



Exploring EFL Teachers' Perceptions and Attitudes Toward Instructional Supervision at Secondary School Level in Benin

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Abstract: Supervision is an important tool for assessing and monitoring teachers' instructional performance. But the success of supervision depends on teachers' attitudes and perceptions. This article aims to explore EFL teachers' perceptions and attitudes toward instructional supervision. In this regard, a questionnaire was administered to 38 supervisors and 158 EFL teachers. The findings revealed that the supervisory approaches used include collaborative, directive, and non-directive approaches. Concerning EFL teachers' perceptions of supervision, many of them view supervision as an evaluative or a fault-finding method used by supervisors to criticize their teaching and reveal their weaknesses. This creates fear and anxiety in them. As regards teachers' attitudes, many EFL teachers welcome supervision and are happy to be observed because they view it as a learning opportunity. On the other hand, others show negative attitudes toward it. They dislike being observed. They are afraid, anxious, and reluctant because of the fault-finding or traditional methods used or past poor experiences of supervision. For this reason, it is suggested that supervisors should use a collaborative and supportive method of supervision. They are also encouraged to provide constructive feedback instead of being too critical or judgmental in their assessment.

Keywords: Supervision, attitude, collaboration, anxiety, approach.

1. INTRODUCTION

The professional development of teachers is a paramount factor in improving the quality of education. Quality education depends largely on the quality of teachers and teaching. In this vein, "it can never be overemphasized that teachers are the key factor affecting the quality of school education and directly determine the success and failure of education" (OECD, 2002) as cited by Jiang (2017, p.1). Today in Benin, where English is increasingly important for global communication and economic opportunities, the role of EFL teachers in secondary schools is crucial. Moreover, given that the field of language teaching is subject to many changes these days and because of the requirements of the 21st century, steps should be taken to enhance EFL teachers' pedagogical capacity and update their skills in order for them to perform well in their classes. Despite the crucial role of instructional supervision in improving teaching quality, its potential to support EFL teachers' professional development in Bénin remains underexplored and it is faced with a number of difficulties. One of the challenges facing instructional supervision in Beninese secondary schools is EFL teachers' perception and attitudes toward supervision. EFL teachers develop negative attitudes because of the inappropriate feedback they receive, the supervisors' fault finding, and authoritarian behaviors which is not conducive to the improvement of teachers' instructional practices in Beninese secondary schools. Many EFL teachers feel anxious, afraid and reluctant when they receive supervisors' visit. In addition, teachers often have the impression that they do not learn anything new and they do not actually benefit much from classroom observation.

Supervision as a formative process has the potential to address challenges confronting supervision by providing EFL teachers with guidance, feedback and support necessary for their professional growth. For this purpose, the relationship between teachers and supervisors can affect the outcome of supervision and because of that, it becomes crucial to investigate teachers' perception and attitudes toward supervision. Azipour and Gholami (2021b) underscored the significance of establishing rapport and positive relationship with teachers and noted that supervisors are expected to respect, motivate, and appreciate them. Besides, they should be friendly with teachers, communicate effectively, employ praise and feedback, and build empathy and trust (p.156). By investigating teachers' perception and

attitudes, supervisors and teachers can gain insights into the nature of instructional supervision and benefit more from supervisory practices. The study is important for supervisors because they are going to be aware of the necessity of collaborative supervision through constructive feedback and of the importance of establishing rapport and trust between teachers and themselves. It may help EFL teachers better understand that supervision is beneficial for them because it may help them acquire new knowledge and grow professionally.

There have been many studies on instructional supervision and a number of its aspects have been explored. For example, (Stoller, 2003) emphasized the need to follow clinical supervision requirements and (Tesfaw and Hofman, 2014) examined the relationship between instructional supervision and professional development. This paper, on the contrary, aims at exploring EFL teachers' perceptions and attitudes toward instructional supervision at secondary school level in Benin. The study is limited to state-owned secondary schools in the Ouémé region and is concerned with EFL teachers' perception and attitudes toward supervision. Therefore, it addresses the following research question:

What are EFL teachers' perception and attitudes towards instructional supervision?

