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An Assessment into The Effectiveness of Using Supervisory Practices in Teaching Secondary Schools in Bindura District, Mashonaland Central Province.

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Abstract: Zimbabwean schools face a lot of problems related to the twin concepts of poor classroom instruction and low student achievement. Developing countries face common problems in providing sufficient education of high quality to their learners. Typically, these challenges break down to matters of instructional supervision and teaching behaviours. The supervisory practices have been there but, they were not being effectively used by the supervisors. Most of the supervisors, if not all tended to exploit the surprise classroom visit approach in the supervision of teachers. Such a method has been labeled a 'witch hunting exercise' as most of the teachers were found wanting. The study was therefore, designed to assess the effectiveness of supervisory practices in the teaching and learning, basing on secondary schools in Bindura District, Mashonaland Central Province, Zimbabwe. Questionnaires and interviews were administered to the target population which comprised all teachers and school heads in the Zimbabwean schools. The researchers found out that supervision has not been a success due to the various challenges associated with its implementation. The study recommends that supervision practices should not be used settle scores between the supervisor and the supervisee, but it should be employed as a developmental tool for the benefit of the education system. The study further revealed that teachers had negative attitude towards instructional supervision that heads of schools engage in. The government should avail timeously all the necessary resources for capacity building of its teachers so that implementation of the supervision tools in teaching and learning can be a success.

Keywords: Supervision, effectiveness, assessment and practices

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INTRODUCTION

In the process of improving teacher instructional competencies, many educators have come to realise that the quality of instruction depends not only on the teachers but on supervisory staff (Boaduo, 2011). Supervisors have the responsibility of assisting teachers in making decisions regarding the quality of their instructional competences (Glanz, 2010). Yet supervisors often lack the necessary skills to provide teachers with the help they need to develop instructionally (Zepeda, 2012; Pajak, 2008; Marks, 2008). Marks (2008) cited in Madziyire (2013) contend that in quite a number of schools, due to shortage of trained teachers, inexperienced teachers have been placed in supervisory roles. Lack of supervisory skills may result in conflict between teachers and supervisors when teachers feel unfairly treated (Ndebele, 2006; Marks, 2008; Madziyire, 2013). One way of improving the teacher supervisors' relationship, therefore, is through supervisor training (Zepeda, 2012). Madziyire (2013) notes that in developing nations, heads of schools emerge from the teaching population and have had little or no training for the job. This might be because school heads are promoted as teachers straight from the classroom without any prior training for taking up their headship posts. In that regard, newly promoted school heads would be lacking requisite instructional supervisory experience meant to improve teaching and assessment of learners.

Statement of the problem

Supervision in the secondary schools has been received with mixed feelings by the teachers, due to its implementation (Kapfunde, 1990). Some teachers have grumbled that supervision is used as a 'witch hunting tool' and not to develop the proficiency of the teachers professionally. Others have cited issues that point to the top-down approach in execution of supervision. Some teachers however, commended supervision for being developmental in nature. They argue that it enhances teacher's performances in their day-to-day duties at school. It is against this background that the research problem can now be more clearly stated:

How effectiveness are the supervisory tools in the teaching and learning in selected secondary schools in Bindura District, Mashonaland Central Province, Zimbabwe.

RESEARCH QUESTIONS

1. Which are the prevalent supervisory tools used by supervisors during classroom visits?
2. What are the challenges faced by supervisors during supervision of teachers in Bindura District, Mashonaland Central Province, Zimbabwe?
3. How can the challenges identified in research question 2 be addressed?

Significance of the study

The importance of this study stemmed from the fact that it sought to conscientize school heads about the best supervisory practices that can apply in order to promote teacher effectiveness. It was also hoped that the research would contribute significantly towards a better understanding of the complex process of instructional supervision and would assist heads of schools in making the supervisory process more effective. This is important because the merits of proper supervision are the improvement of the pupil's performance, and ultimately, their results. It was also hoped that the study would contribute to the existing corpus of knowledge on supervision which the Ministry of Primary and Secondary Education (MoPSE), Universities and Government Departments may use for staff development purpose in future in order to improve the instructional process in schools.

