presents recommendations, suitable ways of assessing head teachers' instructional supervision and invaluable suggestions for further research. The chapter is based on the findings in the previous chapter, objectives of the study and the research questions that were to be answered by the study.

5.2. Summary of the study

The purpose of the study was to determine institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi Counties, Kenya. The following were the objectives of the study: to investigate the extent to which workload influences head teachers' instructional supervision practices; to determine the extent to which staffing levels influences head teachers' instructional supervision practices; to examine the extent to which number of streams of classes influences head teachers' instructional supervision practices and to determine

the extent to which school location influences head teachers' instructional supervision practices.

Chapter two covered a literature review of aspects of institutional factors influencing head teachers´ instructional supervision practices. These included workload, staffing levels, number of streams of classes and school location. It also consisted of a summary of literature review, theoretical framework and a conceptual framework.

Chapter three dealt with the research methodology that was used in conducting the research study. It specifically dealt with the research design, target population, sample size and sampling techniques, research instruments that were divided into sections, instrument validity, instrument reliability, data collection procedures data analysis techniques, ethical considerations and rationale of the study. A survey method was employed in the study and the sample of the study was head teachers and teachers in integrated Islamic primary schools in Garissa and Nairobi Counties. The target population of the study was 86 head teachers and 234 teachers in Garissa and Nairobi counties. Selection of teachers for the study was done through random sampling where the researcher divided the sample size (234) with the number of schools (86) giving approximately 4 teachers per school. The sample size for the study included 86 head teachers and 234 teachers making a total of 320 respondents in integrated Islamic primary school.

The study used questionnaires for the head teachers and teachers (320 respondents) and interview guides for the head teachers (86 respondents) as tools for data collection. The researcher employed two questionnaires; one for

head teachers and the other for teachers. The questionnaires for the head teachers and teachers were all divided into sections. A pilot study using 20 respondents was conducted prior to the actual study. Four integrated Islamic primary schools from Garissa and Nairobi Counties were randomly selected for the pilot study but not used in the main study. The pilot study was used to identify those items that could be misunderstood and such items were modified accordingly. This study employed content validity to ensure reliability of the findings, the coefficient 0.80 for the teachers and 0.70 for the head teachers was obtained and therefore indicating that the instruments were reliable for data collection.

Once data was collected, in chapter four it was post coded and analyzed using SPSS. Descriptive statistics was used to analyze the data. Quantitative data gathered from closed ended questions was first coded and organized into similar themes. Qualitative data gathered from open ended questions was organized into inferential data and coded. Results of data gathered from closed ended and open ended items were reported in frequency tables, cross tabulation tables and explanation of the findings were made based on themes. Correlation analysis was conducted to determine whether there was any statistically significant difference between workload, staffing level, number of streams of the classes, school location and head teachers´ instructional supervision. Finally, in chapter five, a summary of the study, conclusions drawn from the findings of the study, recommendations and suggestions were made for further research. The following were the findings of the study:

5.3 Summary of the findings

5.3.1 Extent to which workload influences head teachers' instructional supervision practices

The first objective of the study was to determine the extent to which workload influences head teachers´ instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi Counties. The responses were obtained from head teachers and teachers about the intensity of different administrative tasks. The responses showed that 61.0% of head teachers and 54.5% of the teachers agreed that instructional supervision was not conducted as mandatory due to inadequate staff. This meant that the head teachers were not frequently checking schemes of work and lesson plans prepared by the teachers due to the workload. They indicated that administrative tasks take much of their time to carry out instructional supervision and slightly more than half agreed (61%). They further identified giving administrative duties first priority making instructional supervision a challenge. The finding of this study is mirrored in the findings of Abdille (2012) who revealed that workload had an effect on head teachers' instructional supervision. Head teachers carry out many administrative tasks as well as teaching duties. This doubling of duties poses a challenge to many head teachers.

