

The Primary School Deputy Head's Supervisory Role and its Effects on the Motivation of Teachers at Junior Level

T. Mhlanga^{*}, N. Wadesango^{} and M. Kurebwa^{*}**

^{}Zimbabwe Open University, Midlands Region, Zimbabwe*

*^{**}Walter Sisulu University, East London Campus, RSA*

KEYWORDS Supervision. Effective Teacher. Role Model. Motivation. Frustration

ABSTRACT A study was conducted to assess the Primary School Deputy Head's supervisory role and its effects on the motivation of teachers. The study adopted the qualitative interpretive research methodology. A self-reported instrument in the form of questionnaires on the subject was the main instrument administered to all 20 junior teachers and four deputy heads from 4 Primary Schools in Mkoba suburb in Gweru. An interview schedule was also administered to all the school heads. Data was presented in form of tables and it was analyzed qualitatively. The findings showed that most junior teachers in the sample, perceived the deputy head's role to be focused on ineffective teachers and weaknesses of teachers. There was no consistent supervision. As far as the junior teachers were concerned their instructional performance could equally be effective with or without the deputy head's supervision. The results also showed that the Deputy Heads' supervisory perception concurred with that of junior teachers that supervision focuses on weaknesses and ineffectiveness of teachers. The study recommends that both Deputy Heads and junior teachers should be inducted on the Deputy Heads supervisory role. The heads and regional offices should support the deputy heads in order to make them effective.