



## **Faculty of Education**

**DEPARTMENT OF POLICY STUDIES, LEADERSHIP & CURRICULUM STUDIES**

**BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT AND  
LEADERSHIP**

**The attitude of teachers towards external supervision in Entumbane-  
Emakhandeni Custer in Reigate District of Bulawayo Metropolitan  
Province**

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In

The Department of Educational Policy Studies and Leadership

**The Faculty of Education**

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This dissertation report,

**The attitude of teachers towards external supervision in Entumbane-  
Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan**

**Province,** by Lovemore Moyo is hereby submitted for examination with my approval.

(Signed).....

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## **ABSTRACT**

The study concentrated on the attitude of teachers towards external supervision in Entumbane- Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province. A case study was used in the process of establishing attitude of teachers towards external supervision. Purposive sampling to come up with a sample of 5 schools in the Entumbane- Emakhandeni Cluster was used, that is six teachers from each school took part making a total of thirty teachers. Semi-structured interviews and questionnaires were used to collect data.

Findings indicated that external supervision took place in school, and it was also established that external supervisors visited the school once or twice a term. Also findings revealed that the external supervision followed policy, hence it was in line with the policy. Findings highlighted that external supervision should not be done frequently at school as it disturbs the smooth running of the school. A general consensus by participants that external supervision should be done once a year and other participants felt it should be done biannual. Research findings also indicated that teachers are not always ready for external supervision as it disturbs their teaching and learning process. Findings revealed that the approach by the external supervisors is intimidating and threatening, teachers are thus, apprehensive about external supervision. The practice of external supervision lacks the quality to facilitate improved classroom instruction and teacher professional growth. Findings also came up with some strategies to curb the challenges faced.

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## **DEDICATION**

To my wife Debra Sibanda for inspiring and motivating me to follow your footsteps and sacrificing to suspend your financial needs for my education, to my children for the love and encouragement, for supporting me morally, to my brothers and sisters for supporting me emotionally in hard times.

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# **Chapter 1**

## **The Research Problem**

### **1.0 Introduction**

The implementation of external supervision of teacher's teaching and learning in schools is mandatory so as to guide teacher's teaching in the classroom, as well as to enhance teachers' motivation through constructive feedback. Therefore, it is undeniable that the supervisory process can help the school to evaluate the competence of teachers in terms of skills, knowledge and behavior of teachers towards teaching and learning in the classroom. This chapter looked at the background of the study, the statement of the problem, research objectives, and research questions. The significance of the study will then follow, and then followed by the limitations and delimitations of the study. Definition of terms will come before the summary of the chapter.

### **1.1 Background of the Study**

According to Glatthorn, (2001) unless teacher's view supervision as a process of promoting professional growth and student learning, the supervisory exercise would not have the desired effect. Glatthorn study came up with several findings about teachers' preferences regarding supervisory activities. He argued that if supervision is to be a tool for improving instruction, the supervisory process must be an instructional situation comprised of mutual respect and an exchange of ideas between the two participants. According to Cogan, (1973) it is important to create conditions that will make the teacher

comfortable during the supervision process. For example, where the supervisor and the supervisee have cordial relations, there are high chances of the teacher feeling comfortable during the supervision process. It is also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on external supervision are negative, it is most likely that teachers may view observations as the perfect platforms for the supervisor to attack them (Reopen and Barr, 2010). After the external supervision, the supervisory conference is the most direct procedure to assist the teacher (Cogan, 1973). The reason for having such a conference is that the teacher could be anxious to know the outcome and how the supervisor felt about what has been observed. Teachers frequently worry about this conference and some may be fearful that the supervisor was not pleased. On the other hand, some teachers who may be confident that the lesson was good will be eager for words of praise.

Reepen and Barr, (2011) suggest that most teachers prefer a few words of a lesson-observed immediately after that particular lesson. This underlines the importance of informing a teacher about his/her performance as quickly as possible to ease any fears that the teacher may have about the lesson (MacNally&Isbro, 2001). At some schools, supervisors take a long time before they discuss findings of observed lessons. Kapfunde, (2000) observes that in Zimbabwean schools at times, the conference never takes place. If the supervisor is the head of the school, he/she may not have time to discuss with the teacher. According to Cramer, (2009) some supervisors lacked planning and dealt with abstract and theoretical problems. Teachers need more straight forward help from supervisors. Experienced teachers wanted help related to teaching methods. All teachers

want supervisory practice which promises real assistance. Therefore, this study seeks to examine the attitude of teachers towards external supervision.

## **1.2 Statement of the Problem**

Supervision of teachers was a controversial issue. There was reluctance on the part of some teachers to accept supervision of their teaching by a principal or the person designated to perform the supervisory function. Most teachers did not want to be supervised, especially external supervision. In most cases this has caused friction between teachers and their supervisors. Therefore, the study tried and investigated the attitude of teachers towards external supervision in Entumbane- Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province.

## **1.3 Research Objectives**

The research questions were identified as;

**1.3.2.1** To find out how external supervision is conducted in schools.

**1.3.2.2** To examine teachers' views on the value of external supervision.

**1.3.2.3** To investigate how effective external supervision is, in improving teaching and learning in schools.

**1.3.2.4** To establish challenges that are faced by teachers with external supervision in schools.

**1.3.2.5** To find ways to make external supervision improve teaching and learning in schools.

## **1.4 Research Question**

### **1.4.1 Main Research Question**

What is the attitude of teachers towards external supervision in Entumbane-Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province?

### **1.4.2 Research Sub-Questions**

**1.4.2.1** How is external supervision conducted in schools?

**1.4.2.2** What are teachers' views on the value of external supervision?

**1.4.2.3** How effective is external supervision in improving teaching and learning in schools?

**1.4.2.4** What challenges are faced by teachers with external supervision in schools?

**1.4.2.5** What can be done to make external supervision improve teaching and learning in schools?

## **1.5 Significance of the Study**

### **a. Knowledge/theory/literature**

The study was meant to contribute to the existing body of knowledge about the attitude of teachers towards external supervision and the possible solutions to curb the challenges.

### **b. Practice**

This study also enabled teachers to realize the positive role played by external supervision towards their professional development.

**c. Policy and/or policy development**

Findings of the study will help heads of schools, other superiors and policy formulators realize the feelings of teachers towards external supervision so that they properly guide them in their supervision.

**d. The researcher and student**

This was meant to enable the researcher broaden the knowledge and exercise and develop the research skills as well as develop culture of research based information and solutions. Having known the feelings of teachers towards external supervision, will be in a position to give solutions and recommendations to alleviate the challenges faced.

**1.6 Assumption of the Study**

The study assumes that external supervision is carried out on teachers in primary schools and also that teachers have different attitudes towards external supervision.

**1.7 Limitations**

Financial constraints hindered the researchers to cover a large sample. In view of the small size of the sample and sub-samples, the findings of the study, therefore, will have limited generalizability. It has to be pointed also that feelings about an issue are essentially subjective, and cannot be measured accurately. Moreover, since feelings may vary in intensity, what may be interpreted positively by one individual may be interpreted differently by another. In other words, feelings have no universally recognized and

accepted scales of measurement and measures that will be used in this study cannot be considered to be very accurate.

## **1.8 Delimitations**

The study focused on establishing the views of teachers towards instructional supervision. Views of thirty teachers from Entumbane- Emakhandeni Cluster were used in the research. Perceptions from other stakeholders like heads or principals and pupils were not sought by the study.

## **1.9 Definition of Terms**

**1.9.1 Supervision** is direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. Further, they are getting all possible help in accomplishing their assigned work (Halliet, 2016). In education supervision are all efforts of designated school officials towards providing leadership to all the teachers and other educational works in the improvement of instruction. It is the phase of school administration that focuses on the improvement of instruction through interactions between the supervisor and the classroom teacher (Eye & Krey,2001).

**1.9.2 Attitudes** according to Mart, (2019) are settled way of thinking or feeling about something, these are set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are manner, disposition, feeling, position with regard to a person or thing; tendency or orientation, especially of the mind.