The overall findings where an average of 2.26 of the 85 respondents among the head teachers reveal that heavy workload made instructional supervision less effective in integrated Islamic primary schools. An average of 2.01 of the 85 respondents among the head teachers mentioned that teaching staff were

inadequate and number of streams of classes leads to ineffective instructional supervision. Similarly, the findings are in agreement with Muoka (2007) who established that heavy workload is one of the challenges that face the head teachers in performing effective instructional supervision. The findings therefore, suggest that intensity of school workload and head teachers' frequency of carrying out instructional supervision seems to be related. Head teachers can reduce the workload and become less demanding by delegating some supervisory roles to other teachers (Markos & Sridevi, 2010). The study further reveals that (20.0% and15.3%) of the head teachers were carrying out their administrative duties and they were checking students' attendances effectively regardless of the intensity of their school workload. This could most probably due the fact that they have well laid out structures of delegation in place which see them only being involved in visiting classes when lessons are in progress. The study results revealed that heavy workloads lead to distraction of head teachers' commitment to the instructional supervision and increased responsibility reduces their ability to do their work effectively (Clandfield, *et al,* 2014).

The overall findings of the workload influencing head teachers' instructional supervision in integrated Islamic primary schools reveal that most of the head teachers had lower mean in most of the items used in carrying out instructional supervision. Likewise, the teachers had lower mean than the head teachers carrying out instructional supervision in general. In contrast, the findings of the teachers indicated higher mean than the head teachers indicating that both

head teachers and teachers agreed that inadequate instructional supervision is due to the heavy workload of the head teachers in integrated Islamic primary schools. This implies that the workload of head teachers of Integrated Islamic primary schools where a dual curriculum combining all Islamic subjects and Kenya national curriculum has a negative influence on head teachers instructional supervision practices. A total of 20 or 15 subjects are taught in Integrated Islamic primary schools (Adan, 2013). Thus under the weight of excessive workload the head teachers lack time to frequently check schemes of work and lesson plans of the teachers or to carry out any other responsibility effectively due to heavy workload (Macharia, 2012). The findings imply that head teachers of integrated Islamic primary schools were unable to carry out supervision effectively due to the workload.

5.3.2 Extent to which staffing levels influence head teachers' instructional supervision practices

The second objective sought to establish whether staffing levels influenced head teachers' instructional supervision practices in integrated Islamic primary schools. Staffing levels focused on the current number of teachers and the number of teachers a school is supposed to have. The study revealed that majority of head teachers and teachers indicated that schools were not adequately staffed. It is noted that most of head teachers with inadequate teaching staff never conducted instructional supervision while most of them with adequate teaching staff conducted instructional supervision twice a term.

The findings of this study concur with the findings of Opudo (2012), who in his study confirmed that sufficient staff capacity in a school helps in delivering great services to its clients; the pupils and students. This explains instructional supervision was not conducted as mandatory. The author found that adequate teaching staff gives room to head teachers to do effective instructional supervision other than taking up lessons as a result of insufficient number of teachers in the school.

The findings of the study indicated majority of the head teachers in integrated Islamic primary school with adequate number of teachers never carried out some aspects of instructional supervision such as checking of lesson plans and schemes of work. This could either be due to heavy workload or the inability of head teachers to delegate tasks to other teachers who are already overloaded. The findings agree with M´ibiri (2014), who stated that head teachers´ concentrated on some aspects of instructional supervisions due to time constraints and understaffing in schools. This implies that numbers of teachers in the integrated Islamic school is critical as it has a significant effect on instructional supervision. The study for instance revealed that head teachers and teachers believed that understaffing makes completion of the syllabus difficult. This according to the study affects the effectiveness of instructional supervision by head teachers and performance of the pupils. The finding of the study concurs with the study by World Bank (2013), which affirmed that the availability of adequate teaching staffing levels and conducive teaching and learning environment at the learning institutions makes it easier for head teachers to assess the performance of teachers against the progress of the

pupils by posting good grades at the end of the basic education programmes. However, Correlation analysis results established that there was no statistically significant relationship between the staffing levels and head teachers´ instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi, Counties. The p-value associated with the test is more than 0.05 therefore indicating that the correlation coefficient is not significant. Hence, the study concludes that there is a significant evidence to prove that there is statistical difference in carrying out instructional supervision based on adequacy of teaching staff.