2. LITERATURE REVIEW

The literature review first presents the definition and purpose of supervision. Then, it provides information on some approaches to supervision and finally sheds some light on teachers' perception and attitudes toward instructional supervision.

2.1. Instructional Supervision: Definition and Purpose

Defining supervision is not a simple task since it is viewed differently. According to Gebhar cited by Bailey (2006), "language teacher supervision is an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward improved instruction" (p.5). Here, the aim of supervision is the improvement of teachers' instructional practices. For Hoque et al (2020), it is a strategy that enables language instructors to improve their classroom practices and professional development. In this vein, Beach and Reinhartz (1989) think the focus of instructional supervision is to provide teachers with information about their teaching to develop instructional skills and improve their performance. From the foregoing, it appears that the improvement of teaching practices is possible if the feedback from the supervision is constructive, taken into account and followed by the teachers. So, the quality of the feedback is of great importance in supervisory process. Inappropriate feedback from inexperienced or incompetent supervisors can be destructive or can mislead teachers. Concerning the objective of supervision, McQuarrie and Wood (1991) state that "the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms" (p. 49). This quotation shows that teachers need assistance and support to improve their instructional practices.

2.2. Approaches to Supervision

2.2.1. Directive/Prescriptive Approach.

This is a top-down approach where the supervisor dictates specific methods, techniques, and goals. Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices (Glickman & Tamashiro, 1980; Glickman, 2002). Dealing with the nature of this approach, Glickman et al. (2018) contended that the directive approach to supervision involves clear guidance, explicit instructions, and close monitoring to ensure tasks are completed as expected. According to the directive approach, the roles of the supervisor are to direct, model, and assess competencies. For Sergiovanni, T. J., & Starratt, R. J. (2007), "in directive approach, the supervisor acts as an expert, providing specific directions and solutions to help teachers improve their practices.

2.2.2. Collaborative / Supportive Approach.

Collaborative approach is an approach where it is believed that teaching is primarily problem-solving, and in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. According to Glickman (1990), the supervisor's role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems. For Glickman et al. (2018), "Collaborative supervision fosters a

partnership between the supervisor and the teacher, emphasizing shared decision-making and mutual respect.” In the collaborative approach to supervision, both the supervisor and teacher mutually negotiate the plan of action (Glickman, 1990).

2.2.3 Non-directive Approach.

This approach assumes that teachers can analyze and solve their own instructional problems. Glickman (2002) argues that when an individual teacher sees the need for change and takes responsibility for it, instructional improvement is likely to be meaningful. Glickman indicates that the supervisor may simply observe the teacher without analyzing and interpreting, listen without making suggestions, or provide requested materials and resources rather than arrange in-service training. Gordon, T. (2003) on his part, indicated that “in non-directive supervision, the supervisor’s role is not to provide answers but to listen actively and ask questions that guide teachers to find their own solutions.” From the foregoing, it appears that in this approach, teachers are helped to find out on their own, ways to solve problems they face in teaching. Similarly, for Glickman et al. (2018), the non-directive approach to supervision empowers teachers to take charge of their own learning and growth, fostering a sense of autonomy and responsibility.”

