
RESEARCH ARTICLE

Supervisory Practices through the Lens of In-Service English Teachers in the Region of Fez-Meknes in Morocco

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ABSTRACT

Educational supervision has historically been of the utmost importance. It has been widely regarded as vital, particularly in enhancing instruction. Nonetheless, previous research has reported dissatisfaction among teachers and supervisors with supervision outcomes, raising questions about the effectiveness of supervisory practices. Investigating this issue, therefore, was the primary intent of this quantitative study. Data were collected from 55 in-service high school English teachers in the public sector in the region of Fez-Meknes, Morocco, using a questionnaire as the research instrument. The data were analysed statistically using the Statistical Package for the Social Sciences. The results of the study demonstrate that supervisors adopt a formative supervisory approach. Nevertheless, various deficiencies in their practices are identified, especially the lack of a comprehensive supervisory cycle and a slightly higher tendency towards summative evaluation. Accordingly, it is recommended that the existing approach be enhanced by establishing a comprehensive supervisory cycle and strengthening formative-oriented evaluation practices.

KEYWORDS

Educational supervision, formative supervision, supervisory practices, supervisory cycle, teacher evaluation

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1. Introduction

The new demands placed on teachers by their societies have become complex. They are expected to equip learners with various competencies and skills that enable their integration into a perpetually changing world. To this end, enhancing the quality of instruction should be a priority. Teacher training is of the utmost importance for the attainment of the aforementioned goals. Before embarking on a teaching career, teachers are required to receive initial training, a stage that helps them acquire the basic knowledge and skills that would facilitate the teaching task. Nonetheless, even teaching preparatory programmes of the highest quality cannot ensure the efficacy of teachers' practices as there is a need for continuous development (Hendriks et al., 2010).

Ensuring the development of the teaching staff at the professional level is no easy task. Ball and Cohen (1999) stated that professional development is a long-term process, necessitating, thus, continuous support for teachers. To achieve this aim, educational supervision is paramount (De Grauwe, 2001, 2007; Marzano et al., 2011; Nolan & Hover, 2008; Tesfaw & Hofman, 2012; Zepeda, 2017). Through the continuous support of supervisors, teachers can update their knowledge and skills as well as rectify their teaching practices in the interest of ameliorating learning quality. Notwithstanding the numerous benefits of educational supervision, especially at the level of improving the quality of instruction and the development of the teaching staff at the professional level, it has been demonstrated that supervisory practices are ineffective in several parts of the world.

De Grauwe (2007) asserted the absence of satisfaction among both supervisors and teachers with regard to the effect of supervision in Africa (De Grauwe, 2007). Likewise, Zepeda (2017) averred that “the [current] practice of supervision has not fared well in practice” (p. 56). Research also indicated the inadequacy and fragmentation of the majority of professional development opportunities, which are ideally meant to aid in meeting the needs of the teacher (Cohen & Hill, 2001; Creemers et al., 2013). Given the nature of its mission, the Higher Council for Education, Training and Scientific Research (2009a) assessed the state of educational supervision in Morocco; the findings revealed various deficiencies that affected the attainment of the expected outcomes.

Owing to the present state of affairs, it has been deemed necessary to conduct an investigation into supervisory practices. A review of the literature has shown that most studies have focused on supervision by school principals rather than by inspectors, who are referred to as supervisors in this study. The findings of several other studies were based on the perceptions of pre-service teachers, overlooking those of in-service teachers. Moreover, it has been demonstrated that this issue has received limited attention, particularly in the Moroccan context. On this account, this study aims to examine educational supervision in Morocco from the perspective of in-service high school English teachers in the region of Fez-Meknes.

2. Literature Review

The issue of educational supervision has been a matter of controversy since the birth of the concept. Two main perspectives have been developed with regard to this issue. The first perspective is grounded on a traditional set of beliefs which considers supervision a tool for maintaining control over schools and their staff (Caspi & Reid, 2002; Daresh, 2001; De Grauwe, 2007; Glickman et al., 2017). The second perspective, however, is based on the assumption that supervision should be used as a means to help improve teaching practices and, thus, enhance learning (Creemers et al., 2013; Richter et al., 2014). This section, therefore, aims to expound how educational supervision evolved throughout history at the international and national levels. Accordingly, a detailed account of the phases that marked the development of the concept is presented. It is also the intent of this section to examine the roles of supervisors from two different angles.

