

# Supervising the Performance of Teachers in Bulawayo Metropolitan Province

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**Abstract-** *The purpose of this study was to investigate the appropriate models Education Managers could use to enhance the performance of teachers in the teaching and learning process through supervision in Bulawayo Central District. The epistemological foundations informing this study was a post-positivist paradigm employing a quantitative approach. Structured questionnaires were used to gather data from the respondents (N=50) who were randomly selected from the ten schools. The major finding was that both Education Managers and teachers investigated were pedagogical qualified. Weighing in were their experience and maturation levels. Similarly, the emphasis on measurable standards, getting inputs from the teachers before writing a report, successful accomplishment of tasks and being both human and task oriented in practice demonstrated that a contingent approach was being employed by supervisors. In the process, models were integrated, although, the Clinical Supervision Model unconsciously. A need to staff develop the supervisory corps in the latter arose.*

**Keywords** - *Clinical supervision; Eclectic; Human relations; Human resources; Integration; Scientific management; Supervisee; Supervisor*

## 1. INTRODUCTION

The major administrative function of the Education Manager in the school system is to supervise teachers for the purpose of attaining educational goals. For the Education Manager to achieve this feat there is need for him/her to shade off his/her evaluative cloak and embrace that of a supervisor. Supervision per se is meant to grow the teacher professionally. This development empowers the teacher to acquire both curriculum and pedagogical skills which would successfully enable him/her to deliver the educative enterprise to the learners in an effective and efficient way. However, in the process, the Education Manager must be people-centred if feelings and needs which teachers bring along to the organisation are to be accommodated in the production process. This, therefore, calls for a professional and collegial approach to the supervision of teachers if the talent and skills endowed in them are to be tapped and the appropriate attitudes meant to enhance the supervisory practices in place are to be cultivated. There must be a clinical equilibrium between the task and human orientation of the Education Manager if the performance of teachers is to be in sync with the requirements of the organisation. It is in that light that this paper sought to establish how the Education Manager could enhance the performance of teachers in Bulawayo Metropolitan Province (BMP) in general and Bulawayo Central District Primary Schools in particular through supervision.

## 2. BACKGROUND TO THE STUDY

The swift reforms in knowledge, concepts, technology, and philosophies as a result of the rapid global changes which are taking place the world over have necessitated some fundamental changes in the Zimbabwean education system. Education is no longer restricted to considering human needs and requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future through an individual skill-audit (C.Hismanoglu & E.Hismanoglu, 2010)[12]. The present era where the world is considered as a global village has seen an escalation of knowledge leading to sophisticated and technological ways of teaching and learning (C.Hismanoglu & E.Hismanoglu)[12]. Hunsaker and Hunsaker (2009)[13] support this perception by indicating that the emergence of information and a knowledge-based society has brought about a change of mind set in learning and that new strategies of learning necessitate new pedagogical skills which transforms the teacher's role to a facilitator of learning. In the process of improving teacher competencies, many educators have come to realise that the quality of teaching depends not only on teachers but on the supervisory staff (i.e., the superordinate and his/her lieutenants) as well (Boaduo, 2011)[3].

Global educational policies and programmes such as education for all (EFA) and universal primary education (UPE) have brought forth significant challenges to many education systems and are the key to global security, sustainability and survival (Zepeda, 2012)[30]. However, the effect of globalisation on education nowadays, has

called for survival measures of education the world over, and all organisations continuously strive for sustainable development and survival in this highly competitive environment. In response to that view, Pajak (2012)[20] suggests that this survival can basically be ensured through adequate work supervision which is developmental in nature as one of strategic survival approaches. As an Education Manager in any organisation, one must ensure that objectives are met and also that employees learn how to enhance their performance through regular supervision (Pajak).

Scholars of supervision, as postulated by Sergiovanni and Starratt (in Baffour- Awuah, 2011)[24] believe that supervision of teachers potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers. Supervisors have the responsibility of assisting teachers in making decisions regarding the quality of their competences (Glanz & Neville, 2010)[10]. Yet many a time, supervisors are found wanting in the necessary skills to equip teachers with the technical kit they need to develop instructionally (Zepeda, 2012)[30]. What this means is that, the supervisory practices of Education Managers, therefore, take centre stage when it comes to the attainment of school goals and objectives. Above all, they (i.e., Education Managers) are mandated by the Ministerial authority to carry out the supervision of teachers at school level. Moyo (2014) [17] corroborates this position of authority by averring that Zimbabwean Education Managers, by virtue of delegated authority by the parent Ministry are in undisputed control of their schools. Little wonder that the Ministry of Primary and Secondary Education (MOPSE) has bemoaned the laissez faire type of supervision which is employed by Education Managers in schools which it sees as the major cause of high failure rate, let alone, the zero pass rates which have been registered in some Zimbabwean schools. This becomes a disturbing trend when one considers that the contractual engagement of teachers in schools should be transactional. They earn a salary and learners are supposed to acquire knowledge and skills in the process. When they register a zero pass rate, it means somebody is inefficient and ineffective somewhere and that person is none other than the Education Manager whose sole responsibility is to improve the performance of teachers through supervision for the benefit of learners, hence this study.