2.3. Teachers’ Perceptions and Attitudes Toward Supervision

2.3.1. Teachers’ Perceptions of Supervision

Teachers’ perceptions about supervision vary from one teacher to another because the supervisory approaches used by supervisors. According to Olivia (1976) cited in Hofman & Tesfaw (2014), the way teachers perceive supervision in schools and classrooms is a paramount factor that determines the outcomes of the supervision process. Sullivan and Glanz (2000) as cited in Gholami and Azipour (2021), maintained that, in the past, language teacher supervision was considered as an act of finding fault through observing language teachers’ classes. Thus, supervision equated to an inspection. Because of the evaluative and judgemental aspect of the tradition method of supervision, novice teachers harbour more negative beliefs toward the act of supervision than skilled and professional teachers. Novice teachers believe that supervisors’ main duty is only finding their fault and fear that supervisors will report their deficiencies to the school managers (Tefaw & Hofman, 2014). Supervision in most schools of the world has focused on inspection and control of teachers (Alemayehu, 2008) cited in (Tefaw & Hofman, 2014). Kapfunde (1990) stated that teachers usually associate instructional supervision with appraisal, rating and control. For instance, in Ethiopia, many teachers resent and even fear being supervised because of the evaluative and judgemental aspect of supervision. In a study of supervision and teacher satisfaction, Fraser (1980) noted that “the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision” (p. 224). Moreover, he noted, as cited in (Tefaw & Hofman, 2014), that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice would not bring about the desired effects.

The attitude and satisfaction of teachers toward instructional supervision depends largely on many factors such as a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers’ needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Zepeda, 2007) cited in (Tefaw & Hofman, 2014).

2.3.2 Teachers’ Attitudes Towards Supervision

Generally, teachers’ attitudes toward supervision range from fear, anxiety, reluctance to resistance. Supervision has been examined by researchers and scholars from a various range of aspects

Very often, many teachers are afraid or feel anxious about classroom observation. Dealing with the issue, (Acheson & Gall, 2011) contend that “teachers often experience anxiety during supervision due to the fear of being judged or evaluated negatively, which can hinder their willingness to engage in the process.” From the foregoing, teachers’ anxiety and fear are related to the evaluative aspect of supervision. For example, Acheson and Gall (1997) reported that in Zimbabwe, many teachers fear being supervised because they believed that supervision has always been biased toward judgement. As a result, Zimbabwean teachers have a negative perception about supervision viewing it as fault-finding

method. Similarly, Kayaoglu (2012) surveyed Turkish supervisees' standpoints and found that supervision has no specific value regarding professional improvement and growth of teachers. Moreover, those Turkish teachers perceived supervision a negative experience. In spite of focus on professional development, to some teachers "even the mere mention of the term supervision is enough to evoke unpleasant feelings mixed with indignation at the disturbing condition" (Kayaoglu, 2007, p.15). Supervision can evoke feelings of vulnerability and self-doubt, especially when teachers perceive it as a high-stake evaluation rather than a supportive dialogue (Zepeda, 2017). These feelings make "most teachers react defensively and hostilely towards supervision even though it is a standard part to most programs" (Stoller, 1996, p.2).

On the contrary, Kutsyruba (2003) examined the standpoints of Ukrainian and Canadian beginning high school teachers. According to the results of his study as cited in Gholami & Azipour (2021), the Ukrainian and Canadian participants believed that supervision is important for their professional development. They reported that as novice teachers, they should grow and develop to become professional teachers as cited in Gholami & Azipour (2021).

3. MATERIALS AND METHODS

This study combines qualitative and quantitative methods. A forty-two-item-questionnaire for supervisors and forty-item questionnaire for EFL teachers were administered to 158 EFL teachers and 38 supervisors respectively across 62 state-owned secondary schools in Ouémé region to collect relevant data for the study. used to explore EFL teachers' attitudes toward instructional supervision. The questionnaires were imported into Google forms and a link was generated for each of them. The links were shared with the participants to complete the questionnaires electronically.

The data collected through Google Forms were exported into an Excel sheet to facilitate the analysis. For the quantitative data, the figures generated by Google Forms were copied and pasted for the purposes of the analysis. Concerning the qualitative data, participants responses were selected for the coding. The coding of the data in Excel consisted in reading through the responses, defining and assigning codes to each response. For the analysis, the codes were sorted out by category and themes generated. The procedure followed here is the same as the colour coding suggested by Dörnyei (2007).