5.3.3 Extent to which number of streams influence head teachers' instructional supervision practices

The third objective investigated the extent to which the number of streams of classes in school influences head teachers´ instructional supervision practices. The study shows that majority of head teachers and teachers cited that their schools have double streams of the classes with large number of students. This meant that the more the streams of the classes, the higher the population of the students and this demanded extra work in the schools. The schools with few streams of classes require minimum supervision unlike those with many streams of classes. According to Brophy (2010), few streams of classes have great students' achievement and effective teaching. Few streams of classes enable head teachers to effectively undertake instructional supervision and provide opportunities to spend time in the supervision as well closely monitor the teaching and learning process. Many streams of classes make it impossible

for teachers to administer and evaluate their work and provide feedback on performance. The findings show that majority of head teachers agree that their schools had four streams.

More streams leads to high population and this demands a lot of manpower and competence in managing the school. The school with more streams has more work than others due to the population being high. High population may lead to staff shortage and indiscipline, which increases the workload in the schools. This calls for a lot of work for the head teacher and his staff. The more the number of students in schools the more hectic and demanding work.

The researcher opines that if number of stream of classes is high, then the students/teachers ratio will be very high, hence, teachers cannot perform their duties as expected. The finding indicated that schools with more streams are likely to have issues with understaffing which will influence the work of the head teacher. A study conducted by Bays (2010) argues that principals of schools whose enrolment is high have a lot of issues to address compared to principals who have lower enrolments. Principals of high enrolment schools are therefore confronted with many competing administrative and managerial responsibilities which reduce the time available for the principal to direct teachers on instructional supervision matters. The findings show that majority of head teachers agree that their schools had four streams. More streams leads to high population and this demands a lot of manpower and competence in managing the school. The school with more number of streams has more work than others due to the population being high. High population may lead to staff

shortage and indiscipline which leads to more workload due to more demanding work in their schools. This calls for a lot of work for the head teacher and his large number of teachers because more streams of classes demand high control which denies the head teachers enough time for instructional supervision in their school. This also makes the head teachers' instructional supervision work difficult, as they have to oversee many students. This indicates that the head teacher most likely spends the major part of their time in the duties of their offices. This was an implication that head teachers have other duties to attend to other than teaching. Many streams of classes make it impossible for teachers to administer and evaluate their work and provide feedback on performance. This shows that instructional supervision time is limited by the other duties. This finding confirms the findings of Wasley and Lear (2001) who affirmed that number of stream of classes is a factor that has direct influence on head teachers' instructional supervision practice. Having a lot of streams increases both teachers and head teachers' workloads. Majority of head teachers and teachers indicated that streams of classes can influence head teachers instructional supervision practices. The finding of the study is also mirrored in the findings of Leithwood, *et al.* (2004) which revealed that few streams of classes make it easier for head teachers to do instructional supervision. They provide head teachers with opportunities to spend time in the supervision as well closely monitor the teaching and learning process. Few streams of classes contribute to success on head teachers' instructional supervision practice. However, Correlation analysis indicated that there was no statistically significant relationship between the number of

streams and head teachers´ instructional supervision practice integrated Islamic primary schools. The p-value associated with the test of .191 is large than the significance level .05 showing that the number of streams in the school has an effect on the instructional process of the head teachers.