## **1.10 Chapter Summary**

In short the chapter looked at the background of the study that is how other countries viewed the teachers' attitudes towards external supervision. After that the statement of the problem, objectives of the study and the significance of the study followed. The significance of the study was highlighted after stating the research questions. Delimitations and limitation of the study were also well noted with the definition of terms coming last. The next chapter will present the literature review.

## **Chapter 2**

### **Review of related literature**

#### **2.0 Introduction**

The chapter looked at literature review pertaining to attitude of teachers towards external supervision. The review of literature included an elaboration of the theoretical framework and the concept of supervision. The researcher will have paid attention to what different authors said on attitude of teachers towards external supervision using the funnel approach. Also a thematic approach will be used in reviewing the literature, using sub questions as sub headings. The conclusion was given finally which summed up the main ideas discussed in this chapter.

#### **2.1 Theoretical Framework: Cognitive- Behavioral Theory**

The study was underpinned by Cognitive- behavioral Theory. Cognitive-behavioral supervision, proceeds on the assumption that both adaptive and maladaptive behaviors are learned and maintained through their consequences. As a result, Cognitive-behavioral Theory supervisors are more specific and systematic in their approach to supervision goals and processes than some of the other supervisory perspectives. The supervisory model of the cognitive behavioral therapist consists of building rapport, skill analysis and assessment, setting goals (for the supervisee), and implementation of strategies, follow-up and evaluation. Cognitive- behavioral Theory supervisors accept part of the responsibility for supervisee learning, but define the potential of the counselor

as the potential to learn, and therefore supervision is concerned with the extent to which the supervisee is able to demonstrate technical competency.

In 1997, Liese and Beck developed a framework for cognitive theory of supervision that is considered to be a highly influential and frequently cited model of CBT supervision (Townsend, Iannetta, & Freston, 2002). Judith Beck later elaborated on this model with an additional article in 2008. According to Beck, (2008), the supervisor begins each supervision session with a check-in with the supervisee in order to “re-establish the alliance” (pg. 60). The check-in often involves, “How are you? How was your week?” and is similar to a mood check with a client (Beck, pg. 60).

## **2.2 The Concept of Supervision**

In this concept of supervision, it is necessary for teachers and supervisors to specify what they mean by ideal or effective instruction. By arriving at a definition, there will be a basis for establishing supervision objectives and evaluating their attainment. Some educators believe that effective teaching is so complicated that it is all but impossible to define or analyze. There are supervisors who say they are not able to actually define good teaching, but they know it when they see it. Acheson and Gall, (2007) believed that teachers and supervisors can come to some serviceable definitions of good teaching to direct the supervisory process.

According to Campbell, Cordis, McBeath, and Young, (2007), the phases relating to mastering the teaching process are as follows: Unaware, aware, awkward, consciously competent, and internalized. These same authors maintain that the teacher who is unaware has no knowledge of the skills, strategies, or processes that go into good

teaching. The teacher is not able to evaluate or reflect on teaching behavior. At the aware stage, the teacher has the academic knowledge of the teaching process, but has not attempted to implement it, or is having difficulties implementing it. Thus, the intellectual factor is there, but the actual practice has yet to be achieved.

Cathy Campbell, (2007) explained that when a teacher is consciously competent, he/she uses skills, strategies, and processes in a proficient fashion. However, his/her teaching is not automatic because the teacher has to think too much about the performance of an act. There is still too much intellect and not enough spontaneous action. Taking a closer look at supervisory behavior, it is certainly true that it occurs within a complex system involving the interaction between and among initiating, human, and school effectiveness variables. As Sergiovan and Starratt, (2009) stated: The supervisor, for example, behaves in an organizational environment, from an authority base in specific ways, in an attempt to modify the mediating variables in a fashion which increases staff identity and commitment, and with the goal of increasing some dimension of school effectiveness. The ultimate objective of supervision, according to Sergiovanni and Starratt, (2009) is to further develop educational programs and promote instructional effectiveness in the school.

Acheson and Gall, (2007) added that supervisors can analyze test results to reach a conclusion concerning how well students are learning the curriculum, either over a short unit of study or over a school year. Supervisors can observe whether students demonstrate behaviors that reveal a positive attitude towards various elements of schooling, and whether students behave well during class activities. Another way of developing criteria for good teaching is through examination of the teacher's planning

efforts. It is essential for the supervisor to know the teacher's intent and instructional goals in order to properly evaluate the effectiveness of a teacher's classroom behavior. According to Acheson and Gall, (2007) there are several possible indicators of quality in the teacher's planning efforts. It is possible to evaluate the effectiveness of the teacher's rationale in selecting instructional objectives, curriculum materials, and evaluation technique. The teacher's rationale can be determined jointly by the supervisor and the teacher discussing and examining the written lesson plans.

Goldhammer, Anderson and Krajewski, (2000) said that due to the ambiguity around most educational subjects, such a supervision must be open rather than closed; it must result in discoveries; and must decide on its own directions instead of being committed to false, archaic, or otherwise unsubstantial objectives. Both the supervision itself and the teaching behaviors with which it concludes must be fundamentally creative and should not attempt, as supervision has attempted historically, to arrive at increased degrees of conformity and uniformity in instructional procedures (Goldhammer, Anderson and Krajewski, 2000).

There are many authors that support the idea that supervision, which most teachers believe is closely related to evaluation, has caused teachers to feel that the only time a supervisor visits is when the teacher is observed and evaluated. This is supported by Arthur Blumberg, (2000) when he stated that there is a 'cold war' between teachers and supervisors (principals). A tense reaction to any type of observation is found throughout schools.

### **2.3 External Supervision in Schools.**

The purpose of school external supervision is to promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations. The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them be they individual or group problems. Chike-Okoli, (2004) cited in Chike-Okoli, (2006) suggested that teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence.

### **2.4 Views of Teachers on External Supervision**

Supervision began as an authoritative interaction or process, within which the teacher had no input into the supervisory cycle. Supervision was dictatorial and any changes were given as demands and ultimatums, never as a consultation between the teacher and supervisor. Because of this, a feeling of distrust grew from within the teaching staff in the American schools. Arthur Blumberg, (2004) in his book made it known that the relationships between teachers as a group and supervisors as a group can be described as somewhat of a cold war. Blumberg, (2004) also noted that the problems that are

encountered between teacher and supervisor are the result of "behavioral conflicts" and not the outcome of personality differences. Blumberg stated that the supervision of teachers should not be considered as who will win? Can we solve the problem but of together? The belief that teacher and supervisor must have a cooperative, participatory and democratic relationship in the supervisory cycle, is supported by Barbara Fuhrmann, (2002) as she cited Wayne Palmer's, (1955) Indiana survey, in which teachers' perceptions of supervision and supervisors were studied. In Palmer's (1955) survey, Fuhrmann, (2002) found that the supervisor's attitude was more important than the services he rendered, and that the most important qualities for supervisors to demonstrate were understanding, sympathy and democracy.

Goldhammer, (2000) asserts that there is definitely a feeling of fear among teachers when the supervisor is present to observe. He (Goldhammer) describes this feeling of fear: Teachers generally expect supervision to be punitive, to be anchored in an 'odious system of administrative sanction'. One might guess that what most teachers have learned best under supervision is how to second-guess the supervisor, how to anticipate what will please him, how to stage appropriate performances for him to observe, and how to jolly him up for their own protection. Given the mystique that inevitably surrounds inexplicit systems of evaluation, a secondary result is that teachers' dependencies upon supervisory evaluation have grown very strong, despite its fearful and threatening aspect.

In a study of supervisory behavior and teacher satisfaction Glatthorn, (2007) found that the improvement of the teacher-learning process was dependent upon teacher attitudes towards supervision. , Glatthorn study came up with several findings about teachers' preferences regarding supervisory activities. Many teachers indicated that they preferred

to be supervised by people with more than fifteen years of teaching experience. Most teachers also preferred immediate discussions with their supervisors about the lessons observed. They also expected the supervisor to be caring, understanding and helpful. The relationship between the teacher and the supervisor was expected to be collegial rather than authoritarian. Teachers usually associated instructional supervision with the rating of teachers (Kapfunde). According to Kapfunde, (1990) supervision is used to measure the performance of teachers.