## **2.1 Models of Staff Supervision**

These are awash and this paper is going to focus on four, namely: Scientific Supervision Model (SSM), Human Relations Supervision Model (HRSM), Human Resources Supervision Model (HRM) and Clinical Supervision Model (CSM).

### **2.1.1 Scientific Supervision Model (SSM)**

The SSM was born out of the arduous classical scientific management thought masterminded by Frederick Winslow Taylor, hence referring to it as Taylorism

(Mitchell & Sackney, 2000)[15]. Taylorism represents an autocratic philosophy and views teachers as hired packages of skills, energies, aptitudes and knowledge to be utilised by management as they see it fit (Bush, 2003)[5]. This model was founded on industry oriented principles and is production oriented. Taylor and his associates believed that teachers needed to be closely monitored if they were to be productive. Along that view, to optimise the way the task was performed, it needed the simplification of the job so that teachers would be trained to perform their specialised sequence of motions in one 'best way' (Scientific Management, 2010)[23]. In such a scenario, the Education Manager as the supervisor was supposed to scientifically manage the teachers as opposed to the use of 'initiative and incentives' methods to energise them (Scientific Management). Adopting the time and motion experiments which Taylor conducted in the industry, Education Managers should assign tasks to teachers to perform and their optimal performance should be timed. Resting time must be factored in to reduce fatigue. The result of such an experiment becomes the standard bearer on which the teacher's scientific pedagogical skills and objectives are measured (Mhlanga, Wadesango & Kurebwa, 2012)[16]. In the process, the Education Manager would heavily rely on close supervision to ensure conformity, uniformity, predictability and accountability (Mhlanga et al.) All this is meant to ensure that teachers are focusing on maximum pupil achievement. For the production process to attain this level of operation, teachers must be carefully selected and scientifically trained to perform the tasks they are supposed to perform in a clear-cut superordinate and subordinate relationship (Scientific Management). This is what makes the SSM to be viewed as an Education Manager centred model.

Based on the SSM, scientific supervisors must draw from research studies and apply a problem solving method to teaching. Supervisors and teachers must adopt an experimental attitude, trying out innovations in the supervision arena and studying the effects of each newly introduced means of improving until satisfactory results are attained (Mhlanga et al., 2012). The focus in this sequence of events is on results which are measured by tests (Tesfaw & Hofman, 2012)[28]. The key words dominant in the production line are efficiency and effectiveness. At school level, the SSM is visible in the prescribed way teachers are expected to plan and teach (Razik & Swanson, 2011). Traces of its vestiges are epitomised in the demand for mission statements, the use of prescribed text books and syllabuses, teacher centred methods, timetables, formats in various subjects and setting of deadlines for performing certain activities (Madziyire, 2013)[14].

Despite things being done in an orderly fashion, the SSM has its fair share of limitations. It overlooks the view that each individual possesses a unique level of cognitive and professional abilities and its reliance on rigid-standardised systems of operations stifles individual creativity

(Madziyire, 2013)[14]. In addition to that, the model assumes that the supervisor is a source of all knowledge which is fallacious. Above all, its production orientation compels teachers to teach for examinations at the expense of teaching for concept development (Madziyire). Little wonder that during the holidays, Zimbabwean students are engaged in various ‘crash programmes’ or ‘extra lesson sessions’ for the purpose of improving the pass mark at the expense of the needs of the learners. In that way learning becomes boring as it entails the assimilation and regurgitation of the given facts. Most importantly, routinised tasks to mature teachers makes teaching monotonous although their performance and that of learners is improved (Scientific Management, 2010)[23].

### 2.1.2 *The Human Relations Supervision Model (HRSM)*

Mary Parker Follet is credited with the HRSM and it came about as a direct challenge to the dehumanising view of the SSM as institutions were being democratised (Esudu, 2010)[8]. Follet adopted a holistic view of teachers rather than viewing them as tools of manipulation as was the case in the SSM (Sergiovanni & Starratt, 2013)[24]. During the HRSM era, attempts were made to increase the job satisfaction of teachers by adopting democratic supervisory practices which would focus on personal relationships (Sergiovanni & Starratt). The HRSM was popularised by Elton Mayo’s Hawthorne studies (Pajak, 2012). Mayo’s experiment with his compatriot (Fritz Roethlisberger) concluded that man was a wanting animal whose pursuit to attain goals depended on the way the Education Manager utilised various forms of motivation which ought to be goal oriented with the ultimate aim of satisfying the teacher (Razik & Swanson, 2011)[21]. It is this thrust which makes it human related and person centred contrarily to the SSM. Sergiovanni and Starratt corroborate this assertion when they posit that in the HRSM teachers are viewed as “whole” people in their own right rather than as packages of energy, skills and aptitudes needed to be used by administrators and supervisors (Scientific Management, 2010)[23]. To further give credence to that orientation, Education Managers in this scenario must endeavour to harmonise and synchronise the teacher’s needs with those of the organisation (Moyo, 2014).