2.1 History of Educational Supervision

The history of supervision in education has been marked by its evolution from the 1700s onwards. Supervision has undergone several stages of development. Every stage is claimed to impact the connotations of the concept and the roles of supervisors. This subsection aims to highlight the different supervision phases at the international and national levels. It is believed that starting with a detailed account of the history of supervision at the international level can help spotlight the different phases of the development of the concept chronologically and pave the way to discuss its evolution in Morocco.

2.1.1 Educational Supervision at the International Level

In the eighteenth century, education was not a professional discipline. It was, in lieu, an activity predominantly assumed by churches (Marzano et al., 2011; Zepeda & Ponticell, 2019), especially in Europe and America. Hiring teachers and making judgements about their teaching practices were delegated to the clergy. Teachers were considered community servants, while the clergy were responsible for supervising and monitoring the quality of their work. According to Burke and Krey (2005), those supervisors (i.e., the clergy) had the authority to establish the criteria for evaluating the effectiveness of instruction. Educational supervision during the 1700s was, consequently, inspectorial in nature.

In the 1800s, the need for specialisation with regard to teacher supervision was deemed necessary. It was argued that the clergy lacked “the knowledge base to make informed judgments about teacher effectiveness” (Marzano et al., 2011, p. 13). In other words, supervisors were required to be knowledgeable about the subject area and have the basic teaching skills, the foundations of effective supervisory practice (Marzano et al., 2011; Sullivan & Glanz, 2013). Further, the period from the birth of formal education up to the mid-1800s, mainly in the US, was characterised by the dominance of the belief that pedagogical skills were a critical constituent of effective teaching, and the improvement of instruction was claimed to be the focus of supervision.

During the late 1800s and early 1900s, two perspectives on education prevailed (Marzano et al., 2011). The first perspective was embodied in the works of John Dewey who viewed democracy as one of the basic underpinnings of human development and called for the need to organise schools in a way that helped promote the practice of citizenship. As one of the prolific thinkers, he considered education that places the learners and their needs at the centre of the teaching process and connects the classroom and the real world as a means that bridges the gap between learners and their role as active citizens. Nonetheless, Frederick Taylor, who had a different view from that of Dewey, opined that the measurement of certain behaviours of the workers could be more consequential in improving production, thereby stressing the significance of other methods. Taylor’s principles were influential in the field of education where measurement was asserted to be the most efficient tool for implementing a scientific approach to

schooling. That is to say, school management was (metaphorically) claimed to be more or less the same as factory management, whose ultimate aim was to ensure the productivity of both the teacher and the school.

Influenced by the work of Frederick Taylor, Cubberley (1929, as cited in Marzano et al., 2011) laid out some principles that could enable school administrators to measure the productivity of the teacher and the school. Building on the work of Cubberley, additionally, Wetzel (1929, as cited in Marzano et al., 2011) suggested some measures to evaluate the effectiveness of the school or the teacher based on the learning outcomes. Effective supervisors, according to them, should take into account three basic elements:

- Using aptitude tests to determine the learner's level;
- Setting clear and measurable objectives for each lesson;
- Using reliable measures of learning.

Despite the diverging orientations of the two aforementioned perspectives, each can be considered fundamental. While one emphasised the need to promote social development and democratic values through education, the other was scientific and stressed the need for measurement to gather data and provide feedback to inform future decisions.

The scientific approach to schooling started to lose dominance after World War II. This new era was characterised by the spread of a new perspective of supervision in which the teacher played a vital role. In addition to helping teachers develop basic skills, meeting their emotional needs was of the utmost importance. In this respect, Lewis and Leps (1946, as cited in Marzano et al., 2011, p. 16) proposed some guidelines for a supervisory model to be successful, including:

- Democratic ideals;
- Opportunities for initiative;
- Understanding human limitations;
- Shared decision-making;
- Delegation of responsibility.

This new shift necessitated supervisors assuming responsibility for the curriculum, teaching staff, instruction process and teaching materials. They were also in charge of recruiting teachers, carrying out school visits, conducting demonstration lessons, and collaborating with headmasters and parents. Although the new supervisory responsibilities implied that the supervisor's role was critical, they were very long and even broad, making the task of supervision very demanding. The proliferation of responsibilities was, by and large, counterproductive (Marzano et al., 2011). This phase, nevertheless, was very influential, as it laid the foundations for other movements of supervision that dominated in the second half of the twentieth century.