Goldstein, (2003) reported that highly experienced teachers, in contrast to those with less experience, interact more frequently with supervisors, are more cognizant of conflict in supervisor-teacher interaction; perceive supervisors as being more supportive and less involved with rules and regulations, and perceive supervisors as being more available for assistance. In other words, their attitude changed as their tenure increased with the same supervisor. Lovell and Phelps, (2006), in a study done in Tennessee, found that a great majority of the teachers reported that they had no observation by, or conferences with supervisors. Heichberger and Young, (2005) in a study conducted in New York showed that most of the teachers surveyed felt that there was a clear need for supervision and evaluation in the schools. Of those teachers surveyed, 70 percent felt that the supervisor is usually perceived as "potentially dangerous. "Teachers tend to say they find their supervision of little value. Supervisors say their work has a lot of value. Supervisors seem to be saying that they want to spend more time doing what their clients (the teachers) consider to be relatively useless.

Reepen and Barr, (2011) suggest that most teachers prefer a few words of a lesson-observed immediately after that particular lesson. This underlines the importance of

informing a teacher about his/her performance as quickly as possible to ease any fears that the teacher may have about the lesson (MacNelly and Isbro 2001). At some schools, supervisors take a long time before they discuss findings of observed lessons. Kapfunde, (1990) observes that in Zimbabwean schools at times, the conference never takes place. If the supervisor is the head of the school, he/she may not have time to discuss with the teacher. According to Cramer, (1999) some supervisors lacked planning and dealt with abstract and theoretical problems. Teachers need more straight forward help from supervisors. Experienced teachers wanted help related to teaching methods. All teachers want supervisory practice which promises real assistance.

## **2.5 Effectiveness of external supervision in improving teaching and learning in schools**

According to Cogan, (1973) it is important to create conditions that will make the teacher comfortable during the supervision process. For example, where the supervisor and the supervisee have cordial relations, there are high chances of the teacher feeling comfortable during the supervision process. It is also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on supervision are negative, it is most likely that teachers may view observations as the perfect platforms for the supervisor to attack them (Reepen and Barr, 2010).

Adikwu et al, (2020) observed that unarguably, a system that is not thoroughly supervised and evaluated will crumble and result in poor academic performance, absenteeism, lateness, disrespect school authority, low morale and disruptive behavior of diverse

forms. These could be ascribed to the declining standard of education in the country that is giving concern than satisfaction.

## **2.6 Challenges faced by teachers with external supervision in schools**

Some studies have reported that school principals lack leadership competencies, in terms of provision of instructional supervision and effective resources management, which have resulted in low instructional quality and indiscipline among staff and students (Abdulrasheed & Bello, 2015; Adegbesan, 2013; Victor, 2017). Moreover, the principal is expected to guide and inspire teachers, provide guidance on curriculum development, teaching methods, evaluation and supervision of material resources and ensure that teaching and non-teaching staff work toward the achievement of the school's objectives (Abdul Rasheed & Bello, 2015; Adu et al., 2014). This is consistent with Enueme and Egwunyenga, (2008) who reported that principals assist and encourage teachers in their classroom instructions by offering advice on lesson notes and nurture a school climate that is conducive to teaching and learning. Similarly, Adu et al, (2014) suggested that instructional supervision improves decision-making skills, which in turn, influence student learning outcomes. The approach by the external instructional supervisors is intimidating and threatening, teachers are thus apprehensive about external supervision. The practice of external instructional supervision lacks the quality to facilitate improved classroom instruction and teacher professional growth.

Al-Harbi's, (2006) which aimed at identifying the obstacles of the educational supervision, as seen by the supervisors, and the principals of the intermediate and primary schools of

Al-Rass Area, KSA. The study sample consisted of all the educational external supervisors in the Directorate of Education and the supervisory centers of the Educational Department in Al-Rass area, Kingdom of Saudi Arabia (KSA). The results showed that the highest domains in terms of educational supervision obstacles were in the teacher's domain, as viewed by the supervisors and the secondary school's principals. It further found statistically significant differences attributed to the sex, years of experience and academic qualification degrees of both the supervisors and principals of these schools. Idrees, (2002) conducted a study aimed at evaluating the directional practices in the Governorate of Irbid (Jordan), and identifying the difficulties facing the educational supervision process. The study sample comprised the supervisors of the education office, the teachers and principals of the core schools. To achieve the objectives of the study, the researcher constructed two questionnaires. First one consisted of (36) items directed to the teachers and principals about the supervisory practices carried out by the supervisors. The second consisted of (36) items directed to the supervisors and in-charge personnel of the supervision, to identify the technical and managerial difficulties that hinder the supervisory work. The study made several findings such as: there is a shortcoming of the supervisors in their field performance, and in ignoring many of their supervisory practices; many of them do not possess sufficient supervisory efficiencies; the field visits of the supervisors are scarce; and that there are no statistically significant differences attributed to the gender variable for the principals and teachers in evaluating the supervisory practices.

According to Daniel and Namale, (2016), inadequate time spent on supervision by supervisors is one of the key challenges due to multiple roles that the supervisors have

to perform as part of their administrative duties. Dali, Daud and Fauzee, (2017) concurring with Daniel and Namale explain that there are a number of roles which the principal has to undertake in a school, some of which do not add value. According to Dali et al, (2017), some of these roles should either be delegated or done away with. Daniel and Namale also observe teachers' negative attitude as one of the main inhibitors to instructional supervision which they refer to as teacher resistance to evaluation. Dali et al, (2017) argued that the attitude of teachers towards instructional supervisors most likely depends on the approach and type of instructional supervision offered at a given stage. They give an example of fault-finding and evaluative approach both of which they maintain are most likely to result in teachers viewing supervision negatively and as a result creating lack of trust in supervision undertaken by the supervisor. The negative attitude and dissatisfaction of teachers toward instructional supervision also depends on the supervisor-teacher relationship as well as methods and approaches of supervision used in order to assist teachers' needs. Lack of good supervisor-teacher relationship causes a great challenge to effective instructional supervision (Yelkpiri and Namale, 2016). De Grauwe and Carron, (2011), highlights complaints about supervisor's work including irregular and bad planning of visits, inadequate time spent in the classroom on supervision, and inappropriate advice offered by supervisors, are among the key issues in instructional supervision characterized by negative attitude by teachers' on the exercise. The authors also note and warned that teachers strongly dislike the classic fault finding approach by the supervisors, and that teachers expect to be treated as professionals and the specific realities of the school environment be taken into account when supervisors provide advice during their supervisory visits. In a study conducted by

Dessaiegn, (2001) cited in Adimasu, (2014) on 458 randomly selected secondary school teachers in Ethiopia, frequency analysis was used which revealed that over 70% of the teachers reported that they were strongly dissatisfied with instructional supervision offered to them, 36% to 60% also reported that the supervision done by instructional supervisors was below average. The teachers lamented that instructional supervisors do not offer opportunity for frequent interactions and rapport with teachers. The study therefore, recommended that in addition to frequent interaction and positive rapport; teachers also need positive motivation and recognition from the supervisors.

## **2.7 Chapter Summary**

The chapter reviewed literature on the theoretical framework that will underpin the research, and proceeded to look at the term external supervision. The chapter went on to look at how external supervision is done in school, and then literature on the views of teachers towards external supervision was also reviewed. Literature on effectiveness of external supervision in improving teaching and learning in schools and challenges are faced by teachers with external supervision in schools was as well reviewed. The summary of the chapter concluded the chapter.

## **Chapter 3**

### **Research Methodology**

#### **3.0 Introduction**

This chapter looked at the methods of study that began by providing the research design, then population, sampling, research instruments, data collection and procedures, data analysis, validity and reliability and finally ethical considerations were discussed.

#### **3.1 Research Design**

Thomas, (2010) says that a research design can be thought of as the logic or master plan of a research that throws light on how the study is to be conducted. According to Maxwell, (2010) a research scheme follows a set of systems and procedures during the process of amassing and scrutinizing measures of the variables itemized in the problem research. The design of a research delineates the study brand (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan (Kazdin, 2003). An argument brought forward by Creswell and Creswell (2017) suggested that a research design is a structure fashioned to find answers to study enquiries. The study adopted a qualitative methodology and made use of a case study research design.

