ELT Teachers` and School Principals` Perspectives Regarding the Supervisory Process in Turkey* **

Türkiye`deki İngilizce Öğretmenlerinin ve Okul Müdürlerinin Sınıf Denetim Sürecine İlişkin Perspektifleri

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ABSTRACT

This study, with an aim to understand English language teaching (ELT) teachers` and school principals` perspectives regarding the supervisory process in Turkey, adopted a qualitative approach. Three public schools (a primary, a secondary and a high school) were selected, and six ELT teachers and three school principals formed the sample. Semi-structured interviews were carried out with the ELT teachers and school principals, and observation forms filled out by the school teachers were analysed as well. Five themes emerged from the data analysis, which highlight the issues regarding the supervisory process. These are; teacher supervision is not grounded on a well-planned process, supervision cycle lacks the pre-meeting phase, school principals are regarded as the ultimate authority, principals are not qualified enough to supervise ELT teachers, and the official teacher supervision guidelines lack sufficient information.

Keywords: *Teacher supervision, Teacher development, ELT teachers*

ÖZ

Türkiye'deki İngilizce öğretmenlerinin (ELT) ve okul müdürlerinin denetim sürecine ilişkin bakış açılarını anlamak amacıyla yapılan bu çalışma, nitel bir yaklaşım benimsemiştir. Üç devlet okulu (bir ilkokul, bir ortaokul ve bir lise) seçilmiş ve altı İngilizce öğretmeni ve üç okul müdürü örneklemi oluşturmuştur. İngilizce öğretmenleri ve okul müdürleri ile yarı yapılandırılmış görüşmeler yapılmış ve okul öğretmenleri tarafından doldurulan gözlem formları da analiz

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edilmiştir. Veri analizinden, denetim süreciyle ilgili konuları vurgulayan beş tema ortaya çıkmıştır. Bunlar; öğretmen denetimi iyi planlanmış bir sürece dayanmamaktadır, denetim döngüsü toplantı öncesi aşamadan yoksundur, okul müdürleri nihai otorite olarak kabul edilmektedir, müdürler İngilizce öğretmenlerini denetlemek için yeterli niteliklere sahip değildir ve resmi öğretmen denetim yönergeleri yeterli bilgiden yoksundur.

INTRODUCTION

This paper looks at the teacher supervision in Turkey and explores English language teaching (ELT) teachers` and school principals` perspectives regarding the supervisory process.

Teacher supervision has an essential role in facilitating teachers' professional development as it can serve as both educational and technical support that teachers need throughout their teaching careers (Kayaoglu, 2012). The purpose of conducting teacher supervision is to help teachers recognise problems during their classes and find solutions through a process that is based on mutual negotiation between themselves and supervisors (Gebhard, 1984). Therefore, when implemented in an interactive and well-planned way, teacher supervision can bring about school-based teacher development (Gebhard, 1984), as, throughout the supervisory process, teachers can "interpret and reinterpret situations, identify and name problems, resolve or contain ambiguity and uncertainty, aid or justify decisions, …, and solidify social bonds" (Little, 2007, p.220).

Traditionally, teacher supervision has been viewed as "error correction", by limiting teachers to only what are officially required from them and guiding them to behave `properly` (Sergiovanni & Starratt, 2002). The traditional supervision practice is grounded on a top-down hierarchical process, in which supervisors come to classrooms once or twice a year for a formal forty-five-minute observation where they observe teachers according to a checklist, write down comments about the quality of the lesson, and later provide feedback on whether teachers` teaching meets the expectations and whether the teacher is proficient enough (Robinson, 2009). As is implied, such a supervisory process tends to ignore teachers` needs and expectations, and focuses on

predetermined assumptions and values (Ibara, 2013), therefore has been viewed as a "dog and pony show" (Marshall, 2009).

