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OPINIONS OF SOCIAL STUDIES TEACHERS AND PRIMARY SCHOOL TEACHERS REGARDING EDUCATIONAL SUPERVISORS'S CLASSROOM SUPERVISION ROLES

Research article

Kudret Aykırı  (0000-0002-2413-0593).
Pamukkale University, Turkey
kudretaykiri@gmail.com

İsmail Karamanlar  (0000-0002-3095-1582).
Ministry of National Education
canberkkaramanlar@gmail.com

Biodata(s):

Kudret Aykırı works as a Dr. Research Assistant at the Department of Social Studies at Pamukkale University.

İsmail Karamanlar works as a classroom teacher at Büyükdere Primary School in Mardin.

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OPINIONS OF SOCIAL STUDIES TEACHERS AND PRIMARY SCHOOL TEACHERS REGARDING EDUCATIONAL SUPERVISORS'S CLASSROOM SUPERVISION ROLES

Kudret Aykırı

kudretaykiri@gmail.com

İsmail Karamanlar

canberkkaramanlar@gmail.com

Abstract

The purpose of this research is to determine the views of social studies teachers and primary school teachers about the classroom supervision roles of educational supervisors. Case study method is used as the qualitative research method in this research. The study group of the research consists of 31 social studies teachers and primary school teachers. Data were collected with a semi-structured interview form. The data were analysed with the descriptive analysis technique. The results of the research are as follows: The majority of the participants; (a) has a positive impression about the resumption of the practice of course supervision by educational supervisors, (b) they have not had the experience of course supervision carried out by educational supervisors before, but they want to experience this experience, (c) they want educational supervisors to be in the forefront of their role of guidance rather than supervision, (d) they do not want to be an educational supervisors. In addition, those who have both experience and no experience and those who have positive and negative views on the educational supervisorship are of the opinion that there are ongoing problems in the educational supervisorship system.

Keywords: Educational supervisor, supervision, social studies teachers, primary school teachers.

1. Introduction

As of March 1, 2022, the Ministry of National Education (MoNE) Education Inspectors Regulation entered into force (Official Gazette, 2022). According to the regulation, a department of education inspectors will be formed in each province's provincial and national education directorate. Education inspectors will be assigned to these departments. Again, according to this regulation, the duties of the education inspector will be guidance, supervision, research, examination, investigation, and preliminary examination. In the first statement made by the ministry regarding this new system (MoNE, 2022), statements such as "every school will be inspected," "each school will be inspected every three years at the latest," "the implementation of curricula and student achievements will also be within the scope of the inspection," "there will be no waiting for three years for the inspection," "some schools can be inspected every year depending on the urgency of the preliminary evaluation of self-evaluation reports," and "especially private dormitories will be inspected every six months" show that among all the duties of the inspectors, the emphasis is mostly on the inspection duty. In the previous practice -in 2011- the concept of the education supervisor was preferred instead of the inspector. That is, the role of supervision was emphasized (Resmi Gazete, 2011). Currently, the concept of inspector has passed from the Arabic word mufattiş, inspector, to Turkish

(Nişanyan, 2020a), and the word inspection means examination. (Turkish Language Institution, 2022). In the related literature, some emphasize that the concepts of inspection and audit are similar, although there are some who emphasize that they are different (Kasımoğlu, 2011). For example, Balcı (2021) used the same meaning of inspection and examination in the annotated educational administration dictionary in the sense of evaluation in education. As a result, when the new model came into force in 2022, the previous model, the origin of the word, and the concept of inspectorship in the context of the relevant literature, the concept and role/function of inspection came to mind. Depending on this situation, it is important to work primarily on the inspection aspect of the new model.

In the Ministry of Education Education Inspectors Regulation (Official Gazette, 2022), inspection takes place in various forms (process inspection, result inspection, performance inspection, system inspection, financial inspection, conformity inspection, thematic inspection, personnel inspection, appropriateness inspection, and self-inspection). This study focuses on the course supervision of education inspectors. In the relevant regulation, course inspection is defined as follows. "Course inspection is the examination and evaluation of the teacher's competence in the field; preparation and planning, using appropriate teaching methods and techniques, including activities, measurement and evaluation, classroom management and compliance with pedagogical principles and the level of student's achievement of the learning outcomes stipulated in the curriculum."