4. RESULTS

The research question of this study is related to EFL teachers' perception and attitudes toward supervision. The data revealed that supervisors in Benin use different approaches. A minority of the respondents indicated that supervisors used a non-directive approach. For 18.6% of them, the supervision is more looking for errors that is, supervision is error-focused, the supervisors only point out mistakes, meaning that the supervisor give strict instructions and supervision is correction-focused whereas 23.1% of the participants think that supervisors used directive approach, meaning that the supervisors give strict instructions and supervision is correction-focused whereas 23% reported that it is directive. But a large proportion (54.5%) of them indicated that supervisors used the collaborative approach.

Concerning the approaches used by the supervisors as they themselves reported, a large proportion (78.9%) of the respondents indicated that they use the collaborative style of supervision. This confirms the percentage in Figure 11 showing that the supervision is collaborative. Nonetheless, 10.5% of them indicated that they use the directive approach and 10.5% reported that they use non-directive approach, which is different from EFL teachers' views of the approaches used. Their perceptions of supervision may be shaped by their supervisory style. Despite the different supervisory approaches used, EFL teachers acknowledge the need for instructional supervision.

When asked whether they think instructional supervision is necessary for EFL teachers or not, a large proportion of respondents (95.5%) reported that supervision is necessary for them. Most of them reported that instructional supervision helps EFL teachers to improve their teaching practices, acquire knowledge, build trust and raise awareness. All these advantages may justify the reason why a large proportion of the participants like being supervised.

The investigations also revealed that most of the respondents (90.4%) reported that they have nothing against supervision as opposed to 11.5% who are opposed to it. The reasons behind the opposition of these respondents include fear and anxiety, supervisors' negative attitude and supervision inefficiency.

Concerning fear and anxiety, respondents reported these feelings through the following statements: “I am afraid of criticism”, “Some supervisors come just to judge your mistakes”, “Most of supervisors aim at finding out imperfections”, “Some hate being visited because of surprise”, “May-be I am not well prepared”, “I am not at ease when there is a visit”. These statements show that respondents feel afraid and anxious because of criticism, the focus on their errors and mistakes, and the fact that the visit may come as a surprise and they are likely to be caught unprepared. It follows that fear and anxiety are due to factors related to the system and to the respondents as well.

Further, some respondents mentioned the supervisors’ negative attitudes as a source of fear and anxiety as it appears through the following statements: “Most of our supervisors shout and insult teachers when they make mistakes during their class session”, “Some supervisors are aggressive through their words”. The negative attitudes include insult, nagging, and mockery in case the respondents get something wrong during the classroom observation. These attitudes are not conducive to professional development because after the supervision, teachers will remember the insults and aggressive words more than any positive insights provided by the supervisors. From the foregoing, it is obvious that the respondents do not attach much value to the supervision activities. Most of them are of the opinion that they hardly learn from the classroom observations: “It doesn’t help you be good”, “when it is not collaborative”, “Most of the time, the visit is not instructive”. Not only did the respondents complain about the fact that the classroom observations do not help them to grow professionally but they also deplored lack of collaboration in the process, which means that the supervisors behave as if they go to the classrooms to fill empty vessels.

In short, EFL teachers dislike being visited because they perceive supervision as stressful, fault-finding and autocratic, which impedes instructional practice improvement.

But what do the findings of study reveal concerning the supervisors’ point of view about whether EFL teachers like being visited or not

When asked whether EFL teachers like supervision, many supervisors (68.4%) reported they like being visited whereas 34.2 % reported they do not like being supervised. For most of those who like supervision, it has a lot of benefits including improved teaching practices, learning opportunity, professional development as illustrated through these statements: “They are happy to receive the supervisors”, “It is a great opportunity for EFL teachers to grow professionally”, “I like it because it helps me better my teaching compétences and skills”. These statements show that some EFL teachers welcome supervision and express happiness and eagerness to learn from supervisors as they view it as learning opportunity for teaching improvement and professional growth.