The work rate and commitment of teachers towards goal achievement may be enhanced if Education Managers engage teachers in decision making as partners in a collegial manner and create a climate which is porous to teacher’s needs (Stoner, 2004). It is when teachers feel good that their performance is propelled to greater heights. What this means is that the Education Manager armed with the HRSM must not emphasise on performance and production in a rigid manner but create a conducive environment which would enable those to filter in the supervisory process naturally (Sergiovanni & Starratt, 2013)[24]. This, according to Mayo and his compatriots would be facilitated by humanising the work force if Education Managers managed the following eight

factors: informal organisation (i.e., those who are incongruent with organisational goals should have their energies directed towards goal attainment), motivation, employee needs, employee satisfaction (i.e., use of appropriate supervisory strategies so as to induce their performance), management style (i.e., employing a contingent approach to supervision), maturity level (i.e., Education Managers must consider that teachers are unique and are at different maturation level, hence, requiring a supervisory strategy in sync with it), morale (i.e., monotony may be reduced by rotating jobs so as to boost their morale) and quality of work life [i.e., improving the conditions of service for teachers] (Razik & Swanson, 2011).

However, critics of the model condemn it on the basis of the complications brought about by the human element. It is not always given that the satisfaction of the teacher leads to high productivity neither is it easy to identify the operational needs of the teacher if they are to be satisfied within the organisational climate (Musaazi, 2008)[18]. Above all, its greatest enemy is its populist view of wanting to ‘win friends’ embedded in it, at the expense of the task, which led to its condemnation by its critics (Musaazi).

### 2.1.3 *Human Resources Supervision Model (HRM)*

This entails the Education Manager’s ability to utilise the best knowledge and skills the teacher is endowed with for the purpose of attaining organisational goals (Chiome & Mupa, 2014)[6]. The model further acknowledges the fact that the engagement of the teacher in the supervisory process must be continuous and growth related (Chiome & Mupa). Teachers as desirable animals achieve satisfaction by the “successful accomplishment of important and meaningful work, and this sort of accomplishment is the key component of school effectiveness” (Sergiovanni & Starratt, 2013, p. 8)[24]. The accommodation of the teacher’s talents and abilities together with his/her personal needs was meant to restore equilibrium in the school system and enhance their commitment, ownership of goals, innovativeness and accountability (Shohet, 2011)[25]. The acknowledgement of the talents and skills teachers possess leads to higher teacher engagement on whatever task is allocated, hence, leading to higher productivity which in turn will lead to the successful accomplishment of school goals (Shohet). The Education Manager making use of this model in the supervisory process would be attempting to tap the maximum potentials which teachers possess and lay fallow in them. Behaviourist scholars are credited for this movement (Chiome & Mupa). However, some authorities argue that in real life situations it is not always the case that higher productivity leads to higher satisfaction for the worker (Shohet).

### 2.1.4 *Clinical Supervision Model (CSM)*

The architects of the CSM are believed to be Cogan and Goldhammer (in Ngwenya, 2011)[19]. The former mooted eight phases and the latter condensed these to five. Contemporary scholars have for convenience sake,



condensed them to three, namely; pre-observation/planning conference, observation and post-observation/feedback conference. Cogan observes that the CSM focuses 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 (Chiome & Mupa, 2014)[6]. This model is transformational and collegial. It involves joint planning with the teacher and making an observation and analysis which would help improve the teacher's professional growth in a partnership approach (Sergiovanni & Starratt, 2013)[24]. This partnership engagement between the teacher and supervisor should take place in the theatre of the classroom in a clinical manner (Sergiovanni & Starratt). The climate should be open, the environment non-threatening and the supervisor as a partner should shade off the bureaucratic tendencies which usually characterise school organisations (Squelch & Lemmer, 1994)[26]. In that light, supervisors should be able to distinguish supervisory practices which are professionally-growth related from bureaucratic ones (Squelch & Lemmer). It is this symbiotic relationship between the two philosophies which makes the HRM a cut above the rest. However, Education Managers being human beings like anybody else, find it difficult for them to shift roles from that of an evaluator to a supervisor (Sergiovanni & Starratt). Besides that, the model also needs to be used selectively as teachers are endowed with different talents, are unique and have a wide range of experiences (Sergiovanni & Starratt). Above all, it is cumbersome when applied in large organisations.

#### 2.1.5 Eclectic Supervision Model (ESM)

The ESM is a fusion of several models depending on the prevailing situation (Zepeda, 2012)[30]. In some quarters it is referred to as an 'integration' or 'synthesis' model as it is a combination of all the models which are at the disposal of the Education Manager (Haynes, Corey & Moulton, 2003)[11]. It is contingent in nature and relies on 'infinite integrations' of several theories and methods that exist with respect to supervision (Haynes et al., 2003). This calls for a knowledgeable Education Manager who would be able to read the situation at hand and apply the appropriate supervisory model effectively and efficiently (Haynes et al.). However, a mismatch by the Education Manager leads to undesirable consequences in the supervision process.

## 2.2 Methodology

The epistemological foundations informing this study was a post-positivist paradigm employing a quantitative approach (Cohen & Manion, 2006)[7] as it sought to discover: *"How supervision models employed by Education Managers enhances the performance of the primary school teachers in the teaching and learning process in BMP with specific reference to Bulawayo Central District(BCD)?"* The assumption within this context was that there is reality out there in the way

supervision is conducted and it is the duty of researchers to uncover it objectively (Vanderstoep & Johnston, 2009)[29]. Since positivists are concerned about objectivity, measurability, predictability, controllability, patterning and construction of laws and rules of behaviour and the ascription of causality (Cohen & Manion), a quantitative approach was deemed ideal in the investigation of this phenomenon as it sought to find the average results of a group of participants as a whole and attempting to produce a quantitative measure of objective reality observed (Breakwell, 2004)[4]. In that way philosophies underlying the cited models were empirically tested (Flick, 2006)[9] in the schools investigated.

