

MIDLANDS STATE UNIVERSITY

**AN ASSESSMENT ON THE SUPERVISION OF TEACHERS' PERFORMANCE IN
SELECTED PRIMARY SCHOOLS OF MBERENGWA DISTRICT, ZIMBABWE**

BY

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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University a research project entitled ‘ An assessment on the supervision of teachers’ performance in selected primary schools of Mberengwa District, Zimbabwe’, submitted by Zamai Zhou in partial fulfilment of the requirements for the degree of Bachelor of Education (Educational Management and Leadership).

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To my dear wife Rudo and my beloved sons Tawananysha, Anotidaishe and Anesu and also my loving brother Dr Mzorodzi and family

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ABSTRACT

The purpose of the study was to assess the supervision of teachers' performance in the selected primary schools of Mberengwa District in Zimbabwe. The study was to assess the effects of the head teachers' classroom visits where they observed lessons, examined suitability of teaching aids and gave demonstration lessons. It was also to assess the effects of checking of the teachers' professional records, pupils' exercise books and how the feedback is given. The study was to establish the challenges encountered during the process of supervision of teachers' performance and provide strategies to improve the supervision process. The study employed the case study designs. Data were collected using questionnaires and interviews for head teachers and teachers. Three schools were selected from the five schools of Mudavanhu Cluster in Mberengwa District. The researcher's school was used for pilot study. Purposive sampling was used to sample 9 teachers from the 3 selected primary schools. All the 3 head teachers from the selected schools participated. Collected data were analysed both qualitatively and quantitatively. The study findings showed that the majority of teachers strongly agreed that head teachers often make classroom visits to check on teaching and learning sessions which means that supervision actually takes place in the primary schools. Most teachers strongly agreed that head teachers conducted lesson observations, examined suitability of teaching aids and gave demonstration lessons. Head teachers checked teachers' professional records, pupils' exercise books and gave feedback. Challenges are encountered during the supervision process as asserted by some head teachers and teachers. Therefore, the study concluded that regular classroom visits by the head teacher helps the teacher to develop professionally as the difficulties would be quickly identified and immediately solved by the head teacher. It also concluded that checking of teachers' professional records and pupils' exercise books make the task of monitoring the curriculum implementation by the head teacher easy as the record books provide evidence of the syllabus coverage, content delivery and teaching strategies. Demonstration lessons by the head teachers help teachers to evaluate their methodology which will enhance their performance. Feedback by the head teacher is crucial in supervision as teachers become aware of their strengths and weaknesses. Based on the study findings, the researcher recommended that the government through the Ministry of Primary and Secondary Education come up with a supervision guide that will ensure proper and constant supervision of teachers' performance. Workshops should be conducted to make teachers become aware of the importance of supervision of teachers' performance. The government through the

Ministry of Education should come up with training programmes on effective supervisory skills for head teachers. The researcher suggested that a similar study be carried out in other clusters in the district to compare the findings.

CHAPTER ONE

INTRODUCTION

The supervision of instruction is a crucial activity in promoting teacher's effectiveness in teaching in primary schools. It ensures that the goals of education are achieved since teachers are in the best position to make decisions that directly affect students' well-being and achievement (Stark, McGhee & Jimerson 2017). Therefore, school heads must ensure that teachers are well supervised. As Malunda et al (2016) intimated, supervision should be considered a deliberate effort aimed at enhancing the outcomes of each educational institution. It is a process of involving teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Malunda, onen, Musaaazi & Ooyu, 2016).

The school heads carry out instructional supervision through various supervision practices which include direct supervision of teachers. Direct supervision refers to all measures by the school head to facilitate one-on-one feedback with teachers to enhance instruction and professional capacity (Walker, 2016). However, the poor academic performance by students in most primary schools in Mberengwa District has left the school heads' supervision practices in question.

There is a growing perception among the populace that teachers are not performing as expected because school heads are not implementing supervision properly. It is against this backdrop that this study sought to assess the supervision of teachers' performance in the three selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe and the lessons that can be drawn in trying to close the gap between theory and practice.

1.1 Background to the study

Education is a process of living through continuous reconstruction of experience according to Dewey. This reconstruction process requires supervision for the effective and efficient development of the learner. It is the duty of the school head as the supervisor to enhance teachers' professional growth and performance in the classroom through supervision. This ensures effective classroom practices that will produce good results. Walker (2016) states that, by assessing teachers' work performances through supervision, teachers become aware of their weaknesses and strengths and find ways of self-improvement based on tangible criteria and constructive feedback mechanisms by supervision practices.

The rationale for supervision is to ensure quality in education and promote teachers' professional growth which in turn yields higher academic achievements and increase success rates of learners with competencies (Stark, McGhee & Jimerson 2017). Supervision is seen as striving not only to improve classroom instruction but as a way to build a conducive environment that fosters commitment and pervasive expansion of skills in learners, teachers, supervisors as well as other parties involved in the teaching and learning process within schools.

A study carried out by Ofojebe, Chukwuma and Onyekwe (2016) in Nigeria, state that principals assist teachers in refining their competencies essential for better teaching. They said that principals at high achieving schools assisted their teachers in making lesson plans and summaries before lectures, instructional aids and other target oriented activities. The principals give feedback and then further guide and move teachers towards desired work and objectives. Dassan and Sima (2017) in a study carried in Kuwaiti on 'Effect of Prevalent Supervisory Styles on Teaching Performance', say that successful supervisors carried out constant supervision applying supervisory techniques that help in achieving teacher's better performance. These techniques include visiting classrooms, appraising and staff development seminars. Staff development supervisory practices of supervisor respond to teachers' requirements and improve supervisory competence (Ricard & Pelletier 2016). A study by Rahabav (2016) in Indonesia noted that inadequate supervision of teachers' work performances by school heads causes laxity among teachers in their work. This resulted to

poor performance from learners in examinations which might lead to the development of low self-esteem and cause school dropouts at a very early stage in schooling.

Another case study in Malawi was carried out by Toprakci, Beytekin and Chipala (2016) which provided evidence of implementation of supervision as school leadership is occupying a central position in educational reform in Malawi. These scholars say that there is need for supervision as a requisite to meet the educational demand in primary school level. It is therefore necessary for Malawian school principals to be equipped with the skills that may influence the effective teaching and learning culture. Ikegbusi and Iheanacho (2016) support this saying that instructional supervisors must be familiar with aspects of effective teaching and learning and the procedures of improvement. The supervisor should be able to detect the absence of such effective teaching and learning behaviours in schools for improvement of student outcomes and quality assurance in education (Kalagbor 2016). Stark et al (2017) submit that the overall purpose of instructional supervision is to help teachers improve on what they know, their teaching skills as well as teachers' ability to make more informed professional decisions.

In Zimbabwe, the supervision of teachers' performance in primary schools is being implemented with the aim of improving the teacher's professional growth and most importantly the academic performance of the students. The school head's effective instructional supervision is critical to the realisation of the objectives of the school and the nation. Glickman et al (2017) view instructional supervision as the cycle of activities between a supervisor and a teacher targeted at improving classroom performance. Similarly, Sharma (2016) defines instructional supervision as a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. Supervision of instruction is an important activity in promoting effective teaching and learning in schools. It involves the practice of monitoring work performances of teachers and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices in order to encourage professional growth (Mgonja 2017).

However, Zimbabwe still faces problems of poor classroom instruction and low student achievement. Mapolisa (2016), in his investigation, revealed that most teachers indicated that they did not gain from the class visits carried out by their school heads. Kalagbor (2016) intimates that instructional supervision is effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy they need to

practice effectively and making them responsible for helping students to be effective learners. Mapolisa (2016) further state that school heads use supervision as a fault finding mechanism. Chen et al (2016) say that supervision carried out in a manner which shows direction and development rather than judgement and criticism will go a long way to improve performance.

It has been noted that the performance of students in ZIMSEC examinations in primary schools is far below expectation with some schools even scoring 0% pass rate. The grade seven national results pass rate for 2019 dropped from 52.08% in 2018 to 46.9% in 2019, a drop of 5.18% (MoPSE 2019). Dali et al (2017) say that there is a widespread feeling that academic standards are fast falling and the blame is shifted to the school head who is seen not to be providing effective instructional supervision. It is against this backdrop that this study sought to assess the supervision of teachers' performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe.

1.2 Research problem

Supervision of instruction emerged in the nineteenth century as a distinct practice, always in relation to institutional, academic, cultural and professional dynamics that have historically generated the complex agenda of schooling (Gordon 2019). The ultimate objective was to improve the quality of teaching and produce good results. However, challenges have been faced in the implementation of supervision by supervisors and supervisees in the Zimbabwean primary schools. Poor academic performance in public examinations by students has been witnessed in the primary schools of Mberengwa District. This has cast doubt on the implementation strategies of supervision by supervisors. Proper implementation strategies of supervision have to be sought and used if improvement of instructional practices in the classroom is to be realised. This study therefore sought to assess the supervision of teachers' performance in the Zimbabwean primary schools and find solutions to the challenges experienced.