The course inspection stakeholders are the teacher, the inspector (educational inspector in the new system), the principal, the parent, and the student. However, as mentioned in the definition of course inspection, the teacher is/should be the first stakeholder and therefore inspected. For this reason, getting teachers' opinions about the new system is important. Since the study is specific to course inspection and each course and branch in this context is unique, the authors focused on social studies education and classroom education, which are their fields of study. In this context, social studies and classroom teachers were preferred as participants.

Studies dealing with teachers' views on inspectors and inspection in the relevant literature (Ayşegül, 2004; Memişoğlu, 2004; Akşit, 2006; Göktaş, 2008; Yılmaz, 2009; Balkar & Şahin, 2010; Uğurlu, 2010; Güven, 2011; Özdemir et al., 2011; Erdem and Eroğlu, 2012; Uçar, 2012; Aslanargun and Göksoy, 2013; Polat and Köse, 2013; Beltekin et al., 2014; Ernalbant, 2014; Gündüz, 2016; Çelikten and Özkan, 2018; Köybaşı et al., 2017; Altınok et al., 2020; Dönmez, 2021). Some of these studies (Memişoğlu, 2004; Uğurlu, 2010; Özdemir et al., 2011; Uçar, 2012; Aslanargun & Göksoy, 2013; Gündüz, 2016; Altınok et al., 2020) deal with teachers' views on the supervisory roles of education inspectors. There is no study on social studies and classroom teachers' views on the direct supervision of education inspectors. However, In a broader sense, there are studies dealing with the views of social studies teachers (Ayşegül, 2004) and classroom teachers (Göktaş, 2008; Güven, 2011; Erdem & Eroğlu, 2012; Dönmez, 2021) on inspectors. It is important to carry out this study in terms of the lack of studies dealing with the views of social studies and classroom teachers regarding the direct supervision of education inspectors, the transition to a new system, and the absence of studies on this system.

In this context, this study aimed to examine the views of social studies and classroom teachers on the course supervision roles of educational inspectors. In the context of this purpose, answers to the following questions were sought:

- What are the views of social studies and classroom teachers regarding the resumption of the course supervision practice to be carried out by education inspectors?

- Do the social studies and classroom teachers have experience with supervision by education inspectors? If yes, what are their views on inspection in the context of these experiences? If not, what are their views on wanting to have this experience?
- What are social studies and classroom teachers' comparative views on education inspectors' guidance and supervisory roles?
- What are the views of social studies and classroom teachers on what the characteristics of education inspectors should be within the scope of their supervisory roles, and what are their expectations in this context?
- What is the desire of social studies and classroom teachers to be education inspectors within the scope of their supervisory roles?

2. Method

2.1. Research Pattern

The case study method, one of the qualitative research methods, was used in the research. A case study is "a study that examines a contemporary phenomenon in its real-life context" (Stake, 2005). After the last regulation, education inspectors inspecting teachers' lessons has become a current phenomenon in this context. This phenomenon's real-life context depends on teachers' opinions, so it is important to get teachers' opinions.

2.2. Study Group

The study group of the research consists of 31 classroom and social studies teachers working under the Mardin Provincial Directorate of National Education. In selecting the study group, the criterion sampling method (Baltacı, 2018) was used to determine the situations that meet certain criteria. In this context, the opinions of the participants who met the criteria of being a teacher in social studies or classroom branches and being appointed to the state staff within the Mardin Provincial Directorate of National Education were included in the study. In addition, the satisfaction rate is also effective in sample selection (Lincoln & Guba, 1985). In other words, the sample size is determined by the repetition of information and the absence of new information (Shenton, 2004). In this study, the number of participants remained at 31 as the data began to repeat and new information could not be obtained. The characteristics of the participants are presented in Table 1

Table 1. *Characteristics of the Participants*

Code Names	Gender	Age	Branch	Seniority	Status of holding an administrative position
T1	Male	36	Classroom	13	3 years
T2	Female	29	Classroom	5	1 year
T3	Female	28	Classroom	5	1 year
T4	Male	27	Social studies	0	Have not been on duty
T5	Female	25	Social studies	0	Have not been on duty
T6	Female	25	Classroom	2	Have not been on duty
T7	Male	27	Classroom	2	1 year
T8	Male	37	Classroom	15	10 years
T9	Male	33	Social studies	7	Have not been on duty