LITERATURE REVIEW

The concept and scope of supervision

Carol and Gilbert, (2006) provide a starting point by defining the term supervision as a learning partnership. Haynes and Corey, (2003) advance to say that supervision is a working alliance between a supervisor and a supervisee in which the latter (supervisee) can offer an account of their work, reflect on it, receive feedback and receive guidance, where appropriate. The objective of this alliance is to enable the subordinate to gain in confidence, creativity and ethical confidence so as to perform their best possible service to their clients, who in this case are the learners. Moreover, professional managers frequently find out what and how workers are doing. Supervisor's always check on the workers' jobs and closely examine give feedback to the employees, indicating the positives and negatives regarding their performance. Glattonhorn, (2004) views supervision as a process of assisting the classroom teacher to professionally develop, primarily by giving feedback about the classroom activities as well as helping the teacher to make good use of that feedback, so that he or she can make teaching and learning more effective. Gaziel, (2007), clearly spells out that supervision provides both capable and less capable tutors with information regarding their teaching behaviour so that they cannot only improve the quality of their performance but also continue to develop their teaching skills. This enables the teacher to achieve self-directed growth. Glickman, Gordon and Gordon (2010), go on to say that, the term supervision represents a system where teachers deliver instructions in a way designed by higher authorities. This idea seems to place emphasis on the conformity of teachers to laid down procedures rather than allowing them to develop innovative abilities.

Supervision in Zimbabwe

There are a number of superiors who are anticipated to monitor the teaching and learning process (Madzivire, 2010). These not only include the Minister of Primary and Secondary Education (MoPSE), the

Provincial Directors, the Permanent Secretary of Education, but also involve Inspectors from the Civil Service Commission as well as Heads of schools. Out of all these mentioned supervisors, the school head is the only one who is stationed at the school and is in constant touch with the classroom practitioners. According to Madziyire (2010), the school head in Zimbabwe monitors the teaching and learning process in the school so as to ensure that meaningful and quality instruction is put into effect. The school head is, therefore, at the epicentre of supervision at the school level with the assistance of other key officers complementing his/her efforts. These include deputy heads, senior master, senior woman and head of departments (HODs). In support of the above, Munga, (2007), postulates that educational activities are so complex such that it is virtually impossible for just one person to do justice to tasks that should be carried out. Beach and Reinhartz, (2000), cited in Tyagi, (2010), share similar sentiments, but proceed to say that supervision that is conducted at school level by the school authorities namely, head, deputy head, (HOD)s as well as nominated supervisors targets at rendering guidance, encouragement and support to the classroom practitioners for their personal growth in the process of teaching and learning, which is centered on a system based on both collaborative culture and trust. This implies that, supervision is a developmental process that supports and enhances individual acquisition of motivation, autonomy, self-awareness and skills needed to effectively accomplish the tasks at hand.

Teachers' perception of Supervision

In most schools of the world, supervision has emphasised on inspection and the control of teaching personnel (Alemayehu, 2008). The evaluation function of supervision was historically rooted in a bureaucratic inspection type of supervision (Ndebele, 2013). This seems to suggest that the levels of supervision in the school are based on a bureaucratic set up. The implication is that there is no way in which supervisors may be seen as colleagues and equals of the teachers. The relationship between the supervisor and the supervisee is that of the boss and employee, of which such a relationship is doctoral, autocratic and tense. The teacher as a junior partner, according to, Tyagi (2010) has no say in the relationship and his/her creativity is stifled by bureaucratic control. Under such circumstances, teachers end up displaying negative attitude towards supervision hence, disliking being the object of supervision. Teachers tend to regard supervision as, 'a fault finding and witch hunting exercise.' Sergiovanni and Starrat (2006) contend that the hostility of teachers is not towards supervision, but the supervisory style teachers typically receive. Samuel (2006) advances to say that teachers usually associate instructional supervision with appraisal, rating and controlling them. Thus, both the supervisor and the supervisee defeat the purpose of supervision as an instrument for professional growth. The teaching and learning is dependent upon the teacher attitudes towards

supervision (Orodho, 2005). Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired results. This possibly explains why teachers resent being supervised because of the history of supervision which has always been biased towards inspection.

Research studies on supervision

Alkrdem (2011) carried research on school-based supervision in Saudi Arabia in October 2011. The research was an investigation on lack of information on school-based supervision by supervisors in secondary schools. It was concentrating on how school-heads perceive supervision. The research employed questionnaires as a tool of collecting data from the respondents. The study revealed that the school heads were not equipped with the required supervisory skills, were not aware of their supervisory roles such that the teachers were not taking them seriously. Basing on the findings, the research study recommended that supervisors need to create a friendly environment and should be objective. There is need for fostering collaboration between supervisors and teachers. Supervisors and teachers were meant to warm relationships meant for the improvement of instruction.