On the other hand, other teachers dislike being observed for various reasons as expressed through these quotations: “Don’t like being frustrated by supervisors.”, “They feel uncomfortable when they receive a supervisor”, “Afraid of their errors that will be revealed”, “They are indifferent, and sometimes anxious”, “They do so to hide their class misconducts”, “They fear because of lack of preparation”. These responses show that teachers dislike supervision because they are afraid the supervisors will discover their instructional malpractices. Some respondents equally believe that discomfort in the presence of the supervisor and anxiety may also account for the fact some EFL teachers dislike supervision. These negative opinions about supervision may stem from past poor experiences the teachers had been through or heard about. In conclusion, while some teachers dislike being observed for fear of exposing their weaknesses and unpreparedness, others view supervision as a professional growth opportunity. These findings show that there is a difference between teachers and supervisors. Even though a large proportion of the respondents on the two sides reported they like supervision, there seems to be a gap between the proportions of the supervisors who think that EFL teachers do not like supervision and respondents with the same opinion. For the supervisors, EFL teachers do not like being visited because of fear and anxiety, because of lack of preparation, or some past negative experiences with a supervisor who may have been harsh with them. Most of those teachers fear criticism as well as exposure of their weaknesses to the supervisors. The way feedback is provided can make teachers happy, it can also damage teachers’ confidence and create fear and anxiety in them. The findings of this study revealed that teachers and supervisors reported that EFL teachers feel excited when they receive the visit of a supervisor. However, they seem not to have the same point of view about teachers’ feelings when they receive a supervisor’s visit.

When they receive a visit, the respondents experience four different feelings. Those who feel afraid when they receive the visit of a supervisor are limited in number as they represent only 5.9% of the respondents. The second group includes those who feel disturbed when a supervisor visits their classes and they represent 8.3% of the participants. The third group is that of the teachers who are anxious when they receive the visit of a supervisor. The fourth group is that of the participants who feel excited when they receive the visit of a supervisor. They constitute the largest proportion of the respondents (67.5%). Let us examine what the findings of the study reveal concerning the feelings experienced by EFL teachers when they receive a visit in their classes.

According to the supervisors, EFL teachers' feelings are not the same depending on individuals. For them, some teachers feel disturbed when they receive a visit from them. They represent 15.8%. This is the same percentage concerning those who feel afraid (15.8). As far as the teachers who feel anxious when they receive the visit of a supervisor are concerned, they represent 23.7%, and those who feel excited represent 44.7% of the respondents. The findings from the two Figures 15 and 16 revealed that there is a dichotomy between the teachers and supervisors' opinions about teachers' feelings when they receive the visit of a supervisor.

There is a gap between teachers' views about their feelings when they receive the visit of a supervisor. Further, 18.5% of the teachers reported that they feel anxious while the supervisors reported that 23.7% of the teachers feel anxious; 67.5% of teachers indicated they are excited but supervisors reported that 44.7% of the teachers are excited when they receive a visit from them. About 5.7% of the teachers reported that they are afraid whereas supervisors indicate that 15.8% of the teachers are afraid when they receive a visit from a supervisor. While 15.8% of them reported that they feel disturbed, the supervisors indicate that 15.8% feel disturbed when a supervisor is around. A quick comparison of the percentages shows that the supervisors see more negative feelings on the part of the teachers than the teachers themselves. What can be inferred from this gap is that the teachers have underreported their bad feelings when they receive a supervisor in their classrooms. Similarly, the level of enthusiasm observed by the supervisors is below the one observed by the teachers themselves. Here, the teachers have certainly overestimated their excitement when they receive a visit from a supervisor. On the whole, the teacher respondents might have tried to be politically correct in their statements about the feelings they experience during supervision.

Concerning anxiety, respondents reported the following: "I don't know what could be my errors during the teaching", "I don't feel at ease when a supervisor or a stranger is around", "I don't know if my learners will react correctly during the supervision", "They look down on teachers instead of helping improve", "Unlike few supervisors, most of them are there to make report on how bad you've performed. Some even lie", "I am anxious because of possible criticism of the CP reactions", "I feel anxious because of the reactions of some CP or Inspectors who talk to teachers harshly. Some of them are not friendly". These statements reveal that the anxiety that the respondents feel during the classroom observations is due to many factors including the fear of making mistakes, lack of trust in the learners, the poor way in which the supervisors talk to the respondents, the feeling that supervisors come to find faults with the respondents and even to tell lies about the poor performance of the respondents. A close look at the sources of anxiety mentioned by the respondents shows that most of them had poor experiences of supervision in the past or at least heard about such experiences. In general, the respondents' perceptions about supervision are far from positive.

