

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.

INTRODUCTION

In the Zimbabwean primary schools set up, there is a very important post, that of a Deputy Head. In most cases a Deputy Head is appointed by the Ministry of Primary and Secondary Education MOPSE as a substantive Deputy Head or by the Head of the school, as a Nominal Deputy Head. For purposes of this study they both shall be referred to as Deputy Heads. The Deputy Heads have key roles that are administrative, supervisory, inspective as well as motivational for the smooth running of the school. Whilst the idea of appointing Deputy Heads in primary schools in Zimbabwe in general and in Gokwe North District in particular is noble, there are fundamental questions that need to be addressed. This means Deputy Heads must be both courageous and imaginative when running schools.

The Ministry of Primary and Secondary Education in appointing Deputy Heads, considers qualifications and longevity of service. In other words only in rare cases, Heads appoint Deputy Heads who may have just qual-

ified from college. On appointment there is no much of in-service training, induction or even a well spelt out job description. The appointees are left alone to grapple in the dark, venturing in administrative styles of trial and error. In their supervisory role, Deputy Heads face two-fold challenges. Under them are teachers who have to tear their line. Whilst above them is a Head who is supposed to approve of all their programmes. Teachers may easily by pass the Deputy Head and go straight to the Head with their issues. In cases where the Head disapproves of the Deputy Head programmes and decisions, it becomes very frustrating for the Deputy Head. Deputy Heads as administrators in primary schools are faced with insurmountable challenges. In Gokwe North primary schools in particular, resources on the ground seem grossly inadequate. The donation from Education Transition Fund (ETF) and UNICEF of textbooks and other teaching paraphernalia has just improved the situation a little bit. Teachers are still ill-equipped and underpaid and yet they are expected to achieve high levels of performance. Consequently, these two expectations do not tally.

Review of Related Literature

Supervision

Musaazi (1992) defines supervision as a consciously planned program for the improvement or

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consolidation of instruction. It is concerned with the continuous redefinition of goals. Harris (1985) views supervision as "...what school personnel do to help each other for the purpose of maintaining or changing the operation of a school in order to directly influence pupil attainment of better results." Supervision is thus a process which enables a teacher to grow professionally and to improve the intellectual growth of pupils. Supervision is seen to work directly on the teacher and in turn affect the process of instruction in order to improve the learning of pupils. The Deputy Head should therefore possess the supervisory expertise to apply on the teachers in order for them to improve their teaching and the learning of the pupils.

According to Awuah (2013), contemporary definitions of supervision are more elaborate, and focus on the school as a leaning community. Furthermore, he postulates that specifically contemporary definitions of supervision of instruction emphasise individual and group development, professional development, curriculum development and action research.

Corgan (1973), Goldhammer (1980) and Sergiovanni and Starrat (1993) view supervision as a "clinical process". The central feature of their view is that supervision is designed to help teachers improve instruction through face to face relationship between the teacher and the supervisor with a focus on changing the teacher's actual behaviour in the classroom for the better. The above apparent convergence of the findings suggests that there must be a close relationship between the teacher and the Deputy Head as the supervisor which must result in changing the teacher's actual behaviour in the classroom. Therefore there is need for the Deputy Head and the teacher to hold conferences, conduct observations and hold discussions on the learning situation. The Deputy Head is therefore tasked to create a good working environment conducive for observations and discussions to take place.

Purpose of Supervision

Supervision is one of the key functions of leadership. The Handbook on School Administration for Heads (1993) notes that supervision is one of the functions of leadership. It is generally believed that if teachers are left to themselves, they may not try to develop their own

skills. Chivore (1995) points out that all activities carried out at primary school level need to be supervised. If supervision is conducted properly, all teachers in a school would develop professionally and improve their teaching, knowledge and attitudes for the benefit of the pupils. Madziyire (1995) in a study on supervision suggests that supervision can be used as a control tool. Deputy Heads as supervisors do exercise some degree of control over the actions of teachers. This should be done by ensuring that the curriculum and syllabi is adhered to, pupils are effectively taught and the teachers are adequately prepared to deliver instructions to their classes.