Okumbe (2014) investigated on the perceptions of primary school heads on supervision in Ghana. The author stated that school-based supervision dates back as far as 1911 when the education department was established and the first director of education was appointed. Okumbe used interviews as well as questionnaires to carry out the research. The descriptive research design was used.

The study revealed that the majority of the school-heads were not qualified for the job. Therefore, the study recommended that since the legal duties of the supervisors were to organise, supervise and inspect schools, schools-based supervision required all supervisors, heads and principals to be fully qualified and they must have attained a certain level of education. It further emphasized on the thorough and careful selection of supervisors who are trained and suitable for administrative duties.

Another research study was conducted by Reepen and Barr (2010) in Kenya on the effectiveness of school-based supervision in primary schools. The study focused on primary school heads. The study employed questionnaires when collecting data. Quantitative and qualitative techniques were used to analyse data.

The study revealed that the sampled schools were understaffed and had inadequate facility to cater for high enrolment. The environment was not conducive to carry school-based supervision. The in-service training which was offered in schools was inadequate and not relevant on issues dealing with supervisory skills. Basing

on the findings the study recommended that in-service courses should be frequently offered and should be relevant with school-based supervision. It is the duty of the head teachers and principals to create a warm environment and make teachers understand that it is not meant for fault finding or victimisation but it is meant to make them better and to make them more effective.

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Principles of Supervision

Whether one-to one, share, group or professional, effective supervision should be based on the following principles.

- Supervision should be centered on achieving better results for the service users.
- Supervision should promote and show accountable practice.
- Supervision should set up clear roles and responsibilities.
- Supervision should build capacity for development and improvement.

Supervisory tools/instruments

A tool or an instrument is defined by Glickman etal, (2010), as technically a measurement device. Supervisory tools refer to the various instruments that are used by supervisors in the supervision of teachers to provide a broad and complex recording of classroom life.

Questionnaire

A questionnaire is a document containing questions and other types of items drafted to solicit appropriate information to analyse, (Collins, 2012). A questionnaire is a research instrument which is composed of a series of questions or prompts, for the purpose of gathering information from the respondents. In simple terms, a questionnaire can be described as a data collection instrument consisting of a series of questions. The object of a questionnaire in supervision is to gather and provide information about the teachers' educational qualifications, issues such as professional development

the teachers have received, their professional beliefs and practices, the feedback and recognition they receive about their work and other workplace issues. All the information that is collected will be treated with confidentiality. This develops standard criteria which possess all the factors that can affect teachers' performance in the teaching and learning process.

Supervisee self- report

The supervisee self- report can be found in various forms. It can either be verbal or written, and can occur as an exchange between the supervisor and supervisee or as the more formal process of case consultation. According to Muranda, Tshabalala, Gazimbe and Mapolisa (2016), self- report refers to the descriptive information supplied by the supervisee about himself or herself and the clients, who in this case are the learners. Teachers need to make sure that how they view themselves is in consistence with how others perceive them. Thus, a supervisee can participate in self-assessment reflective practices for his or her professional growth in teaching and learning process. More so, self-report may result in the following benefits, (1) Learning from experience, (2) Operating or functioning more efficiently, (3) Strengthening commitment to performance and (Fostering self- agency by increasing provider participation as well as giving providers greater ownership over the evaluation process, (Bose et al, 2001). Sergiovanni and Starrat, (2007), consider the option of self-report as less costly, efficient in the use of time, less reliance on others and do not necessitate the set-up and use of equipment such as video play-back.

Lesson observation

Glickman et al (2010) define lesson observation as an instrument used to describe what is occurring in the classroom, with what both the supervisor and the supervisee agreed to focus on and later discuss. In other words, it is a means for professional growth as well as instructional improvement. Lesson observation involves having the supervisor present in the classroom, observing the teacher while delivering the lesson during the teaching and learning process and both the observer and the teacher may identify patterns of interpersonal behaviour during a lesson. Bernard and Goodyear, (2009), suggest that the feedback can be immediate and the clients' welfare is protected. In a classroom context, for instance, a supervisor can follow up with questions that the teacher may have missed or left out. This enhances the teaching and learning of the learners.