The second half of the twentieth century was marked by the emergence of various models that rejected the tenets of the traditional perspective of supervision. During this period, enhancing the quality of instruction through adopting a participatory approach gained momentum; supervisors were encouraged to engage teachers in the supervision process. Moreover, new ways to supervise teachers were developed with the intent of ameliorating the quality of supervision.

2.1.2 Educational Supervision at the National Level

Morocco, like many other African states, was one of the colonies of France. The period of colonisation lasted almost forty-four years (1912–1956). During this period, the French coloniser attempted to bring about changes at the level of the system of education in the state to exercise control. The common term that has been used to refer to supervision in Morocco is "inspection". The origin of this term dates back to the period of colonisation which was an opportunity for France to transplant its organisation of inspection services in various domains, including education. In this regard, De Grauwe (2007) demonstrated that "the first public inspection services in France were set up at the end of the 18th century . . . and they were transplanted into the colonies, to assist in the control of the subjugated population" (p. 709).

According to the Higher Council for Education, Training and Scientific Research (2009b), the development of Moroccan inspection services in the field of education is connected to the establishment of the public school which started basically after independence. Various phases have marked this evolution. The first phase started after independence and lasted for almost twenty years. This era was characterised by a dearth of human resources who were required to inspect schools, and the majority of them were French. The role of inspectors was traditional; they attempted to ensure the respect of the regulations and the standards of education. Regardless of their limited number during this stage, Moroccan inspectors played a key role in laying the foundations for a successful Moroccan school.

The second phase began in 1975 and finished in 1981. With the increase in the number of schools, especially at the secondary level, hiring more teaching staff to help cater for the learning needs of Moroccan students was required. Because of the rise in the number of teachers, it was compulsory to designate new inspectors, although they received no pre-service training due to the lack of a training centre in this period.

The third phase of the evolution of supervision at the national level commenced in 1982 and lasted for almost two decades. What is perhaps unique about this phase was the foundation of a Moroccan centre in 1983, known as “Le Centre de Formation des Inspecteurs de l’Enseignement”, whose goal was and still is training pre-service inspectors for two years. Yet, this was not the only method of recruitment of inspectors of education; the Ministry of Education continued to designate teachers as inspectors for almost fifteen years without pre-service training. The Ministry’s policy of direct recruitment of inspectors, albeit criticised, could, to some extent, help ensure the supervision of teachers across different parts of the country.

Other stages in the development of supervision in Morocco can also be marked, particularly in the second millennium. In the first decade, the Ministry of Education stopped the direct recruitment of inspectors. This could be recognised as a wise resolution, especially since ensuring quality supervision necessitates staff training. Nevertheless, in 2005, the Moroccan Government adopted the policy of voluntary termination, resulting in the scarcity of human resources at the level of supervision. This, undoubtedly, hampered the attainment of the goals of supervision in education at the national level.

In short, the history of educational supervision has been marked by its evolution at the international and national levels. Being aware of the various stages of development the concept has undergone is pivotal, for it helps gain better insight into the issue under study. Further, it aids in understanding how the mission of supervisors has been approached, pointing out the different roles they have been expected to assume.

2.2 Roles of the Supervisor

Because of its evolving history, the concept of educational supervision has had several connotations. This has also impacted the roles supervisors have been thought to play. This subsection, therefore, attempts to spotlight their basic roles. These are classified into two main categories. The first category is based on a traditional perspective of supervision, whereas the second category is based on an alternative perspective that rejects the claims of the former. Accordingly, the difference in perspectives requires the use of specific terminology, befitting the roles supervisors play.

2.2.1 Traditional Perspective

Traditionally, the common term used to refer to a supervisor was “inspector” (Dean, 1992; Sullivan & Glanz, 2013). De Grauwe (2007) stated that this term reflects the role of “compliance monitoring” (p. 710). An inspector is a person who is in a position to oversee, control and direct the work of the teaching staff in the interest of ensuring their obedience to the pre-set rules (Caspi & Reid, 2002; De Grauwe, 2007; Glickman et al., 2017). Inspectors were claimed to be often “ministers, selectmen, schoolmasters, and other distinguished citizens” (Sullivan & Glanz, 2013, p. 28).