According to Awuah (2013), the main objective of supervision is to improve teachers' instructional practices, which may in turn improve student learning. He further asserts that researchers have offered several purposes of supervision of instruction, but the ultimate goal is to improve instruction and student learning. The purposes of supervision provided by most researchers can be grouped under the following themes: improving instruction, fostering curriculum and staff development, encouraging human relations and motivation, and encouraging action research and supporting collaboration (Awuah 2013)

Supervision also aims at developing trust and self-confidence in teachers. Madziyire (1995) contends that supervision becomes the responsibility of the teachers and the supervisor who should work together in mutual trust. Teachers open up to discuss their problems and challenges with their supervisors once they trust them. This builds self confidence in the teachers. Supervision can be used as a basis for human resources planning. Teachers can be re-assigned classes after having gone through supervisory programs that reveal their strengths and weaknesses. Pupils would be given the best teacher at their grade level. Teacher's competency would have been discovered through supervision. Furthermore, supervision can also be used as tools to staff develop teachers and as a data gathering tool, for effective planning and implementation of staff development programs. All this is the duty of the Deputy Head to see that it is properly executed.

Awuah (2013) is also of the view that supervision was historically viewed as an instrument for controlling teachers. Teachers therefore be-

lieve that because the historic role of supervision has been inspection and control, it is not surprising most of them do not equate supervision with collegiality. He further postulates that the industrial notion of supervision was overseeing, directing and controlling workers, and was, therefore, management's tool to manipulate subordinates.

Models of Supervision

In the field of supervision various theories or models have been propounded by different scholars such as Sergiovanni and Starrat (1993), Goldhammer et al. (1980), Cogan (1973) and (Harris) (1985) to mention just a few. The models of supervision range from the classical theories like Scientific Management to modern theories like human relations, human resources and clinical supervision. These models have their advantages as well as disadvantages which are going to be looked at below.

Scientific Supervision

This model emerged from the Scientific Management Movement (Cogan 1973). The founding father of this model is Fredrick Taylor. According to this model there is only "one best" way to do a job and the one best person for the job should be systematically selected and then thoroughly trained in the motions of the job. There is also need for co-operation between management and employees to ensure that the job is done according to the set standards and motions. Finally in the division of labour, managers take responsibility for planning and supervision while the workers go through planned procedures. In this model, teachers are seen as subordinates who are hired to teach children prescribed concepts using clearly stated methods of teaching and learning. Sergiovanni and Starrat (1993) assert that scientific supervision is an autocratic classical approach to management. Workers are told what to do in the way which is perceived to be the best way. Workers are seen as nothing more than appendages of management, little packs of energy whose skills are to be used by management (Sergiovanni and Starrat 1993). The key words in the model are control, accountability and efficiency. The supervisor (Deputy Head) at school level controls all the teaching and learning in order to increase

efficiency. This model is pro- inspection more than it is supervisory. There is no room for initiative; one has to stick to set procedures to achieve set goals and standards.

In this model, supervision is used to increase efficiency. This can be observed from the numerous class visits by the administration hierarchy of the school which comprises the Head, Deputy Head and the Teacher in Charge (TIC). They all observe the teacher at work and compile numerous supervision reports. Teachers are also expected to compile detailed schemes of work that are strictly adhered to. The timetable, the scheme of work, the teaching procedures and lesson pacing can be identical throughout the country. This can be exemplified by the Dada Scheme (Bishop 1986). According to Bishop (1986), teachers at a given school day, throughout the country, followed identical timetables, schemes of work, teaching procedures and lesson pacing as planned. Meache and Reinhartz (1989) criticize the model as being inadequate in stimulating the professional growth of teachers and it usually meets resistance from them. This approach is still evident in primary schools as exemplified by the following features; inspection, timetables, deadlines, formats which have resulted in lack of confidence in teachers and stifling of creativity. Scientific supervision is job oriented and does not cater for human needs and desires such as individual differences, job satisfaction and motivation. Man is viewed as naturally lazy only forced to work due to an economic incentive and the fear of hunger. Whilst the model gets the job done but it thwarts initiative and morale (Meache and Reinhartz 1989).