On the other hand, most of the respondents feel excited about supervision in as much as it provides the opportunity to acquire knowledge and to improve their teaching practices. Concerning the acquisition of new knowledge, the respondents made the following statements: "I feel excited because I know I will learn new things from the visitor", "You receive more than you have as backgrounds", "I am excited because it helps discovery new knowledge", "I feel excited because it is an opportunity for me to gain as far as teaching/ learning process is concerned", "I feel excited because it is an opportunity to grow in knowledge", "I feel excited when I receive a visit of a supervisor as it is formative". These statements show that this group of respondents claim to derive a lot of benefits from supervision. These benefits include learning new things, acquiring new instructional strategies and approaches.

In terms of teaching improvement, the participants stated: "It would help me improve my teaching practices", "Excited, because a class supervision will help you to correct yourself, learn new things and

bé guided if necessary”, “I know it is an opportunity to evaluate my pedagogical behaviour and help better areas where i lack”, “I am always excited to learn from supervisors' experiences. Their feedback and pieces of advice are precious for whoever longs for betterment in his teaching practices”. As it appears, supervision enables these respondents to improve their instructional practices because it gives them the opportunity to identify and correct gaps in their teaching practices, to assess their teaching practices and to receive guidance and feedback from the supervisors. Here, the respondents do not take the feedback they receive personally. They view supervision as a professional growth opportunity. The statements made by this group of respondents certainly result from their perceptions or their positive supervision experiences in the past.

In conclusion, supervision can be a source of anxiety for supervisees in case of negative attitudes of the supervisors. However, when properly conducted, supervision becomes a professional growth opportunity as it creates enthusiasm in the supervisees. But how do supervisors perceive EFL teachers' attitude toward supervision?

Concerning EFL teachers' attitudes toward supervision, there are mixed responses coming from supervisors' perceptions according to the findings of the study. EFL teachers have positive and negative attitudes toward supervision. According to respondents, teachers have mixed attitudes toward supervision. Some teachers have positive while others develop negative attitudes toward supervision.

The respondents who hold positive attitudes toward supervision, reported: “Most teachers appreciate supervision.”, “They are generally enthusiastic”, “They think it beneficial”, “Be ready to listen and learn from supervisors”, “EFL teachers' attitudes towards supervision are quiet positive as it allow them to learn more from teacher advisor and inspectors”. For these teachers, supervision is viewed as a learning opportunity, which is conducive to professional development. They are open-minded and are ready to grow professionally. On the other hand, some teachers develop negative attitudes toward supervision as reported in the following statements by the supervisors: “Disturbance”, “They are anxious”, “Teachers fear supervision”, “Most teachers seemingly show that they welcome supervisors but actually they don't since nobody readily wants to be controlled.”, “They are reluctant”, “Generally réceptive Some seems to trivialise our feedback and keep making the same mistakes”. The teachers' negative attitudes towards supervision are expressed through their reluctance, anxiety, and unwillingness to accept and implement the pieces of advice given by the supervisors after a classroom observation. These are normal attitudes for two reasons. Not many people like to be visited. Secondly, the supervisors often behave like fault-finders with the teachers they supervise.

In conclusion, while some teachers welcome supervision for its advantages, others are reluctant and dislike being visited and resist it perhaps because of fear and anxiety. A close look at teachers' negative attitudes mentioned by the respondents shows that most of them had poor supervision experiences in the past or at least heard about such experiences.

5. DISCUSSION OF THE RESULTS

This study is intended to explore EFL teachers' attitudes toward supervision. The research has attempted to provide EFL teachers and supervisors' views regarding teachers' attitudes toward supervision.

