

Teachers' Perceptions of Lesson Observations by School Heads in Zimbabwean Primary Schools

Jephias Sibanda¹, Sevious Mutopa² and Cosmas Maphosa³

¹*Faculty of Education, Zimbabwe Open University, Mashonaland West Region, Zimbabwe*
²*Doctoral Candidate, Faculty of Education, University of Fort Hare, School of Postgraduate Studies, Alice Main Campus, South Africa*

³*University Teaching and Learning Office, University of KwaZulu Natal, Durban, 4041, South Africa*

E-mail: maphosacos@yahoo.co, maphosa@ukzn.ac.za

KEYWORDS Lesson Observation. Teachers. Perceptions. School Heads. Zimbabwe

ABSTRACT The study investigated primary school teachers' perceptions on the way school heads undertake lesson observations in selected Zimbabwean primary schools. A qualitative survey design was used. A semi-structured questionnaire was used to collect the data. Sixty-five purposefully selected qualified teachers participated in the study. Content analysis was used in analysing the data. The study revealed that perceptions of teachers about lesson observations by their heads were largely negative as heads tended to base their lesson observations on the dominant models of supervision. There were few exceptions where teachers' perceptions revealed clinical and collaborative supervisory practices in lesson observation. The study concluded that school heads could be lagging behind in embracing collaborative and democratic approaches in supervision. Recommendations were made to improve on the effectiveness of lesson observation by school heads.