##### **3.1.1 Case Study**

Yin, (2004:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” Case study is highly capable of facilitating the analysis of complex settings and highlighting contrastive positions (Downward & Mearman, 2006). Hamilton and Corbett-Whittier, (2013) refer to the case study approach as one which 'aims to capture the complexity of relationships, beliefs and attitudes within a bounded unit, using different forms of data collection and is likely to explore more than one perspective'.

The aim of using a case study method is to gain a rich, detailed understanding of the case by examining aspects of it in detail. This is in line with the aims of my study, which is to provide an in-depth understanding and description of attitude of teachers towards external supervision at primary level. One of the strengths of the case study is that it allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation (Descombe, 2007). This, in turn, enhances the credibility of data through triangulation. The case study also offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon (Merriam, 2009).

Case studies are generally strong precisely where quantitative studies are weaker (George and Bennett, 2009). George and Bennett, (2009) have identified four advantages of case studies in comparison to quantitative methods: Their potential to achieve high conceptual validity, strong procedures for fostering new hypotheses, usefulness for closely examining the hypothesized role of causal mechanisms in the context of individual cases, and their capacity for addressing causal complexity. The use of case studies has

some additional advantages as well. The connectedness to everyday life and case studies' abundance of individual elements and details are important for researchers from two viewpoints. First, a case study is important for developing different views of reality, including the awareness that human behavior cannot be understood merely as an act that is driven by a rule or a theory. Second, case studies can contribute to the professional development of researcher, as case studies can provide concrete, context-dependent experience that increases their research skills (Flyvbjerg 2006, p. 223).

## **3.2 Population and Sampling**

### **3.2.1 Population**

Population is all members of any well-defined class of people, events, or objects. Population is also defined as all people or items with the characteristics that one wishes to study (Pelz, 2011). Bless and Smith, (2002) define population as the entire set of objects, events or group of people who are the subject of the research, and about which the researcher wants to determine some characteristics. This study drew its population from the five primary schools in the Reigate District.

### **3.2.1 Sampling**

Gentles, (2015) defines sampling as it relates to research, refers to the selection of individual's units, and/or settings to be studied. Agreeably Merriam-Webster Dictionary quoted in Gentles, (2015) defines sampling as the act, process, or technique of selecting a participant's part of a population for the purpose of determining parameters or characteristics of the whole population. In other words, sampling is a process of selecting a subset of people from a defined population for inclusion into the study. The sample was

5 schools in the Entumbane- Emakhandeni Cluster. Six teachers from each school formed part of the sample making a total of thirty teachers

### **3.2.1 Sampling procedure**

The research administered purposive sampling, as Welman and Kruger, (2009) consider it the most important kind of non-probability sampling, to identify the primary participants. The strategy is also seen relevant for this particular study as it is the most standard sampling strategy in qualitative study which seeks cases rich in information which can be researched in great detail about issues of central importance to the purpose of the study (Merriam, 2018). Moreover, the sample was based on the researcher's judgment and the aim of the research hence looking for those who have had experiences relating to the phenomenon to be researched (Kruger, 2008).

## **3.3 Data Collection Instrument**

Semi- structured interviews and questionnaires were used to collect data.

### **3.3.1 Semi-Structured Interviews**

Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Creswell, 2014). The essence of a qualitative semi-structured interview is to capture the perspectives of the participants through verbal interaction between the interviewer and interviewee (Rossman, 2006). An interview is a face to face confrontation between the interviewer and the participant or a group of

participants (Denzin & Lincoln, 2005). As a research method the interview is unique in that it involves the collection of data through direct verbal interaction between individuals (Collins & Hussey, 2003). The strength of the semi-structured interview approach is in the richness and depth of information, high on credibility, where the outcome is not predetermined by the researcher, and where the interviewee can provide a narrative on the process of interaction (Creswell, 2007). The researcher was able to solicit relevant information on the phenomenon under study. During interviews, the response rate was high, the participants were able to understand what was being asked, and the participants were more relaxed as the interviews took place in their territory. One disadvantage of a face to face interview was that participants were to modify their behavior so that they give responses they believe the interviewer wanted to know.

### **3.3.2 Questionnaire**

A questionnaire is a document containing questions designed to solicit information for analysis (Maxwell, 2013). Mertens, (2010) aided questionnaires offer an objective means of collecting information about people's beliefs, knowledge, skills and attitudes. An open-ended questionnaire is broad and can be answered with detail.

Advantages of questionnaires included increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection (Black, 2010). Apart from being inexpensive and flexible, questionnaires are also a practical way to gather data. They can be targeted to groups of your choosing and managed in various ways. Respondents can pick and choose the

questions asked as well as the format (open-ended or multiple choice). They offer a way to gather vast amounts of data on any subject (Saunders, Lewis, & Thornhill, 2012)

However, the questionnaire method had its own weaknesses. In Robson's view a response rate between 25 and 33 percent is now considered to be a good one (Robson in Leedeey and Ormord, 2010). This is to say response rate is usually very low. Even after follow ups the response rate may still be low. Secondly, it does require some motivation to respond and the respondents must understand the questions and the sort of response required. Again, unlike in an interview, there is no opportunity to probe or clarify issues. In this regard, underlying issues key to the whole research study may not be captured and thus create some knowledge gaps.

To counter the stated limitations, the researcher will have established a good rapport between himself and the respondents and this guaranteed her to get 100% retain rate of questionnaires distributed. In a bid to overcome the weaknesses associated with the use of a questionnaire as a data gathering instrument the researcher employed the semi-structured interview instrument which is discussed above.

### **3.4 Data Collection Procedures**

All schools were informed orally first by the researcher about the purpose of the visit and study during the first trip. The researcher also gave them an appointment date for the interviews to be conducted and questionnaires to be filled in.

### **3.5 Validity**

The use of multiplicity of data generation methods allowed the researcher to triangulate. For example, interview data was triangulated with open ended questions data. According to Shenton (2004:65) “triangulation may involve the use of different methods, especially questionnaires, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.

This particular research employed a case study approach and the process of particularization that readily correspond to it is “inferential generalization” which is best explained as generalizing from the context of the research study itself to other settings or contexts (Ritchie & Lewis, 2003). Therefore, as a requirement, the researcher has documented and justified all the methodological approach, and described, in detail, the critical processes and procedures that assisted her to construct, shape and connect meanings associated with the analysis of attitude of teachers towards external supervision.

### **3.6 Reliability**

Reliability is the extent that the study could be repeated by other researchers and that the findings would be consistent, (Lani, 2019). The text of this study included sections dedicated to employing feedback techniques. After collecting data and summarizing it the

researcher sent it back to the participants to confirm or correct it to avoid misquotations. The research method and its implementation, which described the plan of study and how it was executed. The plan has text to describe the operational detail of data gathering, taking into consideration the minutiae of what was done in the field (Shenton, 2014).

### **3.7 Data Analysis and Presentation**

#### **3.7.1 Data Analysis**

Qualitative research is more concerned with meaning of data analysis in qualitative research is defined by Bogdan and Biklen, (2003) as working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns. Cohen et al, (2007; 480) also agree when they say “qualitative data analysis involves organizing, accounting for and explaining the data in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities”. This study used the content analysis of data.

Data was generated from school teachers. Coding was employed to arrange the data into categories to enable easy identification of similar data in trying to find relationships among data as advocated by Marshall and Rossman, (2014) when they assert that qualitative data analysis is a search for general statements about relationships among categories of data organizing the data. In this study the researcher found, organized ideas and concepts, build overarching themes in the data, ensured credibility in the data analysis and in the findings by being consistent and systematic throughout the study, (Gibson, 2003). The researcher went on to find possible and credible explanations for findings. Hence a content analysis was done and findings summarized.

### **3.7.2 Data Presentation**

The researcher recorded the data according to schools in order to get a rough idea of how each school operates. All the data was analyzed both textual and visual formats (such as diagrams, maps, graphs, tables). Organizing and displaying the data in visual formats was useful in identifying trends and forecasts, thus data in a variety of formats (e.g. table of frequencies, table of proportions/percentages, bar chart, pie chart, etc...). Tables allowed specific responses to be located with relative ease and also facilitated the identification of emerging patterns.