The study did not seek the opinions of teachers as to how the supervisory practices in place affected them (Ridenour & Newman, 2008)[22], but the manner in which the Education Managers utilised the cited models in enhancing their performance in the schools investigated, hence preferring a quantitative approach to a qualitative one. The study was premised on the fact that the researchers wanted to discover knowledge which is deductively reasoned and generalisable (Ridenour & Newman), among the teaching corps deployed in BMP. Since a quantitative approach is a linear model, which begins with theory, operationalisation of it, sampling, data collection, interpretation and validation of it (Flick, 2006)[9], the researchers used a survey design utilising structured questionnaires of a Likert-type to collect quantitative data from randomly selected respondents (N=50) as we were interested in the breadth not depth of the phenomenon under investigation (Vanderstoep & Johnston, 2009)[29]. The self-completion questionnaires after having been pilot tested with non-participants in the school where one of the researchers is deployed were modified according to the responses on the ground and later on hand delivered by the researchers to the respective schools. Follow-ups were made telephonically and the researchers realised a response rate of 100%. Further to that, the researchers were convinced that a sample of 50, comprising 40 teachers and 10 Education Managers was within the confidence level of this study as the population was homogenous. Even their varied professional qualifications and experiences justified the sample (cf. Table 1). Equally so, the ten schools systematically sampled represented 50% of the total number of schools in the BCD investigated which are within the jurisdiction of BMP. Descriptive statistics was used to analyse the data collected and frequency tables and graphs were used to report the interpretations.

## 2.3 Findings and Discussions

The quantitative data collected was reported under the following headings: biographic data, models of supervision in use and suggestions meant to improve the current supervisory practices in the BCD with the ultimate aim of enhancing teacher performance.

### 2.3.1 Biographic data

Table 1: Biographic data of the respondents

Questions (1-5) sought the biographic data of the respondents and the results are portrayed in the Table below.

**N=50**

Variable	Teachers		Education Managers	
	f	%	f	%
<b>1.Gender</b>				
Male	4	10	2	20
Female	36	90	8	80
<b>Total</b>	<b>40</b>	<b>100</b>	<b>10</b>	<b>100</b>
<b>2.Age</b>				
Below 25 years	0	0.0	0	0.0
26-35 years	5	12.5	1	10.0
36-45 years	21	52.5	3	30.0
46-55 years	11	27.5	5	50.0
Above 55 years	3	7.5	1	10.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
<b>3.Academic Qualifications</b>				
O level	34	85.0	7	70.0
A level	3	7.5	0	0.0
Bachelor of Arts	3	7.5	3	30.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
<b>4.Professional Qualifications</b>				
Certificate in Education	5	12.5	0	0.0
Diploma in Education	27	67.5	0	0.0
Bachelor in Education	7	17.5	9	90.0
Master in Education	1	2.5	1	10.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
<b>5. Experience</b>				
Below 5 years	7	17.5	0	0.0
6-10 years	6	15.0	0	0.0
11-15 years	8	20.0	0	0.0
16-20 years	7	17.5	2	20.0
21-25 years	5	12.5	5	50.0
26-30 years	3	7.5	2	20.0
30 years plus	4	10.0	1	10.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

Table 1 above reveals that the majority of teachers (90%) and Education Managers (80%) who participated in this research were females and the rest were males (10%; 20%) respectively. This data is an epitome of how skewed

the deployment policy of teachers and appointment of Education Managers based on gender is in the Zimbabwean education system, particularly in urban set ups.

A further scrutiny of the same data reveals that the majority of teachers (52.5%) and Education Managers (50%) were aged between (36-45 years) and (46-55 years) respectively. Next to this age group were Education Managers (30%) and teachers (27.5%) aged (36-45 years) and (46-55 years) in that order. The last group of respondents were teachers (12.5%; 7.5%) who were in the (26-35 years) and (55 plus years) range. On the contrary, Education Managers in the same category had a rating of (10%) apiece. The fact that most teachers (87.5%) and Education Managers (90%) were above the (36-45 years) age group gives credibility to their responses as this is considered to be a mature group of professionals who are at the point of equilibrium in the profession with those in the last bracket (55 plus years) looking forward to their retirement.

In addition to that, data in Table 1 reveals that respondents investigated in this study had varied academic/profession qualifications and experience. The majority of teachers (85%) possess the requisite academic qualifications (i.e., 'O' level) needed for one to undergo teacher's training. An additional three (7.5%) passed their ('A' level) with a similar number having passed their Bachelor of Arts degree. Professionally, the majority of them are schooled in the area of pedagogic as the bulk of them (67.5%) are holders of Diplomas in Education. Others are holders of a Bachelor of Education degree (17.5%), a Certificate in Education (12.5%) with one of them having a Master in Education (2.5%). A look at their teaching experiences reveals that the majority of them (20%) have taught for (11-15 years), followed by those who claimed to have taught for below (5 years) and those who had taught for (16-20 years) being (17.5%) apiece. The remaining (15%), (12.5%), (10%) and (7.5%) have taught for (6-10 years), (21-25 years), (30 years plus) and (26-30 years) respectively. It is also interesting to note that among these respondents (67.5%) had taught for more than 11 years, a period which cannot be ignored in this study.