5.3.4 Extent to which school location influence head teachers' instructional supervision practices

The fourth objective sought to establish the influence of school location on head teachers´ instructional supervision practices. Majority of the head teachers and teachers indicated that school location is vital for instructional supervision practices. This means that most respondents agreed that the location of a school matters most as far as instructional supervision is concerned. The study showed that most head teachers (50.6 percent) and teachers (50.6 percent) believe that qualified teachers prefer to work in urban areas. This shows that most head teachers and teachers agreed that qualified teachers prefer to work in urban areas respectively. The findings of this study confirm the findings of Oskoya and Akuche (2012) that highly qualified teachers prefer teaching in urban schools than in rural schools and this is due to the fact that urban areas are well developed in terms of infrastructures and quality of life. Likewise, there was a significant mean difference on the perceptions of schools in rural and urban areas; urban schools tend to have more streams than rural schools. This indicated that both head teachers and teachers agreed that school location can influence instructional supervision either positively or negatively. The findings of the study indicated that the

location of the schools influence head teachers' instructional supervision practices in integrated Islamic primary schools. This implies that location of the school could determine how effective the head teacher is in providing the instructional supervision.

The authors found that head teachers and management can provide essential infrastructure and resources needed for conducive learning settings. According to the findings, the head teachers and management can contribute to improved learning by shaping the conditions and location in which teaching and learning takes place.

However, Correlation analysis results indicated that there was no significant relationship difference between school locations and head teachers´ instructional supervision practices in integrated Islamic primary schools Garissa and Nairobi Counties, Kenya. Hence, the study concludes that there is significant evidence to prove that there is statistical difference in the process of carrying out instructional supervision based on school location.

5.4 Conclusions

The study drew the following conclusions based on the objectives and the research questions of the study:

The study established that instructional supervision was rarely done in integrated Islamic primary schools and when it was carried out the head teachers did not check all aspects and concentrated only on the aspects that took little time such as visiting classes during teaching and checking students' attendance. Activities such as checking schemes of work and lesson plan were

rarely carried out. The researcher concludes that workload is the most significant factor affecting head teachers' instructional supervision practices. The study found that on top of their administrative duties, head teachers also taught students. The study found that some head teachers were teaching in excess. Although, from the data obtained workload may not influence head teachers´ instructional supervision practices in integrated Islamic primary schools Garissa and Nairobi counties. There could be other factors for instance, head teachers´ ability to delegate tasks to other members of staff.

The study found that majority of integrated Islamic primary schools in Garissa and Nairobi Counties were understaffed. The researcher concludes that understaffing influences head teachers' instructional supervision practices. The influence could be that since there were fewer teachers, the available ones have more lessons to attend to. Due to the shortage of teaching staff, the head teacher has to take up some lessons. This means that head teachers have very little time to perform other duties like supervising the school and the teachers. The study established that majority of head teachers and teachers in integrated Islamic primary schools in Garissa and Nairobi Counties stated that the number of streams were many in most schools in the aforementioned counties. Although the number of streams is critical to the success of implementation of the curricular and coverage of the syllabus it may not influence head teachers´ instructional supervision practices in integrated Islamic primary schools. There could be other factors for instance, students indiscipline.

This study has established that location of the school is the most critical area that head teachers should lay emphasis on as the study established that out of the 85 respondents, an average of 3.12 - 4.04 of the head teachers felt that location does influence instructional supervision while an average of 2.44 - 3.98 of the 234 teachers felt that location does influence the head teacher's instructional supervision. In addition the workload tasks and staffing levels affect the syllabus coverage and the progress towards achieving all school visions. On the contrary though, from the data obtained locations of the school may not be the only factor influencing head teachers´ instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi Counties. The influence could also be due to the head teachers' experience for instance, head teachers with more experience tended to perform well and those who lacked a lot of experience tended to perform poorly with regard to instructional supervision practices.

