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Table of Contents

Sr.No.	Article Title	Page No.
1	Cause of the Numerous Open Pit Mine Equipment Accidents: A Case of X Mining Company Authors: Dr. Dyson Galatia, Country: Zambia	1 - 17
2	Applications of Artificial Intelligence (AI) in Indian Healthcare Authors: Aditya Syam, Country: India	18 - 30
3	Investment Preference of Government Employees Authors: Chippy Francis, Country: India	31 - 34
4	The Tribe of Western Duars: A Case Study on Asur Tribe from Colonial to Post-Colonial Period Authors: Ananta Das, Country: India	35 - 41
5	Investigating the Impact of Supervision on Beninese EFL Teachers? Practice for Better Achievement: The Case Study of Some Secondary Schools in Ou?m? and Plateau Regions Authors: TEBA Sourou Corneille, Country: Benin	42 - 49
6	Tracing Eroticism in Erotic Plaque of Chandraketurgarh Authors: Balaram Mondal, Country: India	50 - 53
7	Agricultural Investment Scheme in Reference to the Rythu Bandhu Scheme Authors: Aashi Gupta, Country: India	54 - 61
8	The Case for Unilateral Free Trade and its Benefits for a Nation's Economic Interests Authors: Aditya Syam, Country: India	62 - 64
9	Depiction of American Railways in Nineteenth Century American Poetry Authors: Biswajit Das, Country: India	65 - 67
10	Advantage India - In the Disadvantaged World Authors: A.V. Sekhar, Country: India	68 - 69
11	Outcome of First Trimester Threatened Miscarriage With or Without Subchorionic Hematoma Authors: Yasir D. Mohammed, Inas T. Al-Hamdani, Country: Iraq	70 - 74
12	Exercise and Yoga as Modalities for Post COVID-19 Rehabilitation Authors: Bhawna, Vandana, Dr Z S Kundu, Country: India	75 - 85
13	Static and Dynamic Analysis of Multistoried Building in Seismic Zone-III Authors: Venkata Raju Badanapuri, Country: India	86 - 96
14	Hypoalbuminemia Secondary to Strongyloideshyper Infection - An Often Missed Entity Authors: Dr. Avinash Paturi, Dr. Vasudha Maddukuri, Dr. Vaddi Vidya Deepak, Country: India	97 - 99
15	Central Factors Problems in Private Vocational Schools in Indonesia Authors: Setiyawami, Country: Indonesia	100 - 102

Investigating the Impact of Supervision on Beninese EFL Teachers' Practice for Better Achievement: The Case Study of Some Secondary Schools in Ouémé and Plateau Regions

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Abstract: *The right to Education is a basic human right regardless of any discrimination. To ensure the quality of education that is provided, the teachers' supervision process is paramount, but it happens sometimes that the supervision is not effective. Then, it is also important to check how those who are in charge of teachers' assessment or supervision are performing. This paper aims at investigating the impact of supervision on the teachers' daily teaching and learning practice in Benin secondary schools. A mixed method that is to say quantitative and qualitative design has been adopted. The instruments used are questionnaire, interview. A questionnaire is addressed to eighty (80) EFL teachers and twenty (20) head of teachers. Interviews were carried out with four (4) EFL teachers' advisers (TA) and two (2) inspectors who are in charge of the supervision in Ouémé and plateau regions. The results revealed that very few teachers of each region received visits due to the low ratio of supervisors per region. This leads to conclude that the supervisory staff has little positive impact on teachers' performance. This study suggests that more teachers' advisers and inspectors should be recruited and trained. The members of the supervisory staff must be flexible not harsh to colleagues under their supervision. EFL teachers must bear in mind that the presence of the supervisory staff in their classes is to scaffold them for better class practice not to hunt them down.*

Keywords: Investigating, Impact, Supervision, Teachers' Practice

1. Introduction

Education is the most important asset of human societies that ensures transmission of values and resources required to face the challenges of today life. It essentially aims at developing the competencies which enables the individual to figure out how to think, work, and how to make decisions in formal institutions called *schools*. This entails monitoring any processes of the education as system to be monitored accordingly and adapt to the actual needs defined by educational stakeholders. At a secondary school level in many African countries the establishment of *school inspection* services and a dedicated supervisory staff accompanied the introduction of formal public education. The supervisory staff role is to shape the teaching-learning process/approach, train monitor and support teachers, provide the required resources and back up what is done in classes.