Although teacher supervision has often been conducted interchangeably with teacher evaluation, they do not share the same purpose (Zepeda, 2003). While teacher supervision is a process of continuous negotiation aiming for teachers' development, teachers' evaluation is grounded on the idea of making personal decisions, retention and promotion (Zepeda, 2003). If conducted with the aim of controlling teachers, concealing their errors and assessing them based on their performance, teacher supervisory process can hinder teacher development, rather than contribute to it (Robinson, 2009).

Scholars agree that a more collaborative approach should be adopted towards teacher supervision (Zepeda, 2002; Ibara, 2013). Teachers' needs, strengths and weaknesses should be negotiated and placed at the centre of the supervision process, to allow teachers the opportunity of reflecting on their teaching (Marshall, 2005). Also, supervisory process should be carried out as a cycle which would require supervisors to coordinate and collaborate with teachers to achieve the goals and objectives of the curriculum and to improve the quality of education (Nwaoguegbe, 2004).

In Turkey, however, teacher supervision seems to be grounded on a traditional approach. According to the official regulation which is currently being followed, school principals are expected to carry out classroom supervision twice a year (Milli Eğitim Bakanlığı, 2014), through forty-five minute classes. Even though all teachers should be supervised at least once a term according to the regulation (MEB, 2014), the number and the frequency of these supervisory visits can differ depending on school principals. And, school principals` autocratic and prescriptive attitudes carry the risk of jeopardising the relationship between teachers and principals (Hismanoglu & Hismanoglu, 2010). Additionally, it seems that, in Turkey, school principals conduct teacher supervision without taking into consideration teachers` needs and expectations as they do not arrange a prior meeting or a feedback session afterwards (Celebi, 2010). To ensure an effective supervision process and foster teacher development, those assigned to the role of supervisor need to undertake training (Kowalski & Brunner,

2005). There is, however, no information in the official guidelines regarding training courses offered to school principals.

The official guidelines in Turkey emphasise that school principals have the responsibility to continuously supervise teachers and help them determine the underlying reasons of classroom issues to maintain good quality teacher performance (MEB, 2000). As this suggests, the purpose of the teaching supervision should be in-depth analysis of the teaching practice; however, the standard observation form provided by the Ministry of Education (MEB) (MEB, 2014) seems to encourage school principals to evaluate and score teachers according to pre-determined criteria. Therefore, there seems to be an inconsistency and vagueness regarding the purpose of teacher supervision. This study aims to understand how teacher supervision is actually conducted, and what ELT teachers and school principals think about it. Little is known regarding school principals` and ELT teachers` perceptions on teacher supervision in Turkey, as Yesil and Kis (2015) indicate further studies are needed in Turkey including these two stakeholders` perspectives regarding the process. Additionally, although considerable attention has been given to the models and approaches of teacher supervision proposed by different scholars; Kalule and Bouchamma (2014) point out the necessity of conducting interviews with school principals and supervised teachers, in order to fully understand what is actually taking place in schools.

LITERATURE REVIEW

Instructional Leadership

Instructional leadership is defined as having the responsibility of a blend of tasks, such as supervising teachers, creating an appropriate environment for both teacher development and effective student learning and ensuring the curriculum is implemented well in that particular context (Smith & Andrews, 1989). To be qualified instructional leaders and accomplish an effective, good functioning supervision system, school principals need to share their power with teachers by allocating time, effort and

knowledge for supervision (Blase & Blase, 1999). Additionally, school principals, as instructional leaders, should possess necessary qualifications and attributes such as communication skills which involve attentive listening, being open, objective and constructive, and supportive skills which involve the ability of identifying when support is needed and offering the required support (Nwogu, 1980). Nwogu (1980) further indicates that, especially in the developing countries, where supervisors supervise subjects that they are not academically competent, the practice fails to be effective. Therefore, to achieve the stated aims above and gain the necessary qualifications and attributes, scholars (Ibara, 2013; Kalule & Bouchamma, 2014) state that supervisors should undergo pre-service and in-service training.