On the other hand, are the ten Education Managers who also constituted the respondents for this study? Academically, the majority of them (70%) have an 'O' level certificate with the remaining ones (30%) being holders of a Bachelor of Arts degree. All (90%), except one (10%) are holders of a Bachelor of Education degree. The latter is a holder of a Master of Education degree. The majority of these (50%) have been Education Managers for a period of (21-25 years), followed by those (20%) who have been in similar positions for a different number of years (16-20 years) and (26-30 years). To cap

it all, one of these (10%) has been an Education Manager for more than 30 years.

To conclude on the biographic data deliberated on above, the researchers were convinced that data captured for this study was highly reliable and valid judging by the qualifications, age and experience the BMP teachers and Education Managers in BCD had.

### 2.3.2 Models of Supervision

Generally in Zimbabwe, it is part of the Education Manager's duty to observe lessons at least once depending upon the size of the staff complement at one's station per term (Moyo, 2014). Many a time, this feat is not possible due to the size of the school, let alone, when 'hot-seating' has become the order of the day in many urban primary schools with enrolments ranging from 1 500 to 2 000 giving a staff complement of between 38 to 50 based on the national teacher/pupil ratio of 1:40.

However, for administrative purposes, the supervision of schools has been made possible by decentralising its functions to the detriment of other Education Managers who feel they are being stripped off, their span of influence. For the purpose of supervision the span of control according to MOPSE, for the Infant Department (i.e., Early Childhood Development [ECD] A, B & Grades 1, 2 and student teachers) has been delegated to the Teacher-in-Charge (TIC), the Junior Primary (i.e., Grades 3, 4, 5 and student teachers) to the Deputy Education Manager and the Senior Primary (i.e., Grade 6 and 7) to the Education Manager. This type of arrangement gives the Education Manager ample time to attend to other functions of the school. However, within this delegated and decentralised system, the Education Manager is free to observe lessons in whatever Department if time and resources permit for the purpose of accountability as s/he is the Chief Executive Officer (CEO) of the organisation.

It is against this background of delegation and decentralisation of the supervision process that respondents' ideas were sought as to which type of model was operational in their school with the ultimate aim of enhancing teacher performance in BCD. The statements which provoked the respondents' reactions were derived from the theoretical assumptions of the following Models; SSM, HRSM, HR and CSM and the results are depicted and discussed below.

#### 2.3.2.1 Scientific Supervision Model (SSM)

Figure 1: The applicability of the SSM in the supervision of teachers

N=40 for teachers

N=10

for Education Managers

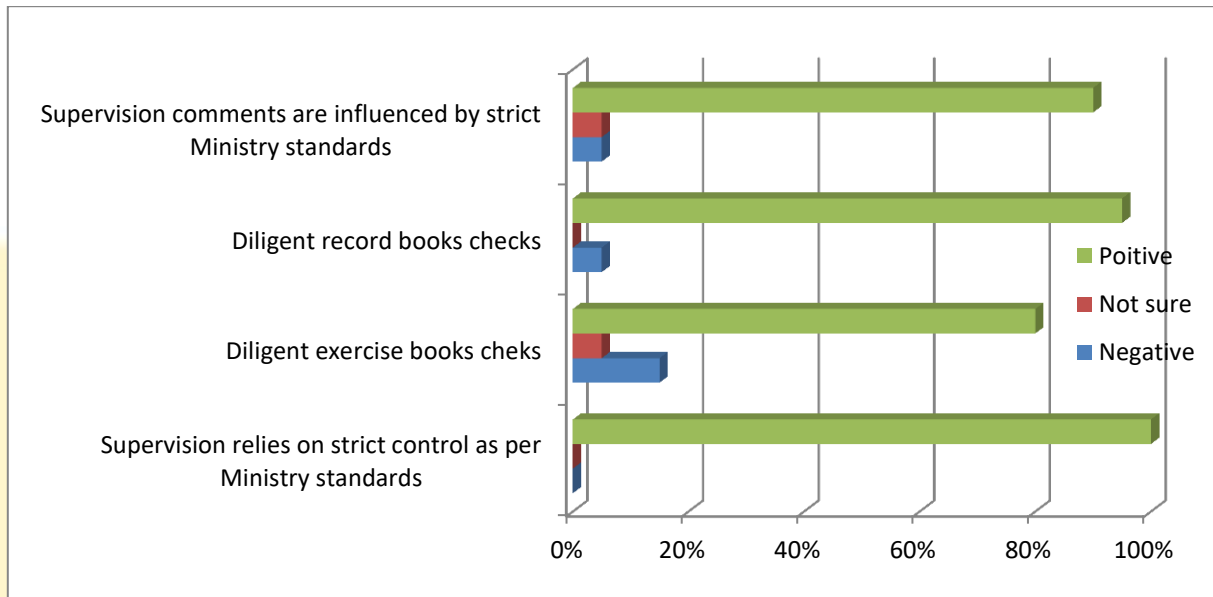


Figure 1 reveals that most of the supervision conducted in BCD is done according to predetermined standards set by the MOPSE as indicated by the majority of Education Managers (80%) who responded in the affirmative. These become benchmarks on which the performance of teachers is measured against. When teachers were further queried as to how it was done, the majority of them indicated that record books (87%) and exercise books (80%) were thoroughly scrutinised according to the prescribed standards in terms of the amount of work given to learners and its frequency. The learners' feedback was supposed to be reflected in the recordings. This from the Education Managers' point of view was meant to monitor and control the school standards (90%) as uniformity in terms of adequacy and predictability were used to measure the performance of the teacher. In that manner teachers were being made to be accountable for their actions.