Unfortunately, the performance of Benin educational system and especially the EFL teaching learning process in the context of the CBA jeopardizes the efficiency of the supervision. Three (3) factors can be explored: (1) inspectors and teachers' advisers training, (2) the ratio inspectors/teachers or inspector/numbers of schools, (3) the support of the government to the inspection services. Grauwe (2007) the increased number of schools is usually accompanied with a relatively slower growth in number of supervisors/inspectors. Sadly, Benin Republic is not an exception with its very limited number of supervisors and the broad area to be covered by each of them. The recruitment and the training and support of the supervisory staff is indeed, the responsibility of the government. Nevertheless, the current situation calls for strategies and

tips that can be explored to face the challenges of the school inspection while expecting a hypothetical government back up.

This study intended to investigate the impact of supervision on EFL teaching and learning in Beninese secondary schools in order to make suggestions as to find ways in which supervision can have a more positive impact on teachers' work performance. Three research questions have guided the current paper:

- How does the supervision impact the EFL teaching and learning process in Benin?
- What are the challenges faced by the supervisory staff in Beninese secondary schools?
- How can school supervisions be organised so as to make a positive contribution towards teaching and learning of EFL in the context of the CBA?

The importance of this research paper lies in its ability to provide valuable information on and to the supervisory staff members to help best support EFL teachers.

To reach its objectives, this paper is divided into four sections. After the introductory paragraphs, in the first section, some key concepts like supervision, inspector and teachers' advisers (TAs) are clarified. The second section is concerned with the description of the participants, the data collection instruments and the data collection procedures. The third section covers the analysis, interpretation and discussion of the findings; and the fourth section is concerned with the suggestions and conclusion.

2. Theoretical Keystones

2.1 An Overview of Supervision

The dictionary of education defines supervision as all efforts of designed schools towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials on instruction and methods of teaching and the evaluation of instruction. According to Adams and Dickey (2019), Supervision is a planned programme for the improvement. It exists in their opinion for one reason only to improve teaching and learning. So it is mainly concerned with development of teachers and pupils but the development of any profession certainly sets the boundary to its background; its history.

The history of educational supervision started from school supervision which has gone through phases of development and redefining tasks and roles of the supervisor. Understanding the status of supervision today requires that one looks back into history. Wiles and Bondi (1986) identified some phrasal development of supervision in American schools. From the 20th to 21st century, their findings have been summarized by Tanner and Tanner (1987) that during the early years of 19th and 20th century the task of supervision was teaching and management of facilities as well as reviewing school curricula. Lay people were selected to form a board to supervise such activities in the schools. They periodically reviewed the state of school facilities and progress of school performances. Relationship between the lay Board and teachers were very stern and strict. Assessment of teacher's performance was done by following guidelines developed by the lay high educational authorities. Gradually, the lay board system of school supervision gave way to individuals, appointed as superintendent to oversee the classroom instructional aspect of teachers' output. Some superintendents gradually moved away from teaching to become complete administrators or managers of schools. Tanner and Tanner, Ibid. asserted that from the twentieth century onwards, the task of supervision has become more administrative work than improving classroom instructions. Supervision is dynamic and hence the need to explore its state in the past and also in the present for development in the future.

2.2 Models of educational Supervision

There are various models of educational supervision such as clinical and developmental supervision. Clinical supervision is a therapeutic process which aims to improve professional competency among clients. Goldhammer (1969:54) and Cogan (1973:9) defined supervision as "*an ongoing process where the most experienced therapist will guide his or her less experienced supervisee*". James and Massiah (2019) viewed clinical supervision to be time-consuming, Robbins (1991) advocates that peer coaching supervision involves two or more professional colleagues who collaborate together to reflect their classroom practices and solve the problem that occurs by guiding each other and sharing ideas that facilitate in developing new skills. Teachers, then, need supervisor to improve classroom practices and their

overall personal and professional development. Obviously, the supervisory goals should increase teachers' abilities which lead them to develop their thoughts in higher level (Glickman, 1990).