Group Assessment

Group assessment involves a group of teachers meeting together with a supervisor. The focus of the meeting is usually to perform regular supervisory activities (collecting data and discussing problems in a group rather than in an individual context (Strachan, 2010). Group assessment is a vital approach highlighting the motivational benefit of working as a team and in terms of time and logistics. Groups are reported as a

useful arena for problem solving approaches allowing both peer support as well as technical guidance from a supervisor to be provided (Strachan 2010).

Supervision of books

Teacher supervision of both notes as well as written work books, have in fact been suggested to be an effective way to improve teaching and learning process (Mulkeen, Chapman, Dejaeghere and Len, 2007). Thus, the supervisor usually conducts the supervision of books, that is, checking on the learners notes and other documents such as register, teachers' scheme of work as well as the record of marks. The record of marks will ascertain whether or not the teacher is complying with the Policy Circular Number 36 of 2000, which clearly stipulates the amount of work to be given to the learners. If there are any anomalies that are detected during the process of supervision, the supervisor and the supervisee can work on how best the anomalies can be rectified so that the learners cannot be disadvantaged.

Video tapes

Video tape counselling sessions has become a common place as a supervision tool with the advent of the world of technology (Reepen et., 2010). Videotaping enables the entire content of the session to be saved for the future review by both the supervisor and the supervisee. This method has an advantage in that the video tape can be paused and replayed again and again. The recorded session can be viewed by both the supervisor and the supervisee. As a way to encourage in depth recall, the supervisor may assume the non-evaluative role of an inquirer. He or she (supervisor) may ask questions to the supervisee so as to enhance and broaden the teachers' recall of the in-session thoughts and feelings. Questions as "what were you thinking just then?" This assists the classroom teacher to stay in the recall mode, hence benefiting the learners.

Factors for effective supervision

Avoid surprise classroom visits

Supervisor should avoid surprise classroom visits and they should explain the purpose of their visit. This will promote an environment that is free of tension and emotional stress. The atmosphere, should, however, be given incentives for work.

Immediate recognition for good work

There is need for acknowledging good work. This entails that the recognition of good work performed must instant and made public to others. This will then serve as an incentive to others and the individual achievement. Incentives in the form of merit and recognition for promotion, also improve performance in organisations.

Constructive criticism

Supervisors must criticise the poor work done by a subordinate constructively. Advice must be given to a member of staff confidentially and with a clear mind.

Team work

Working as a team is of at-most significance to any successful organization. Supervisors must collaborate with staff in a way that brings partnership and team work. The team must adopt a common vision and goal, and work together as professionals.

Training/Capacity building

Training is the organised system of altering the behaviour of workers in the direction that will yield organizational goals. It is related to abilities and one's job skills. According to UNESCO, (2006) training is an on-going orientation and it assists the employee to master specific abilities and skills needed for his/her job to be successful. Workshops, conferences and in-service training which are important for the improvement of supervisors must be done in a manner that will ensure their efficiency. This builds independence and confidence among trainers who in this case are the supervisors, hence, enabling supervision to be a success.

THEORETICAL FRAME WORK

Developmental Supervision Model

This study is grounded in Developmental supervision model. The proponents of the model such as Stoltenberg and Delworth (1987) have put forward the three levels that are to be passed in the developmental supervision of teacher(s). These are (i) Entry Level, (ii) Middle Level and the (iii) Stable Level. The model is more or less the same with the four-stage model that have been suggested by Glickman, Gordon and Gordon (2010). The stages are as follows (i) Directive Supervision Approach, (ii) informational Directive Approach, (iii) Collaborative Supervision Approach and (iv) Non-Directive Supervision Approach.

The level one, which is the directive or "novice stage" according to Glickman et al., (2010) encompass a teacher or group who have limited skills and lack confidence. Such teachers or group are best described as operating at concrete operations stage of cognitive development, according to Piaget cited in Glickman et., (2010). The teacher or group is found not only to have complications in defining problems but also how to encounter them. They (teachers) are in the fearful stage so their ways of responding to problems are limited. Since the teacher is not confident, he or she finds it difficult to accept any decision-making responsibility for fear of the unknown. Hence the teacher has to depend on developmental supervision for advice and direction.

