

Challenges Faced by Deputy Heads in Supervising Teachers in Primary Schools

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ABSTRACT The study sought to investigate challenges faced by deputy heads in supervising teachers in primary schools in Zimbabwe. Quantitative research methodology was adopted using descriptive survey design. The paradigm used in this study was positivism. The researchers strategically selected a sample of 56 primary schools. From this a sample of 28 Heads and 28 Deputy Heads was chosen. The sample comprised 168 randomly selected teachers. In this research the researchers used questionnaires, interviews and observation. These were used in order to increase validity and reliability. Primary data was collected using the questionnaire. Triangulation was employed. The study revealed that a number of deputy heads do not have the confidence of effectively carrying out their supervisory roles. Teachers in most cases by passed them. It was also observed that in most cases heads of schools did not recognise the presence of the deputy heads. The study recommends that school heads should be inducted in the manner they should treat their deputies in the schools.