Instructional supervision has evolved from a top-down control model that aims to assess the effectiveness of teaching by following a procedure based on hierarchy, inspection, rules and regulations (Glickman, 1990). Through time, however, professional development has become the main goal, which also aims to encourage teachers to actively participate in the supervision process (Glickman, 1990). Stating that professional development and instructional supervision should go hand in hand, Sergiovanni and Starratt (2002) view instructional supervision as "helping to increase the opportunity and capacity of teachers and schools to contribute more effectively towards students' academic success" (p. 6). The main goal of instructional supervision, thus, is to facilitate professional development by continuously assisting and guiding teachers to set and achieve their goals to improve the quality of teaching therefore learning outcomes (Sullivan & Glanz, 2000). Instructional supervision, serving as a support service for teachers, aims to help teachers improve their teaching skills through professional dialogue and equal participation in the process (Kayaoglu, 2012). That is why, according to Zepeda (2007), clinical supervision models serve as tools for making improvements in instructional supervision.

Types of Teacher Supervision

Wallace (1991) mentions two different types of supervision, namely general supervision and clinical supervision, the former of which is more concerned with administrative,

and out of class matters such as curriculum, syllabus and management issues, both in and out of the school, while the latter is mainly concerned with what goes on in the classroom. As the focus of this study is concerned with the latter, clinical supervision will be elaborated on in detail next.

Clinical Supervision

Cogan (1973) defines clinical supervision as "… the rationale and practice designed to improve the teachers' classroom performance" (p.9), which is, as Mosher and Purpel (1972) state, based on a process that requires "planning for, observation, analysis and treatment of the teacher`s classroom performance" (p. 78). Scholars have proposed different supervision models that have basically derived from Goldhammer's (1969) model of clinical supervision and have emphasised the necessity of collaboration, interactivity, democracy, openness, objectivity and intimacy, by placing teachers' needs and deeds at the centre of the process for efficiency of the supervision.

Freeman`s (1982) Model

Freeman (1982) proposes three approaches for supervising in-service teachers: the supervisory approach, the alternatives approach and the non-directive approach. In the supervisory approach, supervisors are regarded as experts who give prescriptive advice to teachers on how best to teach a lesson. In the non-directive supervision, supervisors function as an "understander", by listening in a non-judgemental way while teachers explain their teaching during the class. The alternatives option is a process in which supervisors suggest alternative ways to teachers with the aim of helping them to discover other ways to practice their teaching. The main difference between these three supervision approaches is about power. The supervisory option gives little, or no, power to teachers in determining issues, while teachers have power to an extent to lead the discussion and make decisions with the non-directive option. Freeman (1982) views the alternatives option as being the best-balanced supervision approach, as teachers and supervisors negotiate jointly concerning the issues, to determine the subsequent remedial actions.

Pajak (2001), agreeing with Freeman (1982), indicates that effective clinical supervision is grounded on two main pillars: equity and ongoing collegial dialogue between teachers and supervisors. As such, through a more indirect approach, stakeholders gain the opportunity to share and shift the power during the process (Bush, 2009).

Gebhard`s (1984) Model

Influenced by Freeman (1982), Gebhard (1984) introduces five models of supervision: directive supervision, alternative supervision, collaborative supervision, non-directive supervision and creative supervision. In directive supervision (equivalent to supervisory approach), supervisors' roles are to direct and inform teachers and to evaluate them according to the target behaviours. However, in this kind of supervision, having no agreement on how to define "good teaching", teachers can experience stress and low self-esteem. In alternative supervision, supervisors provide teachers with alternatives to what they usually do in the classroom (equivalent to alternatives approach). The purpose of suggesting alternatives is to help teachers broaden their scope of teaching, which, according to Freeman (1982), is only possible if supervisors do not favour a specific alternative and do not judge teachers because of their way of teaching. Supervisors' role in collaborative supervision is to work with teachers, without attempting to direct them. In order to establish such an atmosphere, supervisors negotiate with teachers about making decisions, which Cogan (1973) supports in stating that teaching is a problem-solving process that always requires the sharing of ideas between teachers and supervisors. In non-directive supervision (equivalent to Freeman's (1982) non-directive approach), supervisors' role is mainly to understand teachers, by providing them with the freedom to express and clarify their ideas and feelings. The creative model of supervision is believed to bring freedom to the supervision process, by providing supervisors with options of combining different supervisory models, shifting the responsibility from supervisors to other sources and bringing different sources to the supervision process that may not be found in any of the models. Gebhard (1984) advocates the efficacy of the creative model, as working with one model can be limiting and may not address the needs. Later, in 1990, Gebhard adds a sixth model;