Human Relations Supervision

According to Chakanyuka (1999), the human relations model of supervision has its origins in the democratic administration movement which came as a challenge to scientific management. The human relations supervision model was propounded by Mary Parker in the 1920s. Also Elton Mayo and his colleagues at Harvard University carried out research which contributed greatly to the human relations movement. The human relations supervision model sees changes in the physical conditions of the job not affecting production but changes in worker motivation and satisfaction. These meant that if work-

ers were motivated and have job satisfaction; this would lead to an increase in production. Sergiovanni et al. (1993) argue that supervision under human relations model is participatory in which both the supervisor and the supervisee should be actively involved. In the human relations model, workers participation in planning and decision making raises morale and productivity. In other words, workers are in high esprit. It is easier to lead; control and work with individuals who are satisfied. The workers who are job satisfied increase production. Kasambira (1993) contends that researchers discovered that the improvement in productivity was due to such human social factors as morale, a feeling of belonging and effective management in which such interpersonal skills as motivation, leading, participative decision making and effective communication were used.

Kasambira (1993) argues that employees are motivated by social and psychological needs and economic incentives. These needs include recognition, belongingness and security. These are more important in determining worker morale and productivity than the physical conditions of the work environment. Employees have high morale and work hard under supportive management. Therefore increased morale results in increased productivity. In the human relations model communication, power, influence, authority, motivation and manipulation are all important relationships within an organization especially between superiors and subordinates. Effective communication channels should be developed between various levels in the organizational hierarchy. The human relations model emphasizes democratic rather than authoritarian supervision. It thus allows subordinates to participate in decision making that affect them. However, over indulgence in human relations may make organizations lose focus of their output. It is important at times to borrow traits of scientific management and at the same time not forgetting the human needs. With the human relations theory the Deputy Head is expected to involve teachers in planning and decision making, which in turn will raise morale and productivity. Deputy Heads are encouraged to concern themselves with feelings, sentiments and values of workers. The Deputy Head here might involve teachers in lesson planning for, say, a lesson visit. In other words the teaching process is expected to be a collaborative approach.

Chakanyuka (1999) sees the human relations theory as having its own weaknesses. According to the above stated authority, this model was critical for its emphasis on manipulation of the worker through providing conditions that made him more productive. The workers own development was not a key consideration.

Human Resources Supervision

The human resources supervision model was a challenge to the human relations supervision and incorporates aspects good in scientific management and those in human relations. The Human resources theory is interested in people's uses and their potentials. Sergiovanni and Starratt (1983) contends that the model puts more emphasis on the full utilization of an individual capacity for continued growth. This means that the Deputy Head should prepare teachers for tasks that enhance their professional growth in schools. Staff development programmes should be planned and prepared with active teacher involvement. Kasambira (ibid) suggests that shared decision making, joint planning and common goals increase responsibility. Motivation has to be intrinsic for jobs to be interesting and challenging. Human resources theorists reflected not only an interest in people at work, but also a new regard for their potential. Human resources management theory considers humans as a resource for management which is just important as other resources like finance, material and technology. It looks at people as a resource and paying attention to their needs, values, attitudes and beliefs. At schools teachers can be greatly involved in participatory decision making by consulting them at staff meetings and other proper channels of communication can be established which enable every member of the school to be involved in decision making. Thus the role of the Deputy Head is to ensure opening of the avenues for teacher involvement in decision making.

Clinical Supervision

The Clinical Supervision model was conceived and developed in school projects at Harvard University. Maurice Cogan and Robert Goldhammer worked with teachers to find ways of removing the negative aspects associated with supervision. Clinical supervision has been

defined by Richard and Weller in Acheson and Gall (1987: 112) "...as supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification". In clinical supervision there is planning and observation. This goes on in a cycle which also involves feedback conferences.