The second level in ranking is called Informational directive approach. This is applicable to teachers who are in need of direction. The teacher may not have mastered the subject content fully, as well as the syllabus. The teacher or group of generally moderate developmental level were described as operating at the formal operations stage of cognitive development. The teacher is neither a self-starter nor an initiator of ideas

but can generate some possible solutions to a problem. The teacher may be in possession of several skills and confidence but the problem is that he or she may have conflicting feelings in adopting strategies. Such teachers or group at moderate development level expertise and commitment are usually served by collaborative supervisory approach.

However, the behaviour of the supervisor change as the supervisee gains experience. Teachers become more proficient with the subject hence less supervision is required for the instructor (Glickman et., 2010). A non-directive approach is appropriate at this stage because would be functioning at generally high developmental level. At this level, the teacher or group were described by Piaget (1920) as operating at the post formal operations stage of cognitive development. The teacher has developed to be an autonomous or an independent thinker and is aware of his or her success and weaknesses.

It can be noted therefore, that supervision is a developmental process that is meant to promote the growth of teachers professionally.

METHODOLOGY

This study adopted the mixed methods approach which makes use of the quantitative approach to a larger extent and the qualitative approach to a lesser extent. The mixed methods ensure that the weaknesses of the quantitative approach could be mitigated by the strengths of qualitative approach and vice versa. The quantitative approach is based on the assumption that reality exists out there and can be researched independently and that the investigator has the ability to detach himself or herself from the object of investigation to avoid bias (O'Sullivan, 2010).

The quantitative approach is suitable for this study as it permits the researchers to focus of the effectiveness of using supervisory tools in the teaching and learning in selected secondary schools in Bindura District, Mashonaland Central Province, Zimbabwe. This was achieved through the use of questionnaires with both open and closed ended questions. The quantitative approach allowed the researcher to make use of descriptive statistics such as percentages and frequencies in such a way that collectively summarises the trends on effectiveness of the supervisory tools.

The qualitative approach which assumes the existence of multiple realities and truths shall also be adopted. The qualitative approach was adopted and it permitted the researchers to obtain the opinions of secondary school heads and teachers on the effectiveness of the supervisory tools used in teaching and learning in schools. This was made possible through the use interviews.

Population and sampling

Population includes members where the investigator gains information and draws conclusion from (Creswell & Creswell, 2018). The population in this study consists of all qualified secondary heads and teachers who are currently teaching examination classes in secondary schools of Bindura District, Mashonaland Central Province.

Five secondary schools in Bindura District, Mashonaland Central Province were randomly selected. Each secondary school in the district was assigned a number and during a district heads' meeting, school heads were asked to pick numbers and the five that had picked "Yes" automatically formed the sample for the

study. A sample of fifty (50) teachers from five secondary schools was used with at least ten (10) teachers from each selected school in the district.

DISCUSSION AND RESULTS

The information that was obtained from participants through questionnaires and interviews were combined and discussed in a sequence according to themes that emerged from them. The sections that follow have the results and their discussions.

The questionnaire asked the participants about the prevalent supervisory tools used by supervisors during class visits.

Table 1: Prevalent supervisory tools used by supervisors during class visits

	Item	N	%	Ranking
1	Lesson observation/classroom visits	28	56%	1
2	Supervision of books	12	24%	2
3	Narrative reports	7	14%	3
4	Self-evaluation/self-assessment report	3	6%	4
	Total	50	100%	

The researchers wanted to investigate the prevalent supervisory tools that are used by supervisors during supervision of classroom visits. From the data gathered, it showed that the most widely used method of supervision was lesson observation with 28 (56%). The participants pointed out that the supervisory feedback can be immediate. The supervisor can follow up with questions that the supervisee may have missed during the lesson delivery thereby benefiting the learners. The supervisor may also obtain first-hand information about the supervisee's performance.

However, from the interviews conducted, some participants raised the view that the supervisee and the client (learner) anxiety may be increased by having a person of authority during lesson delivery; the supervisees' confidence may be lost. Lesson observation seems to be the most widely method employed by supervisors at all times.

Twelve which translate to 24% of the participants highlighted that supervision of books is also done by the supervisors. Teachers are being monitored on the amount of work they give to the learners. This kind of supervision enables the teacher to be in compliance with policy number 36 of 2006, which stipulates the amount of work that is to be given to learners.