5.5 Recommendations of the study

The study made the following recommendations:

i) The government through the Ministry of Education should reduce the school head teachers' workload by ensuring balanced staffing within the schools so that they can carry out both their administrative duties and their instructional supervision practices. This can also be done by the integrated Islamic primary schools management by ensuring that

teaching staff in their school meets the required qualification needs so that head teachers are not over-burdened with workload.

ii) The head teacher also needs teachers to embrace delegation of duties to ensure that they have adequate time to carry out meaningful instructional supervision practices in their schools. The school managers should emphasize on the regular monitoring of professional documents by the head teachers including schemes of work, lesson plans, lesson notes and class registers.

iii) The integrated Islamic primary schools managers need to ensure that there is adequate of teaching staff. This will ensure that classes are adequately prepared and learning is ongoing as it is supposed to be. The study has identified inadequate teaching staff impedes effective instructional supervision practices. More teachers should be employed including those trained to handle special needs. In addition teachers should also be involved in decision making process.

iv) The integrated Islamic primary schools managers need to focus on the number of streams and facilities in the schools and be able to equip them with the relevant facilities that are needed. Managers in integrated Islamic primary schools need to ensure the location of the school is conducive so as to determine the capacity gaps before administering in service.

5.6 Suggestions for further research

The following were the suggestions for further research:

i) A further study should be carried out in other areas of country on institutional factors influencing head teachers´ instructional supervision practices in integrated Islamic primary schools in Kenya so as to compare the results and establish the factors affecting the performance of the head teachers and teachers as a whole.

ii) Based on the findings, the study suggests that further research would be necessary to identify the reasons behind the increasing of integrated Islamic primary schools in the two counties.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER TO RESPONDENTS
University of Nairobi,

Department of Educational Management Policy and Curriculum Studies
P O Box 30197-00100,
NAIROBI.

Dear Sir/Madam,
My name is Rahma Abdi Digale, a PhD in Educational Administration student at the University of Nairobi. I am currently carrying out a study and you have been randomly selected to participate in this study that aims to establish the

institutional factors influencing head teachers' instructional supervision practices in Integrated Islamic primary schools in Garissa and Nairobi counties, Kenya.

The study will involve self-administered questionnaires in which your views about the purpose of the study are sought. This will be treated with high confidentiality and at no particular time will they be divulged to anybody. No reference will be made in oral or written reports which could link you to any information collected and your name will not appear anywhere. No risks are anticipated as a result of taking part in this exercise. Your participation in this exercise is voluntary and you may refuse to participate or withdraw at any time without penalty.
Thank you for your cooperation.

Yours Faithfully,

Rahma A. Digale

APPENDIX II:

QUESTIONNAIRE FOR HEAD TEACHERS
INSTRUCTIONS

You have been selected to participate in a study on institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools. The information that you will provide will only be used for the purpose of academic research. For confidentiality purposes you need not to write your name on the questionnaires. Kindly you are requested to respond to all items by ticking (√) appropriately. You are assistance and cooperation will be highly appreciated.

SECTION A. Personal information

1. Please indicate your gender

   a. Male   (   )

   b. Female   (   )

2. Kindly indicate age category that applies to you:

   26-30   (   )   31-35   (   )   36-40   (   )

   41-45   (   )   46-50   (   )   51-Above (   )

3. Please indicate your highest academic qualification   (   )

   a. Kenya certificate of secondary education   (   )

   b. Kenya advanced certificate of secondary education   (   )

   c. Bachelor of Education   (   )

   d. Master of education   (   )

4. Kindly indicate your designation in the school

   a. Class room teacher   (   )

   b. Senior teacher   (   )

   c. Head teacher   (   )

5. Kindly indicate the location of your school

   a. Garissa County   (   )

   b. Nairobi County   (   )

6. Please indicate your teaching experience in integrated Islamic schools in years--

7. Kindly indicate number of teachers in your school -----------------------

8. Please indicate the streams of classes

   a. Single stream ( ) b. Double stream   ( )

   c. Triple stream ( ) d. More the four streams ( )

9. Please indicate number of your teaching lessons per week--------------

SECTION B: Instructional supervision

The following statements indicate head teachers' instructional supervision practices. Kindly use with a tick (√) to indicate how often you check the following professional documents in your school. Use the following key.