Clinical supervision is based on some major goals which differ according to scholars. Acheson and Gall (1987) who set out four major goals which are:

- (i) Provide a mirror in which teachers observe themselves.
- (ii) To diagnose and solve instructional problems.
- (iii) To provide a forum for evaluation purposes and,
- (iv) To give teachers positive attitudes about professional development.

Cogan (1973) points out that in clinical supervision, the supervisor and the supervisee become partners because both go through the supervisory cycle. The supervisor explains what criteria and standards are used in the event of an evaluation. Cogan (ibid) states that the supervisor and supervisee should not be seen as strangers but as colleagues and equals. The phases of clinical supervision can however be summarized into only three. These are planning conference, classroom observation and feedback. If clinical supervision is to be implemented effectively, the supervisor, in this case the Deputy Head needs to gain teacher co-operation and confidence. The Deputy Head should also have the ability to create a supervisory climate that is conducive and supportive to the supervisee.

RESEARCH METHODOLOGY

Research Design

The normative-descriptive-cross-sectional survey technique was used. According to Chikoko and Mloyi (1995), the technique is suitable for this study as it uses observation and description to intensively scrutinize the phenomenon of the moment. The descriptive cross-sectional survey research design is an overall plan where data about a population is gathered through a selected sample. The findings are then

generalized to the total population. The descriptive survey anchors in "observation with insights" (Chikoko and Mloyi 1995). In other words its focal point is "the act of looking beyond". Therefore the descriptive cross sectional survey method specifies the nature of the problem and affords the researcher an opportunity to participate as he/she observes phenomenon. This was therefore the best method that was used to collect original raw data from a large population such as Gokwe North District Primary Schools. Statistical information was collected not only through questionnaires, but through conversations, discussions and informal interactions. The researcher collected first-hand information within a natural setting. This was quite helpful. This method is probably the best method which is available when collecting original data for purposes of describing a population large enough to observe directly. According to Chikoko and Mloyi (1995), observation, standardized questionnaires and interviews provide the means of discovering prevailing attitudes among a large population.

The Population

The target population of this study was all the 84 Deputy Heads of primary schools in the District. The population has a total of 84 primary schools of which 79 are community schools under the Responsible Authority of Gokwe North Rural District Council and the remainder are under the Catholic Church Gokwe Diocese and Lutheran Church. Gokwe North District has 84 Primary School Heads as well as 84 Deputy Heads. There are about 1000 teachers in the District. All the primary schools are located in communal lands.

The Sample

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.

Data Collection Instruments

In this research the researchers used questionnaires, interviews and observation. These were used in order to increase validity and reli-

ability. Primary data was collected using the questionnaire. Triangulation was employed. That is the use of questionnaires, interviews and observation. This assumes that the weakness of one instrument is covered up by the strength of the other.

Data Presentation and Analysis

Data collected was combined and categorized that processing may be done. This study categorized data under sub-topics which made the presentation and analysis simple and quicker. Editing followed categorization. The editing exercise mainly involved careful checking for mistakes, omissions, contradictions and duplication. Finally corrections were made on the data collected. Data presentation was made in the form of tables, that is, descriptive statistics where ‘N’ stands for the number of respondents and percent for the percentage number of respondents.

Table 1 shows the ages of the respondents. The figures in Table 1 suggest that heads are older than their Deputies as well as teachers. Most of the teachers who responded to the questionnaire were in the age range of 30-35 years whilst Heads were in the range of 36-50 years. The age differences suggest that Heads have more teaching experience followed by Deputy Heads. This is because promotion has been mainly due to longevity in the teaching service.