In addition to the above, Education Managers indicated that for inspection purposes sometimes, they visited teachers unannounced (70%), carried out spot checks (60%) and random lesson observations (60%), practices which teachers usually disliked.

What the above data seems to be suggesting in this context is that both Education Managers and teachers are supposed to adhere to a rigid supervisory system as prescribed by the MOPSE regardless of the supervisees' individual differences and the circumstances they would be operating in. The key word in this scenario is compliance as a measure of performance. The rigidness in the manner the supervision practice is conducted in the BCD implies that the SSM (cf. 2.1.1) is 'alive' and 'kicking' in the schools investigated (Madziyire, 2013[14]; Mitchel & Sackenev, 2000)[15]. The ultimate aim is to ensure that production processes in place are producing the required results. This happens in a form of a scalar chain from the Education Manager, through

his/her lieutenants up to the teachers with the ultimate aim of benefiting the learners.

#### 2.3.2.2 Human Relations Supervision Model (HRSM)

After having established that vestiges of the SSM with its famous and infamous 'sporadic spot-checks' and 'global comments' were prevalent in the schools investigated, the researchers felt obliged to establish whether the human orientation was present in the supervision process employed in BCD and the results as shown in the Figure below.



Figure 2: The applicability of the Human Relation Supervision Model  
N= 40 for teachers N= 10 for Education Managers

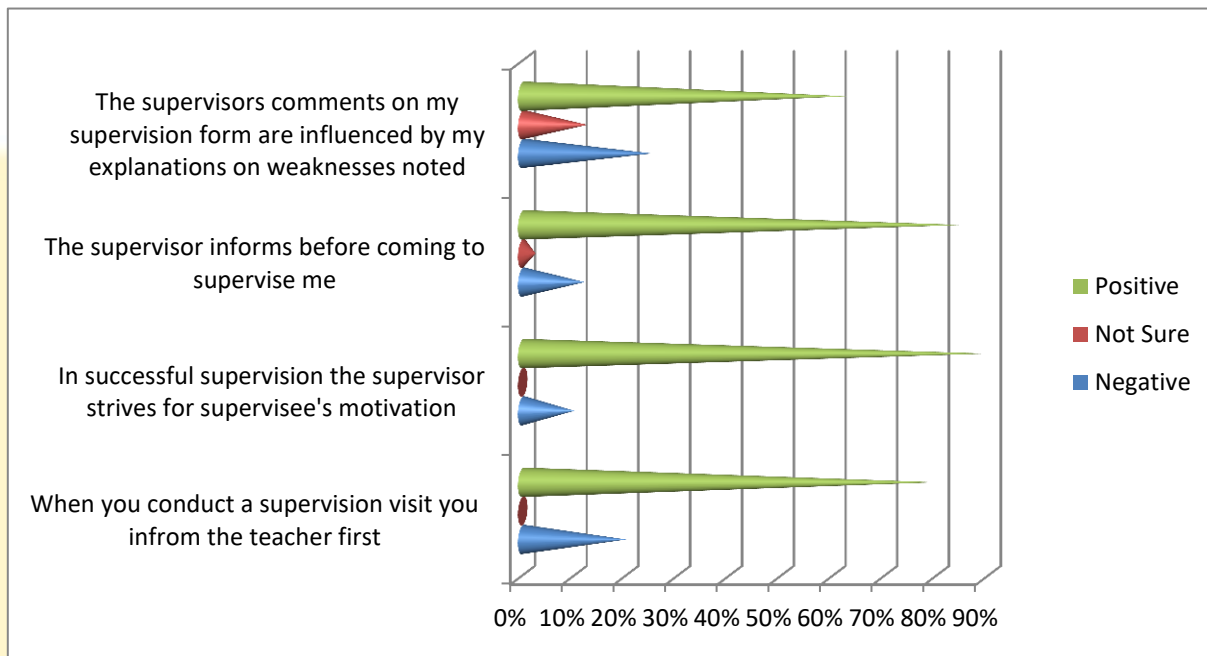


Figure 2 above reveals that the majority of teachers (85%) indicated that the overall comments written by the Education Manager on the supervision form are a reflection of the teacher's weaknesses that s/he would have noted. When teachers were queried whether supervisors informed them before they were visited in the classrooms (62.5%) of them responded in the positive while (25%) disagreed and (12.5%) were uncertain. Similarly, the majority of Education Managers (80%) who were interrogated on the same attribute indicated that their visits were announced to the teachers in advance with only (20%) of them ambushing supervisees.