Seven (14%) of the participants pointed out that narrative reports are used in the supervision of teachers. This method seems to be favoured as well because the

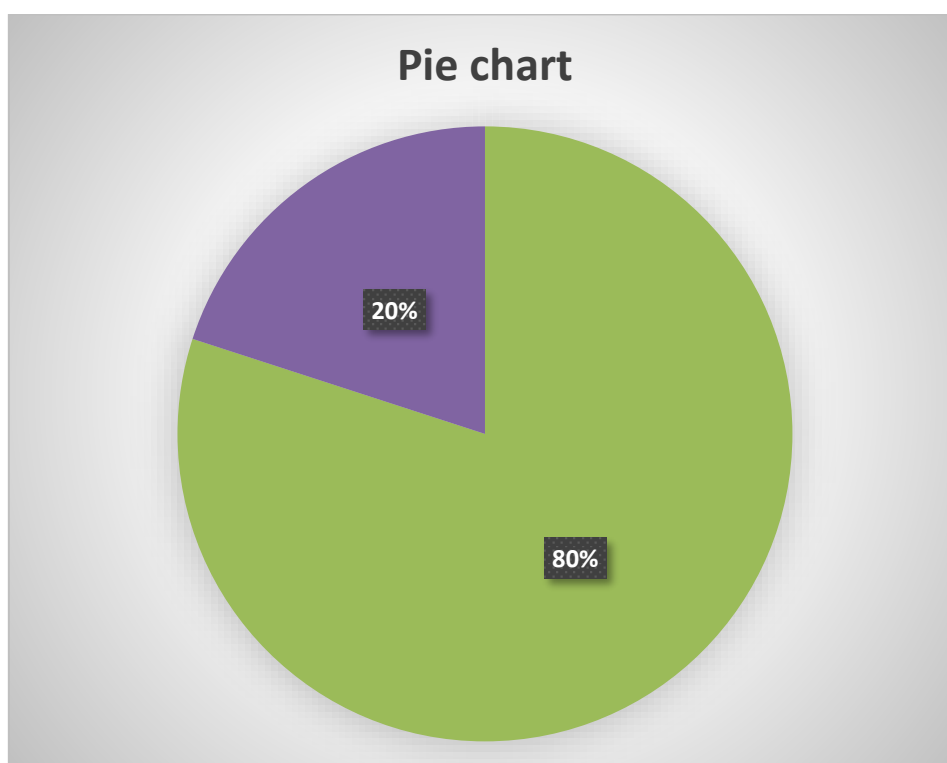
supervisor would not be judgemental but he or she would write what he or she would have observed in the lesson.

Three (6%) of the people who participated, admitted that self-reports are also being employed in the supervision of teachers. The teacher can make self-evaluation of himself/herself and suggest possible solutions to solve his or her mistakes.

However, from the interviews held, some participants expressed concern over the use of self-reports. They argue that it is too fold. Firstly, the supervisee may only report things about which he or she is consciously aware, leaving out unconscious information (Border and Brown, 2005).

Secondly, the supervisee may consciously decide to edit out information that does not leave him/her in unfavourable position. Thus, the self-assessment report is limited by the supervisees' bias. The supervisee would be comfortable with a situation where he /she gains a sense of control in the supervisory relationship hence, destroying the essence of supervision.

From the results obtained, the supervisors should make use of various supervisory instruments when executing supervision in their respective schools. The weakness of one method can be complemented by the success of another method. More so, employing only one method of supervision tactic may end up being monotonous to both the supervisor and the supervisee.

The next question was on whether supervisors inform teachers about their classroom visits?**Figure 1**

The results obtained from the study reveals that 80% of the supervisees were not served with advance notices as the supervisors went for lesson observations. The majority of teachers have the opinion that supervisors should inform them in advance of the day they would come for lesson observation. This is an indication that

teachers had an opinion of working together with their supervisors. Only 20% of the participants have indicated that they were informed. The school administration should provide at all times a supervision calendar in advance so that teachers may not be caught unaware.

Table 2: The third question wanted to find out the challenges faced by supervisors during classroom supervision visits.

Challenges	Number	%	Ranking
Some teachers are defensive	18	36%	1
Supervision affects relationships	10	20%	3
Supervision time is limited	14	28%	2
Responsibilities hinder supervision of teachers	8	16%	4

It was noted from the results obtained in the research that supervisors should take note of the following challenges raised which are:

1. Some classroom teachers are defensive (36%)
2. Supervision time is inappropriate (28%)

From the challenges noted, both teachers and supervisors needed to understand that supervision is not for fault finding. There is need for staff development on the concept of supervision. The supervisors are faced with the challenge of scarcity of time. They (supervisors) require enough time to conduct supervision hence; they should not be overloaded with lessons on their school time table. Those teachers who are defensive may be

those who are usually found ill-prepared for the lesson without the required documents. Twenty percent (20%) of the participants point out that supervision affects relationships. They cited that most of their supervisors do not inform them of their class visits on time. To make matters even worse, the supervisors do not explain the purpose of their visits. It also came into light that some supervisors use class visits to settle scores with their supervisees. In essence, there should be a combination of both internal and external supervision. External supervisors measure standards with regards to the norms and values of the job thereby, acting as a benchmark for the application for educational goals.