### **3.8 Ethical Considerations**

Silverman, (2000) reminds researchers that as they carry out their research they should remember that they are actually invading the privacy of their participants, hence the need to address some ethical issues during and after the study. Creswell, (2003) asserts that the researcher has an obligation to respect the rights, needs, values and desires of the informants. As highlighted by Borden and Abbott, (2002) some of the issues of ethics are informed consent, honesty and trust, privacy, confidentiality, and anonymity. However, before the researcher explains the ethics around the actual study certain procedures had to be followed in order to carry out the research as part of ethics.

Seeking clearance to carry out the research from the Midlands State University which introduced the researcher to the Ministry of Primary and Secondary Education was the first ethical move towards this study. The researcher then got granted permission to enter

into schools via the Bulawayo Province down to Reigate District then into schools through the school heads who are the gatekeepers of schools.

Informed consent has been defined by Diener and Crandall 1978 (in Shenton, 2004) as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. The participants were informed about the purpose and nature of the study, consent of the participants obtained through a written description of the purpose of the study, intended use of results, confidentiality of all the information gathered and the right of the participants to withdraw from study at any time, Greens, 2002 in (Creswell, 2013). Participants also had their privacy protected and confidentiality assured. To achieve this, data was secured in Samsung cloud which is accessed by a password. Pseudonyms for the participants were used on recording interviews. The researcher assured the participants that no names would be used in the study or information to be shared that reveals their identity in any way, (Pelz, 2011)

### **3.9 Chapter Summary**

In a nut shell this chapter embraced the data collection method, instruments, population sample and how data was analyzed. The case study was used in data collection as there is need to verify and compare the data collected. Instruments which were used in the

collection of data was be semi-structured interviews and questionnaires as there is need for different instruments to allowed data collected to be compared. Interviews are very effective as the researcher got the chance to assess the interviewee's expressions and emotions. The next chapter will present, analyses and discuss the data.

## **CHAPTER FOUR**

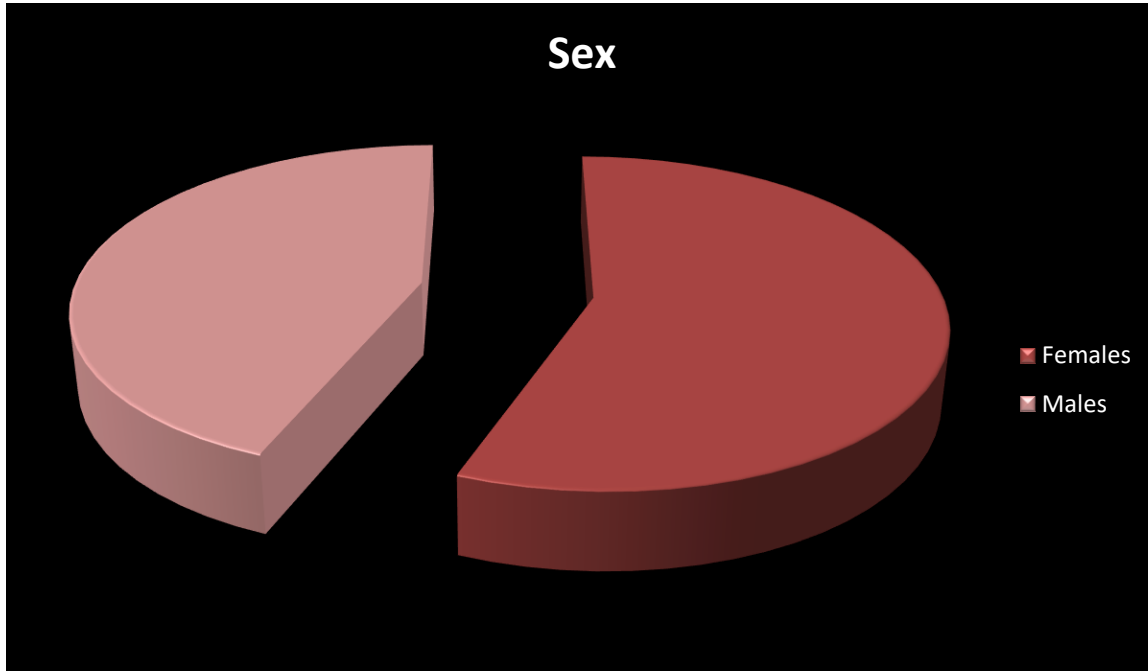
### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 INTRODUCTION**

In the previous chapter, the researcher looked on the research methodology that is, the methods used to collect data. The researcher applied the qualitative research approach since it enables the researcher to simplify as well as to manage data devoid of destroying its content. The qualitative research tools used to gather data in this study were highlighted. This particular chapter analyses and presents the data obtained during the research field study. The data gathered is presented in thematic analysis in relation to the research objectives.

## 4.1 DEMOGRAPHY: GENERAL FINDINGS

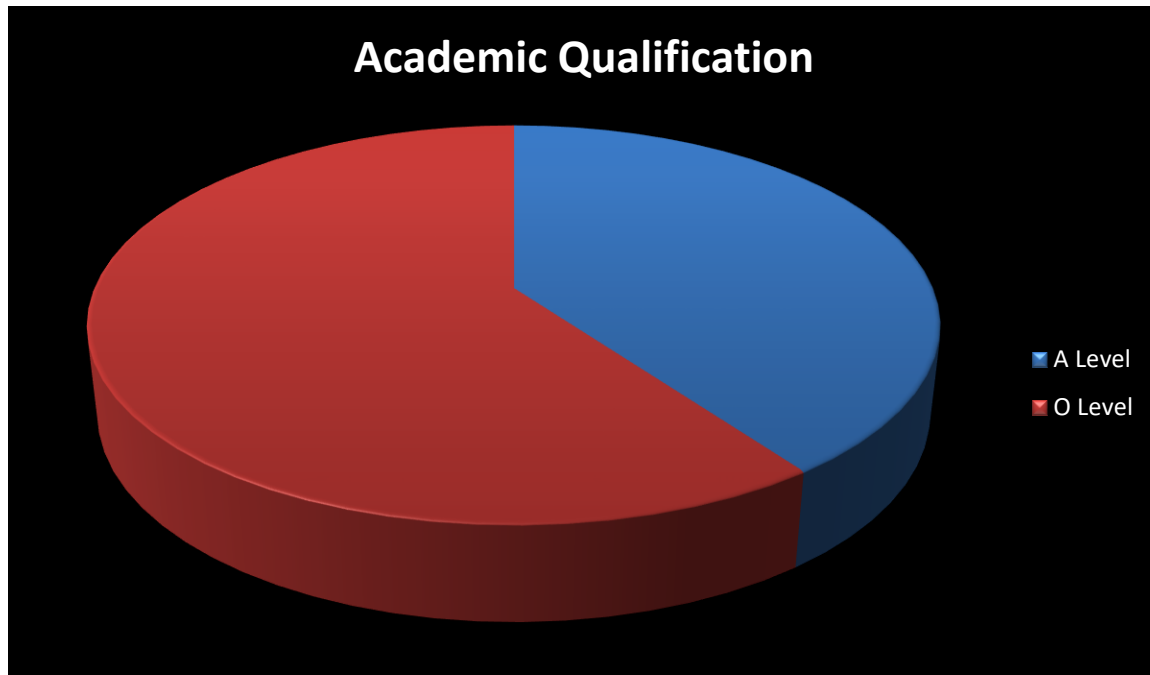
### 4.1.1. Fig 1 Sex of participants



**Fig 1; Source: Researcher's 2021**

The above figure shows that most participants were females who constituted 56% and male who constituted 44%. This means that the data was gathered from more females than males.

#### 4.1.2 Fig 2 Academic Qualification



The figure above shows that a total of 60% of participant who took part in this research went up to O Level and 40% went up to A Level. This implies that more participants went up to O level in this study.