Table 1: Ages of administrators and teachers

Age in years	Heads		D/ Heads		Teachers	
	N	%	N	%	N	%
Below 25	0	0	0	0	17	10
26-30	0	0	6	20	17	10
31-35	3	10	6	20	100	60
36-40	14	50	10	40	17	10
41-50	8	30	6	20	0	0
Above 50	3	10	0	0	17	10
Total	28	100	28	100	168	100

Table 2 shows an imbalance in schools. Eighty percent of the heads were males and only 20 percent were females. Only three Deputy Heads who responded to the questionnaire were female. As for teachers only 30 percent were female. The rest 70 percent were males. This suggests that gender mainstreaming has yet to be effected in schools administration.

Table 2: Sex: Administrators and teachers

Sex	Heads		DeputyHeads		Teachers	
	N	%	N	%	N	%
Males	22	80	25	90	118	70
Females	6	20	3	10	50	30
Total	28	100	28	100	168	100

Supervision Role of Deputy Heads

Table 3 shows that the majority of the respondents had attained CE/DE. This is illustrated as follows, Heads 70 percent, Deputy Heads 70 percent and teachers 90 percent. 30 percent of the Heads had also obtained the Bed degree as well as 10 percent of Deputy Heads. The results Table 3 seem to suggest that the old form of professional training which include: PTL, PTH, T4 and T3 are being phased out. Most of the respondents had acquired the Certificate in Education and also the Diploma in Education and some were aspiring to attain the Bachelor of Education degree. Thus if there are problems in supervision in schools, it is a result of other factors other than qualifications.

Table 3: Professional qualification

Professional qualification	Heads		D/ Heads		Teachers	
	N	%	N	%	N	%
PTL	0	0	3	10	17	10
PTH	0	0	3	10	0	0
T4	0	0	0	0	0	0
T3	0	0	0	0	0	0
CE/DE	20	70	19	70	151	90
BED	8	30	3	10	0	0
Total	28	100	28	100	168	100

Table 4 illustrates that 50 percent of the Deputy Heads have worked as Deputy Heads for a period between 1-3 years. 20 percent have worked for a period of between 4-6 years. The other 20 percent worked for a period between 7-10 years and only 10 percent have worked for a period which is above 10 years. This implies that the Deputy Heads have considerable experience in supervision of teachers. During interviews, those who were above 10 years revealed that they could not be promoted because of lack of the required qualifications, that is a degree. Some also said that they were not willing to go and head schools in very remote areas where there were transport problems.

Table 4: Experience as Deputy Heads

<i>Years</i>	<i>N</i>	<i>%</i>
1-3	14	50
4-6	6	20
7-10	6	20
10 and above	2	10
Totals	28	100

The data in Table 5 shows that 50 percent of the Deputy Heads indicated that the main role of the Deputy Head is to match performance with standards. 30 percent view the main role of the Deputy Head as to improve classroom instruction. 10 percent regard the Deputy Head's main role as to inspect teachers and pupils' records. The main essence of supervision is to guide and assist teachers so that organisational goals are achieved. However, from the research findings it was noted that most Deputy Heads want to match performance with standards. They want to stick on the rule, some carry out supervision to witch hunt (inspecting). This concurs with Awuah's (2013) assertion that supervision was historically viewed as an instrument for controlling teachers. Teachers will get more frustrated than motivated. The findings show that Deputy Heads need to be fully equipped with what they should do in the school.

Table 5: Supervision roles by Deputy Heads

<i>Supervision role</i>	<i>N</i>	<i>%</i>
a) To guide and assist teachers.	3	10
b) To write inspection reports.	0	0
c) To match performance with standards.	14	50
d) To improve classroom instruction.	8	30
e) To inspect teachers and pupils records.	3	10
Total	28	100