self-help-explorative supervision. Here, the role of supervisors is different to the other models, as the aim is to encourage teachers to self-explore (Gebhard, 1990).

Wallace`s (1991) Model

Wallace (1991) categorises teacher supervision into two broad approaches, namely the prescriptive approach and the collaborative approach. In the prescriptive approach, supervisors are regarded as the authority having the only source of expertise. They make judgements and evaluations as they are assumed to know how a lesson should be taught. During the process, supervisors preserve their authority by being the only one who talks, while teachers are expected to listen. In the collaborative approach, however, supervisors act as colleagues, rather than an authority. Supervisors understand and share their expertise with teachers. In order to encourage teachers to develop autonomy through analysis and self-evaluation, supervisors listen by having no kind of blueprint about the lesson.

As can be inferred from the characteristics of the prescriptive approach, it is not "the teachers' agendas, issues and concerns that are focused on, but, rather, those of someone within the administrative, or bureaucratic, hierarchy" (Smyth, 1986, p.60 as cited in Wallace, 1991). Yet, some scholars give a place to prescriptive supervision. Copeland (1982 as cited in Wallace, 1991) believes that some teachers may need to be told how to teach, especially if they are novices. Although Gebhard (1984) claims that a more collaborative approach should be implemented, Freeman (1982) states that the model of supervision should be chosen according to teachers' needs and adds that, in some situations, the prescriptive approach meets these needs. Moreover, in some countries, supervisors may not be regarded as qualified unless they direct teachers (Gebhard, 1984). Based on the discussion above, it can be inferred that no consensus has been reached relating to what a supervisor should do, or what supervision should be. (Daresh, 2001).

The Cycle of Clinical Supervision

In order to achieve effective teacher supervision, according to Cogan (1973, p.11, 12), eight phases should be followed:

> Phase 1: Establishing the teacher-supervisor relationship.
>
> Phase 2: Planning with the teacher.
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> Phase 3: Planning the strategy of observation.
>
> Phase 4: Observing instruction.
>
> Phase 5: Analysing the teaching-learning process.
>
> Phase 6: Planning the strategy of the conference.
>
> Phase 7: The conference.
>
> Phase 8: Renewed planning.

However, Cogan (1973) acknowledges that these phases can be time consuming to practice on a regular basis, which makes them more difficult implement in all contexts. Acheson and Gall (1992) categorise Cogan`s phases as three main stages; the pre-observation meeting, the observation itself and the post-observation conference. In the pre-observation meeting, the goals are set and the context for the classroom visit is negotiated (Acheson & Gall, 1992). Following the observation stage, the post-observation conference serves as a platform to analyse the weaknesses and strengths and possible proposals for improvement are presented (Acheson & Gall, 1992).

In the light of the revised literature, this study explores ELT teachers` and school principals` perspectives regarding teacher supervision, as the observed and the observer of the process. This is particularly important, as Kumaravadivelu (2012) claims, the experiences and expectations can vary between these stakeholders. The research questions are:

- What are the perspectives of both English teachers and school principals regarding the supervisory process?

- How do the observation forms reflect the actual supervisory process?