#### 4.1.3 Table 1 Ages of participants

Age Range	Lectures	
	Frequency	%
Below 23	2	7%
24-28	4	13%
29-34	4	13%
35-40	10	33%
41-46	3	10%
47-52	6	20%
53 and above	1	4%%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

The table above shows that teachers below 23 years 24 to 28 years were four, then age range of 29 to 34 were four as well. 35 to 40 years had the most number of participants with ten. Teachers with 41 years to 46 years were three, range of 47 years to 52 years were six. Last but not least one teacher participated who was in the age 53 and above.

#### 4.1.4 Fig 3 Teachers' Qualifications

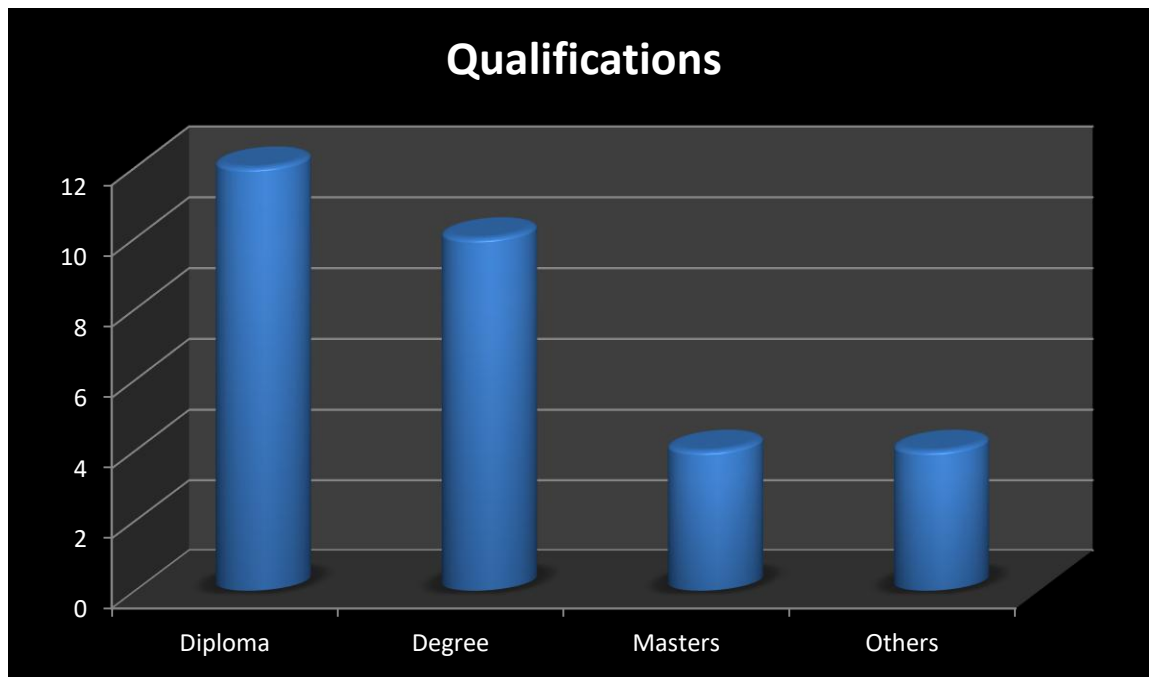


Fig 3 Shows that most teachers hold a Diploma, that is 12 participants, followed by Degree holders 10 participants. Masters and other qualifications had the same number of participants that is 4 on each.

**Table 2 Years of Experience**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
<b>0-10 years</b>	<b>7</b>	<b>23%</b>
<b>11-20</b>	<b>15</b>	<b>50%</b>
<b>21-30</b>	<b>6</b>	<b>20%</b>
<b>31 +</b>	<b>2</b>	<b>7%</b>
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Table 2 shows the experience of teachers who participated in the study. The majority of participants had their working experience between 11 and 20 years. Experience between 0 to 10 years followed, the subsequently experience of between 21 to 30 years followed and last but not least experience of more than 31 years.

## **4.2 Presentation, Analysis of Findings, Discussion and Interpretation of Findings**

### **4.2.1 External supervision conducted in schools**

Of the twenty questionnaires issued to participants, four participants strongly agreed that external supervision is conducted at their various schools. Twelve out of the twenty participants agreed that external supervision is carried out at their various schools. Two of the total respondents were not sure of whether external supervision was done or not and finally two participants disagreed that external supervision is conducted at schools. From the above results it was concluded that external supervision is conducted in school.

Asked on whether external supervision is done following policy guidelines participants had mixed feelings. Five participants strongly agreed and six agreed, while nine participants disagreed to the question. Despite the close response; majority agreed that the external supervision were in line with the policy.

All the respondents indicated that District Schools Inspectors and that Schools Inspectors were the one conducting the external supervision. The respondents indicated that external supervision would start with a lesson observation, and then followed by records inspection finally the learners' exercise book will follow.

Of the ten participants who were interviewed the majority stated that external supervision is done in schools and they highlighted that teachers are not informed, you just see them at school without notice. One participant has this to say:

*“The external supervisors just bump into the school without notice; they just barge into the school latter on into the classroom without notice. It is like playing hide and seeks with the teachers”*

Participants highlighted that external supervision is done normally once or twice a term.

#### **4.2.1.1 Discussion**

The purpose of school external supervision is to promote and development of favorable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations. This is in line with what Chike-Okoli, (2004) said in Chike-Okoli, (2006), he suggested that

teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence. Generally, the ultimate aim of external supervision is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them be they individual or group problems.

#### **4.2.2 Teachers' views on the value of external supervision.**

Respondents asked through the questionnaire, on whether they like external supervision; most teachers (50%) indicated that they strongly disagree, 40% indicated that they disagree and only two that is 10% showed that they agreed to liking the external supervision. In a nutshell the outcome of this question showed that most teachers do not like the external supervision. Asked whether external supervision should be done frequently in schools, participants indicated that; 20% strongly disagreed, 40% disagreed, 20% were not sure and 20% agreed. This means that most participants don't want the external supervision to be done frequently in schools.

Asked on whether the school is always prepared for external supervision, participants indicated that; 20% strongly disagreed, 40% disagreed, 20% were not sure and 20% agreed. Therefore, findings revealed that most schools are not always prepared for external supervision.

Most participants highlighted that external supervision should not be done frequently at school as it disturbs the smooth running of the school. A general consensus by participants that external supervision should be done once a year and other participants felt it should be done biannual. One participant had this to say:

*“External supervision has become a waste of time in school; in most cases superiors do it so as to claim transport and subsistence allowances. The process of supervision disturbs the teaching and learning process as most teacher become artificial during this process. Resources are wasted for nothing, ‘abadala balanda ukudla kuphela ezikolo akula okunye’ meaning our bosses are after food nothing else.”*

Many teachers indicated that they preferred to be supervised by people with more than fifteen years of teaching experience. Most teachers also preferred immediate discussions with their supervisors about the lessons observed. They also expected the supervisor to be caring, understanding and helpful. The relationship between the teacher and the supervisor was expected to be collegial rather than authoritarian.

#### **4.2.2.1 Discussion**

Arthur Blumberg, (2004) in his book made it known that the relationships between teachers as a group and supervisors as a group can be described as somewhat of a cold war. This was evident from the responses that participants gave on the views of teachers on external supervision. Blumberg, (2004) also noted that the problems that are encountered between teacher and supervisor are the result of "behavioral conflicts" and not the outcome of personality differences. Blumberg stated that the supervision of

teachers should not be considered as who will win? Can we solve the problem but of together? The belief that teacher and supervisor must have a cooperative, participatory and democratic relationship in the supervisory cycle, is supported by Barbara Fuhrmann, (2002) as she cited Wayne Palmer's, (1955) Indiana survey, in which teachers' perceptions of supervision and supervisors were studied.

Participants agreed with Goldhammer, (2000) who asserts that there is definitely a feeling of fear among teachers when the supervisor is present to observe. He (Goldhammer) describes this feeling of fear: Teachers generally expect supervision to be punitive, to be anchored in an 'odious system of administrative sanction'. Teachers showed attitude towards external supervision which makes it not worthy doing in schools. In a study of supervisory behavior and teacher satisfaction Glatthorn, (2007) found that the improvement of the teacher-learning process was dependent upon teacher attitudes towards supervision. According to Glatthorn, (2001), unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect.