Developmental supervision encourages teachers to reflect their teaching for self-improvement (Glickman, 1981, 1990). Similarly, Glickman et al. (2001) claimed that this model known as developmental model utilizes collaborative, nondirective, and directive approaches that depend on individual teacher's developmental levels. Glickman et al. (2001:190) also defined developmental model as "*the match of initial supervisory approach with the teacher or group's developmental levels, expertise, and commitment*". Strieker et al. (2016) in their studies reported the evidences of equal engagement in directive, the collaborative, and the nondirective approach which were inherently more collegial.

2.3 Supervision in the Competency-Based Approach Context in Benin

Inspection is a process of assessing the quality and/or performance of schools by external agents, is a near world-wide educational practice. Schools should be made more transparently accountable for the outcomes and standards which they achieve. In Benin, the current approach used is the Competency-Based Approach (CBA) which is a learner-centred teaching approach and with which the supervision especially, its improvement is paramount. The Benin national curriculum is a document in which the government has put what should be learnt in schools. Supervisory staff members are the ones to ensure schools and its different actors, especially teachers follow what have been planned as objectives to be reached. Clark's (1990) model that is based on six different roles a supervisor may have.

Freeman (1982) suggests three approaches to teacher supervision depending on the role of the supervisor: 1) the supervisor as an authority 2) the supervisor as a provider of alternative perspectives 3) the supervisor as nondirective figure where as Gebhard (1984) appears to have expanded on Freeman's model and comes up with five models of supervision: 1) directive, 2) alternative, 3) collaborative, 4) non-directive, and 5) creative. However, due to the impediment related to the teaching-learning condition many aspects of Freeman's model are overlooked.

2.3.1 Role and Importance of Inspection in Beninese Educational System

An inspector is a senior state official in the field of National Education. Its role is to steer the education system. Its functions are defined by decree on the Allocation, Organization and Operation of the Department of Educational Inspection of Innovation and Quality (AOF / DIPIQ).

Inspections are important insofar as they make it possible to follow-up and observe the teaching practices of teachers. From this stage, the inspectors make it possible to offer remedies and support. There are three types of inspections:

- a) Inspections of teachers in classroom situations, Daily Classroom Visit (DCV), Weekly Pedagogical Workshop (WPW) and Zone Pedagogical Workshop (ZPW)

- b) School inspections which are both administrative and educational
- c) Inspections carried out by the ministry in charge of education.

During daily classroom visits, the inspector assesses aspects of teacher training like the mastery of the knowledge taught by the teacher (on 7/20 points), the method used to convey the message (the inclusive participatory method in the management of classes) (on 8/20 points) and the receptiveness of the inspector's observations and advice by the inspected teacher during the interview phase (on 5/20 points); but these are not the only role played by an inspector.

The Educational Inspector plays several roles in his duties. He/she is primarily responsible for educational supervision, trainer of trainers and assessor. In this sense, he has roles of designer, trainer, facilitator, controller, assessor, manager and regulator. In summary:

- a) he/she participate in the development of curricula and study program
- b) he/she ensure their implementation,
- c) he/she contribute to the initial training of teachers within the framework defined by the Teachers Training Colleges namely 'Ecoles Normales Supérieures' (ENS) and the Attribution Organisation and functioning (AOF) of 'educational inspection head office' namely the DIPIQ
- d) he/she control the teaching act of the teacher in a classroom situation by monitoring and observing his professional practices,
- e) he/she ensure continuing education through advice, educational activities, remedies and support
- f) he/she offer the appropriate educational system,
- g) he/she oversee the implementation of teaching and learning materials,
- h) he/she participate at all levels in the evaluation process of the education system,
- i) he/she ensure the quality of training according to the CBA, he plays the role of coach and guide, and ensures the certification of diplomas.
- j) Administratively, he/she play the role of inspector of schools:
 - he/she participate in the training of schools' administrative board with regard to knowledge of and compliance with texts regulating education
 - he/she control the quality in the management of teachers
 - he/she also control the format and content of the tests
 - he/she control and watches over the relational climate between teachers and the administrative board

Finally, the inspector is upstream, in the middle and downstream in the Beninese education system.