Table 6 indicates that 40 percent of the Deputy Heads preferred human relations model of supervision. This was followed by 30 percent who preferred the human resources model. 20 percent preferred clinical supervision and then 10 percent the scientific supervision model. As for teachers responses, 50 percent preferred human relations, 40 percent preferred clinical supervision and 0 percent human resources supervision. As noted most teachers 50 percent like human resources, according to interviews

carried out teachers want a model which instills morale and motivation among them. From the responses the researcher discovered that Deputy Heads needs to select appropriate supervision models which will not disengage teachers. During interviews some Deputy Heads pointed out that at times there is war between teachers and Deputy Heads when it comes to supervision. It was also noted that conflict also arises when Deputy Heads made 'raids' when supervising. Teachers generally want to be given advance notice before the actual supervision. Supervision also needs to be collaborative where the Deputy Head and the teacher are both involved. Awuah (2013) postulates that the industrial notion of supervision was overseeing, directing and controlling workers, and was, therefore, management's tool to manipulate subordinates, supervisors should therefore adopt management by objectives approach.

Table 6: Deputy Heads and teachers view on the workable model of supervision in schools

	<i>Deputy heads</i>		<i>Teachers</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Scientific supervision	3	0	17	10
Human resources	8	30	0	0
Clinical supervision	6	20	6	40
Human relations	11	40	84	50
Total	28	100	168	100

Table 7 shows the frequency teachers are observed by Deputy Heads. 60 percent of the Deputy Heads observe teachers twice a term. Accordingly, 20 percent observe once per term and the other 20 percent observe thrice per term. All the Deputy Heads indicated that they conduct some lesson observations. During interviews some Deputy Heads revealed that they just do supervision to fulfil ministry requirements. Some indicated that they will be trying to meet the demands of Key Result Areas (KRA) and the recently introduced Result Based Management (RBM). Some indicated that they will be just trying to meet the demands of the Head of the school. In other words, it was discovered that most supervision done in schools was artificial and that it did not promote professional growth amongst teachers and Deputy Heads themselves. It was also noted that most Deputy Heads did not carry a post supervision conference discussing strengths and weaknesses of

lessons observed rather written reports were just given to teachers. Deputy Heads revealed that they did not have the confidence to assist teachers professionally, since Heads at times reverse decisions passed by Deputy Heads.

Table 7: Supervision time table by Deputy Heads

<i>Frequency</i>	<i>Teachers</i>	
No observation	0	0
Once a term	34	20
Twice a term	100	60
Three times a term	34	20
Total	168	100

Administrative and Professional Experience by Deputy Heads

The Table 8 shows that 60.71 percent of the Deputy Heads had received on the job training. 39.29 percent received training through some workshops. No Deputy Head had undergone formal training and also none had attended some short courses. This therefore means that all Deputy Heads received some training of some sort. This implies that problems of supervision are a result of proper supervisory skills. Deputy Heads need to be equipped with skills to include teachers and to motivate them during supervision. Interviews revealed that the training was mostly on how to complete supervision forms rather than how to involve teachers in a collegial and professional debate.

Table 8: Responses to type of administrative training received by Deputy Heads

<i>Type of training received</i>	<i>N</i>	<i>%</i>
On the job training	17	60.71
Formal training	0	0
Workshops	11	39.29
Short courses	0	0
Total	28	100

Table 9 shows that 20 percent of the respondents indicated that the type of training they received was quite relevant. The other 80 percent responded that it was irrelevant. During interviews, Deputy Heads that saw training as irrelevant indicated that time given to workshops was inadequate. Most of the workshops were donor funded and some of the facilitators were ill-trained themselves. Some Deputy Heads also

revealed that on the job training made a little impact since some Heads did not have the enthusiasm to facilitate at such programs also those who indicated that the training was relevant were newly elevated Deputy Heads who were trying to come to terms with the demands of the post.

Table 9: Relevance of type of training

<i>Responses</i>	<i>N</i>	<i>%</i>
Relevant	6	20
Not relevant	22	80
Total	28	100

Staff Development Training Sessions How Often Held

Table 10 indicates that 20 percent of the Deputy Heads hold staff development workshops weekly, 30 percent fortnightly, 50 percent monthly and 0 percent termly. Staff development was not so vibrant because the Head and Deputy Heads did not know what to staff develop each other in. During interviews it was noted that topics in staff development were repetitive, teaching of Maths, teaching reading etc. It was also noted that some Deputy Heads encountered fierce resistance from fellow teachers who at times felt that it was boring and time wasting. Also it was discovered that there were some teachers who naturally did not accept change and did not want to be staff developed.