What can be deduced from the discussed empirical evidence is that Education Managers seem to be human related in the manner they alert their supervisees and focus on their motivation for them to attain teaching and learning objectives, the thrust which is congruent with the tenets of the HRSM (Stoner, 2004[27]; Razik & Swason, 2011)[21]. It is perhaps the global comments they make after the lesson observations which are usually influenced

by the weaknesses discussed which are a cause of concern to the teachers investigated. A proper human related oriented Education Manager would demand that the weaknesses noted in the theatre of the classroom as the teacher executes his/her lesson be converted into an Individual Development Plan (IDP) of the supervisee. However, despite the absence of this phenomenon, it was interesting to discover that the majority of the teachers (85%) contended that the interactions conducted at the end of the lesson delivery between the supervisor and supervisee were a clear testimony that the teacher's concerns were factored in the final report (Razik & Swanson; Sergiovanni & Starratt, 2013).

#### 2.3.2.3 Human Resources Supervision Model (HRM)

With traces of both the SSM and HRSM evidenced in the empirical research conducted in BCD, attempts were made to establish the existence of the HRM in the sampled schools and the results are portrayed below.

Table 2: The applicability of the HRM

N=10

Variable	Frequency			Percent		
	D	N	A	D	N	A
As supervisor I am human and task oriented	0	0	10	0	0	100
Final comment is influenced by achievement of goals	1	1	8	10	10	80

Table 2 reveals that Education Managers in Imbizo BCD primary schools are both human and goal oriented in their supervisory practice as indicated by the majority of them (100%). This middle view of supervision is meant to confirm the existence of the ESM (cf. 2.1.5). However, it is in the successful accomplishment of predetermined standards (80%) that the performance of teachers is measured upon where the HRM is visibly pronounced

(Sergiovanni & Starratt, 2013). This sentiment was confirmed by the teachers who pointed out that the spontaneous record book (87%) and exercise book checks (80%) [see Figure 1] was meant to supervise them through the performance of learners (67.5%). This data made the researchers surmise that the "successful accomplishment of important and meaningful work ..." (Sergiovanni & Starratt, 2013, p. 8), was the benchmark on which the



performance of teachers was measured against so as to ensure school effectiveness. Perhaps, it is this approach to supervision which would not only motivate the teachers in BCD, more so, that all of them are knowledgeable in the area of pedagogies (100%) and have been teaching for more than 11 years (67.5%)[see Table 1].

Figure 3: The applicability of the CSM (n=10)