2.3.2 Role and Importance of Teachers' Advisers (TAs)

The role of the teachers' advisers is to master the Competency-Based Approach and to relay information on WPW, ZPW, and the behaviour to be observed in teachers before, during and after a course. In short, TA is an accompanying performer, an advisory support. Its role is:

- a) To observe the themes which are urgent and important to teach in this melting pot of globalization

- b) Attract the attention of inspectors and make proposals for good behaviour change
- c) Ensure the training of teachers based on the reports filed in order to overcome the difficulties among the latter
- d) To follow the course sequences by observing with the teacher, the announcement of the educational objective to be reached and the appropriation method proposed by the teacher to judge whether the atmosphere is acceptable.

Class visits are important insofar as they allow teachers to follow the classroom situation and ensure that they are carrying out the training programs and curricula and that the methods of appropriation are respected and implemented, ensure the availability and mastery of teaching materials. The teachers' adviser assesses three aspects of knowledge during his visits:

- a) The way the teacher runs the sequences and the atmosphere of the class,
- b) The preparation of the course and the appropriation of the concepts taught by the learners,
- c) Receptiveness and acceptance of the advice given by the teachers' adviser.

2.3.3 Role and Importance of the Head-Teacher

The head-teacher is also a central participant to the EFL teaching/learning in Benin secondary schools. He/she is not far from a single teacher. The difference is based on the fact that he or she is nominated according to a certain number of criteria set in the "Arret ministériel" (departmental order) N°

050/MESTFP/DC/SGM/DAF/DIPIQ/IGM/DETFP/DESG/S/A/044SG17 of May 09th, 2017. As a closer member to the supervisory staff, he or she is the first supervisor who gets in contact with his or fellow colleagues. In Benin, he/she is in charge of the successful implementation of the curriculum. As such he/she heads the pedagogical weekly training known as "amination pedagogique" (WPW). He/she organises peer classroom observation, support and share experience to improve the overall teaching experience. He/she also, assists and monitors teachers at the different stages of testing and evaluations process, and acts as the bridge between the administration and inspections.

3. Method

The current study has been conducted in using a mixed methodology including both quantitative and qualitative types of research. It consists in collecting qualitative data through questionnaire interviews and classroom observation and interviews. The following section presents the target population, the sample, the instruments, the data collection procedures and the method of analysis.

3.1 Target Population and Sampling

The sample and the target population have been summarized in the following table. These information have been provided by DDESFP/Ouémé and DDESFP / Plateau and are limited to the year 2019.

Table 1: Sample used for the Study

Region	Number of schools	EFL teachers	Head-teachers	Teachers' Advisers (TAs)	Inspectors
Ouémé	90	40	10	03	01
Plateau	64	40	10	01	01
Total	154	80	20	04	02

Forty teachers were selected randomly per region representing nearly ten percent of schools per region and ten head-teachers have been chosen per region. For TAs, the four chosen are those in charge of the two regions. The same rule was applied to inspectors.

3.2 Research Instruments

The main instruments used for this paper are:

- Questionnaires to eighty (80) EFL teachers and twenty (20) head-teachers,
- Interviews with supervisory staff members composed of four (4) TAs and two (2) inspectors,

3.2.1 Questionnaires to EFL teachers, Head-teachers, TAs, Inspectors

Questionnaires are addressed to EFL teachers and head-teachers.

- Ten (10) questions to EFL teachers about the impact of supervisory staff on EFL teachers' practices
- Ten (10) questions to EFL head-teachers about challenges faced by the supervisory staff

3.2.3 Procedures of Data Collection and Methods of Data Analysis

With the agreement of school authorities, the English Subject head of teachers helped the researcher in carrying out his investigations. All the teachers' questionnaires were collected on spot in less than 10 minutes. Data obtained from the target population were analysed and processed using computing and statistical software mainly IBM SPSS 25 and Microsoft Excel 2019. The results were presented in tables, figures (charts).

4. Results

Findings are displayed according to the questions of the questionnaire addressed to teachers and supervisory staff's members.