The findings of the study revealed that EFL teachers have mixed attitudes toward supervision. The minority of the respondents develop a negative attitude toward supervision because of fear and exposure of weaknesses, lack of lesson planning, and fear of criticism. They exhibit reluctance, anxiety, or fear toward supervision, perceiving it as evaluative or punitive rather than supportive. Some teachers reported feeling anxious, afraid, or disturbed during supervisory visits. Others perceived it as "looking for errors" rather than collaborative. Moreover, a subset of teachers disliked being visited due to negative past experiences, such as aggressive feedback or lack of constructive criticism. Some supervisors noted that teachers hide weaknesses or feel disturbed during visits. However, not all the respondents have negative attitudes towards supervision. Some of them support instructional supervision because they see it as a learning opportunity. This stand is confirmed by Quilala and Tantiado (2025) who posited that instructional supervision contributes to teachers' efficacy. In their words, “When teachers feel supported and received constructive feedback, they become more confident in their abilities to manage classrooms, deliver lessons effectively, and address students' diverse

learning needs.” (Quilala and Tantiado, 2025, p.1009). This comment shows that instructional supervision is a true capacity-building tool for teachers as it boosts their self-confidence and the quality of their instructional delivery.

Furthermore, teachers' attitudes often depend on the supervisory methods or approaches used. While most supervisors reported that they adopt collaborative methods, others use directive approaches. Similarly, a large proportion of the respondents reported that supervisors use the collaborative approach, whereas others indicated that they use the directive or non-directive methods. Others reported supervisors use fault finding, which is not conducive to the betterment of instructional supervision and may not foster professional growth. Concerning teachers' negative attitudes toward supervision, studies by Glickman et al. (2018) highlight that teachers often view supervision as evaluative rather than developmental, leading to anxiety and resistance. In the same vein, studies carried out by Wanzare (2012) highlight that teachers often resist supervision if it is perceived as a top-down or fault-finding exercise. Collaborative approaches advocated by Glickman et al. (2018), are more effective in fostering trust and professional growth of teachers in general and EFL teachers in particular.

From the foregoing, it can be concluded that teachers develop negative attitudes toward supervision viewing it as fault-finding, directive or autocratic, which hinders the implementation of supervision.

6. SUGGESTIONS

Suggestions that relate to supervisors outnumber those related to teachers. Concerning EFL teachers' perception of supervision, it is suggested that supervisors choose carefully their supervisory methods in order to transform teachers' attitudes and opinions into positive ones. Moreover, supervisors are encouraged to provide supportive and constructive feedback during the post-observation conferences. EFL teachers are also encouraged to change their attitudes towards supervision and look at it as a learning opportunity. They are equally invited to plan their lessons minutely before showing up to class on a daily basis because they never know when a supervisor will visit them. This can help to reduce the level of anxiety created by the presence of supervisors in their classrooms.

7. CONCLUSION

The purpose of this study is to explore EFL teachers' perception and attitudes toward instructional supervision at secondary school level in Benin. Through a mixed method, data were collected and analyzed. The findings of the study revealed that EFL teachers view supervision as an evaluative and fault-finding method used by supervisors to criticize their teaching, reveal their weaknesses and judge them, which creates fear, anxiety and reluctance in them. In addition, the findings show that EFL teachers have mixed attitudes toward supervision. While the majority of them have positive attitude toward instructional supervision because they see it as a learning opportunity, the minority develop a negative attitude because of fear of exposing or revealing their weaknesses or because of their past negative experiences with harsh supervisors. This raises the issue of the supervisory method used and the quality of feedback provided, which implies the need to reframe supervision as a collaborative rather than an evaluative or fault-finding method. Supervisors should focus on actionable advice and avoid harsh or demoralizing comments implementing the appropriate approach of supervision likely to help them include positive reinforcement to motivate teachers and build confidence. Supervisors' attitude shape teachers' perception of supervision but teachers' attitude or behavior may be due to the way supervision is conducted or organized in schools.

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