Table 3: The fourth question asked about ways that can be used to address the challenges identified in question 2

Item	Number	%	Ranking
Staff development of both the supervisor and the supervisee	25	50%	1
There should be positive feedback and correction where necessary	4	8%	3
Supervisors should be allowed to have less teaching load	3	6%	4
Teachers to be informed well in advance for class visits so as to fully prepare for the lesson	18	36%	2

The results obtained from the table illustrates that the majority of participants are in favour of staff developments and workshops at departmental level as well as at school level. School heads may conduct regular workshops and seminars so as to staff develop teachers on supervision. Workshops that are conducted at cluster, district or even at provincial level are essential for teachers to attend. Robbins (2003) suggests that personalities with varied experiences and interests assist the group see decision situations and problems from different angles thereby bringing more alternative solutions. Teachers progress professionally by networking with teachers from other schools during workshops. Eighteen (36%) of the participants indicated that teachers needed to be informed well in advance of the supervision visit so as to fully prepare for the lesson. This increases the confidence of the supervisee during the lesson delivery.

Four (8%) of the participants emphasised the need for feedback and correction measures where necessary. The teachers highlighted the merits of hearing feedback within a day or two as opposed to several weeks later. Feedback allows the supervisee to be able to improve in specific areas.

Three (6%) however, suggest that supervisors should not be overloaded with teaching load. This seems to make sense as this allows them ample time to conduct supervision as well as to discuss the aftermath of the lesson with the supervisee.

CONCLUSION AND RECOMMENDATIONS

The research findings revealed that supervisors should make use of various supervisory methods. Such methods give the supervisor immediate feedback, thereby assisting in identifying staff development needs for both the supervisors and the supervisees. Supervision should be developmental, a concept, that should be employed with the intention of correcting the mistakes of the teacher on the spot. The results also indicated that if supervisors have a wrong perception of supervision, it can be abused as it can be used to settle scores between the supervisor and the supervisee. The researchers also noted that teachers had a negative attitude towards supervision. This was due to the methods of implementation which were associated with inspection and fault-finding mission. Moreover, supervision was viewed as ‘witch hunting exercise’ since the visits were

unscheduled. Teachers were not given advance notices of the classroom visits by the supervisors. A supervisee from Bindura District, Mashonaland Central Province reported, “*There is no specific schedule. At any time, we would be surprised to see supervisors knocking at the classroom door*”. This view is supported by Harris (2009) who observed that generally teachers tend to view supervision in schools as designed to find faults. Blasé and Blasé (2004) advance to say that despite the fact that many approaches to supervision are collaborative in nature, the practice of supervision has often been one of inspection, oversight and judgemental. The approach is therefore, viewed as control oriented rather than participatory. Teachers therefore, have to be professionally developed to be able to deliver the desired results and need to use supervision that promotes professional growth.

RECOMMENDATIONS

From the study findings, the following recommendations were made.

- Supervision should be more of ideas sharing and participatory than conventional or control oriented in order to improve on the performance and development of the teaching staff. In order to collect wide range of knowledge and personal skills, staff members need to be given the chance to showcase their talents.
- On the job training as well as refresher courses must be given priority. Schools must avail funds so that enough training materials may be accessed for the training of staff personnel so that both teachers and supervisors are well equipped with the correct concept of supervision.
- Supervision should be developmental and as such supervisors should establish regular schedules for supervision visits. Unannounced classroom visits put increased pressure and stress on supervisees.
- Supervision should create more collaborative atmosphere for data validation by allowing supervisees to offer solutions to correct their own mistakes, rather than have them corrected by the supervisor. A collaborative atmosphere increases self-efficacy to solve problems. Supervisors should therefore, be taught how to facilitate problem solving and create brain-storming with their supervisees.
- Supervisors should employ various supervisory approaches so that effective supervision may be achieved.

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