4.1 Teachers' Responses

4.1.1 Teachers Receiving Visits

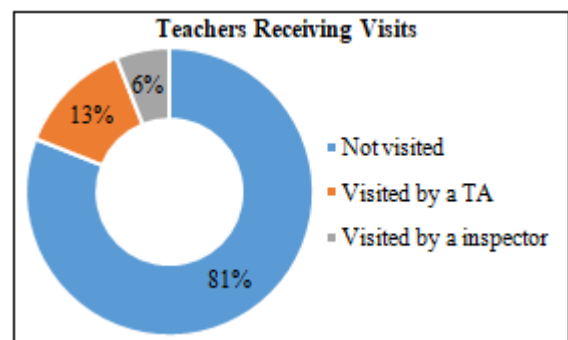


Figure 1: Teachers Receiving Visits or Inspections

Figure 1 shows that 81% of the respondent teachers have not ever been visited. Just 13% are visited by TAs and only 6% by inspectors. This raises the problem of human resources effectivity and efficiency of the supervision.

4.1.2 Teachers' Feelings when Receiving Visits

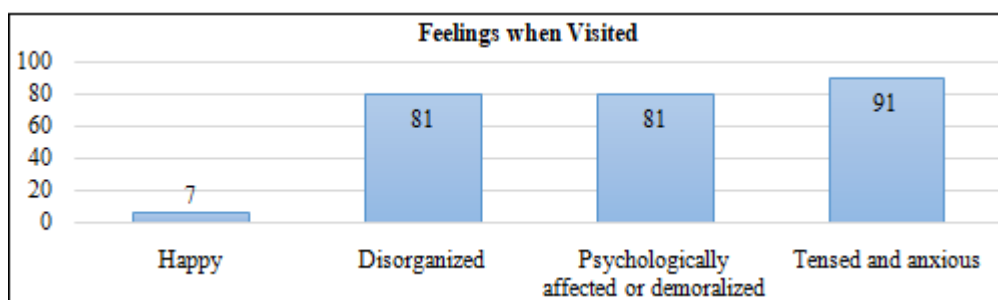


Figure 2: Teachers' Feelings when Receiving Visits

In figure 2, only 7% of the respondent teachers are happy when receiving a visit; 81% are demotivated and then, disorganised while 91% are tensed and anxious. Clearly, supervision in Benin, instead of being an opportunity of growth has become a source of demotivation and anxiety. This is may be attributed to the Style of Communication used by supervisors.

4.1.3 The Style of Communication used by the Supervisory Staff during the Pre visit and post-visit Discussion

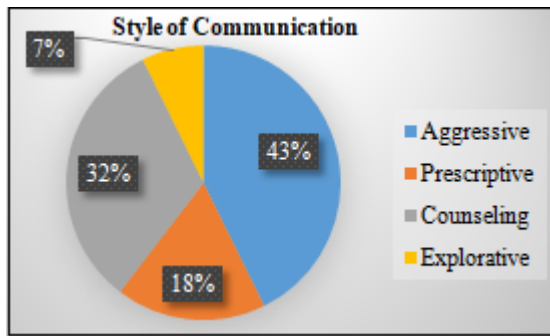


Figure 3: The Style of Communication used by the Supervisory Staff during the Pre and Post-Visit Discussion

The results of figure 2 reveal that more than half (55%) of the respondent teachers think that the supervisory staff members use prescriptive, counselling and explorative communication style especially during the post-visit discussion while the remaining (45%) of them perceive as aggressive the style of communication the supervision uses. Their viewpoint may be due to the way the discussion was conducted or teachers were not receptive or argued carelessly with the supervisory staff members.