T10	Female	33	Social studies	5	Have not been on duty
T11	Female	27	Social studies	2	Have not been on duty
T12	Female	25	Classroom	1	Have not been on duty
T13	Male	31	Classroom	8	1 year
T14	Female	23	Classroom	1	Have not been on duty
T15	Male	31	Social studies	7	Have not been on duty
T16	Male	28	Social studies	2	Have not been on duty
T17	Female	29	Social studies	7	Have not been on duty
T18	Male	31	Classroom	1	Have not been on duty
T19	Female	38	Classroom	18	Have not been on duty
T20	Male	40	Social studies	13	1 year
T21	Female	32	Classroom	8	Have not been on duty
T22	Female	33	Classroom	11	Have not been on duty
T23	Male	27	Social studies	0	Have not been on duty
T24	Male	33	Social studies	7	Have not been on duty
T25	Male	31	Classroom	9	2 years
T26	Female	25	Classroom	2	1 year
T27	Female	24	Classroom	1	Have not been on duty
T28	Female	42	Social studies	8	2 years
T29	Female	25	Classroom	4	Have not been on duty
T30	Male	29	Social studies	4	Have not been on duty
T31	Male	31	Social studies	8	Have not been on duty
Result	16 Female 15 Male	Oldest 42 Youngest 23 Average 30	17 Classroom 14 Social studies	Highest 18 Lowest 0 Average 6	21 Have not been on duty 10 Have been on duty

2.3. Data collection

Data were collected with a semi-structured interview form. The questions in the form were created in the context of the relevant literature under the guidance of an expert who has studied in the field of education management inspection, planning, and economics and was checked by a Turkish language expert. A pilot application of the interview form was made with a classroom teacher and a social studies teacher. After the pilot application, the questions that were thought



to be of interest to school principals were removed from the interview form, and the interview form was given its final form. The interview form was transferred to the digital environment, and the link for the relevant form was sent to the teachers.

2.4. Data analysis

The data were analyzed with the descriptive analysis technique. In other words, the data were analyzed according to the themes created in the context of the research questions (Yıldırım & Şimşek, 2013). Five themes emerged as a result of these analyzes: the resumption of course inspection, the effect of inspection experiences, inspection and/or guidance, the characteristics of education inspectors and expectations in this context, the desire to be an education inspector, e-inspection, face-to-face inspection, and mixed inspection. Related themes were tabulated, and sub-themes and codes were presented. Direct quotations are given for each sub-theme. Each participant was given a code name by numbering the first letter of the teacher with a random method. For example; T1, T2.

2.5. Validity and Reliability

In the research, the field experts' opinions were taken while preparing the interview questions for persuasiveness. Probes were used during the interview to collect deeply focused data. After all the work was finished, it passed the field expert review. The description was made within the scope of transferability in the research, and a purposive sampling method was used. After describing the data obtained from the interview, direct quotations were frequently used. To ensure consistency in the research, the consistency in conceptualization was paid attention to during the coding of the data obtained from the interview. For confirmability in the research, the field expert reviewed the codings and the research results.

2.6. The Role of the Researcher and Ethical Situation

Researchers are not participants in the study. They conducted semi-structured interviews. They have received ethical approval from the relevant institution. The consent of the participants in the study to be interviewed was obtained. Representative codes (Teacher: T1, T2, T3...) are included in the quotations. Numbering is made in a random method.

3. Findings

3.1. Restart of the Course Inspection Application

Most participants (22 teachers) stated that they had a positive opinion about the resumption of the course inspection practice to be carried out by the education inspectors. The reasons for this situation are as follows:

- Course supervision is useful
- Evaluation is important
- It provides the opportunity for external evaluation
- It ensures that teachers are ready at all times
- It enables teachers to complete their deficiencies and correct their mistakes
- It provides order in the school
- It provides the opportunity for the inspectors to see the problems experienced by teachers during the education process in person
- It frees school administrators from the pressure of being the teacher's supervisor

- It prevents the disruption of inspections due to the sincerity between school administrators and teachers

There is no reason expressed more than the others. It is noteworthy that two teachers (T4, T5) who were new to the profession and had not worked as an administrator and one teacher (T8) who had been a teacher for 15 years and an administrator for 10 years was unconditionally positive. A little more than half of the teachers (12 teachers) expressed a positive opinion with conditions. The conditions presented by the teachers are as follows:

- It should be for guidance
- It should not be short-term. It should be more frequent and continuous.
- It should not create a feeling of anxiety/pressure
- Consideration should be given to the value of respect
- It should not be done only on documents.
- On-site inspection should be done
- First, the Ministry of National Education should do its part.
- It should not exceed its purpose
- It should be done in a manner befitting human dignity
- A few deficiencies should not be reproduced, and/or minor errors should not be magnified.
- A new understanding should be adopted
- Appointment of inspectors should be made based on merit.
- School administrators should do it as they have a good command of the school's culture and environment.
- Parent supervision should be included

Among the conditions, the conditions that should be done for guidance should not be short-term and should not cause anxiety is expressed a little more than the other conditions. On the other hand, eight participants have a negative opinion about the resumption of course inspection by education inspectors. The reasons for this situation are:

- The (pre-service and in-service) training taken by the teachers and the successful exams are considered sufficient.
- The idea that inspections cannot be impartial
- It is believed that the inspections will be short-term, and the short-term inspection is not seen as meaningful.
- The idea that student evaluation is important, not the inspector
- Continual inspection damages the dignity of the teaching profession.

There is no reason stated more than others. One participant did not express any opinion as he had no previous inspection experience. Even though he has been a teacher for two years in terms of seniority, it is remarkable that a teacher (T26) who has been an administrator for one year does not have an opinion on this issue/is undecided. Examples of statements that support these judgments are as follows:

"External inspection makes the teacher more prepared. This increases the quality of education and efficiency." (T8)

"I think it is useful in terms of monitoring the deficiencies or quality of education in the school to check whether things are going well at school." (T23)

"I absolutely support it. As administrators and teachers become very close to each other over time, there are problems in inspecting." (T25)

"It is a very good application if it guides. It would be great if there were a light for us with its efforts to improve the quality of education. But if it is just for an inspection, if he evaluates only according to his impressions in a lesson, it will not be useful to my students or me." (T21)

"I don't find it right for the inspectors to conduct inspections. Because there is psychological pressure on the teacher during the inspections, it is reflected in this class as well. When the inspector enters the classroom, he faces an unnatural classroom and educational environment. I also think evaluating the teacher within 5-10 minutes of a lesson is not appropriate. If this practice is to be implemented and benefits are desired, a new way of inspection should be followed." (T2)

3.2. Experience and Supervision

It is seen that a significant majority of the participants (23 teachers) have not had previous experience with course inspections carried out by education inspectors. Six teachers without course inspection experience do not want to have this experience. Because they find course inspection worrying or they think they have professional competence. Seven of them want to have this experience. Because; they think that education inspectors are experienced and will guide them, or they think that an external evaluation is helpful. It is noteworthy that these participants emphasized the conditions (predominance of the guidance role, not being short-term, on-site inspection, an inspection of teachers' knowledge and skills, and being fair) rather than the reasons. These conditions were also included in the previous theme. Among the many conditions in the previous theme, re-emphasizing them gives clues that these conditions are the conditions that should be paid more attention to. The remaining ten teachers who have not experienced course inspection are undecided about whether to experience it again. On the other hand, it is seen that eight teachers have experience. Three of the experienced teachers would like to have this experience again. This is because the supervision was conducted in a conversational style and did not cause anxiety in the teacher. Even if it caused anxiety at the beginning, it motivated them to be more prepared for the lessons. It is also remarkable that the teacher (T8), who has been a teacher for 15 years and an administrator for ten years, has positive feelings and thoughts after the inspection experience. The remaining five teachers do not want to experience course inspection again. The reasons for this condition are varied, and these are:

- Creating a feeling of anxiety because it is unannounced
- Students' inability to demonstrate their competencies due to anxiety
- Being seen as a failure due to anxiety creates a feeling of unhappiness
- Its short duration prevents a healthy evaluation
- An anxiety-inducing environment that interferes with the flow of the lesson
- Individual's negative perception of the concept of supervision
- Frustration due to not receiving adequate guidance
- Frustration due to the lack of adoption of new teaching approaches

As a result, the common point of both those who have experience and those who do not, both willing and unwilling, is that problems are experienced during education inspectors fulfill their supervisory roles. Examples of statements that support these judgments are as follows:

"I would like my course to be supervised by an inspector. That wouldn't bother me. Because watching my lesson with an outside eye could provide positive feedback and provide guidance." (T28)

"No. If there is a guiding and supportive inspector, I would like it. It must be just." (T25)

"No, my course has not been inspected before. However, I do not want to have such an experience. Because I do not need an inspection, I am good in my profession and fulfill my responsibilities." (T3)

"It was stressful at the time, but I came to my classes and worked more prepared because I knew I had to always be ready for what came next." (T8)

"The sudden, unannounced, raid-like entering the classroom increased my anxiety level tremendously. My children were also affected by this situation. They got excited while reading and read slowly. In this case, it was stated by the branch managers that I had to make a little more sacrifice myself. This made me very sad. The effort I put in for months was ignored in two minutes." (T2)

3.3. Inspection and/or Guidance

The majority of the participants (21 teachers, one teacher stipulated that there should be no gross negligence) emphasized that the guidance role of education inspectors should be at the forefront. The reasons for this situation are as follows:

- Providing guidance for teachers
- Changing attitudes towards inspectors in a positive way
- An empathetic understanding that values people
- Being more important for teacher development
- Providing the opportunity to correct the wrong and complete the deficiency together with the teacher
- Ensuring permanence
- Improving the teaching profession
- Increasing motivation
- Creating a more meaningful educational environment
- Having a contemporary understanding
- Being needed more
- Being more constructive
- Being more positive
- Being more cooperative
- Offering different experiences
- Providing experience sharing
- Reducing anxiety

Four participants said there should be a supervisory role, with the guidance role in the foreground. Five participants stated that supervisory and guidance roles should be equally important. Because according to these teachers, the education-teaching environment should be examined, and the experience should be transferred. Moreover, with guidance, expectations,

and inspection, people who are unsuitable for the profession can be identified. None of the participants stated that the supervisory role should be at the forefront. One teacher also insisted that there should be no inspection because no one from his/her branch was present.

Moreover, it is noteworthy that two participants (T4, T5), who have just started their careers and have not held any administrative positions, wanted the guiding role of education inspectors to be at the forefront, while the participant (T8), who worked as a teacher for 15 years and as an administrator for ten years, stated that both should be of equal importance. As a result, teachers want education inspectors to be at the forefront of their guiding role. Examples of statements that support these judgments are as follows:

"I think the guiding role of inspectors should come to the fore. Because in this way, it will be more guidance for teachers, and it will be ensured that negative judgments against inspectors are broken. The supervisory role only serves to make people feel pressured." (T3)

"There should definitely be guidance roles in the foreground, but inspection is also a must" (T7)

"Both should come to the fore. In fact, they are the concepts that should be intertwined together. Guidance should also be given while inspecting." (T25)

3.4. Expectations Regarding the Characteristics of Education Inspectors

Participants listed many features (10 sub-themes, 76 codes) related to the characteristics of education inspectors within the scope of expectations. These features are presented in Table 2.

Table 2. *Participants' Expectations Regarding the Characteristics of Education Inspectors*

Sub-Themes	Codes
Able to create a positive classroom and school inspection climate	<ul style="list-style-type: none"> ● Not causing anxiety/fear in teachers ● Not causing anxiety/fear in students ● Having a constructive attitude rather than an accusatory/judgmental ● Adopting eliminating the need instead of finding the missing/explicit search. ● Not making the teacher a defender ● The one who does not complain about the teacher to the school administration and does not bring the teacher and the administration against each other. ● Not tagging the teacher ● Not presenting the evaluation results in front of the students. ● Not showing control as a punishment/threat tool. ● Adapting to school and classroom cultureÜslubu düzgün, tavrı net, iletişime açık, işbirlikçi, samimi, sıcakkanlı, güler yüzlü ve kibar olan
High empathy skills	<ul style="list-style-type: none"> ● Being aware of the fact that the person he/she supervises is a human and a teacher. ● Not looking down on and being free from egos ● Not forgetting that he was once a teacher too. ● Being aware that everyone can make mistakes. ● Valuing the teacher, not excluding the teacher, and giving feedback
Have a holistic perspective	<ul style="list-style-type: none"> ● Being aware of the opportunities of the school, the school environment, and the district and province where the school is located. ● Being aware of the conditions provided by the MEB ● Those who do not believe that the system's only criminal is the teacher. ● Being aware of the difficulty of realizing education and training. ● First of all, those who know that other variables other than the teacher need to change.
Education / Profession and competence in this context	<ul style="list-style-type: none"> ● Teaching profession/educator ● At least having a Ph.D. graduate ● Being those who have graduated from the branch of the course to be supervised and have experience ● Being more knowledgeable and experienced than the teacher he supervises