METHOD

Research Context

This study adopted a qualitative approach as the purpose was to gain an understanding of how the teacher supervisory process is carried out in Turkey, and what ELT teachers and school principals think about it. 3 public schools were selected, and the sampling of the schools was purposive as different levels of public schools were targeted (a high school, a secondary school and a primary school). The reason behind this was that each case is unique and therefore focusing on different settings could provide detailed information about each setting (Yin, 2009). Also, the schools were selected according to whether teacher supervision was carried out by the school principal, and whether ELT teachers in those school was observed by the current school principal. The school principals in Turkey normally have managerial and instructional responsibilities within their school contexts, and they are expected to carry out teacher supervision twice a year. However, teacher supervision in Turkey seems to be grounded on a hierarchical way, by giving school principals authority and power to decide on when to do the classroom visit and what to look at during that visit. Additionally, school principals in Turkey often do not carry out pre- or post-visit meetings. Therefore, teachers in Turkey may not find the opportunity to be involved in the process and they may have little power to talk about their needs and expectations. This seems to typify a traditional approach to teacher supervision as explained previously.

Participants

Two ELT teachers and a school principal were interviewed from each school unit (making 6 ELT teachers and 3 school principals in total). The sampling was purposive for the participants as well, as they were chosen on the basis of having experience of teacher supervision in their current workplace. Five of the ELT teachers were graduates of English language teaching, while one studied English language and literature. And

two of the school principals studied primary school teaching, while one studied history teaching for their bachelor`s degree. The participants differed from each other in terms of their experience and age. Table 1 shows information about the participants` demographics.

Table 1. Demographics of the Participants

PRIMARY SCHOOL

Participant	Gender	Age	Years of experience	Major
P 1	Male	51	28	Primary School Teaching
T 1	Female	38	16	English Language Teaching
T 2	Female	38	15	English Language Teaching

SECONDARY SCHOOL

Participant	Gender	Age	Years of experience	Major
P 2	Male	45	13	Primary School Teaching
T 3	Male	30	6	English Language and Literature
T 4	Female	28	5	English Language Teaching

HIGH SCHOOL

Participant	Gender	Age	Years of experience	Major
P 3	Male	51	24	History Teaching
T 5	Male	31	9	English Language Teaching
T 6	Male	28	4	English Language Teaching

Data Collection Instruments

First, semi-structured interviews were employed to answer the first research question, where the teachers and the school principals were asked, for example, to reflect back on their supervisory experience and provide details, and explain what they think could make the supervisory experience more effective, which allowed me to obtain similarities and differences between their perspectives, definitions, meanings and constructions regarding teacher supervision. And, to answer the second research question, the observation forms which had been filled out by the school principals during the while-observation stage were collected to be analysed, which later served as a valuable source to supplement and double check the validity of the data gathered from the semi-structured interviews. Also, an initial pilot study was carried out to refine the interview process and the data analysis approach, and the participants were consulted for the respondent validation to verify the clarity of the interview transcripts. And, triangulating the data collection tools helped to ensure the validity of the data as well (Gray, 2014). Additionally, I reported the theoretical approach underpinning the study, provided details about the chosen methods, disclosed the results from the participants` perspectives, all of which contributed to the reliability of the study (Silverman, 2013).

Data Analysis

Thematic analysis was used for the data gathered from the semi-structured interviews. During the analysis, the steps that Braun and Clarke (2006) suggest were followed, which are familiarising oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming the themes and producing the report. Then, I created a table of codes for each school unit, to understand the differences and similarities between the school units, and modified the codes later to explain all schools. After coding the interview data, I carried out content analysis for the observation forms to determine how the teacher supervisory process explained by the participants reflected the actual process that was reflected on the observation form. Also, intercoder reliability helped to ensure a reliable and consistent coding process. All interviews were carried

out in Turkish, then translated into English. They lasted around 40 minutes on average, and took place in the selected schools.