4.1.4 Support received by Teachers

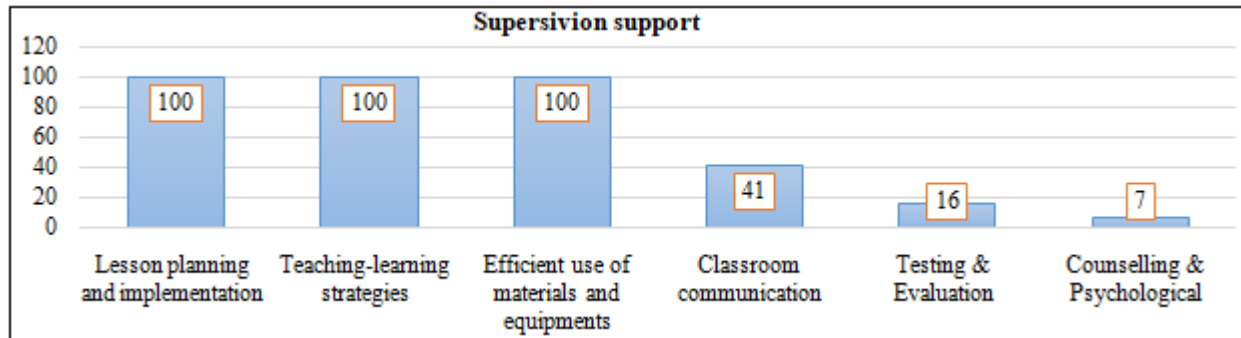


Figure 4: Support Received by EFL teachers

The results of figure 5, show that all the respondent teachers declare that they are offered classroom management support related to lesson planning and implementation, teaching strategies efficient use of material and equipment. The other aspect of classroom communication (41%), testing and evaluation (16%) and most importantly counselling and psychological support are neglected.

According to the results of table 3, predictably, all the respondents complain about difficulties in materials design. 76.25% of them share the fear of negative evaluation and criticism during post visit discussion, and the challenges related to effective implementation of their lesson planning. Also, 62,5% deplore learners' reactions during classroom visits

4.1.5 Challenges faced by Teachers while receiving the Supervisory Staff

4.2 Supervisory Staffs' Members Responses

Table 3: Challenges Faced by Teachers

Challenges	Frequency	Percentage (%)
Negative evaluation	61	76.25
Students' reaction during class activities	50	62.5
Fear of being blamed or criticized during the post-visit or inspection discussion	61	76.25
Difficulty in implementing the planned lesson successfully	61	76.25
Poor time management	35	43.75
Material designing	80	100

4.2.1 Main Challenges faced by Supervisory Staff members'

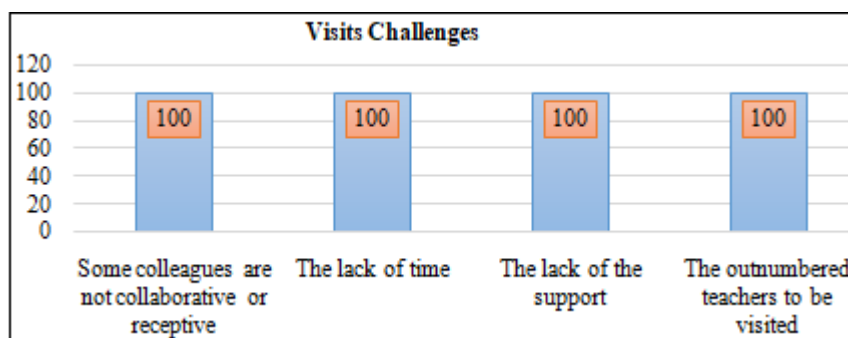


Figure 5: Major Challenges faced by Supervisory Staff members'

The results from figure 4 reveal that unanimously the respondent identify the lack of time, the outnumbered teachers to be visited, the lack of governmental support and the lack of receptivity and the poor collaboration of EFL teachers are their main challenges during Visits.

4.3 Interview Results

In order to get reliable data that can be compared to the ones obtained through questionnaires, a structured interview have been conducted with four (04)TAs and two (02) inspectors in Oueme/Plateau region.

The first question asked is to know whether they are happy being a TA or not. For this, the respondent advisers declare that they are more than happy of being member of the supervisory staff in Benin secondary schools especially in the field of EFL teaching and learning. According to them, many reasons can be used to back up their feelings. A teacher's adviser has declared "*being a member of the supervision staff in Benin is a great opportunity to share my experience and knowledge with colleagues who are willingly to accept them*". Another reason he has demonstrated is that of the fact that EFL teaching and learning in Benin needs more attention and support as we are in a French speaking country where it is tough to create change in students' mind so as to make them bilingual capable to serve at an international scale.

For the third question, they have answered that the situation of English teaching and learning in Benin is neither pleasant nor worse. They have recognised that efforts have been made but many aspects have to be improved for a better educational system in Benin Republic.