The inspection purpose is correct	<ul style="list-style-type: none"> ● Having professional and academic qualifications ● Knowing new methods and techniques ● Being aware of innovations in education and technology ● Being professional ● Having professional competence inspection instead of document inspection. ● Supervising the teacher's respect for his work ● Being not overly bureaucratic (Counter-opinion: Not out of regulation) ● Ignoring minor mistakes ● Being able to make not only negative but also positive criticism ● Being process oriented ● Conducting frequent and long-term inspections and monitoring, not once and for a short time.
With some value	<ul style="list-style-type: none"> ● Making Scientifically based inspection ● Being understanding/tolerant, fair, sensitive, impartial, patient, responsible, competent, democratic, open to change, respectful, honest, determined, courageous, and sharing
With high-level skills	<ul style="list-style-type: none"> ● Having critical observation skills ● Being an analytical thinker ● Performing In-depth research/reviewer ● Questioning ● Having high decision-making skills ● Having all the features in the regulation ● Being innovative
Self-sufficient	<ul style="list-style-type: none"> ● Having high self-control skills ● Having high self-criticism skills
Teacher and/or student-centered	<ul style="list-style-type: none"> ● Taking the student to the center of education ● Taking both the student and the teacher to the center of education.

As seen in Table 2, Some of these features are also highlighted in other sub-themes. These common features are as follows: Having a guidance role, which is at the forefront, creating a positive classroom and school control climate in anxiety, and having high empathy skills in communication. Examples of statements that support these judgments are as follows:

"The inspector profile I want to see in front of me should not worry me, and he should listen to me without blaming or judging me while inspecting. He should not forget that there is a teacher and a human being before him." (T2)

"Supervised comments should not be made in front of students in class. A positive atmosphere should be created in the classroom. They should guide teachers. They must lead. Empathy skills should be developed. They should be aware of innovations in education and technology and have academic qualifications." (T3)

"Obviously, he should be holistic. In other words, an inspection should be carried out by considering the educational opportunities of the school, district, and province and considering the conditions provided by the national education." (S9)

"I would like an inspection where I can come to the class and talk about education for a few minutes, not asking for documents or files. He can show if there's something I'm doing wrong, and the inspection needs to be tracked through the process. In other words, he shouldn't give a damn about me in a few minutes or ask a few questions to my students and make a general judgment about the quality of my education." (T21)

"During these inspections, teachers should not be given vague guidance, such as being only student-focused by rote. Because for us to be student-oriented, first of all, the growing conditions of the students need to change." (T30)

"I think that inspectors should have at least a doctorate degree. They should have a command of educational knowledge and a modern, contemporary worldview and be role models for teachers. In addition, there should be inspectors belonging to each branch, and these inspectors should be able to inspect their fields." (T31)

3.5. Desire to become an education inspector

More than half of the participants (19 teachers) do not want to be an inspector and attribute this to various reasons. These reasons are:

- Loving the teaching profession
- The idea that education is bad as a system
- The idea that it is a profession with an inspection role/desire to be a guide rather than an inspector
- Difficulty of being fair
- Difficulty of being an inspector in the country
- Being a profession that teachers do not want to switch to
- Not seeing oneself as sufficient in terms of seniority and related experience

There is no dominant cause among reasons. The two basic feelings are love and anxiety. Some teachers do not want to be education inspectors because they love teaching, and some are worried about the inspection profession. It is a remarkable result in terms of this study that some teachers do not prefer education inspectorship because they see it as supervision rather than guidance. Some teachers are education inspectors. On the other hand, 12 participants want to be an education inspector, and they attribute this to various reasons. These reasons are as follows:

- Having experience based on having worked in many types of schools
- Ability to make a holistic assessment
- Motivation due to experiencing a negative situation
- Observation that uninspected colleagues do not pay attention to their lessons and do not improve themselves
- Being able to transfer experiences
- Being able to complete the deficiencies determined due to experience
- Increasing the qualifications of teachers
- Being able to guide
- Helping teachers
- Helping those who have administrative duties at school
- Increasing the quality of education by collaborating with teachers
- The excitement of seeing different educational environments
- Because change is inevitable
- Desire to rise to the top of the profession
- The idea that control is not a punishment but a necessary element for order.
- Providing change with feedback, increasing good examples, and diversifying practices
- Increasing the teacher's self-regulation skills
- Ensuring that teachers do not feel alone

Again, there is no dominant reason among the reasons. Both the reasons for wanting and not wanting to be an inspector can be included in the previous theme of expectations. Because teachers either do not want to be an inspector because these expectations cannot be met and there are no inspectors with these characteristics, or they want to be an inspector because they have inspector expectations with these characteristics. Examples of statements that support these judgments are as follows:

"If I ever become an supervisor, I would like to be an supervisor like my expectations." (T2)

"I would like to be yes. Because in my professional life, I saw my colleagues who did not show the necessary care, did not improve themselves and neglected when they were left alone without being supervised. In order to avoid such situations, I would like to contribute and guide as a guide, not a supervisor, in the context of the supervisory role. I think it will be more effective this way. (3)

"I am very happy with my job right now. I would like to continue working with children." (6)

"No. It is an auditing profession. On the other hand, I like to be in the student and teacher environment more." (13)

"I don't want to be an supervisor right now. I need to improve myself more." (T30)

4. Discussion, Conclusion and Recommendations

Most of the social studies and classroom teachers who participated in the research (a little more than half of this majority conditionally) have a positive opinion about the resumption of the practice of education inspectors to conduct course inspections. In another study (Aslanargun & Tarku, 2014), more than half of the participants thought that inspectors are necessary if a conditionally positive opinion is also included. While in one of the recent studies (Dönmez, 2021) it was observed that teachers were indecisive in their opinions about the necessity of inspectors, even in the context of their guidance role, and it was emphasized that this was not the expected result at the end of the study, it is remarkable that in our study, mostly positive opinions were obtained in the context of supervisory roles. Other sub-themes emphasize that the participants do not want the short-term inspection. This situation is similar to the results of another study (Akşit, 2006). Participants want an ongoing inspection. According to Taymaz's (2002) classification, this is continuous inspection. It should be noted here that in a related study (Sabuncuoğlu, 2000), it was emphasized that close-term evaluations are not meaningful, time-consuming and may cause anxiety in teachers. In this context, it is necessary to conduct inspections that are not too frequent but continuous. On the other hand, the number of those who have negative opinions is at a considerable level. Even though there are problems, it is known that supervision is important, and in this context, teachers should be told about the benefits of inspection (Brown, 2005).

Moreover, in our study, one participant could not express an opinion because he did not have information about the inspection. Whereas teachers and inspectors should know about the inspection (Aslanargun & Tarku, 2014). In addition, one of the participants with a negative opinion believes that their best students can evaluate them. In another study (Akşit, 2006), about half of the participants had a similar opinion. However, in one study (Odhiambo, 2005), teachers thought that students should not be included in the process because they do not have supervisory and assessment competencies. In this context, the inclusion of them as a stakeholder in inspection can be followed after students gain teachers' assessment skills.

It is seen that a significant majority of the social studies and primary school teachers who participated in the study had not experienced course inspections conducted by education inspectors before, but a little more than half of them wanted to have this experience. However, those who wanted to have an experience emphasized the conditions rather than the reasons for

this desire. In addition, the teachers who had these experiences mostly had negative feelings. In other words, both those who had inspection experience and those who did not, and both those who had positive and negative opinions, were of the opinion that there were problems related to the inspection roles of education inspectors. Similarly, in Akşit's (2006) study, both those with positive and negative opinions think that there are problems in evaluation/inspection and that it should be revised. In Aslanargun and Tarku's (2014) study, in the context of the inspection roles of inspectors, criticisms were made that the inspection time is short, it is not done for the sake of doing (out of formality), the guidance aspect is weak, and the inspection does not function according to its purpose. In our study, statements related to all of these criticisms were found. In the related study, only the criticism that the number of inspectors was insufficient was not found in our study. In this context, the inspection period should not be short. It should be done seriously, the guidance role should be more dominant, and the inspection should not deviate from its purpose.

