



## Head Teachers' Workload on Instructional Supervision in Integrated Islamic Primary Schools in Kenya

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Accepted February 2021

Published November 2021

### How to Cite:

Digale, R. (2021). Head Teachers' Workload on Instructional Supervision in Integrated Islamic Primary Schools in Kenya. *Msingi Journal*, 5(2), 12-24. <https://doi.org/10.33886/mj.v5i2.237>

### Abstract

*This study examined how workload implicated on head teachers' instructional supervision in integrated Islamic primary schools in Garissa and Nairobi, Kenya. This study adapted the descriptive survey design. Stratified random sampling technique was used to randomly select 234 teachers and 86 head teachers from 86 integrated Islamic primary schools. Structured questionnaire and interview guide were used to collect data from sampled respondents. The questionnaire was administered among all respondents while interview guide was administered among the head teachers. Analysis used descriptive and inferential statistics, that is, frequencies, percentages, cross-tabulation and correlation to summarize the data. The results showed that there workload has a significant effect on head teachers' instructional supervision ( $r=.475$ ). Further, findings indicated that workload is high in teaching duties ( $M= 3.23$ ). Based on study findings, this study recommended that managers and stakeholders in integrated Islamic primary schools in Garissa and Nairobi counties, and elsewhere applicable to reduce head teachers' workload by employing adequate numbers of qualified teachers to improve instructional supervision.*

**Keywords:** Head teachers' instructional supervision, influence, streams of classes, workload.

### 1.1 Introduction

Integration of education in this study is defined as the concurrent provision of secular and Islamic education in one learning institution. Since 1980s, integration of education was introduced in Kenyan education system (Rosnani,2013; Williams, 2009; Syed, 2001). Ever since the introduction of integrated education, it is essential to undertake regular and systematic assessment on its effectiveness. Head teachers' instructional supervision is needed to ensure that standards of integrating Islamic primary schools are met. This also ensures that good environment, enough resources, school facilities as well as competent and open minded head teachers are in place. Head teachers are therefore the frontline mirrors in the school plan and most importantly the most

influential individuals in the schools (Dipaola & Hoy, 2013). Head teachers' leadership is known to shape the learning climate in learning institutions. A head teacher is the key figure of the learning institution and that the achievements of the school are well determined by the head teacher who effectively performs supervisory functions.

Head teacher supports the improvement of instruction by observing the teaching fraternity as well as by giving suggestions, necessary instructions, coaching, or demonstrating a teaching skill or an alternative teaching method when need arises. According to Fitzgerald (2011) head teacher is charged with the responsibility of supervising teachers and seeing to it that the teachers carry out their responsibilities effectively in their respective schools. Indeed, it is imperative for head teachers to keep their staff satisfied with their work, motivated to be better at their roles and to keep their departments efficient as well as effective.

Instructional supervision provides for the learning and teaching to improve qualities of students and teachers. It is the head teacher's responsibility to create a strong school-culture, which allows for collaborative redesigning of the instructional program by teachers so that all students can efficiently learn (Cooper, 1989). Head teacher's responsibility is to ensure that teachers' workload and class sizes are manageable for the teachers to effectively execute their work. Head teacher need to focus on issues of class size, the physical facilities and teacher supply as well as role allocation. Head teacher should also ensure that each of the staff understand their individual role towards the overall achievement of organization's goals and objectives.

In an organization such as a school, the importance of effective instructional supervision is reflected in every aspect of the school activities like instructional practices, academic achievement, students 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 (Fullan, 2001). Head teachers' instructional supervision is a major and fundamental contributing factor that keeps everyone on their toes and constantly reminds teachers and students among other school-staff the organizational goals that ought to be achieved within a certain and specified time frame. In this context, the 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. Right staffing on the hand is as equally important. It is the head teacher's role to ensure that there is right staffing in his institution.