1.3. Study Purposes

The study sought to empirically assess the supervision of teachers' performance in the Zimbabwean primary schools in order to get a better understanding of the complex process of instructional supervision so as to assist school heads in making supervision more effective.

The study also sought to come up with strategies to improve supervision of teachers' performance in primary schools.

1.4 Research Questions

1. What are the effects of supervision of teachers' performance carried out in the selected primary schools of Mudavanhu Cluster?
2. What are the challenges faced in the supervision of teachers' performance in primary schools?
3. How can the supervision of teachers' performance be improved in primary schools?

1.5 Importance of the study

The importance of this study stemmed from the fact that it sought to provide guidelines for the supervision of teachers' performance. It was hoped that the research would contribute significantly towards a better understanding of the complex process of supervision which would assist school heads in making supervision more effective. The study would also benefit the Ministry of Primary and Secondary Education to come up with a supervision guide on teachers' performance. This framework of supervision of teachers' performance would benefit school heads, teachers, learners, parents and other stakeholders as there would be an improvement in the instructional practices in the classroom. The study would contribute to the existing theory and practice relating to supervision of teachers' performance in teaching and learning in primary schools. It would also form the basis for further research in related areas.

1.6 Assumptions

The researcher assumes that;

- I. Supervision of teachers' performance is not properly implemented in the primary schools in Zimbabwe.
- II. There are no proper guidelines in implementing supervision of teachers' performance in the primary schools.
- III. The poor results in primary schools are result of poor supervision strategies of teachers' performance.

1.7 Delimitations

The study is concerned with the supervision of teachers' performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe. The study will be guided by clinical and peer supervision theories in relation to supervision of teachers' performance in the selected three primary schools. The qualitative methodology will be used and data will be collected using questionnaires and interviews. The study will be carried out in one year.

1.8 Limitations of the Study

Limitations are influences that the researcher cannot control. They are shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on the methodology and conclusions (Chiu, Grundy & Bero 2017). The study has potential limitations. The limited number of schools and participants in the study may have some effects on results generalizability. This was mainly due to the distance involved in accessing all the five schools in the cluster which called for more resources. However, the fact that four schools were included countered the effects. Respondents tend to prefer sharing information in the process of filling in the questionnaires which may affect the validity of the study. To mitigate this, the researcher would request respondents to fill in the questionnaires independently.

1.9 Definitions

Supervision: Glickman et al (2017) say that supervision is the stimulation of professional growth and development of teachers, a selection and revision of educational objectives and the evaluation of instruction.

Clinical supervision: is a formal and disciplined working alliance that is generally, but not necessarily between a more experienced and a less experienced worker, in which the supervisee's clinical work is reviewed and reflected upon with aims of improving the supervisee's work (Milne & Reiser 2017).

School head: is a member of staff who is responsible for the effective general management of the school and for ensuring the provision of academic leadership and strategic vision (Lynch & Smith 2016).

Teacher: a person who helps others to acquire knowledge, competences and values (Baumann 2016).

Peer supervision: is a voluntary and confidential process in which competent professionals with adequate training, observe and conference with another, sharing their expertise and experience (Gunduz & Akar 2016).

1.10 Conclusion

From the discussion above, the researcher has managed to give a detailed background of the assessment of the supervision of teachers' performance in primary schools .All the main concepts which fall under this chapter are clearly given such as purpose of the study, research questions and significance of the study, assumptions, delimitations and limitations. Finally, the meanings of terms deemed main in this research are given.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter seeks to review the related literature so as to gain an insight into the research problem. A literature review is a systematic way of collecting and synthesizing previous research (Paltmatier, Houston & Hulland 2018). It lays the groundwork for the original research presented in a thesis by demonstrating that the research fills a ‘gap’ in the literature or contributes something new or has implications for specific areas of study within the field (Rodell, Breitsohl, Schroder & Keating 2016). Literature from authoritative publications relevant to the context of this study will be reviewed to get necessary information to achieve the objectives of the study. Literature review will also be conducted to explore the concept of supervision of teachers’ performance. The review will also be used in some areas in this research to support and explain different ideas that will be used to build this research.

2.2 Supervision effects on teachers’ performance in schools

Three main effects of supervision of teachers’ performance in primary schools were identified by Glickman et al (2017). These are instructional improvement, professional and curriculum development.

2.2.1 Improvement of Instruction

Instructional supervision enhances teachers’ professional knowledge and promotes the effectiveness of teaching activities. Wolhuter et al (2016) say that the principal’s instructional supervision focuses primarily on helping teachers reflect on their actions and promoting school improvement. Direct assistance by the supervisor helps teachers to improve instruction through classroom observations and reflective dialogue (Chen, Cheng & Sato 2016). Chen et al (2016) say that direct assistance is the provision of personal on-going contact with an individual teacher to observe and assist in classroom activities. Mgonja (2017) intimates that group development is the gathering of teachers to make decisions on mutual instructional issues. The principal create teaching groups and let teachers learn together. The purpose of group development is to support teachers working cooperatively rather than alone or competitively. Among other things, group development is designed to develop communication, decision making and problem solving abilities which improves instruction (Mgonja 2017).

2.2.2 Professional Development

The supervision of teachers' performance enhances professional development. Ricard & Pelletier (2016) say that professional development is the continuous education of educators to improve the quality of education in a school. It is a key to reforms in teaching and learning. Recent research agrees that content focus, active learning, coherence, duration and collective participation are characteristics of professional development which are critical to improving teacher effectiveness and increasing student achievement (Stark & McGhee, 2018). The content focus increases teacher knowledge and skills which improves practice and increases student achievement. Active learning, as opposed to passive learning typically characterised by lectures can include teacher observation followed by interactive feedback, reviewing relevant student work and leading discussions (Walker, 2016). Stark & MacGhee (2018) intimate that coherence is the extent to which teacher learning is consistent with teacher's knowledge and beliefs.

The consistency of school, district and state policies with what is taught in professional development defines coherence. Research shows that intellectual change necessitates professional development activities of sufficient duration which includes time over which the activity is performed and the number of hours spent performing activity each time. Similarly, collective participation can be accomplished through cooperation of teachers from the same school, grade or department. Such arrangements promote interaction and discourse, which can be powerful forms of teacher learning (Gyasi, Bao Xi, Ampomah 2016).

2.2.3 Curriculum development

Supervision of teachers' performance has an effect on curriculum development and enhancement. Curriculum development is the revision and modification of the content, plans and material of the classroom instruction (Stark & McGhee, 2018). Heaton (2016) says that curriculum development is the collective selection by educators of curriculum purpose, content, organisation and format that are appropriate to students' needs. Dassan & Sima (2017) say that curriculum development is supportive of teachers' choices which improve commitment to curriculum implementation. Principals assist teachers through workshops with curricula to develop instructional competence. This translates to the fact that once curriculum is created, its delivery is to be supervised. Supervisors become curriculum specialists devoting a lot of time rewriting, redefining and strengthening the curriculum.

Much of the refinement consisted of individualising instruction, modifying curriculum and invention of new curriculum guides.

2.3 Challenges related to supervision of teachers' performance

There are challenges associated with supervision of teachers' performance in primary schools which are educational, economic, technical, social challenges among others.

2.3.1 Educational challenges

Most supervisors are not given the necessary training or orientation about the new position they are overseeing to equip them with the skills of supervision of instruction (Heaton, 2016). They venture into instructional supervision without fully understanding how it is done. Similarly, Stark & MacGhee (2018) stressed the need for supervisors to have working knowledge and skills of supervision in order for them to provide teachers with the necessary assistance, guidance and support for improved classroom practices. In assessment, teachers try to hide what they are bad at instead of displaying it so that they get the right assistance. Sharma (2016) says that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

2.3.2 Economic challenges

Walker (2016) highlighted the absence of a specific budget for supervision and support as a critical economic challenge that affects the supervision of teachers' performance. Inadequate budget impedes effective running of supervisory activities which includes in-service training programs for teachers and experience sharing with other schools. Lack of instructional material also affects the supervision of teachers' performance. Mgonja (2017) emphasized the importance of adequate instructional material in enhancing effective supervision. The scholar identified supervision guides, manuals and other educational hand outs as some of the material having great impact on supervisor's work. These tools can enhance the objectivity of supervisory process and inform schools and teachers of the issues the supervisors focus on (UNESCO, 2016). This study therefore establishes whether or not economic challenges are associated with supervision of teachers' performance in primary schools.

2.3.3 Technical challenges

Prelli (2016) says that unprofessional attitude toward and diminished interest in work by teachers lead them to disregard the supervisors' directives and guidance. This renders supervision of teachers' performance ineffective. The use of ineffective supervision styles by supervisors also affect supervision of teachers' performance. Benegro (2016) intimates that the traditional methods of supervision cause a state of dissatisfaction among teachers as their primary role have been of control and inspection with limited or no intention of enhancing teachers' professional growth. Yelkperli & Namale (2016) say that the traditional supervisory methods usually depends on mentoring and attempting to correct the areas of shortcomings in teachers without mentioning or reinforcing areas of excellence.