Ethical Considerations

All participants were informed about the study and asked to sign the consent form for being interviewed and being recorded throughout the interviews. The consent form included information about the study, what was expected from the participants during the interviews, the issues related to the participants` confidentiality and anonymity, and their right to withdraw from the study if they wished to do so. As the school principals did not speak English, they were given a Turkish version of the consent form. All names were replaced with pseudonyms to protect the participants` anonymity and confidentiality. And, I was careful while presenting the findings to ensure that the participants were not identifiable or identified. Before approaching the participants, the gatekeepers, who, in this case, were the local authorities, were approached first to gain the required permission to carry out the study in the schools. Ethical approval was gained for this study on 26.04.2016 from the University of Edinburgh, Scotland, UK (Appendix A).

RESULTS AND DISCUSSION

Five main themes, with sub-themes, emerged from the analysis of the interview data and the observation forms. The themes are; teacher supervision is not grounded on a well-planned process, supervision cycle lacks the pre-meeting phase, school principals are regarded as the ultimate authority, school principals are not qualified enough to supervise ELT teachers, and the official teacher supervision guidelines lack sufficient information. Next, each theme will be elaborated with examples from the data, and then that theme will be discussed in relation to the relevant literature.

Teacher supervision is not grounded on a well-planned process.

All teachers reported that the teacher supervision is not grounded on a well-thought process, and pointed out two possible reasons for that.

Just a formality

They indicated that the school principals conducted teacher supervision not to contribute to professional development, but to meet the number of mandatory supervisory visits stated in the official guidelines. According to the teachers, the school principals, by conducting classroom supervision and filling out the observation forms that are checked by the MEB inspectors on annual school visits, could verify that they were fulfilling their duties. Teacher 1 (T1) explains;

> *On the paper, they (school principals) have to supervise teachers. Having done the supervision, they can say that they have fulfilled their duties when they are inspected.*

In this way, the teacher supervision process tends to function as a formality, rather than an opportunity for professional development.

Product-oriented

All participants agreed that a set class time is not enough to achieve an effective supervision process, a 45-minute class would not be enough to make meaningful judgements, and that a long-term supervision practice that includes more than one cycle and a deep classroom analysis should be implemented. ELT teachers reported that, rather than focusing on a single classroom and making judgements based on that particular class, a process that focuses on the big picture that takes into consideration factors affecting the teaching and learning environment would be more helpful. T5 elaborates that:

> *For example, teachers may not feel well that day, students may not be good enough or teachers may have some personal problems that day. So, it is hard to make any meaningful decisions based on just one day. .... Principals should do classroom supervision on a large-scale by including several factors. Teachers, students, learning environment, curriculums, textbooks and families should be taken into consideration all together, rather than focusing on just the students and the teachers.*

These examples suggest that school principals conduct classroom supervision merely to meet the official requirements, without carefully planning or even realising the importance of the practice. Regarding the meaning attributed to teacher supervision, the

findings align with Minnear-Peplinski (2009). In Turkey, as in the USA, teacher supervision is viewed as a short-term process that involves observing teachers once or twice a year in a forty-five minute timeframe, checking the items on the criteria and making some comments about the quality of the lesson (Minnear-Peplinski, 2009). However, Marshall (2009) claims that such a practice has an out-dated traditional inspectorial mode, which is, according to Zepeda (2002), a "hollow ritual".

Pajak (2001) argues that, if teacher supervision is conducted in the format of monitoring externally, focusing on the expectations from the teachers regarding the learning outcomes, then it carries the risk of being a threat to the relationship between teachers and students and teachers` commitment to the job of teaching. A supervision process that does not take into consideration structural characteristics of schools and psychological situations of students and teachers can negatively affect the efficiency of the supervision process (Ugurlu, 2014). To have a well-functioning, efficient teacher supervision process that enhances teacher development, a process oriented approach that consists of cycles and takes into consideration all factors affecting the learning and teaching environment should be adopted (Zepeda, 2002).

Supervision cycle lacks the pre-meeting phase.

