

Mathematics Teachers' Perceptions on Clinical Supervision

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ABSTRACT This paper reports on mathematics teachers' perceptions on the professional development that they received from their local school management team (SMT) in Zimbabwe. The benefits and extent of the effectiveness of school-based supervision in meeting teachers' professional development needs, to become more effective in their teaching practices, were derived. Stratified and random sampling was used to select the participating schools. Sixty-four mathematics teachers provided their perceptions through Likert scale type of questionnaires and 8 teachers were interviewed to get in-depth understanding of the effectiveness of clinical supervisions conducted at a school. The results were that (a) the mathematics teachers had positive perceptions on the theme of clinical assessment modalities, and (b) their perceptions on the themes of professional insights and school culture were generally neutral. The mathematics teachers' perceptions were significantly influenced by the heads of departments (HODs) qualification on the themes of professional insight and school culture ($p < 0.05$).