The traditional perspective of supervision was the result of the first era of the development of the concept, when schools were under the supervision of the church. This view, however, was criticised for several reasons. Supervision, in this sense, implied exercising power and control by the inspector, whose basic role was to ensure the respect of the rules, claiming thus the efficacy of the top-down approach in which the teacher had no say. Additionally, the quality of instruction was of little or no importance, especially since the staff employed to supervise teachers lacked the expertise and specialisation.

Despite its negative connotations, the term inspector is still used in many countries, such as Senegal, the Kingdom of Lesotho and Tanzania (De Grauwe, 2007). Morocco is another African country that still uses the term inspector across different fields, including education (The Higher Council for Education, Training and Scientific Research, 2009a). Yet, because the traditional roles of the inspector were criticised, there has been a need to reform educational supervision in different states around the world, thereby adopting an alternative approach to supervision which, in turn, eventuated in a change in terminology.

2.2.2 Alternative Perspective

Various terms have been used to replace the term inspector, but the common one that is used in many states around the world nowadays is “supervisor”. Other terms employed in other parts of the world include “education methods advisor” and “teacher development advisor” (De Grauwe, 2007), to name but a few. Adopting new terminology requires a shift in perspectives. After it had been claimed that the core role of the supervisor/inspector was controlling teachers and their classroom performance so as to help maintain instruction standards (Caspi & Reid, 2002; De Grauwe, 2007; Glickman et al., 2017; Sullivan & Glanz, 2013), a new approach to supervision dominated, especially from the second half of the twentieth century onwards. Since then, “the purpose of supervision [has been] the enhancement of teachers’ pedagogical skills, with the ultimate goal of enhancing student achievement” (Marzano et al., 2011, p. 2). To this end, it has been of the utmost importance to hire supervisors who have the knowledge base and skills to supervise teachers. Supervisors are, hence, required to assist teachers in developing their teaching skills through different supervising methods, basically classroom observation, so that they can be able to help their learners perform better. According to Zepeda (2017), supervisors play a complex role. In this regard, Wiles and Bondi (1996) suggested a list of roles which necessitate competence. These include:

- The supervisor as a developer of people;
- The supervisor as a developer of the curriculum;
- The supervisor as an instructional specialist;
- The supervisor as a human relations worker;
- The supervisor as a staff developer;
- The supervisor as an administrator;
- The supervisor as a manager of change;
- The supervisor as an evaluator.

Like numerous countries in different parts of the world, reforming supervision has been a concern for many African countries. The adopted supervision policies were criticised for their ineffectiveness. It was believed that supervision is a significant tool that can help in monitoring and improving the quality of education. This belief was highly embraced as those countries were willing to maintain democracy. This, in turn, resulted in the emergence of a view that rejected the hierarchical relationship between supervisors and teachers. To put it differently, it has been crucial to establish a relationship that does not value authority but is, instead, based on collaboration.

In addition to the aforementioned roles, the supervisor is considered an intermediary between the Ministry and the school (De Grauwe, 2007). This role of liaison facilitates communication between the Ministry and the teaching staff. Supervisors, for instance, can help to inform teachers about new decisions made by the Ministry officials. They can also help teachers to make their voices heard. In other words, supervisors can aid in voicing teachers' concerns and worries so that decision-makers can take them into account when making new decisions.

According to the Higher Council for Education, Training and Scientific Research (2009b) and the Ministry of National Education, Preschool and Sports (2013), the ultimate goal of supervision in Morocco is to improve the quality of education. To attain this goal, supervisors are supposed to play various roles. The Ministry highlighted six central roles of supervisors. These include:

- Supervising the teaching and administrative staff and monitoring and evaluating their work;
- Contributing to curricular and syllabi design and the preparation for the students' and teachers' examinations;
- Participating in the phases of planning, executing and evaluating the Ministry's educational programmes;
- Participating in project planning;
- Contributing to the preparation for and execution of in-service training programmes for both teachers and administrative staff;
- Conducting and/or supervising educational research.

The roles above can be classified into two categories: pedagogical and administrative. This two-way mission can be a hindrance to meeting the intended goals, mainly offering quality supervision that can aid in ameliorating instruction and, thus, learning.