2.3.4 Social challenges

Ofojebe et al (2016) argue that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher- supervisor relationship, availability of supervisory choices based on teachers' needs as well as mutual trust, respect and collaboration among supervisors and supervisees. Mapolisa (2016) says that school heads use supervision as a fault finding mechanism. This creates poor relations between the supervisor and the supervisee which affect the supervision of teachers' performance. Ikegbusi & Iheanacho (2016) say that supervisors are engaged in routine administrative burden and therefore hardly find time to visit classrooms and observe how the teachers are teaching. Mgonja (2017) states that inadequate supervision of teachers' work performances by school heads causes laxity among teachers in their work. This often results to poor performances by students.

2.4 Strategies to improve supervision of teachers' performance in primary schools

Sharma (2016) says that a behaviour or performance may get controlled, modified or reinforced through various devices of feedback. Feedback device is a process or mechanism with the help of which an individual or a system receives information (feedback) about its working in terms of its strength or weaknesses in order to bring desirable improvement (Walker, 2016). Dassan & Sima (2017) intimate that feedback devices are quite effective for bringing desirable changes and improvement in the teaching behaviour of the individual teacher or group of teachers. Some of the feedback devices that can be used to improve the supervision of teachers' performance are the Simulated Social Skill Training, Micro-Teaching and Interaction Analysis.

2.4.1 Training of social skills

Simulation is a training technique developed by Cruick Shunk in 1968 for helping the teacher to bring desirable changes in his behaviour through some systematic and organised learning experiences in simulation i.e artificial laboratory like conditions (Sharma, 2016). It is based on socio-drama which is related to practise. This feedback device induces desirable competence among teachers in non-stressful conditions which is the most important aspect of the device (Heaton, 2016). The device has three parameters namely degree of participation, degree of competition and degree of structure and it is played by five to seven teachers with the roles of student, teacher and supervisor (Prelli 2016). The success of this technique depends on the quality of the feedback received by the teacher from his colleague's activity as student and supervisor. The responses of students prove a constant source for the immediate feedback to the teacher. The teachers acting as supervisors observe the lesson in a systematic and objective way, record the strengths and limitations and discuss it with the teacher for providing him appropriate feedback to bring improvement in his teaching (Dassan & Sima, 2017).

2.4.2 Micro-teaching

Micro-teaching is a technique of imparting training to the experienced or inexperienced teachers for learning the art of teaching by practising specific skills through 'scaled down teaching encounter' (Dassan & Sima, 2017). Ramatullah (2016) concurs saying that micro-teaching provides teachers with a practice setting in which the normal complexities of classroom are reduced and in which the teacher gets feedback on his performance. It is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter by limiting teaching to a specific skill and reducing teaching time and class size (Sharma 2016). It provides feedback for teachers' performance to make them effective and competent.

2.4.3 Interaction analysis

This technique was developed by Ned A Flender in 1959. It provides the structure, component and flow of behaviour of classroom activities. Sharma (2016) says that it is used as a mechanism of feedback device for the modification of teachers' teaching competence as it can be adjudged through the degree of effectiveness of his teaching which can in turn be assessed through his classroom behaviour or interaction. This systematic analysis of the

teacher's classroom behaviour or interaction provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning which is the interaction analysis (Ramatullah 2016). The system of interaction analysis consists of the process of encoding classroom events and decoding the data which can be done using a tape recorder. The knowledge of his own performance provides the feedback to the teacher to improve and modify his teaching performance (Dassan & Sima 2017)). Sharma (2016) says that the decoding process provides of his own teaching components and flow of behaviour.

2.5 Theoretical framework

A theoretical framework underpins the research by providing the fundamentals at which the study leans on .As such, this study will be guided by clinical and self-reflection models of supervision to understand the supervision of teachers' performance in the selected primary schools in Mudavanhu Cluster in Mberengwa District.

2.5.1 Supervision through a Clinical way

Clinical supervision is a process that enhances growth and increases skills in a given profession, while building a trusting relationship between supervisor and supervisee (Zetzer 2016). It is a formal and disciplined working alliance that is generally, but not necessarily, between a more experienced and a less experienced worker, in which the supervisee's clinical work is reviewed and reflected upon with aims of improving the supervisee's work (Milne & Reiser 2017). Clinical supervision provides a safe and confidential environment for teachers to reflect on and discuss their work. The focus is on supporting staff in their personal and professional development and in reflecting on their practice (Falender & Shafranske 2017). Its primary goal is to improve instruction. It allows the supervisee to receive feedback on their skills and helps to identify developmental needs (Rousmaniere & Renfro-Michel 2016)). This method of supervision replaces the traditional supervisory methods which focused more on mentoring than on the professional development of the teacher. Clinical supervision is officially applicable with inexperienced beginning teachers, teachers who are experiencing difficulties and experienced teachers who are in need of improving their instructional performance. Clinical supervision will therefore guide this study to understand supervision of teachers' performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe.

2.5.2 Self-reflection

Self-Reflection refers to a conscious bringing to the surface of different forms of knowledge, while attending to the thoughts and emotions present in the teacher both in situ and after the experience (Horton-Deutsch & Sherwood 2017). It gives teachers an opportunity to self-evaluate their teaching and practices. Calvert et al (2016) say that supervisors facilitate this reflection by setting up an environment of inquiry in order to help supervisees learn from their own practice. The outcome of this reflection is to create new understanding which in turn may lead to increasing choices, making changes or reducing confusion (Johns 2017). Teachers grow professionally if they think about their teaching and what improvements need to be made. They should have a professional and ethical responsibility to reflect on what is happening in response to changing circumstances. Costello et al (2018) say that the essential goal of reflective teacher supervision is to open the doors for teacher inquiry, a teacher-administrator-driven form of professional growth.

Critical reflection allows the supervisee to become aware of how they come to their ‘blind spots, deaf spots and dumb spots’, brings to the fore the conversations they do not have with themselves and helps them to get in touch with their own integrity and authenticity (Ferguson 2018). It is the application of self-reflection theory that will provide guidelines to understand supervision of teachers’ performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe.

2.6 Conclusion

The chapter looked at the review of related literature citing the effects of supervision of teachers’ performance, challenges associated with the supervision of teachers’ performance and coming up with strategies to improve supervision of teachers’ performance in primary schools. The researcher finally looked at the theoretical framework that provides the fundamentals at which the study leans on.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction of the chapter

The main concern of this chapter is to identify the research design and methodology, how the research is carried out, the population, sampling and research instruments used. It also looks at how data is collected including how it is going to be presented in the next chapter.

3.2 Research Design and Paradigm

The research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring s/he will effectively address the research problem (Forrest 2017). It constitutes the blueprint for the collection, measurement, and analysis of data (Engbers 2016). The function of a research design is to ensure that the evidence obtained enables the researcher to effectively address the research problem as unambiguously as possible (Gunn 2017). The researcher used the case study design to assess the supervision of teachers' performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe.

A case study is an in-depth study of a particular research problem rather than a sweeping statistical survey (Hancock & Algozzine 2016). Yin (2017) says that it is a qualitative research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through variety of lenses in order to reveal multiple facets of the phenomenon. It is a multiple case study research. In a multiple case study, each case is studied as if it is a singular study and is then compared to other cases. The analysis of each of the following case is built on the knowledge obtained in the analysis of the previous cases (Yin 2017). It enables researchers to conduct an in-depth exploration of intricate phenomena within some specific context (Lee & Saunders 2017). A case study is often used to narrow down a very broad field of research into one or a few researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world.

The researcher chose a multiple case design for this study because it has several advantages. Hancock & Algozzine (2016) say that case studies have the potential to achieve high conceptual validity and strong procedures for fostering new hypothesis. The scholars further allege that a case study can closely examine the hypothesized role of causal mechanisms in the context of individual cases and has the capacity for addressing causal complexity. For these reasons, a multiple case study design will guide this research to assess the supervision of teachers' performance in selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe.

3.3 Procedures of sampling

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen (Moy & Murphy 2016). They further say that it is the process of selection of limited number of elements from large group of elements so that the characteristic of the samples taken is identical to that of the population. West (2016) alleges that sampling is a method that allows researchers to infer information about a population based on results from a subset of the population without having to investigate every individual. Subjects are selected by the choice of the researcher. Reducing the number of participants in the study reduces the cost and workload and may make it easier to obtain high quality information.

The sampling strategy used in this study is the purposive sampling which is a non-probability sampling technique. Non-probability sampling technique is a technique in which individuals are selected based on non-random criteria and not every individual has a chance of being included (Cooke 2017). It is appropriate for exploratory and qualitative research. The selection of the sample is made on the basis of subjective judgement. West (2016) says that non-probability techniques make it possible to take a sample of population the elements of which are infinite in number. Purposive sampling as a non-probability sampling technique involves the researcher using their judgement to select a sample that is most useful to the purpose of the research. (Moy & Murphy 2016) say that purposive sampling is often used in qualitative research where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences. Purposive sampling relies on the judgement of the researcher when choosing who to ask to participate. The researcher may implicitly thus choose a representative to suit the needs, or specifically approach individuals with certain characteristics (Fricker 2016). The sample is approached having a prior purpose

in mind. The criteria of the elements whom to include in the study is predefined. The researcher chose the purposive sampling strategy to select a sample for this study because it is time and cost effective to perform whilst resulting in a range of response. A total of 12 participants will be selected with 4 participants from each primary school. 3 teachers and the school head represent each school.