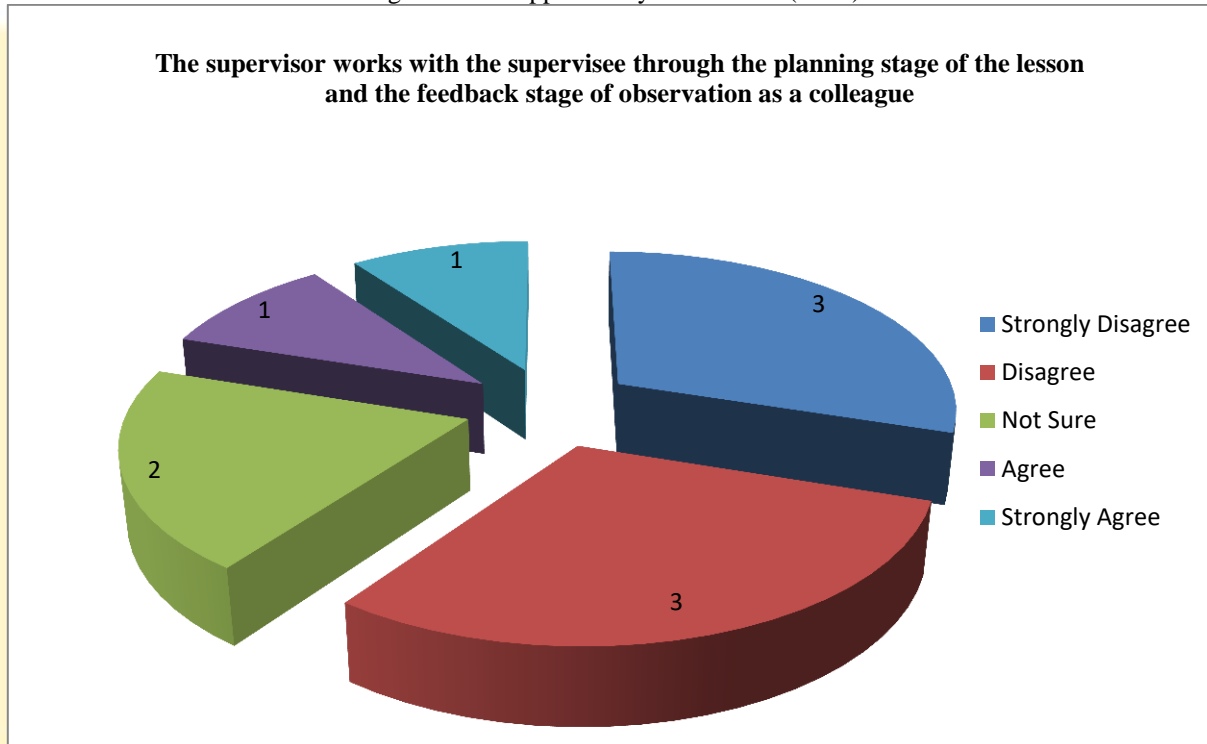


Figure 3 above reveals that most Education Managers (60%) disagreed. The remaining (20%) of these apiece preferred to be neutral and while others agreed on the usage of CSM in BCD. This observation did not emerge as a surprise to the researchers as most schools in the urban areas are large in terms of enrolment and staff compliment (cf. 2.4.2). CSM in its rudimentary form is cumbersome and labour intensive such that the already overburdened Education Managers could not buy in into it with its eight and five phases as suggested by Cogan and Goldhammer respectively (Pajak, 2012)[20]. But when one looks at the various teaching experiences, age and qualifications of teachers investigated, a condensed version of the CSM would be applicable as suggested by this study (cf. 2.1.4). Perhaps observation and feedback would be required in this scenario on the assumption that the preparatory stages of a lesson have been mastered already over the years of continuous supervision. Table 3: The applicability of the ESM

N=40

Variable	Frequency			Percent		
	D	N	A	D	N	A
My supervisor is task oriented	14	2	24	35	5	60
My supervisor is human related	12	0	28	30	0	70
My supervisor encourages goal attainment	0	0	40	0	0	100

#### 2.3.2.4 Clinical Supervision Model (CSM)

Having established that Education Managers in BCD employed the ESM and HRM interchangeably, there was need to investigate whether the CSM was equally alive with its cyclic phases and collegial approach in the schools and the results are depicted in Figure 3 below.

Alternatively, such teachers would need other forms of supervision besides this model, hence the need for Education Managers to have broad knowledge of this discipline. However, the CSM in its rudimentary form would only be applicable to teachers in need of remediation, novices, student teachers and temporary teachers. Based on this argument, the researchers were convinced that Education Managers who dislike this model might have applied it in its totality. In the absence of an interview, which employs probing of the data generated, researchers were left with no option save to speculate.

#### 2.3.2.5 Eclectic Supervision Model (ESM)

The teachers' perspectives were sought through such questions with the intent of establishing whether the ESM was consciously or accidentally used by the Education Managers practising in BCD and the results are exhibited in the Table below.

Colleague approach is used in goal accomplishment	4	4	32	10	10	80
My supervisor is human and task oriented	8	8	24	20	20	60

Table 3 above reveals that all models are present in various dosages, with the successful completion of the task being top on the agenda (100%) as most Education Managers seem to be interested in enhancing teacher performance as demanded by HRM. Then the collegial approach to goal attainment (80%) typical of the CSM which Education Managers abhor (see Figure 3) follows. Rated thirdly is the HRSM (70%). Both the task (60%) and human/ task orientation (60%) were rated the same. This data seems to be suggesting that a contingent approach to supervision is being employed in BCD as averred by Haynes et al. (2003). Even where performance and production are emphasised (Sergiovanni & Starratt, 2013), it is done in moderation without dehumanizing the human being. Of intriguing to note in this respect, is the high rating accorded the CSM which they appear to dislike. Going by this observation, the researchers concluded that Education Managers in BCD employed the CSM unconsciously.

### 3. CONCLUSION

The general conclusions drawn from this empirical investigation is that there is no 'one size fit it all' model of supervision. Zimbabwean Education Managers as a whole and those deployed in BCD in particular, must adopt an ESM which is contingent to the situation at hand. Teachers are generally unique, operate at different levels, possess different qualifications/ experiences, are at different maturation levels and are equally endowed with different potentials. To balance the equation, a proper situational analysis must be conducted before adopting the appropriate supervision model. On the other hand, the dynamism and sophistication which typify all educational institutions calls for a paradigm shift in the manner in which supervision is conducted in Zimbabwean schools. In that light, the supervision package applicable in one school cannot be transferable to the other, neither can Education Managers continue to be copycats of traditional practices of supervision which have dominated the Zimbabwean supervision arena for time immemorial. What this means is that Zimbabwean schools need a new breed of Education Managers, more so, that supervision has been decentralised to school level and most incumbents are holders of Education Management degrees. They should also be knowledgeable in the art of supervision and behavioural science if they are to motivate teachers towards goal attainment which in turn would improve the performance of learners. To achieve this end, attempts by Education Managers should be made to remove all stigmas attached to supervision by engaging the teachers in the supervision process at all cost, in a professional and collegial manner. Most importantly, whatever supervision process is in place, it must be growth oriented and continuous if the teacher's potentials are to be realised and schools are to be effective and

efficient in delivering their mandate to the clientele. Within this scenario, there is need to staff develop Education Managers in BCD on the use of the CSM in its condensed and modified version if they are to employ it consciously. However, what the empirical investigation visibly revealed is that prescriptive models of supervision are not the prescription schools need to enhance the performance of teachers and learners respectively. A transactional and transformative approach by both the supervisor and supervisee, perhaps, may engender good results as schools become quality conscious in this turbulent global environment. It is these views informed by the empirical investigation conducted that we were convinced that the findings unearthed were not only generalisable to BMP schools with specific reference to BCD only, but to Zimbabwean ones with some degree of confidence.

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