Similar to private institutions, integrated Islamic primary school administration and instructional supervision are two separate tasks that should not be performed by one individual. School management revolves around formulation of policies that guide the running of the school as well as overall management of all activities pertaining to the institution. Therefore, the effectiveness of the head teachers in instructional supervision in integrated Islamic primary schools can be influenced by many factors such as workload, quality of the teachers, school facilities, school allocation, student enrolment; and administrative and management experience. Many studies done have shown that head teachers in their day to day management and administrative duties face challenges. Wanzare (2011) revealed that the instructional supervisor's excessive workload has direct bearing on the negative effects in the practice of supervision. De Grauwe (2014) suggests that in

order to solve the problem, the government should employ several staff to cater for administrative duties and consequently reduce workload of head teachers in schools. Adequate staff would enable head teachers to effectively perform their supervisory duties. 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 which entails administrative duties like dealing with parents and community as well as keeping school financial records, and instructional supervision duties like giving instructional guidance on school curriculum and ensuring that teachers carry out the teaching tasks assigned to them. The government also has invested in training head teachers on supervision practices to ensure that quality instructional supervision is available at schools (Republic of Kenya, 2013). Importantly, few or no studies had been done on common workload on head teachers' instructional supervision practice in integrated Islamic primary schools. There was scarcity of studies which focus on workload and head teachers' instructional supervision practices in integrated Islamic primary schools in Kenya. Information gap called for comprehensive assessment of the current status of integrated Islamic primary schools in Kenya. Therefore, there was need to investigate how workload influenced head teachers' instructional supervision practices in integrated Islamic primary schools. This study looked at how workload influenced head teachers' instructional supervision practices in integrated Islamic primary schools in Garissa and Nairobi, Kenya. The findings of the study would help in creation of better learning environment for students by management and head teachers. The objectives of this study are to determine the relationship between head teacher's workload and instructional supervision and stream of classes and instructional supervision.

## **2. Literature Review**

### **2.1 Workload and Instructional Supervision**

Workload is defined by Ganster and Rosen (2013) as the amount of work a person is committed to perform in a specified period of time. In the context of this study, workload is the amount of work that head teacher is supposed to do cumulatively, 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. On the other hand, Ogunu and Emmanuel (2015) conducted a study and revealed that apart from supervisory duties, head teachers also conduct administrative duties that significantly hinder their effectiveness in instructional supervisory roles. Global education policies have increased access to education, equity and have enhanced transition (UNESCO, 2014). The policies enhanced student enrolment hence increasing the ratio of pupils to teachers. This has resulted in larger classes in integrated Islamic primary schools making it hard for head teachers to offer effective supervisory duties.

Findings from a study by World Bank in 2013 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 to a study by 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 schools are given many non-institutional duties hence they do not have the time to undertake continuous and meaningful supervision. Study finding of Muoka (2007), equally found out that heavy workload is one of the challenges that face the head teachers in performing effective instructional supervision. Bays (2010) states 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.

Several challenges are encountered by head teachers in their instructional supervision practice. The first challenge is related to the workload that the head teachers encounter on a daily basis (Ndung'u, 2015). Wanzare (2011) adds voice and comments that the instructional supervisor's excessive workload has direct bearing on the negative effects in the practice of supervision. The study further posits 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. From the study, workload influence head teachers' instructional supervision practices in integrated Islamic primary schools. 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 much easy.

## **2.2 Stream of classes and Instructional Supervision**

Class is a group of student put together for the purpose of collective instructions. Streaming can be defined as the method of assigning pupils to classes on some overall assessment of ability (Nkoma, 2013). Streams of classes according to Parsons (2013) are 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 lessons. Streams of classes are very important in the teaching and learning activities, particularly when students' academic performance is being considered. 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). 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, 2001). Streams of classes are 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. 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. 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. In few streams of classes the teachers also have the opportunity to invest personal time in each student and more interaction with them outside the classroom (Bryk & Driscoll, 1998; Wasley & Lear, 2001; Howley & Bickel, 2000). Many classes make it impossible for teachers to administer and evaluate their work and provide feedback on performance. Few streams of classes makes head teachers' instructional supervision easy and provide them with opportunities to spend time in the supervision as well closely monitor teaching and learning process. Few streams of classes contribute to success on head teachers' instructional supervision practice (Leithwood, Louis, Anderson & Wahlstrom, 2004).

Many streams of the classes influence monitoring teaching and learning process of head teachers' instructional supervision practice. If there are many streams then, effective teaching could be difficult to achieve and head teachers may relent engagement of instructional supervision. Having a lot of streams increases head teacher's workload and heavy workload kills the head teachers' motivation and makes them too busy and left with little or no time to carry out instructional supervision. In such scenarios, the head teacher is often faced with a tougher role and it becomes a challenge to play his or her role of instructional supervision. The study opines that the stream of classes is very high and unbalanced students/teachers ratio in many integrated Islamic primary schools in Garissa and Nairobi counties. When there are many students, the teacher cannot perform his or her duties as expected. This is because head teachers have to oversee many streams of classes therefore this worsens workload and head teachers' instructional supervision.