One of the key roles of supervisors highlighted above is evaluating teachers. The traditional model of supervision is based on a summative view of evaluation, thereby confining the scope of supervision to judging the teacher's performance by identifying weaknesses and issuing criticism. However, the shift in supervision perspectives necessitates adopting a different model that favours formative evaluation over summative evaluation. This view is consistent with the tenets of clinical supervision. In this respect, Lahri and El Ouanjli (2025) argued that "the clinical supervision approach refutes the effectiveness of inspectional practices that aim to identify deficiencies in teachers' practices" (p. 137). The formative nature of clinical supervision lies primarily in the adoption of a cyclical approach comprising five stages: the pre-observation conference, classroom observation, analysis, post-observation conference and post-conference analysis (Lahri & El Ouanjli, 2025; Marzano et al., 2011). Therefore, through formative evaluation, supervisors seek to diagnose teaching practices by highlighting strengths and areas for improvement (Wanzare, 2002). This formative process can be effective in enhancing not only instruction but also teachers' professional development.

3. Methodology

This research aimed to examine the issue of educational supervision. To this end, the quantitative approach was adopted, enabling the collection of numerical data from a large population. Moreover, a case study design was used to investigate this issue in the Moroccan context. Specifically, this research focused on English teachers in the region of Fez-Meknes with the aim of examining their perceptions of supervisory practices. This section, thus, outlines the key research questions and hypotheses addressed in this research. It also provides an overview of the participants, the research instrument and the procedures followed to conduct the investigation.

3.1 Research Questions and Hypotheses

Asking pertinent questions is a critical step in the research process, as it helps clearly define and narrow the purpose and scope (Creswell & Creswell, 2018). Well-formulated research questions guide the overall research design and contribute to the quality and coherence of the study. To investigate supervisory practices in the region of Fez-Meknes, three research questions were posed.

- What is the prevailing supervisory approach adopted by English supervisors in the region of Fez-Meknes?
- Do English supervisors in the region of Fez-Meknes follow a comprehensive supervisory cycle?
- What is the prevailing type of teacher evaluation among English supervisors in the region of Fez-Meknes?

Alongside the formulation of research questions, the development of research hypotheses is a fundamental component of quantitative research. While research questions identify what the study seeks to investigate, hypotheses provide specific, testable predictions derived from these questions, often informed by theory and prior empirical findings. Accordingly, each hypothesis translates a research question into a measurable statement. Based on the aforementioned research questions, the following hypotheses were formulated:

- The traditional approach is the most prevalent supervisory approach among English supervisors in the region of Fez-Meknes.
- English supervisors in the region of Fez-Meknes do not follow a comprehensive supervisory cycle.
- Summative evaluation is the most prevalent type of teacher evaluation among English supervisors in the region of Fez-Meknes.

3.2 Participants

The target population of this study comprised in-service high school English teachers in the public sector in the region of Fez-Meknes, Morocco. Because the population was large, it was deemed necessary to select a sample. The study's sample size consisted of 55 English teachers who were selected non-randomly using the purposive sampling method. This method was believed to help target the intended cases and ensure representativeness. This claim is consonant with what Cohen et al. (2018) averred. According to them, purposive sampling is employed to help "achieve representativeness . . . [and] to focus on specific, unique issues or cases" (p. 218). To ensure data richness, this study targeted participants who were different in terms of gender and experience (see Table 1). The latter category consisted of novice teachers (with 5 years of experience or less) and experienced teachers.

Table 1
Participants' Distribution by Gender and Experience

Gender		Experience	
Male	Female	Novice	Experienced
56%	44%	35%	65%

3.3 Research Instrument

In the interest of responding to the questions addressed in this study, the questionnaire was employed as a research instrument. This instrument has numerous advantages. It is an efficient tool for collecting data for quantitative research and, thus, is "suitable for descriptive [and] explanatory . . . purposes" (Boncz, 2015, p. 30). It also enables collecting germane information, particularly if it is well-constructed, and reducing bias. This, in turn, enhances the reliability and consistency of the results. In this study, a questionnaire was utilised to gather data from teachers through a set of closed-ended questions, which were classified into four sections. Section one helped spotlight the participants' background information, including their gender and experience. Section two sought to collect data on supervisory approaches. Sections three and four highlighted participants' perceptions of the supervisory cycle and teacher evaluation criteria, respectively.

