

Prevalent Supervisory Styles in Primary Schools in a Remote Rural District in Zimbabwe: Strategies for Reconciling them with Teacher Preferred Supervisory Styles

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ABSTRACT This study set out to identify supervisory styles prevalent in Bulilima district in Zimbabwe, solicit teachers' views on the supervisory styles and find ways of reconciling teacher-supervisor differences. The sample comprised twenty primary school teachers and ten School Heads. The research used the descriptive survey design and a semi structured questionnaire with both closed questions, where they chose from a set of predetermined responses and open ended questions for data collection. Quantitative data was presented in tables and frequencies and analysed while for qualitative data emerging themes were identified through content analysis. The study showed that supervision offered lacked relevance to instructional improvement. Teachers also felt that supervision offered lacked meaningful feedback. The study recommends that School Heads should offer practical assistance to teachers in the form of demonstration lessons. Teachers need to be involved in the supervisory process.