Goldstein, (2003) reported that highly experienced teachers, in contrast to those with less experience, interact more frequently with supervisors, are more cognizant of conflict in supervisor-teacher interaction; perceive supervisors as being more supportive and less involved with rules and regulations, and perceive supervisors as being more available for assistance. In other words, their attitude changed as their tenure increased with the same supervisor. Lovell and Phelps, (2006) in a study done in Tennessee, found that a great majority of the teachers reported that they had no observation by, or conferences with supervisors. Heichberger and Young, (2005) in a study conducted in New York showed

that most of the teachers surveyed felt that there was a clear need for supervision and evaluation in the schools.

#### **4.2.3 Effectiveness of external supervision on improving teaching and learning in schools.**

Most participants disagreed with the question ‘External supervision improves teaching and learning’ only a few respondents agreed to that question. These responses Made a conclusion that external supervision does not add value to the teaching and learning processes. Asked whether external supervision disrupts the teaching and learning process; 60% of the respondents agreed that external supervision disrupts the teaching and learning process, 20% of the participants were not sure and 20% disagreed to the statement. From the above responses, the study shows that teachers feel that external supervision disrupts their teaching and learning processes. Respondents indicated that teachers are always not ready for external supervision as this process disturbs their teaching and learning processes.

One respondent had this to say:

*“External supervision is no effective in improving teaching and learning process, instead it wastes a lot of valuable teaching and learning time and also disturbs the concentration of learners.”*

Most participants argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers’ views on supervision are negative, it is most likely that teachers may view observations as the perfect platforms for the supervisor to attack them.

#### **4.2.3.1 Discussion**

Adikwu et al, (2020) observed that unarguably, a system that is not thoroughly supervised and evaluated will crumble and result in poor academic performance, absenteeism, lateness, disrespect school authority, low morale and disruptive behavior of diverse forms. These could be ascribed to the declining standard of education in the country that is giving concern than satisfaction. Despite the notion above the participants felt that teaching and learning time is lost through external supervision.

#### **4.2.4 Challenges faced by teachers due to external supervision in schools**

80% of the participants agreed that school activities are disturbed by external supervision and the 20% of the participants disagreed with the notion. This means that participants agree that due to external supervision some school activities are disrupted. After being asked whether external supervision is adequately prepared for at your school, participants unanimously agreed that it is never adequately prepared for. In terms of funding of the external supervision there were mixed feelings 50% agreed that it is well funded and another 50% disagreed to the statement.

Most participants revealed that the approach by the external supervisors is intimidating and threatening, teachers are thus apprehensive about external supervision. The practice of external supervision lacks the quality to facilitate improved classroom instruction and teacher professional growth.

Negative attitudes were another major challenge highlighted by participants. One participant had this to say:

*“Most, if not all teachers have a negative attitude towards external supervision, even if it might be of paramount importance to the teaching and learning processes teachers view it useless and would not want it to be conducted.”*

Respondents highlighted that lack of good supervisor-teacher relationship causes a great challenge to effective external supervision. The teachers lamented that external supervisors do not offer opportunity for frequent interactions and rapport with teachers.

#### **4.2.4.1 Discussion**

Participants indicated that supervisors are more concerned about allowances not the process of supervision hence giving supervision less of their time and this was in agreement with Daniel and Namale, (2016), who stated that inadequate time spent on supervision by supervisors is one of the key challenges due to multiple roles that the supervisors have to perform as part of their administrative duties.

According to Dali et al. (2017), some of these roles should either be delegated or done away with. Daniel and Namale, (2016) observe teachers' negative attitude as one of the main inhibitors to instructional supervision which they refer to as teacher resistance to evaluation. Dali et al. (2017) argued that the attitude of teachers towards instructional supervisors most likely depends on the approach and type of instructional supervision offered at a given stage. They give an example of fault-finding and evaluative approach both of which they maintain are most likely to result in teachers viewing supervision negatively and as a result creating lack of trust in supervision undertaken by the

supervisor. The negative attitude and dissatisfaction of teachers toward instructional supervision also depends on the supervisor-teacher relationship as well as methods and approaches of supervision used in order to assist teachers' needs.

De Grauwe and Carron (2011), highlights complaints about supervisor's work including irregular and bad planning of visits, inadequate time spent in the classroom on supervision, and inappropriate advice offered by supervisors, are among the key issues in instructional supervision characterized by negative attitude by teachers' on the exercise.

#### **4.2.5 Strategies to be done to make external supervision improve teaching and learning process**

Respondents indicated that there must be well planned programs of external supervision which can help teachers become better in teaching and learning process. One of the respondents had this to say;

*“Observations of lessons alone, without providing immediate feedback to the supervisee are not enough. There should be more discussions between supervisors and supervisees immediately after lesson observation so that even before the teacher receives the comprehensive report, he/she will improve on his/her weaknesses.”*

Most participants agreed that, in carrying out their external supervisory activities, supervisors must try to avoid interference with the teachers' planning for the lesson to be observed. The indication by teachers that the presence of external supervisors did inhibit

them should be discouraged. Participants agreed that supervisors should feel free to visit teachers since their presence in the classroom should not disturb the teachers.

Respondents also highlighted that it is also important that external supervisors should use supervision for professional reason and not to victimize teachers or to settle old grudges that have nothing to do with the teaching and learning process.

Respondents also suggested that the Ministry of Primary and Secondary Education and other stakeholders should increase the number of workshops on external supervisors. These workshops could help supervisors keep abreast with current supervisory trends.

### **4.3 Chapter Summary**

The chapter focused on the presentation, analysis, and discussion of findings on the attitude of teachers towards external supervision. The subsequent chapter presents the summary, conclusions and recommendations of the study.

## CHAPTER FIVE

### SUMMARY AND CONCLUSION

#### 5.0 Introduction

Chapter four of this study presented analyses and discussed the data collected through questionnaires and interviews. This chapter summarizes the study and gives conclusions of the study as well as recommendations.

#### 5.1 Summary

The study concentrated on the attitude of teachers towards external supervision in Entumbane- Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province. The introductory chapter had a background to the study. The background presented the attitude of teachers towards external supervision across the globe. The purpose of the study, research questions, its significance, assumptions, limitations, delimitations of the study and the definitions of key terms received due attention in the study.

Review of literature in chapter two started with the Theoretical Framework. The chapter also went on to look at what other authors say about the attitude of teachers towards external supervision in European, American, Asian and African context.

Chapter three saw the methodology of the study being established. The research design was established with the case study design in use since the study aimed to gather the perceptions, views and attitudes through questionnaire and interview. The population, sample and sampling procedures of the study were articulated. The process of gathering

findings was highlighted, together with the justification of instruments used. The procedure for data analysis and ethical challenges, considering how they were addressed received attention.

The presentation of the findings and analysis went concurrently with discussions coming after on every research question. Data were presented quantitatively in tables and graphs then qualitatively through narrations. The analysis and discussions followed the order of the research questions. Discussions were meant to confirm the findings with what has already been established by authorities as well as some inconsistencies.

The research was also met with the challenges which might have influenced the validity of the research findings. Time was a major constraint to the research, thus the questionnaires were administered in a short space of time. The financial source of the researcher was limited which also meant that the researcher was unable to carry out the study with the largest sample possible. Therefore, the challenges met by the researcher might have had a bearing on the sample size, which might as well influence the validity of the findings.

## **5.2 Conclusions**

Findings indicated that external supervision took place in school, and it was also established that external supervisors visited the school once or twice a term. Also findings revealed that the external supervision followed policy, hence it was in line with the policy. Findings highlighted that external supervision should not be done frequently at school as it disturbs the smooth running of the school. A general consensus by participants that external supervision should be done once a year and other participants felt it should be

done biannual. Research findings also indicated that teachers are not always ready for external supervision as it disturbs their teaching and learning process. Findings revealed that the approach by the external supervisors is intimidating and threatening, teachers are thus apprehensive about external supervision. The practice of external supervision lacks the quality to facilitate improved classroom instruction and teacher professional growth. Findings also came up with some strategies to curb the challenges faced.