3.4 Procedures

To facilitate data collection, participants were invited to complete an online-based questionnaire administered via the Google Forms platform. This enabled participation of high school English teachers from various areas in the region of Fez-Meknes. After collection, data were coded and analysed descriptively using the Statistical Package for the Social Sciences, version 20. Descriptive analysis aided in summarising participants' responses in terms of percentages, frequencies and mean scores, which, in turn, helped answer the questions posed in this research. After highlighting the main results of this research, they were interpreted and assessed in terms of their congruence with previous research. After interpretation, the main conclusions of the study were highlighted.

4. Results

This study endeavoured to investigate supervisory practices through the lens of in-service high school English teachers in the public sector in the region of Fez-Meknes. To ensure clarity, the results of the study are presented in three sections. The first section examines the prevailing supervision approach among English supervisors. The second section focuses on the cycle they followed when supervising teachers. The final section highlights how supervisors approached teacher evaluation.

4.1 Supervisory Approach

One of the main objectives of this research was to determine the prevailing approach to educational supervision in the region of Fez-Meknes based on the perceptions of teachers. To attain this objective, participants were asked to indicate their level of agreement using a five-point Likert scale (1 = Strongly agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly disagree). Reverse coding was applied to negatively worded items (1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree). The scale comprised 22 items and was divided into two categories, each containing 11 items. This categorisation served as the basis for determining supervisory approaches (i.e., traditional and formative). To identify the prevailing approach, a category score was computed as the sum of responses to the items in each category. Each category score was associated with a specific supervisory approach. The category scores were compared, with the higher score representing the prevailing approach. In this study, it was hypothesised that the traditional approach was prevalent. However, as shown in Table 2, the category score for the formative approach (37.3523) was higher, indicating its prevalence among English supervisors.

Table 2
Category Scores of Traditional and Formative Supervisory Approaches

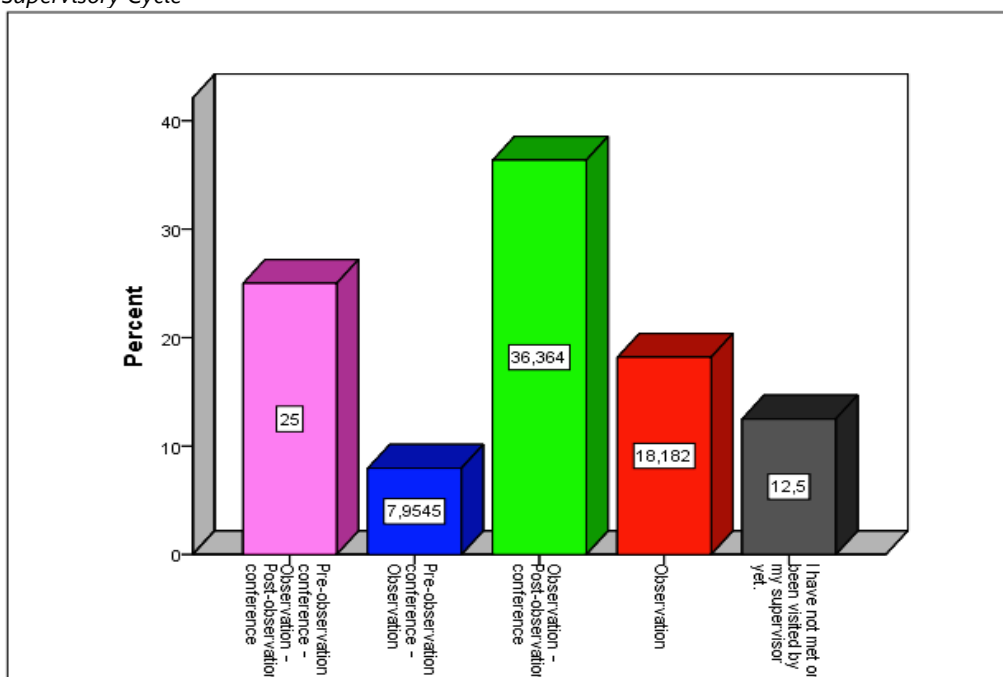
		Traditional approach	Formative approach
N	Valid	55	55
	Missing	0	0
Mean		27.0000	37.3523

4.2 Supervisory Cycle

Although the results presented earlier indicated the prevalence of a formative approach to educational supervision, it was necessary to gain deeper insight into this issue by examining the participants' perceptions in other areas. Therefore, the participants were asked the following research question: Do English supervisors in the region of Fez-Meknes follow a comprehensive supervisory cycle? In this research, educational supervision was considered a multi-stage process. Thus, a five-stage cycle proposed by proponents of the clinical supervision model was adopted, comprising the pre-observation conference, observation, analysis, post-observation conference and post-conference analysis.