3.4 Population

Target population is the entire set of units for which the survey data are to be used to make inferences (Mellinger & Hanson 2017). These are the set of units for which the findings of the survey are meant to generalize. In this study, school heads and teachers of the primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe, are the target population. The research sample would consist of 12 participants selected from the three chosen primary schools with 4 participants from each primary school that is 3 teachers and the school head representing each school. Munday (2016) says that the research sample are members of the study population from whom we collect our data. The researcher would use school heads and teachers in this study to assess the supervision of teachers' performance in three of the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province.

3.5 Instruments of the research

Research instruments are the fact finding strategies and the tools for data collection (Kabir 2016). Aziz et al (2018) say that research instruments enable the researcher to obtain relevant information or gain the experience of others from which he or she imbibes lessons for the enrichment of his report. Research instruments which were employed in this study are questionnaires and interviews.

3.5.1 Questionnaire of the research

The questionnaire was invented by Sir Francis Galton in 1822. This is a data collection instrument which is systematically prepared with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data (Kabir 2016). It is a form of inquiry document which contains a systematically compiled and well organised series of questions intended to elicit the information which will provide an insight into the nature of the problem under study (Kabir & Rashid 2017). Kabir (2016)

intimates that a distinction can be made between questionnaires with questions that measure separate variables and questionnaires with questions that are aggregated into either a scale or index. Questionnaires within the former category are commonly part of surveys whereas questionnaires in the latter category are commonly part of tests (Kabir 2016).

A questionnaire consists of a number of questions that the respondent has to answer in a set format. The questions can be open-ended or closed-ended. A distinction can be made between the two types of questions. Aziz et al (2018) say that open-ended questions ask respondents to formulate their own answers, whereas in closed-ended questions the respondents have to pick an answer from a given number of options. They further say that the response options for a closed-ended question should be exhaustive and mutually exclusive. For the purpose of this study, two different questionnaires would be administered to head teachers and the other to the teachers. Each questionnaire would contain Part A and Part B. Part A would capture personal details through open-ended questions to enable respondents to have freedom of expression and closed-ended questions. Part B would have open-ended questions where respondents would be required to give a brief explanation of instructional supervision practices. Part B also would have series of closed-ended questions where the respondents would be expected to tick items on the four point likert scale.

The researcher chose a questionnaire for this study because it has several advantages. Mostafa et al (2016) allege that questionnaires allow collection of large amounts of information from a large number of people in a short period of time and in a relatively cost effective way. The scholars further say that questionnaires can be carried out by the researcher or any number of people with limited affect to its validity and reliability. The results of the questionnaire can usually be quickly and easily quantified by either a researcher or through the use of a software package. When data has been quantified, it can be used to compare and contrast other research and may be used to measure change (Kabir 2016). However, questionnaires have their demerits. Aziz et al (2018) say that respondents may read differently into each question and therefore reply based on their own interpretation of the question which means that there is a level of subjectivity which is not acknowledged. They also say that there is no way to tell how truthful a respondent is being and some respondents may be forgetful or not think within the full context of the situation.

3.5.2 Interviews of the research

It is an interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee (Kabir 2016). Mostafa et al (2016) say that the researcher has to identify a potential source of information and structure the interaction in a manner that will bring out relevant information from his respondent. They went on to say that the creation of a cordial atmosphere is vital to the success of such an interaction. Interviewing involves asking questions and getting answers from participants. Interviews can be face-to-face or they can also be conducted over the phone or the computer terminal via video conferencing technology (Kabir & Rashid 2017). For the purpose of this study, the researcher would administer face-to-face interviews with school heads and selected teachers of selected schools to assess the supervision of teachers' work performance. Aziz et al (2018) say that face-to-face interviews are advantageous since detailed questions can be asked and further probing can be done to provide rich data. They also allege that complex and unknown issues can be explored and response rates are usually higher than for self-administered questionnaires.

Interviews can be Structured, Semi-structured or Unstructured. In this study, the researcher would employ Semi-structured interviews with open-ended questions. Kabir (2016) is of the opinion that, Semi-structured interviewing is best used when the researcher won't get more than one chance to interview someone and when you will be sending several interviewers out in the field. This would be cost effective to the researcher as having several interviews with a respondent would call for more resources as well as more time. The scholar further say that the inclusion of open-ended questions provide the opportunity for identifying new ways of seeing and understanding the topic. Many researchers like to use semi-structured interviews because questions can be prepared ahead of time and allow the interviewer to be prepared and appear competent during the interview (Aziz, Kabir and Jahan 2018).

The researcher chose interviews as a research instrument for this study because of the depth of detail from the interviewee. Kabir (2016) says that interviewing participants can paint a picture of what happened in a specific event, tell us their perspective of such event as well as give other social cues. The scholar further says that social cues such as voice, intonation, body language among others, of the interviewee can give the interviewer a lot of extra information that can be added to the verbal answer of the interviewee on a question. However, interviews like any other methods have got their disadvantages. Aziz et al (2018) say that some interviewees may not turn-up for the meeting or may cancel it at the last minute. They further say that some information may be missed during interviews because the

interviewer has many things to concentrate on such as making the respondent comfortable, keeping as much eye contact as possible, writing down as much as they can and thinking of follow up questions.

3.6 Procedures of collecting data

Data collection is the procedure of collecting, measuring and analysing accurate insights for research using standard validated techniques (Abbasi, Sarker & Chiang 2016). Rose (2016) says that data collection procedure is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions. For the purpose of this study, a research letter was obtained from the Midlands State University's faculty of Education Department requesting for permission to conduct the research. The researcher reported to District Education office of Mberengwa District to get authority to proceed with the research. The researcher would conduct a pre-visit to the selected schools and get permission from school heads to conduct research in their schools. The researcher would then arrange with the respective school heads and selected teachers to determine the date convenient for administration of questionnaires and carrying out of interviews. Questionnaires would be administered to school heads and teacher respondents simultaneously and give them time to complete. The questionnaires would be collected when duly completed. on administering interviews, the researcher would choose a setting with little distraction and explain the purpose of the interview to the interviewee. Terms of confidentiality would be addressed and an explanation on the format of the interview as well as the length of the interview given. During the interview, the researcher would take down notes and record the interview.

3.7 Analysis of data

Data analysis is the process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision-making (Varpio & McCarthy 2018). It is the process of evaluating data using analytical or statistical tools to discover useful information. Rose (2016) says that data analysis is a process that relies on methods and techniques to taking raw data, mining for insights that are relevant to the business' primary goals, and drilling down into this information to transform metrics, facts and figures into initiatives for improvement. For the purpose of this study, the researcher would employ the narrative analysis method which is a qualitative data analysis

method, for data analysis. This is so because the research is a qualitative study. The narrative data analysis method is a method that involves the reformulation of stories presented by respondents taking into account context of each case and different experiences of each respondent (Abbasi, Sarker & Chiang 2016). It is the revision of primary qualitative data by the researcher. The method focuses on using the stories and experiences shared by people to answer the research questions.

3.8 Piloting

A pilot study is a small-scale preliminary study which aims to investigate whether crucial components of the main study, usually a randomized, controlled trial, will be feasible (Vogel & Draper-Rodi 2017). It is a research study conducted before the intended study, but on a smaller scale. For the purpose of this study, the researcher would carry out the pilot study at Sandawana primary school using the questionnaire and holding interviews with 3 selected teachers and the school head. This would help the researcher to test the feasibility of the study, such as whether the study resources are adequate, test the methodological changes to implementation and to develop or test the efficacy of research instruments.

3.9 Conclusion

The chapter highlighted how the research is to be carried out, focusing on population, sampling procedures, data collection instruments, how data is to be collected and how it is going to be presented.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the results of the study and a discussion of the results is done. The data is presented and discussed under two major themes which are classroom visitation and checking of records. The data collected through the questionnaire is mainly presented in tables that are followed by explanations and discussions. Pie charts will also be used to present data collected through interviews. The presentation will be followed by a summary.

4.2 Instrument return rate

A sample size of 12 respondents was targeted by the research comprising of three head teachers and 9 teachers. 12 questionnaires were therefore administered. All the head teachers' questionnaires were returned (100%) and similarly, all questionnaires for teachers were returned representing (100%) return rate respectively. The high response rate was due to the fact that the researcher personally administered the questionnaires and collected them after completion. The interviews were satisfactorily carried out with all the interviewees turning up for the interviews. The response rate was regarded satisfactorily good to answer the research questions.