Table 10: Responses on staff development training

<i>Frequency</i>	<i>N</i>	<i>%</i>
Weekly	6	20
Fortnightly	8	30
Monthly	14	50
Termly	0	0
Total	28	100

The data in Table 11 shows that 40 percent of the Deputy Heads attend cluster staff development workshops. 60 percent did not attend any other staff development workshops except those organized by the school. This according to interviews was caused by the fact that District and the Regional Offices did not have the financial capacity to fund such programs. Staff development at District and Regional levels is

handicapped by lack of funds. Milne (2010) asserts that clinical supervision is now recognised as essential, yet supervisors tend to receive little or no training, which tends not to be evidence based.

Table 11: Other staff development workshops for Deputy Heads

<i>Levels</i>	<i>N</i>	<i>%</i>
Cluster levels	11	40
District levels	0	0
Regional levels	0	0
Nil	17	60
Total	28	100

Confidence in Supervision

Data contained in Table 12 shows that 70 percent of the Deputy Heads do not have confidence to effectively carry out their supervisory role as 30 percent do not quite have the confidence. None of the Deputy Heads had the confidence. This suggests that Deputy Heads need proper and relevant training to carry out their supervisory roles. Confidence is a result of knowledge in a pahail or demain. Milne (2010) asserts that clinical supervision is now recognised as essential, yet supervisors tend to receive little or no training, which tends not to be evidence based.

Table 12: Indicates responses whether Deputy Heads have the confidence of carrying out supervision roles

<i>Response</i>	<i>N</i>	<i>%</i>
Sure	0	0
Not sure	20	70
Not quite sure	8	30
Total	28	100

DISCUSSION

The first research question was intended to find out whether Deputy Heads know their supervisory role. The findings revealed that 90 percent of the Deputy Heads had obtained either certificate or Diploma in Education which is not the qualification for a substantive position. There was however 10 percent of the Deputy Heads who still had PTH acting as Deputy Heads. Deputy Heads who are none holders of either a Certificate or Diploma in Education are

now very few if at all they are still found. Pertaining the experience as Deputy Heads, it was revealed that 50 percent of the Deputy Heads had spent about one to three years only in the post. The result seems to suggest that the duration of their experience seems to be rather too short for the Deputy Heads to really know their supervisory roles.

Asked to state what they consider to be the most important responsibilities in the supervision of teachers, the majority of the Deputy Heads indicated that regular inspection of records like schemes of work, lesson plans, progress records and pupils exercise books. This was followed by compiling assessment reports on teachers. Data collection in Table 5 indicates that the main role of Deputy Heads according to them was to match performance with standards. The results seem to suggest that Deputy Heads have little knowledge of their role in the supervision of teachers.

On the frequency of lesson observations that they conducted, 60 percent of the Deputy Heads indicated that they observe and compile observation reports twice per term. The other 20 percent indicated that they observed once per term and others three times per term. Although it was pleasing to note that Deputy Heads do observe lessons from teachers, their reasons for the lesson observations seemed to be done out of a sense of duty fulfillment. Most of them indicated that they supervised teachers so as to please external assessors like Education Officers. Others during interviews indicated that they did it for the sake of fulfilling what KRA or RBM wants. With the introduction of the performance management system most of the Deputy Heads clearly stated that they needed to get a higher score and be awarded a bonus at the end of the year. This indicates that visits made by Deputy Heads do not staff develop teachers.