Teachers who participated in this research were asked a multiple-choice question to select the answer that best described the supervisory cycle their supervisors followed. As shown in Figure 1, the results indicated the absence of a complete cycle, as no participant reported that a supervisor followed the five-stage cycle. According to the participants, the cycle most commonly followed by English supervisors in the region of Fez-Meknes comprised two stages, namely "observation" and "post-observation conference" (approximately 36%). Also, 12.5% of the participants were unaware of the supervisory cycle followed by their supervisors because they had not received a visit.

Figure 1
Supervisory Cycle



4.3 Teacher Evaluation

Previous research underscored the relationship between educational supervision and teacher evaluation. Understanding the nature of this relationship was of the utmost importance in this research. It was argued that an effective supervisory approach should employ appropriate evaluation methods. Thus, it was necessary to examine how English supervisors in the region of Fez-Meknes approached teacher evaluation. To this end, the following research question was addressed: What is the prevailing type of teacher evaluation among English supervisors in the region of Fez-Meknes?

Teachers' responses were rated on a five-point Likert scale (1 = Strongly agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly disagree). The scale items were classified into two categories, each comprising 6 items and representing a type of evaluation (i.e., summative or formative). This classification enabled the calculation of category scores. In this research, it was hypothesised that English supervisors in the region of Fez-Meknes relied more on summative evaluation in the supervision process. As shown in Table 3, the category score for summative evaluation (20.0568) was higher than that of formative evaluation (18.7614). This suggests a slightly higher tendency towards summative evaluation.

Table 3
Category Scores for Summative and Formative Evaluation

		Summative evaluation	Formative evaluation
N	Valid	55	55
	Missing	0	0
Mean		20.0568	18.7614

5. Discussion

This study sought to determine the prevailing supervisory approach among English supervisors in the region of Fez-Meknes. The results reveal the prevalence of the formative approach. Several practices were stressed by the research participants. These include adopting a collaborative approach to supervision and enhancing the quality of instruction and teachers' professional development. These practices align with the tenets of the formative approach to supervision (Caruso & Fawcett, 2007; Gall & Acheson, 2010; Marzano et al., 2011; Zepeda, 2017). Nonetheless, it is worth noting that the results indicate that supervisors do not adopt the formative approach exclusively; they alternate between two approaches, suggesting that some of their practices are traditional. This may eventuate in a consequential impact on the quality of educational supervision. Zepeda and Ponticell (2019) averred that the formative supervisory approach is more advantageous, rebutting the claim that traditional practices can be effective.

The previous result that demonstrates the alternation between two supervisory approaches is consistent with one of the conclusions reached by Kahyalar and Yazici (2016). The researchers conducted a qualitative study to explore supervision in language teaching from the perspectives of a supervisor and three teacher trainees at Çukurova University. Despite differences between this study and that of Kahyalar and Yazici regarding the target population and research approach, both reveal that supervisors alternate between various supervisory models. The alternation highlighted in this study may be attributed to the persistence of the belief that the traditional supervisory approach is still effective. Previous research asserted the ineffectiveness of the traditional approach to supervision, leading to the emergence of an alternative perspective that prioritises enhancing teachers' practices and professional development (Gebhard, 1990; Goldsberry, 1988).

To attain the desired goals, it was assumed that supervision should be viewed as a multi-stage process. Five stages were proposed by the proponents of clinical supervision: pre-observation conference, observation, analysis, post-observation conference and post-conference analysis (Caruso & Fawcett, 2007; Lahri & El Ouanjli, 2025; Marzano et al., 2011). Each stage is not independent of the others; they are all connected and form a cycle that facilitates supervision. After analysing the quantitative data in this research, it was found that there is a total absence of a complete supervisory cycle. English supervisors follow a two-stage process that begins with observation and ends with a post-observation conference. This result supports the research hypothesis, which posited the absence of a comprehensive cycle. It also helps explain why many respondents viewed their supervisors' practices as traditional. In other words, several essential stages of supervision are neglected by English supervisors in the region of Fez-Meknes. This is, by and large, consonant with the findings of previous studies.