Once a term (OT)-3, Twice a term (TT)-2, Never(N)-1

10 Do you carry out instructional supervision?

     Yes ( )   No ( )

11 If your answer is Yes how often do you carry out supervision?

Statement	3	2	1
12 Checking schemes of work			
13 Checking students' attendance			
14 Visiting classes while teaching is in progress			
15 Viewing lessons plans			

16 What do you check during supervision? --

SECTION C: Workload

The following statements indicate workload on head teachers' instructional supervision. How would you rate the demands of the following tasks? Kindly use the following key. Very demanding (VD)-4, Demanding (D)-3, Fairly Demanding (FD)-2 Not Demanding (ND)-1.

STATEMENT	4	3	2	1

17	Teaching duties
18	Dealing with parents and community
19	Keeping school financial records
20	Giving instructional guidance on school curriculum
21	Ensuring that teachers carry out the teaching tasks assigned to them
22	Supervising the maintenance of school facilities
23	Giving feedback after evaluating teachers work
24	Providing adequate teaching and learning resources

25 Which duties and responsibilities take most of your time? **---------------**

SECTION D:Staffing level

The following statements indicate staffing level on head teachers' instructional supervision. Kindly indicate with a tick (√) the extent to which would you rate the influence of staffing level on head teachers' instructional supervision? Use the following key. 2-Adequate, 1-Inadequate

STATEMENT	2	1
27 Adequate teaching staff give enough time for head teachers to supervise		
28 Due to inadequate teaching staff head teachers are overloaded		
29 Visiting classes while teaching is in progress Overstaffing makes instructional supervision easier		
30 Adequate teachers make head teachers to delegate duties		
31 Understaffing leaves head teacher little time for supervision		

32 How many teachers does your school have**? -------------------------------------**

33 How does the staffing level influence your instructional supervision? **-------**

34 How many teachers supposed to have in the school? **--------------------------**

SECTION E: Number of streams

The following statements indicate the effect of number of streams on head teachers' instructional supervision. Kindly indicate with a tick ($\sqrt{}$) the extent to which would you rate the influence of streams of classes on head teachers' instructional supervision? Use the following key. Single stream (SS)-4, Double stream (DS)-3, Triple stream (TS)-2, More the four streams (MFS)-1.

35 How many streams does your school have in each class? **----------------------**

STATEMENT	1	2	3
In class one			
In class two			
In class three			
In class four			
In class five			
In class six			
In class seven			
In class eight			

SECTION F: School location

The following statements indicate streams of classes on head teachers' instructional supervision. Kindly indicate with a tick ($\sqrt{}$) the extent to which would you rate the influence school location on head teachers' instructional supervision? Use the following key. 2-Urban, Rural

STATEMENT	1	2

36 School in urban areas tend to have more streams then rural

37 Qualified teachers look to work urban areas

38 Due to the rural areas head teachers are overloaded

39 Teachers in urban are more trained

40 Head teachers in rural areas manage to carry out all instructional supervision

34 Does school location influence your instructional supervision? ------------

----

41 Which of the following factors do you feel influences most your
instructional

Supervision role?

a. Workload   (   ) b. Staffing levels (   )

c. Streams of classes (   ) d. School location (   )

Thank you for your cooperation

APPENDIX III:

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

You have been selected to participate in a study on institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary schools. The information that you will provide will only be used for the purpose of academic research. For confidentiality purposes you need not to write your name on the questionnaires. Kindly you are requested to respond to all items by ticking (√) appropriately. You are assistance and cooperation will be highly appreciated.