### **2.3 Summary and implications**

The literature highlighted issues on instructional supervision practices and discussed different parameters influencing head teachers' instructional supervision practices. The independent parameters identified and discussed include; workload and streams of the classes 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 (2007) 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. Contrary, Wawira (2012) found no significant relationship between workload and head teachers' instructional supervision practices. The findings of the study indicated that workload influences head teachers' instructional supervision practices.

According to the study carried out by UNESCO in 2006, increased streams of the classes cause an increase in the students-teachers ratio leading to increased workload for teachers that affects the

effectiveness of head teachers' instructional supervision. The increase in the number of students causes increase in streams of classes. This will hinder head teachers' effective instructional supervision process especially in a school where there is limited teaching staff. Head teachers are trained teachers and when they have insufficient teaching staff, they take up classes which eventually interfere with their instructional supervisory duties.

### 1.3 Theoretical research

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 closed 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 back output to the environment. All components are dependent on one another and any change in one affects the others (Harris & Muijs, 2003). One can conclude from this that system theory forces the researcher to focus on the relationship and exchange of energy between the school and its environment. The theory is relevant to the study because as it explained the relationship between the school and its environment such as head teachers, teachers, instructional materials, equipment and finances. The theory explains the interaction between the environment and the school and how head teachers interact with environment to enhance his supervision duties.

### 1.1 Conceptual Framework

1.2 Conceptual frameworks, 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. The conceptual framework for this study was derived from the systems theory by Bertalanffy in Sergiovanni and Starrat (2004). The conceptual framework is illustrated in Figure 2.1

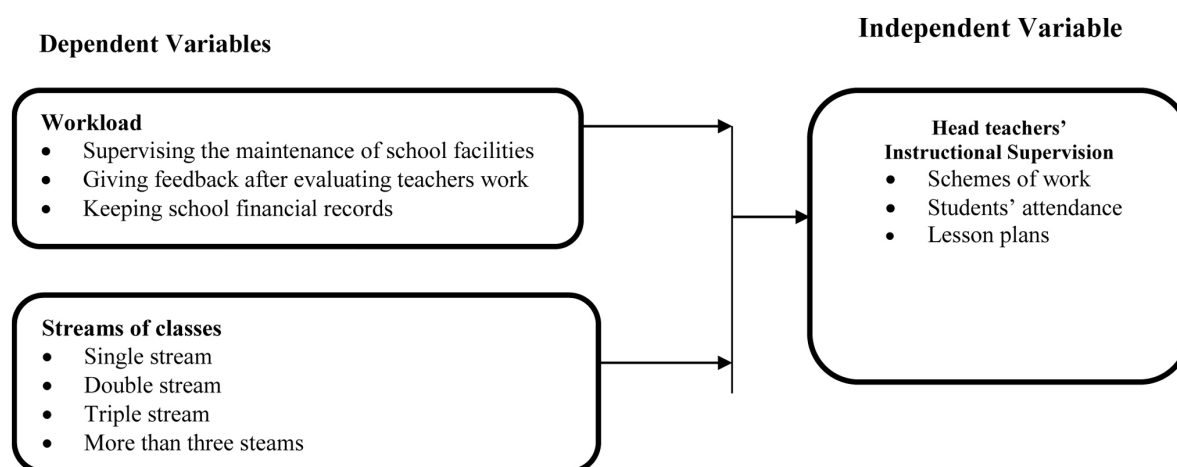


Figure 1 shows the conceptual framework that describes the study.

From the conceptual framework, it is understood that head teachers' instructional supervision practices are influenced by the workload and streams of the classes. Workload and streams of the classes created the independent variables while instructional supervision practice formed the dependent variable. A dependent variable is a variable conditioned to change depending on the

changes in the independent variables. Workload and streams of classes in school influence head teacher's instructional supervision.

### 3. Research design and Methodology

The research employed descriptive survey design. The design allows obtaining information from selected target group that provided reasons for ineffective instructional supervision. The target population in the study consisted of 86 head teachers and 602 teachers. Study sample of 234 was derived using Yamane's formula (2001) and then stratified random sampling was used to select teachers according to their schools. The final sample consisted of 85 head teachers and 231 teachers. The study showed that 43 head teachers and 127 teachers were sampled from schools in Nairobi while 104 teachers and 42 head teachers were sampled from schools in Garissa County, giving a total of 316 respondents.