Administrative Qualifications and Professional Experience

The findings from the questionnaire as from the second research question. Whether Deputy Heads possess the appropriate administrative qualifications and adequate professional experience revealed that 80 percent of all Deputy Heads had attained a Certificate in Education or Diploma in Education. 10 percent had PTH, 10 percent had a Degree in Education and a Diploma in

Education those without degrees are no longer recommended for a promotion to a substantive administrative post. The findings further revealed that only three had a relevant degree in administration. The observations made during the research also revealed that Deputy Heads without an administrative degree seem not to like modern methods of supervision. Most Deputy Heads inspect instead of supervising teachers. This therefore means Deputy Heads should be urged to further their studies.

On the type of training received, Table 8 shows that 60 percent indicated that they received on the job training and 40 percent received training through some workshops. None received formal training and neither attended short courses. From the data gathered it seems to appear that Deputy Heads received inadequate training in the supervision of instruction. Deputy Heads should receive training in supervising so that they are equipped with knowledge and skills that will enable them to assist teachers under their supervision. Formal training programs which last for about a term or the whole year should be arranged. This can be done through seeking funds from donors or to make the individual Deputy Head meet the expenses. This is also supported by the response from the Deputy Heads on the relevance of the type of training received. It was clearly indicated that 80 percent stated that the type of training received was irrelevant and only twenty percent agreed that it was relevant. Milne (2010) asserts that clinical supervision is now recognised as essential, yet supervisors tend to receive little or no training, which tends not to be evidence based.

Staff Development Training

The third research question was based on whether Deputy Heads received staff development courses at schools, cluster, district or regional level. According to the findings Deputy Heads indicated that they conduct staff development activities ranging from weekly, fortnightly and finally monthly. The highest frequency indicated was monthly which had 50 percent. The questionnaire to teachers on who plans and organizes staff development courses in the school revealed that the Head, Deputy and Teachers put concerted effort in formulating the program. Although staff development programs were carried out in most schools, it appeared as if topics on supervision of instruction were not

dwelt on very much. Topics on supervision should be done by every teacher as one day he/she might be a school administrator.

Confidence in Carrying Out Supervision Roles

Deputy Heads seem to lack confidence of effectively carrying out their supervisory role. This is shown in Table 12 in which 70 percent responded by saying no to the question. 80 percent said that they were not quite confident. No one admitted that he/she was quite confident of carrying out their supervisory roles. The respondents seemed to agree with the responses in Table 12 in which many Deputy Heads indicated that they were not quite knowledgeable in the area of supervision. The findings therefore clearly indicate that lack of enough knowledge created lack of confidence in Deputy Heads in carrying out their supervisory roles.

CONCLUSION

This study set out to make an investigation of the challenges faced by Deputy Heads in supervising teachers in Gokwe North District Primary Schools. The study was carried out in strategically selected primary schools in Gokwe North District. The research was interesting to carry out because most Deputy Heads divulged emotional information as they felt that they had found a platform to vent their frustrations. They felt it was opportune time for them to pour out their grievances of them occupying a big post, which seemed little recognized in the school system. One wonders how Deputy Heads can be effective when they are demotivated and when they feel they are not fully supported by either the school Head or the ministry. In schools teachers by pass Deputy Heads and at times get Heads support.

RECOMMENDATIONS

In view of the foregoing conclusions it is therefore recommended that the Ministry of Primary and Secondary Education and other stakeholders should make sure that:

- (a) Deputy Heads should receive some form of formal training as soon as they are appointed to the post. Even student teachers at Teachers Colleges should be given a dosage of administration courses which will help them in an event that they are appoint-

ed Deputy Heads soon after college training. It is pleasing to note that some Teachers Training Colleges are introducing Educational Administration in their curriculum. This must be encouraged very much.

- (b) Deputy Heads should be appointed to the post after attaining a minimum administrative qualification and professional experience set by the Civil Service Commission. The recent announcement that only those with relevant degrees will be promoted is a move in the right direction. This will force Deputy Heads (nominal) to acquire degrees for them to be promoted. It is recommended that the Ministry sticks to the announced curriculum qualifications.

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