4.3 Demographic data of the respondents

Personal information of the 12 respondents was sought which included their gender, age professional qualification and teaching experience. The findings are presented in Table 1 below:

Table 1: Demographic characteristics of respondents

Characteristic	Category	Frequency		Percentages	
		Teachers	Head teachers	Teachers	Head teachers
Gender	Male	5	2	55.6	66.7
	Female	4	1	44.4	33.3

	Total	9	3	100	100
Age	Below 30yrs	3	0	33.3	00
	31-40yrs	4	0	44.5	00
	41-50yrs	2	2	22.2	66.7
	Over 50yrs	0	1	00	33.3
	Total	9	3	100	100
Qualification	Diploma	7	0	77.8	00
	B.E.D	2	2	22.2	66.7
	M.E.D	0	1	00	33.3
	Others	0	0	00	00
	Total	9	3	100	100
Experience	1-5yrs	2	0	22.2	00
	6-10yrs	5	1	55.6	66.7
	11-15yrs	1	2	11.1	33.3
	Over 16yrs	1	0	11.1	00
	Total	9	3	100	100

The study findings revealed that 5(55.6%) of the teachers and 2(66.7%) of head teachers who participated in the research were males, while 4(44.4%) of teachers and 1(33.3%) of head teachers were females. The age range varied with 3(33.3%) of teachers falling in the below 30years age bracket, while 4(44.5%) fell in the 41-50years category. 2(22.2%) of teachers and 2(66.7%) of the head teachers fell between the age range of 41-50years, while only 1(33.3%) of the head teachers fell in the over 50years category. The research findings implied that schools were headed by older teachers as all the head teachers were above 40years of age.

The researcher sought to find out the highest professional qualification of the respondents. The findings as shown on the table were that 7(77.8%) of the teachers had diploma in education, while 2(22.2%) of the teachers had Bachelor's degree in Education. This is evidence that the schools were manned by professionally qualified personnel who knew their duty. 2(66.7%) of head teachers had Bachelor's degree in Education, while 1(33.3%) of the head teachers had a Masters' degree in Education. The researcher went on to find out the experience of head teachers and teachers. The findings revealed that 2(22.2%) of the teachers fell in 1-5years category which means that they are still new in the profession. 5(55.6%) of

the teachers and 1(33.3%) of the head teachers had 6-10years experience. 1(11.1%) of the teachers had over 16years experience. The findings implied that the head teachers had more experience and thus carried out their supervisory duties effectively.

4.4 Presentation and Analysis of findings

To assess the supervision of teachers’ performance by head teachers, teachers were asked to give opinions on the head teachers’ classroom visits to assess their work performance. The survey results are shown on Table 2 below,

Table 2: Teachers’ response on effects of head teachers’ classroom visits to assess teachers’ performance

Item	Strongly Agree	Disagree	Strongly Disagree	Total
	Agree	Disagree	Disagree	
The head teacher often make classroom visits to check on teaching /learning sessions	4(44.5%) 2(22.2%)	2(22.2%)	1(11.1%)	9(100%)
Total	66.7%	33.3%		100%
The head teacher observes my teaching during classroom visitation.	5(55.7%) 2(22.2%)	1(11.1%)	1(11.1%)	9(100%)
Total	77.8%	22.2%		100%
The head teacher examines suitability of media used by the teacher	4(44.5%) 3(33.3%)	2(22.2%)	0(00%)	9(100%)
Total	77.8%	22.2%		100%
The head teacher invites me to observe demonstration lesson	3(33.3%) 2(22.2%)	2(22.2%)	2(22.2%)	9(100%)
Total	55.6%	44.4%		100%
Classroom visitation by head teacher helps to improve my teaching performance	7(77.8%) 1(11.1%)	1(11.1%)	0(00%)	9(100%)
Total	88.9%	11.1%		100%

The results on Table 2 revealed that (66.7%) of the teachers strongly agreed and agreed that head teachers often make classroom visits to check on teaching and learning sessions. This is more than half of the sample which means that supervision is actually taking place.

However,(33.3%) disagreed with the claim. The head teachers carry out lesson observations during their classroom visits. This is evidenced by the (77.8%) of teachers who strongly agreed and agreed, only (22.2%) disagreed and strongly disagreed. Examining of the suitability of teaching media used by teachers in the classroom is done. This is noted by the (77.8%) of teachers who strongly agreed and agreed to the assertion, while (22.2%) disagreed and strongly disagreed.

The head teachers do invited teachers to observe demonstration lessons. This is asserted by (55.6%) of the teachers who strongly agreed and agreed. (44.4%) of the teachers disagreed and strongly disagreed to the claim. The majority of teachers (88.9%) strongly disagreed and agreed that classroom visitation by the head teachers help to improve their teaching performance with just (11.1%) disagreeing and strongly disagreeing with the point.

To get the side of the head teachers on the assessment of the supervision of teachers' performance, the same items were readjusted to target the head teachers. Table 3 below displays results of the survey in that respect,

Table 3: Head teachers' response on effects of head teachers' classroom visits to assess teachers' performance,

Item	Strongly Agree	Disagree Strongly	Total
	Agree	Disagree	
I often make classroom visits to check on teaching/learning session	2(66.7%) 1(33.3%)	0(00%) 0(00%)	3(100%)
Total	100%	0%	100%
I observe my teachers during my classroom visits	1(33.4%) 1(33.3%)	1(33.3%) 0(00%)	3(100%)
Total	66.7%	33.3%	100%
I examine suitability of learning aids used by teachers	2(66.7%) 1(33.3%)	0(00%) 0(00%)	3(100%)
Total	100%	0%	100%
I invite teachers to observe me as I teach	2(66.7%) 0(00%)	1(33.3) 0(00%)	3(100%)
Total	66.7%	33.3%	100%
Classroom visits by the head	1(33.4%) 1(33.3%)	1(33.3%) 0(00%)	3(100%)

teacher help improve teachers' performance			
Total	66.7%	33.3%	100%

The survey results revealed that (100%) of head teachers strongly agreed and agreed to the claim that they often make classroom visits to check on teaching and learning sessions. None of the head teachers disagreed or strongly disagreed with the point. More than half (66.7%) of the head teachers strongly agreed and agreed that they observe teachers teaching during their classroom visits. (33.3%) of the head teachers disagreed. All the head teachers (100%) strongly agreed and agreed that they examine the suitability of learning aids used by teachers in the classroom. The head teachers (66.7%) also strongly agreed and agreed that they invite teachers to observe them as they teach. However, only (33.3%) disagreed with the claim.

The majority of head teachers (66.7%) strongly agreed and agreed that classroom visits by the head teachers help to improve teachers' performance. However, (33.3%) disagreed with the claim.

Table 4: Teachers' response on checking of records by head teachers and its effects on teachers' performance,

Item	Strongly Agree	Disagree	Strongly Disagree	Total
	Agree	Disagree	Disagree	
The head teacher check on my professional records	3(33.3%) 4(44.5%)	1(11.1%)	1(11.1%)	9(100%)
Total	77.8%	22.2%		100%
The head teacher check on pupils' work	5(55.6%) 3(33.3%)	1(11.1%)	0(00%)	9(100%)
Total	88.9%	11.1%		100%
The head teacher do give teachers feedback	3(33.3%) 3(33.3%)	2(22.2%)	1(11.1%)	9(100%)
Total	66.7%	33.3%		100%
I do face some challenges in the supervision process	2(22.2%) 2(22.2%)	3(33.3%)	2(22.2%)	9(100%)
Total	44.4%	55.6%		100%

The survey results as shown on the table shows that (77.8%) of teachers strongly agreed and agreed that head teachers check their professional records, while (22.2%) of them disagreed and strongly disagreed. The majority of teachers (88.9%) strongly agreed and agreed that the head teachers check on pupils' work. However, only (11.1%) chose to differ disagreeing with the claim. on the issue of head teachers giving feedback, the survey revealed that (66.7%) of teachers strongly agreed and agreed that head teachers do give feedback, while (33.3%) disagreed and strongly disagreed. The survey results also revealed that (44.4%) strongly agreed and agreed that they do face some challenges in the supervision process. However, (55.6%) disagreed and strongly disagreed with the claim.

The researcher readjusted the same items for teachers to target the head teachers so as to solicit for their perceptions on the checking of records by head teachers. Table 5 below shows the results from the survey.