The research tools adopted were questionnaire and interview guide. The questionnaires were used to collect data from the teachers. Both questionnaires and interview guide were administered to the head teachers. To test if the research tool measured what it was alleged to be measuring, validity of the study was established by pretesting the study tools in 4 integrated Islamic primary schools that did not participate in the study. Reliability of study tools was confirmed by use of Cronbach alpha coefficient. The research data was collected through distribution of the questionnaires personally to the respondents. The collected data was entered and analyzed using frequencies, percentages, cross-tabulation and correlation by use Statistical Package for Social Sciences vs 23.

### 4. Results and Discussion

The study investigated the influence of workload on head teachers' instructional supervision practices in the integrated Islamic primary schools.

In this section, the results of the data gathered are presented and discussed. The parameters for measuring workload were; teaching duties, dealing with parents and community, giving instructional guidance on school curriculum, keeping school financial records, ensuring that teachers carry out the teaching tasks assigned to them, supervising the maintenance of school facilities, giving feedback after evaluating teachers work and providing adequate teaching and learning resources.

**Table 1:** Descriptive analysis of workload and head teachers' instructional supervision

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

The findings of Table 1 show that most of the head teachers believe that instructional supervision is done once a time while most teacher felt that instructional supervision is never done. This explains instructional supervision was not conducted as mandatory. It is noted that heavy workload of head teachers considered instructional supervision less effective in integrated Islamic primary schools.

Head teachers felt that teaching staff were inadequate and more streams of classes led to ineffective instructional supervision. Head teachers further identified giving administrative duties first priority than instructional supervision is a challenge. The finding of this study was 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.

**Table 2:** Descriptive analysis showing Head teachers and Teachers' Mean and Standard Deviation on workload and 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          |
| Providing adequate teaching and learning resources                   | 85            | 3.07 | .923           | 231      | 2.98 | 1.004          |

Table 2 indicates that the mean score and standard deviation between head teachers and teachers on the perceptions of providing adequate teaching and learning resources ( $M= 3.07$ ,  $SD=.923$  and  $M = 2.98$ ,  $SD=1.004$ ) respectively show mean closer to neutral and their opinions are highly dispersed. Likewise, the mean score and standard deviation between head teachers and teachers on the perceptions of giving feedback after evaluating teachers work ( $M = 3.01$ ,  $SD=1.107$  and  $M=2.97$ ,  $SD=1.065$  respectively) show the means closer to neutral and standard deviation highly dispersed. However, the mean and standard deviation between teachers and head teachers on the perceptions of teaching duties show that ( $M=3.23$ ,  $SD=.688$ ) the mean is for teachers is closer to neutral and standard deviation is closely dispersed while the mean for head teachers is closer to fairly demanding and standard deviation for head teachers is highly dispersed ( $M=2.16$ ,  $SD=1.262$ ). This indicated that both head teachers and teachers agreed that instructional supervision is influence by the heavy workload of head teachers in integrated Islamic schools. This finding mimic 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. This is because the expectation is very high from the stakeholders who want performance and the attitude of the teachers and students. The finding of the study is also mirrored in the findings of Howley and



Bickel (2013) 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. The study revealed that head teachers can reduce the workload and become less demanding by delegating some supervisory roles to the teachers.

Table 3. 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. The critical Pearson value used in this study is 0.01. From the above correlation analysis, workload influenced head teachers' instructional supervision practices in integrated Islamic primary schools. The correlation coefficient of .475 with a significance value <.01 indicated a positive relationship. That is, as the workload increases, head teachers' instructional supervision practices in integrated Islamic primary schools increases. 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.