The respondent Teachers' advisers and inspector have confessed that they have time to visit teachers under their supervision despite their busy schedule. "*Everything depends on a true will to do better*" they said to justify their answer. Furthermore, some details have been given on how their work is organised in order to reach an important number of teachers as long as possible. For example, through the table below, they explained how their work is organised in an academic year.

Table 8: Organization of the Class Visits and Inspections per Academic Year and per TA and Inspector

Period	TA			Inspectors
	Class Visits	ZPW	Grouped Visits	Class Inspections
1 st term	10	01	02	30
2 nd term	15	01	02	30
3 rd term	05	01	02	30
Total	30	03	06	90
Ratio	30:1	3:1	6:1	90:1

According to table 8, the interviewee TAs and inspectors show that they should organise 30 class visits, 03 ZPW and 06 grouped visits and 90 inspections (inspectors). The TAs have noticed the reduction of 06 hours per week meaning 12 hours per week instead of 18 hours per week. They added that in past they had to perform 40 class visits without any reduction of their weekly hours. The most important

handicaps to an effective supervision are the lack of time, the motivation and the governmental support.

As for the difficulties TAs and inspectors encounter during the exercise of their profession, the interviewee declared that the most important challenges are related to teachers who are not sometimes collaborative or receptive. "*When you visit the second time colleagues, you will meet some of them repeating the same mistakes they have made during the first visit. This fact is very discouraging and makes discomfort*", they said. Another difficulty they have pointed out is the limited number of TAs and Inspectors throughout the country. In Oueme, and Plateau regions, only four (4) TAs and Two (2) inspectors have been assigned for 154 schools. Since the overall number of schools is 154 the majority of schools would not get visited at all. The interviewees confirmed that it is impossible to reach all schools in their assigned regions which leads to ineffectivity and inefficiency of the supervision system.

The suggestions made by the supervisors for better performance are related to the necessity to:

- Train teachers in ICT (Information and Communication Technologies in Education)
- Update and revisit school curriculum and the *documents' accompagnement* in English which are already more than ten (10) years old.
- Teach English more as a language of communication than a discipline
- Let the dog see the rabbit
- Invest in education by making and ensuring the rational management of the appropriate resources available,
- Entrust the management of the education system to professionals,
- Have a real policy of recruiting qualified teachers and admit well-trained teachers in sufficient numbers to classes
- Draw up lists of suitable candidates for promotion to administrative management and train them accordingly.
- Establish consistency in the implementation of educational policy,
- Create academies and strengthen the regional supervisory staff.

5. Discussion

The aim of this study is to investigate the impact of school inspection on teaching-learning in Beninese secondary schools. Teachers explained that supervisory staff offer little help in term of support, advice effective teaching strategies and material designing, lesson plan implementation. The perceived problems of Benin supervision, as corroborated by the results of his study, are essentially related to the '*un-availability*' of human resources and the inspection/supervision '*strategies*' used. The actual situation is alarming because only 19% of the respondents have been visited by an inspector or a TA. Even worse, more than 80% of the visited teachers complain about the inspection strategies, mainly, the style of communication. Concretely, Benin EFL teachers do not like how inspectors treat them. Clearly, supervision in Benin, instead of being an opportunity of teacher' self-development has become a

source of demotivation and anxiety. This may be attributed to the Style of Communication used by supervisors.

Traditionally, the supervisory staff members' responsibility is to impact positively teachers. This view is supported by Chapman (2001) who declares that the credibility and acceptance of the supervisory staff to teachers will heavily be dependent upon their reliable and attainable comments. He is joined by Earley (1998:27) who said:

Teachers tend to value inspectors who behave professionally and who are in tune with school's aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for critical self, wider understanding and wisdom when dealing with teachers. Also, it will be of value if school advisers and inspectors illustrate both the causes of bad performance as well as its remedy.

The efficiency of inspection is conditioned by a constructive and productive relationship to build effective collaborations with educational actors. In Benin context, this study confirms that this relationship, to some extents, is questionable. Teachers and inspectors/supervisors do not work productively. The inspection original role as a training, supporting and helping entity in the development of the education needs to be restored. As such, one of the responsibilities of the inspection service is to be able to give objective feedback to teachers after they are observed. In reality, for teachers, *inspection* is a source of both *pressure* and *support*, particularly at the classroom level, where the quality the teaching-learning is assessed through formal lesson observations. In other words, inspection and visits are a "*snapshot*". Unfortunately, most teachers especially those who are ineffective in their teaching practice "*have something to hide*" and can see the supervisor as a threat. They develop hostility and maybe aggressive sometimes. Those teachers are close-minded; which negatively impact the performance at the expense of learners' skills development.