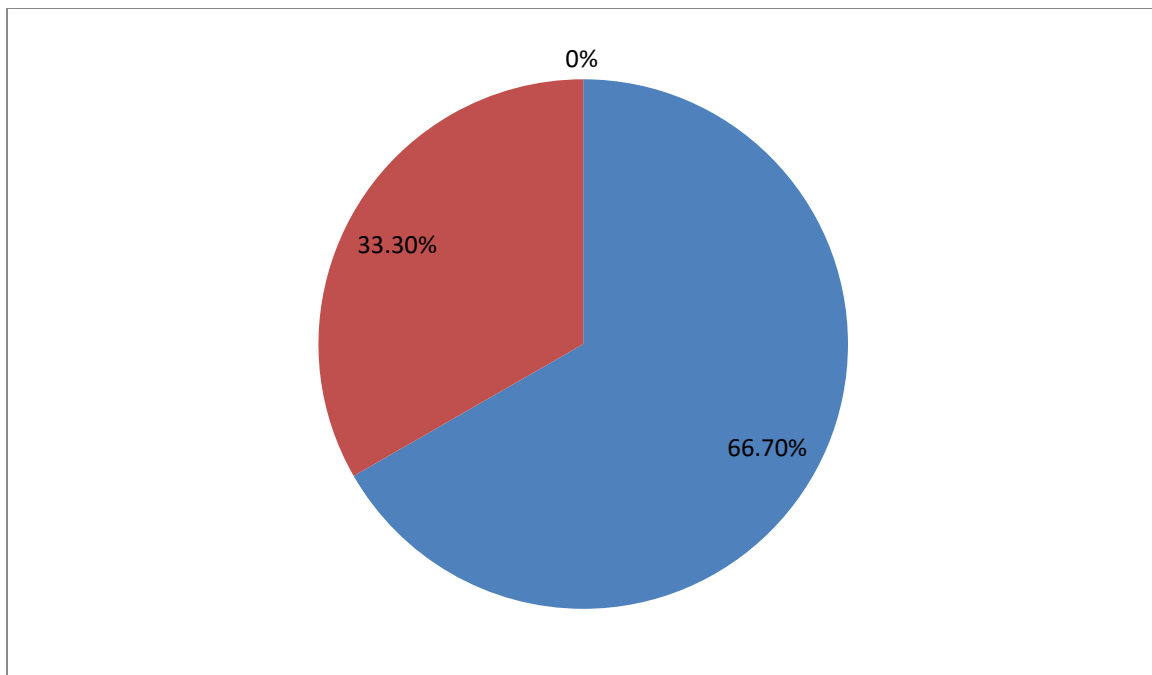
Table 5: Head teachers' response on checking of records by head teachers and its effects on teachers' performance

Item	Strongly	Agree	Disagree	Strongly	Total
	Agree	Agree	Agree	Agree	
I do check on teachers' professional records	2(66.7%)	1(33.3%)	0(00%)	0(00%)	3(100%)
Total	100%	0%	0%	0%	100%
I do check on pupils' work	3(100%)	0(00%)	0(00%)	0(00%)	3(100%)
Total	100%	0%	0%	0%	100%
I do give my teachers feedback	2(66.7%)	1(33.3%)	0(00%)	0(00%)	3(100%)
Total	100%	0%	0%	0%	100%
I face some challenges in the supervision of teachers' work performance	1(33.3%)	0(00%)	1(33.4%)	1(33.3%)	3(100%)
Total	33.3%	66.7%	66.7%	66.7%	100%

The results as shown on the table above revealed that (100%) of the head teachers strongly agreed and agreed that they do check on pupils' work. There is also an acknowledgement by the head teachers that they give teachers feedback when (100%) strongly agreed and agreed with the assertion. The head teachers (33.3%) strongly agreed facing some challenges while (66.7%) disagreed and strongly disagreed with the point.

To authenticate the information collected through questionnaires, the researcher carried out interviews with the 12 participants. Figure 4.1 below presents the findings on teachers' response on head teachers' frequency of supervising teachers' performance in a term.

Figure 4.1: Teachers' response on head teachers' frequency of supervising teachers' performance in a term

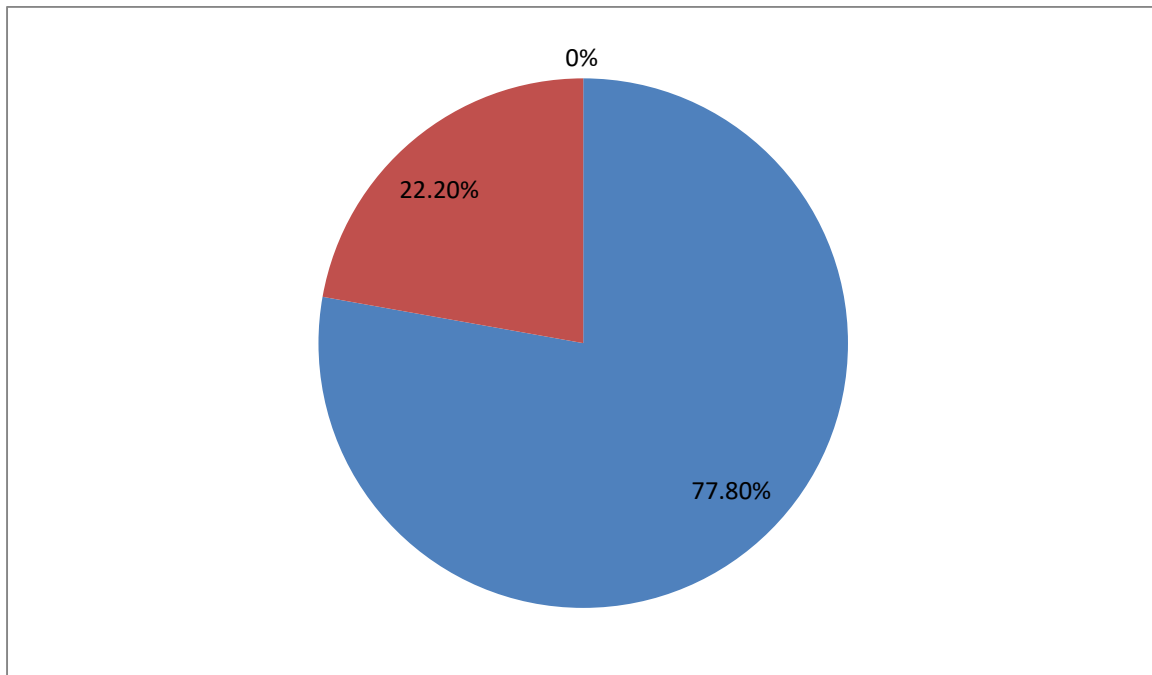


The results of the interview on the head teachers' frequency of supervising teachers' performance in a term as shown on the pie chart revealed that (66.7%) of teachers stated that head teachers do supervise them on a weekly basis. This translates to the fact that head teachers do keep a close monitoring on the teaching and learning process. Most of these interviewees indicated that the supervision ranged from lesson observations, checking of record books, pupils' work, learning aids among others. However, (33.3%) of the teachers stated that supervision of teachers' performance was done on a monthly basis and mostly involved the checking of record books excluding lesson observations. This can be worrisome as that type of supervision will be lacking especial on the practical side. Some of the

interviewees confessed of not having been observed teaching since they joined the profession. This, they claim has made them not to develop professionally.

The researcher sought whether head teachers gave feedback after supervision and the teachers' responses are displayed on figure 4.2 below.

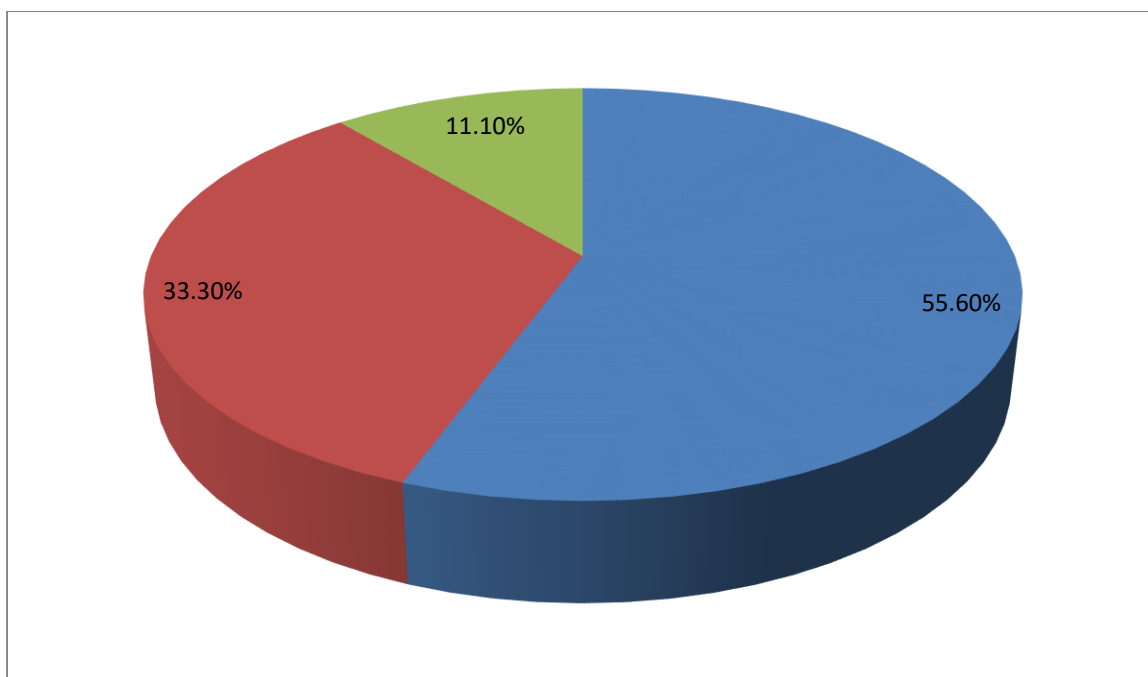
Figure 4.2: Teachers' response on head teachers giving feedback after supervision



The results on head teachers giving feedback after supervision as displayed on the pie chart revealed that the majority (77.8%) of the interviewees agreed to the fact that head teachers do give feedback after supervision. These interviewees stated that feedback was a worthwhile activity that helped them to develop professionally and improve their performance. However, (22.2%) of the respondents indicated that head teachers sometimes gave feedback after supervision or never gave feedback as they assume that supervising teachers' performance is a way of making teachers work. They claimed that this is what has contributed to the poor performance by most teachers.