Table 4: Descriptive analysis of Streams of classes

|   | Head Teachers |      |    |      |    |      |     |      | Teachers |      |     |      |    |      |     |      |
|---|---------------|------|----|------|----|------|-----|------|----------|------|-----|------|----|------|-----|------|
|   | SS            |      | DS |      | TS |      | MFS |      | SS       |      | DS  |      | TS |      | MFS |      |
|   | f             | %    | f  | %    | f  | %    | f   | %    | f        | %    | f   | %    | f  | %    | F   | %    |
| Number of Streams                                     |               |      |    |      |    |      |     |      |          |      |     |      |    |      |     |      |
| How many streams does your school have in class one   | 23            | 27.1 | 33 | 38.8 | 17 | 20.0 | 12  | 14.1 | 70       | 30.3 | 87  | 37.7 | 43 | 18.6 | 31  | 13.4 |
| How many streams does your school have in class two   | 14            | 16.5 | 28 | 32.9 | 26 | 30.6 | 17  | 20.0 | 71       | 30.7 | 99  | 42.9 | 40 | 17.3 | 21  | 9.1  |
| How many streams does your school have in class three | 19            | 22.4 | 25 | 29.4 | 27 | 31.8 | 14  | 16.5 | 76       | 32.9 | 95  | 41.1 | 39 | 16.9 | 21  | 9.1  |
| How many streams does your school have in class four  | 8             | 9.4  | 45 | 52.9 | 28 | 32.9 | 4   | 4.7  | 71       | 30.7 | 103 | 44.6 | 51 | 22.1 | 6   | 2.6  |
| How many streams does your school have in class five  | 22            | 25.9 | 39 | 45.9 | 19 | 22.4 | 5   | 5.9  | 81       | 35.1 | 119 | 51.5 | 30 | 13.0 | 1   | .4   |
| How many streams does your school have in class six   | 16            | 18.8 | 39 | 45.9 | 19 | 22.4 | 11  | 12.9 | 82       | 35.5 | 119 | 51.5 | 28 | 12.1 | 2   | .9   |
| How many streams does your school have in class seven | 5             | 5.9  | 49 | 57.6 | 31 | 36.5 | 0   | 0.0  | 73       | 31.6 | 141 | 61.0 | 17 | 7.4  | 0   | .0   |
| How many streams does your school have in class eight | 9             | 10.6 | 59 | 69.4 | 17 | 20.0 | 0   | 0.0  | 86       | 37.2 | 135 | 58.4 | 10 | 4.3  | 0   | .0   |

Table 4 shows that majority of head teachers and teachers cited that their schools have double

stream 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 many streams of classes. This is because of the less workload head teachers handle due to minimum number of students and teaching staff. According to Brophy (1986), few streams of classes have great students' achievement and effective teaching. Many streams of classes with inadequate staffing make it impossible for teachers to administer and evaluate their work and provide feedback on performance. Few streams of classes lead to possible head teachers' instructional supervision effectively and provide opportunities to spend time in the supervision as well closely monitor teaching and learning process (Bryk & Driscoll, 1998; Wasley & Lear, 2001; Howley & Bickel, 2000). The study indicates that if stream of classes is high, then the students/teachers ratio will be very high, hence, teachers cannot perform their duties as expected. This also makes the head teachers' instructional supervision difficult as they have to oversee many students.

**Table 5:** Correlation analysis of streams of classes and head teachers' instruction supervision

|                           |                     | Stream of classes | Instructional Supervision |
|---------------------------|---------------------|-------------------|---------------------------|
| Stream of classes         | Pearson Correlation | 1                 | .149                      |
|                           | Sig. (2-tailed)     |                   | .191                      |
|                           | N                   | 316               | 316                       |
| Instructional Supervision | Pearson Correlation | .149              | 1                         |
|                           | Sig. (2-tailed)     | .191              |                           |
|                           | N                   | 316               | 316                       |

The table above presents the correlation analysis to determine the relationship between streams of classes and head teachers' instructional supervision practices in integrated Islamic primary schools. The critical Pearson value used in this study is 0.01. The aim of the study was to determine to what extent the streams of classes influence head teachers' instructional supervision practices. The results of the correlation analysis reveal a weak positive correlation value of .149 between streams of classes and instructional supervision, and a significance value of .191. The p-value associated with the test of .191 is large than the significance level .05. This indicates that the correlation between instructional supervision and streams of classes is not significant. Therefore, the data gives enough information to fail to reject the null hypothesis and conclude that streams of classes do not influence head teachers' instructional supervision practices in integrated Islamic primary schools.

## 5. Conclusion

The study concludes that ineffective instructional supervision is carried out in the integrated Islamic primary schools due to heavy workload experienced by the head teachers.

Effecting instructional supervision is affected by the number of streams of classes in a school. The more the number of streams of classes, the lesser the number of head teachers performing instructional supervision. Instructional supervision was rarely carried out in integrated Islamic primary schools. It was noted that almost all integrated Islamic primary schools had double streams in the lower classes. The findings concluded that workload is the most significant factor influencing head teachers' instructional supervision.

## 5.1 Suggestions for further research

The following were the suggestions for further research.

A further study should be carried out in other areas of country on workload influencing head teachers' instructional supervision practices in integrated Islamic primary schools to compare the results.

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

## 6. Acknowledgments

The authors would like to thank the individuals who have contributed in various ways to complete the study. I hope the study benefits the interested parties.

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