In fact, "*There are difficulties in providing a reliable and valid rating of the performance of teachers*" it requires objectivity, critical thinking and leadership. Interestingly, both teachers and supervisors acknowledge the supervisors sometimes lack leadership and flexibility, display rejection and insult. Some may criticise destructively and mock. They behave as if they were imparters of knowledge. Such behaviour leads to teachers fears of "*negative evaluation*" they develop an "*inspection anxiety*". Understandably but regrettably, the whole supervision board is stigmatised as bullying.

The result of this study confirms that the number of inspectors in the Beninese EFL system is rather scarce yet they huge responsibilities. The large number of teachers and schools compared with the small number of school inspectors places a great demands and responsibility for assessing teachers (Gaynor, 1998). In turn, it affects the quality of the job performed by supervisory staff and the quality of supervision reports they provide. This deficiencies in the number, prevents ELT inspectors to complete their

duties consistently as *re-evaluation* and *reinforcement* are concerned. The direct consequence is the scarcity of effective inspection. In Fact, most EFL teachers, when they are lucky to be visited once in a school year have no real opportunity to be reassessed. They can hardly monitor their improvement. Things happen in Benin as if the supervisory board's aim objective, due to the challenges they face, were to deal with formalities to theoretically get the job done!

This study reveals many other hindrances such as poor remuneration, lack of materials and resources, lack of facilities, lack of evaluation system, lack of in-service training for inspectors to enable them to meet the challenges of today's education in terms of *up-to-date* and *relevant* curriculum and material designing. Besides, teachers contribute to the problem of supervision through their unprofessional attitudes and lack of interest. To cope with the challenges related to the supervision, the supervisory staff rely on ZPW, where teachers are gathered for one or two days training the topics of which aim to overcome the problems censed during classroom visits. ZPW were primarily designed to be a powerful alternative for in-service training and supervision. Head teachers are associated all along the process, for ZPW to be effective, because they are the bridge between supervision and teachers. Unfortunately, ZPW are for little impact on the teaching-learning process. In fact, most teachers attend these workshops with no real motivation, for formalities, to avoid problem with the administration! They complain about the poor organisation, the lack of material and the irrelevance of the discussed topics. Consequently, even with ZPW, Beninese EFL teaching-learning hardly train learners who can communicate in using English.

This study, therefore, suggested massive recruitment and more training supervisory staff to cope with an increased number of schools. This should be done with the prerequisite of improving their working conditions and a flexible recruitment process to attract qualified ELT professional to join. Educational stakeholders should make use of the school supervision reports and recommendations to re-design effective and relevant teacher training courses to meet today's EFL teaching-learning Standard.

6. Conclusion

The aim of this study is to investigate the impact of school inspection on teaching and learning in Beninese secondary schools and contribute to a greater knowledge as to how school inspection can be organised to have a positive impact on the work of the teacher. This study has used a mixed method and the instruments used include questionnaires to EFL teachers, head-teachers. An interview has been carried out with the EFL teachers' advisers and inspectors in charge of the supervision in Ouémé and Plateau regions. The investigation has also assessed the impact of the effective supervision on teaching-learning process in Benin republic. The teachers' perception of supervisory staff and the challenges faced by the supervisors have also been addressed. The possibilities to overcome the current hindrances have explored

The results reveal that supervisory staff face challenges such as the lack of time and the outnumbered teachers to be visited, the lack of regular in-service training for teachers' advisers and inspectors. This study suggests recruiting enough teachers' advisers and inspectors, motivating teachers and the supervisory staff, depoliticizing education, improving their working conditions and their capacity to conduct a full and thorough inspection as a means of providing feedback to teachers. Teachers' advisers and inspectors should reorganise the supervision in a successful way, and implement the results of the visits into trainings. They should identify their teachers' needs and address them accordingly at the beginning of the school year. Head teachers and school authorities should be involved in the inspection process for fruitful collaboration.

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