Bouchamma et al. (2008) conducted a study on supervisory practices in three different countries: Morocco, Haiti and Romania. The results of their investigation showed that most supervisors in Morocco and Haiti do not meet with teachers before the classroom observation phase. Also, their study stressed that teachers are unaware of the evaluation criteria and are not informed about the classroom visit date. In contrast, most supervisors in Romania hold preparatory meetings with teachers to establish evaluation criteria and decide on the visit date. Beginning the cycle with the observation phase implies the predominance of the traditional view of supervision. On this account, the supervisor's focus is on teacher evaluation rather than the enhancement of instruction. This view confirms one of the results reported by the Higher Council for Education, Training and Scientific Research (2009b) in its diagnosis of the state of educational supervision in Morocco, which displayed the primacy of evaluation over supervision.

The results of this study showed that the post-observation conference takes place immediately after the lesson presentation. Bouchamma et al. (2008) reported a similar finding in their study, as the vast majority of supervisors discussed the lesson with teachers shortly after its presentation. Despite being favoured by some supervisors and teachers, this approach is less effective. It is paramount to allocate more time to analyse the collected data during the observation stage. By doing so, the supervisor will be able to organise the data, and the teacher will have more time to reflect on the lesson and prepare for the post-conference stage. This will help engage the teacher actively in the supervision process (Caruso & Fawcett, 2007; Marzano et al., 2011) and hence enhance the quality of instruction. The post-conference analysis is another crucial stage neglected by English supervisors. This stage aids in strengthening the relationship between the supervisor and the teacher, especially by evaluating the roles each plays and the nature of communication in the previous stage of the cycle (Caruso & Fawcett, 2007).

In this research, it was assumed that for a supervisory approach to be effective, it should adopt appropriate evaluation methods. For this reason, the purpose of this research was to examine how English supervisors in the region of Fez-Meknes approach teacher evaluation. The results show a slightly higher tendency towards summative evaluation, which is generally consistent with the research hypothesis. Research on teacher evaluation has demonstrated the ineffectiveness of summative evaluation (Wanzare, 2002; Zepeda, 2017; Zepeda & Ponticell, 2019). The use of the latter indicates a deficiency in the supervisory approach in the region of Fez-Meknes. Put differently, although supervisors adopt a formative approach to supervision, some of their practices are inconsistent with this approach, including their views on teacher evaluation.

Because it is judgemental in nature, summative evaluation does not contribute significantly to enhancing instruction and teacher development at the professional level. It is often based on a top-down approach that emphasises the evaluator's authority, thereby negatively affecting the supervisor-teacher relationship. This claim is in keeping with one of the conclusions of Zepeda and Ponticell (2019), who asserted that this type of evaluation "elevates the evaluator's power over teachers, creating situations of both fear and coercion" (p. 18). Unlike summative evaluation, which relies heavily on observation to assess the teacher's performance, formative evaluation allows for a range of methods, including teaching portfolios and action research. The principles of formative evaluation align with those of a formative approach to supervision. Accordingly, through formative-oriented evaluation practices, supervisors can help enhance instruction and teachers' professional development.

6. Conclusion

The purpose of this study was to examine supervisory practices from the perspective of Moroccan teachers. In response to the identified research gap, the focus was on in-service high school teachers in the region of Fez-Meknes in Morocco. Several key conclusions were drawn from this quantitative investigation. It is indicated that English supervisors adopt a formative supervisory approach. Although this approach is prevalent, various deficiencies in supervisory practices are evident. English supervisors follow a two-stage process that begins with classroom observation and ends with a post-observation conference. Nevertheless, this approach is insufficiently comprehensive to ensure effective supervision. A further significant conclusion is the use of summative evaluation. In other words, supervisors show a slightly higher tendency towards summative evaluation when assessing teachers' performance.

Based on the conclusions highlighted in this research, several recommendations can be made. It is of the utmost importance to reconsider the practices of English supervisors in the region of Fez-Meknes, particularly their underlying conception of educational supervision. This conception should be realigned with the principles of a formative approach. Accordingly, it is essential to adopt a comprehensive supervisory cycle that enables the enhancement of teachers' practices and professional development. This can be further supported through the implementation of appropriate teacher evaluation methods. The aim of evaluation should not be confined to measuring performance. Therefore, strengthening formative-oriented evaluation practices should be prioritised.

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