The researcher sought how head teachers gave feedback to teachers after supervision and the results are on figure 4.3.

Figure 4.3: Teachers' response on how head teachers gave feedback



The study results on the pie chart above revealed that (55.6%) of the interviewees stated that head teachers gave feedback individually, while (33.3%) indicated that head teachers gave feedback through write-ups. A few of the interviewees (11.1%) stated that head teachers gave feedback through meetings. The study results clearly show that most head teachers preferred giving feedback individually by inviting the teacher to the office after a lesson observation. on inquiring from head teachers why most of them preferred that method, they said it immediately addressed the noted individual weaknesses and strengths. They further said it gave the teacher an opportunity to feel free to say out their challenges and get them addressed. The head teachers indicated that meetings are sparingly used as evidenced by the few teachers (11.1%) who mentioned it as being used by head teachers because it does not focus on the problems of an individual and individuals with challenges may not open up for lack of privacy. Those who preferred write-ups argued that it gave the teacher an opportunity read the report and reflect on it and will constantly refer to it in future.

4.5 Discussion

The study results have revealed that classroom visitation by the head teacher and the checking of professional records are the major activities of supervision of teachers' performance. These become the major themes in supervision and they were divided into items which all constitute the supervision of teachers' performance. The response of the respondents, both teachers and head teachers strongly agreed (88.9% and 66.7%) with the

assertion that classroom visitations by the head teacher help to improve teachers' performance. The activities like lesson observations, checking suitability of media and giving lesson demonstrations are part of classroom visitation that play a pivotal role in the improvement of teachers performance.

The teachers and head teachers in the study strongly agree (77.8% and 66.7%) that lesson observations have great effect on the performance of teachers. This was cited even during interviews by the interviewees that lesson observations help the head teacher to detect the actual weaknesses of the teacher and find appropriate measures to assist the teacher. The interview results also supported the results of the questionnaires on the issue of demonstration lessons by the head teacher. The questionnaire results revealed that both teachers and head teachers in the study strongly agreed (55.6% and 66.7%) that lesson have an effect on the teachers' performance. The interviewees indicated that the head teacher gets an opportunity to show the teacher practically how the work should be done. Some teacher interviewees even confessed having learnt a great deal from lesson demonstrations by their head teachers. The majority of the interviewees emphasized the importance of classroom visitations saying that everything the head teacher does when they visit the classroom constitute supervision and contributes immensely to the improvement of the teachers' performance.

The other important aspect of supervision of teachers' performance is the checking of records. These records include teachers' professional records and pupils' exercise books. The participants, both teachers and head teachers strongly agreed (77.8% and 100%) that checking teachers' records has an effect on the teachers' performance. The head teacher will be able to help the teacher in the planning of lessons thereby improving the teachers' performance. This is corroborated by the interview results in which interviewees indicated that the head teacher gets a chance to check the syllabus coverage, effective teaching strategies and content delivery by the teacher. The interviewees said that if these are not up to the expected standard, the head teacher can then assist the teacher to do the right thing thereby improving teachers' performance.

Feedback after carrying out supervision is the most crucial aspect of supervision of teachers' performance. Participants, both teachers and head teachers strongly agreed (66.7% and 100%) on the importance of feedback. Some interviewees also indicated the importance of feedback saying that without feedback supervision will be rendered useless. This is where the

head teacher addresses the teacher's weaknesses and strengths. Feedback can be given individually, through write-ups or through meetings. Results from interviewees (55.6%) indicated that head teachers preferred giving feedback individually by inviting the teacher to the office and discussing privately. Some of the interviewees said that it has an advantage over write-ups and meetings because it addresses individual weaknesses and strengths. They also said that the teacher feels relaxed and comfortable to open up to the head teacher on any professional challenges they might be facing.

4.6 Summary

The chapter has clearly revealed the data collected through the questionnaires and interviews. The collected data were analysed qualitatively and quantitatively with two major themes coming out which are classroom visitations and checking of records. The data were presented in tables and pie charts and discussed. The study's findings' overall impression is that supervision of teachers' performance is done in primary schools and greatly improves teachers' performance. The interview results also noted challenges faced during supervision of teachers' performance which included lack of finance to provide required resources, lack of supervisory skills by head teachers, negative attitudes towards supervision by teachers, lack of remuneration among others. The study findings also yielded possible ways of improving the supervision of teachers' performance which are, the provision of financial support by the government to all schools specifically for the provision of resources needed for supervision, holding of training workshops on effective supervisory skills for head teachers, availing workshops to train teachers on the importance of supervision so that they don't develop a negative attitude towards it, among others.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study's findings and draws the conclusions from the analysis and interpretation of data. Some recommendations for further study are given at the end of the chapter.

5.2 Summary

The study's main concern was to make an assessment of the supervision of teachers' performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe. In order to achieve this, three research questions guided the study which are, what are the effects of supervision of teachers' performance, what are the challenges faced in the supervision of teachers' performance in primary schools.

The data to answer research questions were collected using questionnaires and interviews. The data were collected from a research sample of 12 participants which included 3 head teachers from three selected schools and 9 teachers from these schools. The collected data were analysed both qualitatively and quantitatively.

To establish the effects of supervision of teachers' performance in primary schools, the study findings were presented on tables and analysed. The results revealed that the participants, both teachers and head teachers strongly agreed (88.9% and 66.7%) that the head teachers' classroom visits to assess teachers' performance enhanced the teachers' performance. The majority of teachers in the study (77.8%) strongly agreed that head teachers observe them teaching. During interviews (66.7%) of the teachers indicated that they are supervised weekly and the supervision ranged from lesson observations, checking of teachers' professional records, pupils' exercise books, the suitability of learning aids, among others. They stated that their performance had greatly improved due to the assistance they got from the head teachers. The interviewees confessed having noted a positive improvement in their performance as well as in their learners.

The study findings also revealed that the majority of teachers in the study (55.6%) strongly agreed that head teachers do give them demonstration lesson. The respondents indicated that

their performance had greatly improved because of the demonstration lessons. They professed having evaluated their methodology and adopting effective ones. The majority of head teachers (66.7%) strongly agreed on giving demonstration lessons stating that it is the best way to lead by example. They indicated that their teachers would learn better by seeing it being done. During interviews the head teachers indicated that positive improvement in teachers' performance was being noticed due to their demonstrations lessons.

The checking of the record books by head teachers contributes immensely to the improvement of the teachers' performance. Participants, both teachers and head teachers strongly agreed (77.8% and 100%) that the checking of professional records have an effect on the teachers' performance. The head teacher gets an opportunity to check the syllabus coverage, effective teaching strategies and content delivery. If they are not up to standard, the head teacher would assist the teacher. This helps the teacher to improve and develop professionally.

The study results also revealed that feedback is another critical component of supervision. The respondents both teachers and head teachers strongly agreed (66.7% and 100%) that head teachers gave feedback after supervision of instruction. The interview results showed that (55.6%) of the teacher interviewees stated that head teachers gave feedback individually than through write-ups and meetings. They argued that it addressed individual weaknesses and strengths. The study results revealed that feedback promotes the professional growth of the teacher.

The study results also revealed that there are some challenges that are faced in the supervision of teachers' performance. During the interviews, some interviewees who are teachers indicated lack of effective supervisory skills by some head teachers. Some sighted that some head teachers take supervision as a fault finding mission such that they hardly notice the strengths of the teacher. Lack of teaching resources was also sighted as a challenge in supervision. Some participant head teachers indicated teachers' negative attitude towards supervision as a challenge that impacts on successful supervision of teachers' performance, lack of training in supervisory skills, among others.

The participants gave suggestions on ways of improving the supervision of teachers' performance. Some suggested that the responsible ministry should hold training workshops on supervisory skills, provide financial support to schools specifically providing teaching

material. Teachers should also be made aware of the importance of supervision of teachers' performance.

5.3 Conclusions

Based on the study findings, the researcher concluded that;

regular classroom visits by the head teacher helps the teacher to develop professionally as the difficulties the teacher might be encountering would be quickly identified and immediately solved by the head teacher. The close monitoring of the teaching /learning sessions by the head teacher ensures the improvement of the teachers' performance. The teacher gets to know the expectations of their job because of the constant checks by the head teacher.