SECTION A. Personal information

1. Please indicate your gender

   c. Male   (   )
   d. Female   (   )

2. Kindly indicate age category that applies to you:

   26-30   (   )   31-35   (   )   36-40   (   )
   41-45   (   )   46-50   (   )   51-Above (   )

3. Please indicate your highest academic qualification   (   )

   e. Kenya certificate of secondary education   (   )
   f. Kenya advanced certificate of secondary education   (   )
   g. Bachelor of Education   (   )
   h. Master of education   (   )

4. Kindly indicate your designation in the school

   d. Class room teacher (   )
   e. Senior teacher   (   )

5. Kindly indicate the location of your school

   c. Garissa County   (   )

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d. Nairobi County ( )

6. Please indicate your teaching experience in integrated Islamic schools in years--

7. Kindly indicate number of teachers in your school -----------------------

8. Please indicate the streams of classes

    a. Single stream ( ) b. Double stream ( )

    c. Triple stream ( ) d. More the four streams ( )

9. Please indicate number of your teaching lessons per week--------------

SECTION B: Instructional supervision

The following statements indicate head teachers' instructional supervision practices. Kindly use with a tick (√) to indicate how often you check the following professional documents in your school. Use the following key.

Once a term (OT)-3, Twice a term (TT)-2, Never(N)-1

10 Does your head teacher carry out instructional supervision?

    Yes ( ) No ( )

11 If your answer is Yes how often does head teacher carry out supervision?

Statement	3	2	1
12 Checking schemes of work			
13 Checking students' attendance			
14 Visiting classes while teaching is in progress			
15 Viewing lessons plans			

16 What does head teacher check during supervision? -----------------------------

SECTION C: Workload

The following statements indicate workload on head teachers' instructional supervision. How would you rate the demands of the following tasks? Kindly use the following key. Very demanding (VD)-4, Demanding (D)-3, Fairly Demanding (FD)-2 Not Demanding (ND)-1.

STATEMENT	4	3	2	1
18 Teaching duties				
19 Dealing with parents and community				
20 Keeping school financial records				
21 Giving instructional guidance on school curriculum				
22 Ensuring that teachers carry out the teaching tasks assigned to them				
23 Supervising the maintenance of school facilities				
24 Giving feedback after evaluating teachers work				
25 Providing adequate teaching and learning resources				

26 Which duties and responsibilities take most of your time? **---------------**

SECTION D:Staffing level

The following statements indicate staffing level on head teachers' instructional supervision. Kindly indicate with a tick (√) the extent to which would you rate the influence of staffing level on head teachers' instructional supervision? Use the following key. 2-Adequate, 1-Inadequate

STATEMENT	2	1
27 Adequate teaching staff give enough time for head teachers to supervise		
28 Due to inadequate teaching staff head teachers are overloaded		
29 Visiting classes while teaching is in progress Overstaffing makes instructional supervision easier		
30 Adequate teachers make head teachers to delegate duties		
31 Understaffing leaves head teacher little time for supervision		

32 How many teachers does your school have**? -------------------------------------**

33 How does the staffing level influence your instructional supervision? **-------**

34 How many teachers supposed to have in the school? **---------------------------**

SECTION E:Number of Streams

The following statements indicate streams of classes on head teachers' instructional supervision. Kindly indicate with a tick (√) the extent to which would you rate the influence of streams of classes on head teachers' instructional supervision? Use the following key. Single stream (SS)-4, Double stream (DS)-3, Triple stream (TS)-2, More the four streams (MFS)-1.