While none of the social studies and classroom teachers who participated in the study wanted the supervisory role of educational inspectors to be at the forefront, a significant majority of them wanted the guidance role to be at the forefront, and a significant number of them wanted both to be of equal importance. In other words, according to teachers' views, education inspectors should fulfill both roles, with the guidance role being at the forefront. The findings of another study (Aslanargun & Tarku, 2014) that the guidance roles of inspectors are weak, that they should have guidance roles, and that they will be useful as long as they provide guidance are similar to the results of our study. In other studies (Akşit, 2006; Özdemir et al., 2011), teachers also emphasized the need for guidance in inspections and evaluations. As emphasized in the introduction, the concept of the inspector is derived from the Arabic word *mufattiş*, meaning inspector (Nişanyan, 2020), and the literal meaning of inspection is supervision (Turkish Language Association, 2022). However, before the concept of the inspector in our history of inspection, there was the concept of *muin* (Su, 1974). *Muin* is derived from the Arabic word for helper (Nişanyan, 2020), and today the word means helper (Türk Dil Kurumu, 2022). In this context, it is important to question the concept of inspectorate, which emphasizes the role of guidance and includes the concept of supervision. It is suggested to prefer a concept that emphasizes the guidance role.

The social studies and classroom teachers who participated in the research have many expectations from education inspectors regarding their characteristics. The most basic expectations, as expressed in other themes, are that their guidance role should be at the forefront, they should be able to create a positive classroom and school inspection climate, and they should have high empathy skills. In the results of another study (Aslanargun & Tarku, 2014), one of the most expected characteristics of inspectors is that they are constructive, stimulating, and guiding, as emphasized in the introduction of the related study and similar to the statements in our study, social studies and classroom teachers expect a contemporary, i.e., guidance role, systematic monitoring rather than short-term monitoring, and a collaborative inspection approach. In the same study, the expectations of the inspectors did not include anxiety, positive school, and classroom climate, or high communication and empathy skills. These characteristics were also emphasized by Başar (1998). According to Başar (1998), it is not appropriate to constantly look for mistakes, constantly make negative criticisms, and exhibit an accusatory/judgmental attitude during the inspection process, as in our study. What needs to be done is to create a positive classroom inspection climate and adopt a correct communication style. One of the points that should be understood with a positive school and classroom climate is not to create an artificial environment, which is also included in the results of a study (Akşit, 2006). In this context, it is recommended that inspectors should emphasize their guidance role in the context of their inspection roles, create a positive inspection climate

during the inspection, and avoid anxiety-inducing communication styles to prevent artificial environments that may occur due to anxiety.

More than half of the social studies and classroom teachers who participated in the study do not want to be educational inspectors. This result is similar to a quantitative study (Uğurlu, 2010). In that study, most teachers (69.7%) did not want to be inspectors. In our study, the feelings underlying teachers' reluctance to become an inspector were love and anxiety. Based on the experiences of one of the participants, one of the situations that caused significant anxiety was the fact that an inspection was conducted without informing the teacher. While Millman and Darling-Hammond (1990) emphasized that notice is mandatory, Odhiambo (2005) underlined that if notice is given, teachers can change their current functioning and emphasized that a balanced approach should be adopted. One of the important situations that cause anxiety is predator mentality supervision, as conceptualized by Yalçınkaya (2002). In related studies (Yalçınkaya, 2002, Özdemir et al., 2011), it is emphasized that inspections should not be carried out with a hunter mentality, that is, with a deficit-seeking/fault-finding attitude, and that they should be constructive. In this context, it is suggested that inspectors should give the information that they will conduct an inspection in an appropriate style, give a time interval but not specify the exact time, and make them feel that they cannot inspect with a hunter mentality.

Finally, this study has limitations in terms of 31 social studies and classroom teachers working in Mardin Provincial Directorate of National Education, the research questions in this study, and the supervisory roles of the supervisors. It is recommended to conduct research in different provinces, in different branches, and on different roles of inspectors.

Results based on the data obtained should be presented. Interpretations of the results should be discussed based on the existing literature. The literature examples in this section should have been discussed in the introduction..

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