Checking of teachers' professional records and pupils' exercise books make the task of monitoring the implementation of the curriculum by the head teacher easy as these record books provide evidence of the syllabus coverage, content delivery and teaching strategies. The head teacher is able to assess the performance of the teacher through the checking of these record books.

Demonstration lessons are crucial in the supervision of teachers' performance as it allows the head teacher to show the teacher what must be actually done in a practical way. This would help teachers to evaluate their methodology which will enhance their performance.

Feedback is a crucial component of supervision as it allows the teacher to be aware of their strengths and weaknesses. Feedback will be effective if it is given privately to the individual as it addresses individual weaknesses and strengths. It allows the teacher to open up to the head teacher on any professional challenges that the head teacher would have not noticed. This is different from feedback that is given through a meeting where teachers would not want to appear to be having challenges or write-ups where the teacher would have no one to address their issues to except the paper in front of them.

Supervision of teachers' performance can be improved by making teachers become aware of the importance of supervision of teachers' performance so that they don't develop a negative attitude towards the supervision process.

Taking supervisory courses will equip the head teacher with skills that will make supervision an enjoyable activity for both the supervisor and the supervisee.

5.4 Recommendations

In respect of the study's findings, the researcher put forward the following recommendations;

Head teachers should supervise their teachers weekly as this will ensure that the teachers improve their performance and grow professionally.

The Ministry of Primary and Secondary Education should come up with training workshops on effective supervisory skills for head teachers.

The government should avail funds to primary schools specifically for the provision of teaching resources that will ensure the success of the supervision process.

The government should promote teachers to the post of head teacher when they have had enough teaching experience that will make them to be able to give more effective demonstration lessons so that teachers learn from them.

The Ministry should make it a policy that all head teachers be non-teaching heads which will make them concentrate on supervisory duties because administrative duties alone are enough to make them too busy for regular supervision of teachers' performance.

The Ministry of Primary and Secondary Education should come up with a supervision guide that will ensure proper and constant supervision of teachers' performance in primary schools.

Workshops to make teachers become aware of the importance of supervision of teachers' performance should be held at Cluster level in districts. This will ensure that teachers embrace the supervision process.

Head teachers should hold staff development seminars in their schools to staff develop teachers on supervision of instruction.

Head teachers should create a friendly environment within their schools so that teachers view supervision as a learning process and not a fault finding episode.

Head teachers should give feedback to individuals immediately after the supervision of teachers' performance. This will ensure that individual weaknesses are dealt with effectively.

A similar study should be carried out in other Clusters to compare the findings.

A study should be carried out to assess the effects of the teachers' attitude towards instructional supervision in primary schools.

A study should be carried out on the most effective supervisory styles in primary schools.

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APPENDICES

Appendix 1: RESEARCH PERMIT

 **MIDLANDS STATE UNIVERSITY**
P.O. BOX 2022
Gweru
Zimbabwe
Telephone: (263) 84 802248/2022/2048/2048
Fax: (263) 84 802220/2044

**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
AND LEADERSHIP**


TO WHOM IT MAY CONCERN

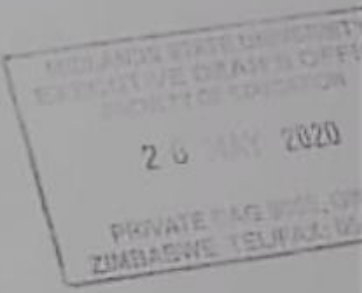
The bearer..... is a
B.Ed/MED/PGDE student at this University. She / He has to undertake research and
thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you


.....
Dr L. Museva
(Chairperson – Educational Policies Studies and Leadership)



Appendix II

LETTER OF INTRODUCTION TO RESPONDENTS

Sandawana Mine School

P.O.Box 142

Mataga

25 May 2020

Dear Respondent

RE: REQUEST FOR RESEARCH DATA COLLECTION

I am an undergraduate student at the Midlands State University, pursuing a degree in Educational Management and Leadership. I am carrying out a study on the ‘**Assessment on the supervision of teachers’ performance in the selected primary schools of Mudavanhu Cluster in Mberengwa District in the Midlands Province of Zimbabwe**’. I am kindly requesting you to assist me by filling in the attached questionnaire as truthfully as possible. The information you give will be treated confidentially and will be used only for this study. Names of respondents and institution should not be indicated.

I thank you in advance for your co-operation.

Yours faithfully

Zhou Zamai

Appendix III

Head teachers' Questionnaire

Introduction

The study seeks to assess the supervision of teachers' performance in the primary schools of Mudavanhu Cluster. The information provided will be strictly for the purpose of this research and will be treated confidentially. Please DO NOT indicate your name.

Instruction

Kindly respond to the following questions as truthful as possible putting a tick in the appropriate box where necessary. Thank you very much for your co-operation.

PART A: Personal data

1. Gender

a) Male ()

b) Female ()

2. Age

a) Below 30years ()

b) 31-40years ()

c) 41-50years ()

d) Over 50years ()

3. Your highest professional qualification

a) Diploma ()

b) B.E.D ()

c) M.E.D ()

d) Others ()

4. How long have you been a head teacher?

a) 1-5years ()

b) 6-10years ()

c) 11-15years ()

d) Over 16years ()

PART B: INSTRUCTIONAL SUPERVISION INFORMATION

5. I often make classroom visits to check on teaching/learning sessions.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

6.I observe my teachers teaching.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

7.How does observing of teachers' teaching enhance teachers' performance? Briefly

explain.....
.....
.....

8.I invite teachers to observe me as I teach.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

9.In your opinion, how does teachers' observing you teaching improve their

performance?.....
.....
.....

10.I examine the suitability of learning aids used by teachers in the classroom.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

11.I check on teachers' records.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

12.How does checking of teachers' records help in the supervision work? Explain

briefly.....
.....
.....

13.I check pupils' exercise books.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

14.How does checking of pupils' exercise books enhance the performance of teachers?

Explain
.....
.....
.....

15.I give my teachers feedback.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

16.How do you give teachers feedback? Explain

.....
.....
.....

17.Classroom visits by the head teacher help to improve teachers' performance.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

18.How does classroom visits by the head teacher influence teachers' performance? Explain briefly.....

.....
.....

19.I face some challenges in the supervision of teachers' performance.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

20.If you agree, what kind of challenges do you face? Explain

.....
.....
.....

21.What should be done to improve the supervision of teachers' performance in primary schools? Briefly explain.....

.....
.....

Strongly Agree () Agree () Disagree () Strongly Agree ()

6. The head teacher observes my teaching.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

7. How does the head teacher's lesson observations influence your work performance?

Explain

briefly.....
.....
.....

8. The head teacher invites me to observe demonstration lessons.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

9. In your opinion, how does the lesson demonstrations influence your performance?.....
.....

10. The head teacher examines the suitability of my teaching aids.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

11. The head teacher check on my professional records.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

12. If you agree, how does the head teachers' checking of your records improve your work performance? Briefly

explain.....
.....
.....

13. The head teacher check on pupils' exercise books.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

14.How does the checking of pupils' work influence your work performance?

Explain.....
.....

15.The head teacher give me feedback.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

16.How does the head teacher give you feedback?

Explain.....
.....

17.Classroom visits by the head teacher help to improve my teaching performance.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

18.If you agree, how does classroom visits influence your work performance? Explain

.....
.....

19.I face some challenges during the supervision process.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

20.If you agree, what challenges do you face?

Explain.....
.....

21.What should be done to improve the supervision of teachers' performance? Briefly

explain.....
.....
.....

APPENDIX V

INTERVIEW QUESTIONS AND TURNITIN REPORT

Head teachers' Supervision Interview Question Guide for Research Participants

1. Do you make classroom visits to check on learning sessions?
2. Do your teachers show desire to be helped to be helped to improve their work performance?
3. How many times do you supervise a teacher in a term?
4. Do your teachers show desire in being supervised?
5. Which supervisory styles do you use in supervising your teachers?
6. Do your teachers present their records when asked?
7. Do you give your teachers feedback after supervision?
8. What challenges do you face in supervising your teachers?
9. What should be done to improve the supervision of teachers' performance?

Teachers' Supervision Interview Question Guide

1. Have you ever been observed teaching since you joined the profession?
2. How did you feel the last time you were supervised?
3. Are you happy with the way your head teacher supervises you?
4. What do you like and don't like about supervision done by you head teacher?
5. Does the head teacher give you feedback after supervision?
6. How does the head teacher give you feedback?
7. What suggestions can you give that supervisors could use to improve teachers' performance?

8. Do you think supervision has brought any positive change in your teaching career so far?



An assessment on the supervision of teacher's performance in selected primary schools of mberengwa district

ORIGINALITY REPORT

9%

SIMILARITY INDEX

1%

INTERNET SOURCES

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PRIMARY SOURCES

1

Submitted to Midlands State University

Student Paper

4%

2

Ngemunang Agnes Ngale Lyonga. "Supervision and Teachers' Work Performances in Primary Schools in Konye Sub-Division in Cameroon", Journal of Educational and Social Research, 2018

Publication

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Student Paper

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Submitted to Amity University

Student Paper

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Submitted to Goldsmiths' College

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