### **5.3 Recommendations**

- ✚ There must be well planned programs of external supervision which can help teachers become better in lesson delivery.
- ✚ Observations of lessons alone, without providing immediate feedback to the supervisee are not enough. There should be more discussions between supervisors and supervisees immediately after lesson observation so that even before the teacher receives the comprehensive report, he/she will improve on his/her weaknesses.
- ✚ In carrying out their external supervisory activities, supervisors must try to avoid interference with the teachers' planning for the lesson to be observed.
- ✚ The indication by teachers that the presence of external supervisors did inhibit them should be discouraged. Supervisors should feel free to visit teachers since their presence in the classroom should not disturb the teachers.
- ✚ It is also important that external supervisors should use supervision for professional reason and not to victimize teachers or to settle old grudges that have nothing to do with the education of the child.

✚ It is also recommended that the Ministry of Primary and Secondary Education and other stakeholders should increase the number of workshops on external supervisors. These workshops could help supervisors keep abreast with current supervisory trends.

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## Faculty of Education

### DEPARTMENT OF POLICY STUDIES, LEADERSHIP & CURRICULUM STUDIES

### BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

#### Annexure A

#### Questionnaire for Teachers

The researcher, Lovemore Moyo is carrying out a research on the attitude of teachers towards external supervision in Entumbane- Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province. The results of this research will be solely for the purpose of this research and will not be used for anything else. In the interest of anonymity, you are advised not to write your name or that of your school on the questionnaire.

#### SECTION A: BIOGRAPHIC DATA

1. **Sex:** Male  Female

2. **Academic qualification**

Ordinary level  Advanced level

Other (Other please specify) \_\_\_\_\_

**3. Age**

**Below 23**                      **24-28**                      **29-34**                      **35-40**  
**41-46**  
**47-52**                      **53 and above**

**4. Professional qualifications**

Dip Ed                       B.Ed.                       Med

Other (Other please specify) \_\_\_\_\_

**5. Number of years as a teacher**

\_\_\_\_\_

**SECTION B**

**External supervision conducted in schools.**

External supervision is conducted at my school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

External supervision is done following policy guidelines. .	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

Who normally conducts external supervision at your school?

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.....

Briefly explain how external supervision is conducted at your school and also how often is it done.

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**Section C**

**Teachers' views on the value of external supervision.**

Do you like external supervision?	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

External supervision should be conducted frequently in schools.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

Your school is always prepared for external supervision.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

As a teacher what is your overall view on external supervision?

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**Section D**

**Effectiveness of external supervision on improving teaching and learning in schools.**

External supervision improves teaching and learning.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

External supervision disrupts the teaching and learning process.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

As a teacher are you always ready for external supervision?	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

Is external supervision effective in improving teaching and learning process? **YES/ NO**

Explain.

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**Section E**

**Challenges faced by teachers due to external supervision in schools**

Are school activities disturbed due to external supervision?	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

Is external supervision adequately prepared for at your school?	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

Is external supervision well-funded?	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

Elaborate some challenges that you face as a teacher due to external supervision?

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**Section F**

**What strategies can be done to make external supervision improve teaching and learning process**

What strategies can be employed to make external supervision improve teaching and learning process?

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## Faculty of Education

### DEPARTMENT OF POLICY STUDIES, LEADERSHIP & CURRICULUM STUDIES

### BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

#### Annexure B

#### Interview Guide for Teachers

The researcher, Lovemore Moyo is carrying out a research on the attitude of teachers towards external supervision in Entumbane- Emakhandeni Cluster in Reigate District of Bulawayo Metropolitan Province. The results of this research will be solely for the purpose of this research and will not be used for anything else. Your identity will remain anonymous.

#### SECTION A: BIOGRAPHIC DATA

1. **Sex:** Male  Female
2. **Academic qualification**  
Ordinary level  Advanced level   
Other (Other please specify) \_\_\_\_\_

**3. Professional qualifications**

Dip Ed

B.Ed.

Med

Other (Other please specify) \_\_\_\_\_

**4. Number of years as a teacher**

\_\_\_\_\_

**SECTION B**

1. How is external supervision conducted in schools?
2. How often is external supervision conducted at your school?
3. According to you, how often do you think external supervision should be conducted per year?
4. Do you think there is need to conduct external supervision? Why?
5. What are other teachers' views on the value of external supervision?
6. Is external supervision of benefit to the school as a whole? Why?
7. How effective is external supervision in improving teaching and learning in schools?
8. What challenges are faced by teachers with external supervision in schools?
9. What can be done to make external supervision improve teaching and learning in schools?

Zulukandaba Primary School  
P O Box 47 Entumbane  
Bulawayo.

11 June 2021

The Provincial Education Director  
Bulawayo Metropolitan Province  
P. O Box 555  
Bulawayo.

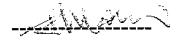
**RE: REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH IN  
REIGATE DISTRICT OF BULAWAYO.**

I, Moyo Lovemore, a student at Midlands State University studying for a Bachelor's Degree in Educational Management and Leadership kindly request for permission to carry out an educational research :On attitudes of teachers towards external supervision. A case study of Zulukandaba Primary School , Mthombowesizwe primary school, Manyewu and Ntabeni primary schools in Reigate district.

I wish to carry out the research from June 2021 - August 2021.

Your cooperation will be highly appreciated.

Yours faithfully



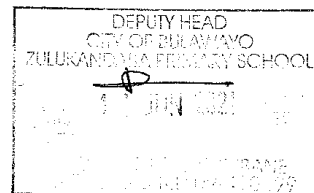
Moyo Lovemore

Cell: 0775990663

Reg Number: R1914333C

Supervisor: Dr W. Dzimiri

Cell: 0773632903





# MIDLANDS STATE UNIVERSITY

P. BAG 9055

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Gweru

Fax: (263) 54 260233/260311

## FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND PRIMARY EDUCATION  
BULAWAYO LEARNING CENTRE

Date: ..... 23.06.21

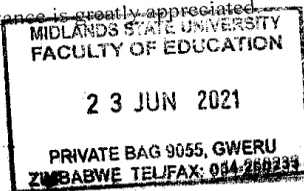
### TO WHOM IT MAY CONCERN

The bearer Mona Lovemore ..... 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.

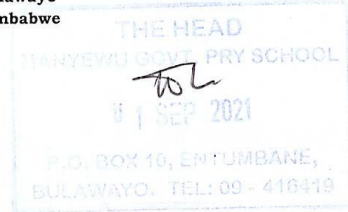


Dr. E. Muguwe  
Chairperson - (Educational Foundations Management and Primary Education)

all communications should be addressed to  
"The Provincial Education Director"  
Telephone: 09-69511  
Telegraphic: "SCHOLASTIC"  
Telex: 50531 MPSEM ZW  
Fax: 09-77027



REF.0894602 S  
Ministry of Primary and Secondary Education  
Bulawayo Metropolitan Province  
P O Box 555  
Bulawayo  
Zimbabwe



26 August 2021

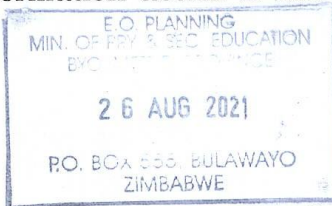
Lovemore Moyo  
**MIDLANDS STATE UNIVERSITY**

**RE: PERMISSION TO CARRY OUT A RESEARCH ON: THE ATTITUDE OF TEACHERS TOWARDS EXTERNAL SUPERVISION IN ENTUMBANE-EMAKHANDENI CLUSTER: A CASE STUDY OF ZULUKANDABA, NTABENI, MANYEWU AND MTHOMBOWESIZWE PRIMARY SCHOOLS: REIGATE DISTRICT: BULAWAYO METROPOLITAN PROVINCE**

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the District Schools Inspector for the concerned district and Heads of the Institutions/Schools for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Metropolitan Province with a **final copy** of your research which may contain information useful to the development of education in the Province.

T. SITHOLE



**A/ Schools Inspector – Strategic Policy Planning, Research and Statistics**

**For: PROVINCIAL EDUCATION DIRECTOR  
BULAWAYO METROPOLITAN PROVINCE**