35 How many streams does your school have in each class? **----------------------**

STATEMENT	1	2	3
In class one			
In class two			
In class three			
In class four			
In class five			
In class six			
In class seven			
In class eight			

SECTION F: School location

The following statements indicate streams of classes on head teachers' instructional supervision. Kindly indicate with a tick (√) the extent to which would you rate the influenc school location on head teachers' instructional supervision? Use the following key. 2-Urba Rural

STATEMENT	1	2

36 School in urban areas tend to have more streams then rural

37 Qualified teachers look to work urban areas

38 Due to the rural areas head teachers are overloaded

39 Teachers in urban are more trained

40 Head teachers in rural areas manage to carry out all instructional supervision

41 Does school location influence head teachers' instructional supervision? ---

42 Which of the following factors do you feel influences most head teachers' instructional supervision role?

a. Workload   (   ) b. Staffing levels   (   )

c. Streams of classes (   ) d. School location (   )

Thank you for your cooperation

APPENDIX IV

INTERVIEW GUIDE FOR HEAD TEACHERS

The purpose of this interview is to collect data on establish the *institutional factors influencing head teachers' instructional supervision practices in integrated Islamic primary school in Garissa and Nairobi, Kenya*

1. What is your highest academic qualification? ---------------------
    ----

2. Years of teaching experience in integrated Islamic primary
    schools in
    ----

3. Per week how many lessons you are teaching? --------------------
    ----

4. How would you describe the practice of instructional
    supervision among head teachers in integrated Islamic primary
    schools? --
    ----

5. What influence does workload on head teachers' instructional
    supervision in integrated Islamic primary schools? ----------------
    ----
    --**?**

6. What influence does staffing level on head teachers'
    instructional supervision in integrated Islamic primary schools?

    ?

7. What influence does streams of classes on head teachers
    instructional supervision n integrated Islamic primary schools?

    -?

8. How does school location influence the instructional
    supervision among head teachers in integrated Islamic primary
    schools---
    ?

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9. Which factors do you feel influences most head teachers' instructional supervision practices---?

APPENDIX V: MAP OF THE STUDY LOCATION (S)

Nairobi County

Garissa County

APPENDIX VI

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/209

Date:

13th March, 2013

Rahma A. Digale
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated *25th February, 2013* for authority to carry out research on "*Institutional aspects influencing head teachers' instructional supervision role at Integrated Islamic Primary Schools in Nairobi and Garissa, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **North Eastern and Nairobi Provinces** for a period ending **31st December, 2013.**

You are advised to report to **the Provincial Commissioners and the Provincial Directors of Education, Nairobi and North Eastern Provinces** 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.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Provincial Commissioners
The Provincial Directors of Education
Nairobi Province
North Eastern Province.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VII

RESEARCH AUTHORIZATION COUNTY COMMISSIONER

THE PRESIDENCY

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: "COUNTY" GARISSA.
Telephone: Garissa
ccgsacounty@gmail.com

OFFICE OF THE
COUNTY COMMISSIONER
P.O BOX 1-70100
GARISSA COUNTY

When replying please quote

REF.NO: CC/EDU/7/3/(26)

11 September, 2013

Rahma A. Digale
University of Nairobi
P. O. Box 30197-00100
NAIROBI.

TO WHOM IT MAY CONCERN

Refer to your letter Ref No. ACST/RCD/14.013/209 dated 13th March, 2013 from the Deputy Council Secretary, National Commission for Science Technology on application for authority to carry out research on "*Institutional aspects influencing head teachers instructional supervision role at Integrated Islamic Primary Schools in Nairobi and Garissa, Kenya)*"

I am pleased to inform you that you have been authorized to undertake your research in Garissa County.

A. S. Ahmed
For: County Commissioner
GARISSA COUNTY.

APPENDIX VIII

RESEARCH AUTHORIZATION COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION", Garissa
Telephone: 046-2358/2511
Fax: 046-2358
When replying please quote

Ref. No: EDG/5.32/VOL VI/152

District Education Officer
P. O. BOX 42
GARISSA

11TH September 2013

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
RAHMA ABDI DIGALE

The above named has been authorised to carry out research on "institutional aspects influencing head teachers instructional supervision role at integrated Islamic primary schools in Garissa, Kenya."

This is therefore to request you accord her the necessary assistance to accomplish her task.

NUR I ABDI
District Education Officer.
GARISSA