All participants acknowledged that no pre-meeting was held before the observation stage, which was also reflected on the observation forms. Although the observation forms mentioned the while-stage, including the criteria to be checked during the observation, and the post-stage, including comments made based on those criteria, no information was found relating to the pre- stage. Interestingly, the principals indicated that they believed a pre-meeting was unnecessary to negotiate the setting, as the first classroom visit in the school would serve as an announcement, therefore other teachers would be notified. They added that negotiating the aspects to be observed was also unnecessary, as the teachers already knew what documents to prepare. P2 explains:

> *In the beginning of the year, at the beginning of the term meeting, I hand out a paper which includes the required documents that teachers are supposed to*

> *prepare and the curriculum issues that they are supposed to follow. They already know what to do about what.*

The classroom supervision was, thus, conducted unannounced. Although the principals favoured this, according to the teachers having no meeting prior to the observation stage created problems.

Not based on teachers` needs

The criteria for classroom supervision were already set and standard for all teachers, regardless of their fields, needs and expectations, which was indicated by all participants and confirmed by the observation forms. The purpose of the supervision was to check if the students participated in the lesson, if the teachers had prepared all necessary documents, if the teachers could implement technology into their lessons and if the teachers had general classroom management skills. P2 elaborates the criteria as:

> *First of all, we check if the teacher does any kind of prior preparation before the class. How do we understand that? We check the curriculum to see if the teacher is following it. We check if the curriculum and the daily plans are consistent. Additionally, the students` success is important. So, we try to see if the techniques and methods the teacher is using are appropriate for their level. At the same time, we take into consideration the relationship between the teacher and the students. During the class, the teacher should make the students participate in the lesson. So, we check if the teacher can achieve that, how many students participate in the lesson and if the students can answer the questions.*

No clear aims

The teachers agreed that not negotiating the aim of the supervision could negatively affect the relationship between teachers and school principals. Not discussing the aims could lead to suspicion, by questioning school principals` intentions, as some do tend to take advantage of their power to judge teachers based on their lifestyles and even political stances. To avoid this, the teachers underlined the importance of having a discussion to set objective aims. T2 explains this:

> *I believe that the classroom supervision is used as a warning for teachers. If the principal is obsessed with teachers` political stance or their clothes, he*

gives priority to his personal animosity by not thinking in a professional or objective way and he ends up using classroom supervision as a way to threaten that teacher. ... The administration should negotiate with the teacher during the whole process. They should make the aims clear by explaining the reason why such a practice is to be done and the criteria should be set through mutual negotiation. It can be achieved through communication. The supervision should be done to serve some particular and clear aims and teachers have to be aware of these aims, so that no hidden intent or question marks about the supervision process can be mentioned. As long as there are clear aims and goodwill, the result will be good as well.

These findings indicate that the school principals carry out the classroom supervision in the format of "surprise visits" (Zepeda, 2002), without prior arrangement or notification. The principals, thus, as in Kalule and Bouchamma (2014), prefer to practise only two stages of the cycle; however, this study differs from Kalule and Bouchamma (2014) as the school principals in their study omitted the post-conference stage, instead of the pre-meeting stage. In terms of skipping the pre-meeting before the observation stage, the findings of this study are in alignment with Firinciogullari Bige and Yengin Sarpkaya (2015), which was also conducted in Turkey.

Although Marshall (2009) favours surprise visits, by stating that teachers` performance cannot be regarded as being representative when they are notified prior to an observation, Rooney (2005) disagrees by claiming that the unannounced, mandatory visits cannot contribute to teachers and therefore the date, issues to be observed and the length, or the cycle of the supervision should be negotiated in order to achieve an effective teacher supervision process. Additionally, Acheson and Gall (2003) warn that skipping one of the stages in the cycle carries the risk of teachers` having negative attitudes towards the supervision and creating uncertainty regarding the relevance of the supervision results in relation to the development of the teaching practice.

The findings in this study also show that the criteria for observation was already set and standard for all teachers, without taking into account their needs and expectations. Not having any prior meeting prevents teachers from voicing their needs and expectations (Zepeda, 2002). However, each teacher is an individual and in need of different things and, hence, supervisors should be sensitive to teacher`s individual style, needs and

values (Pajak, 2001), by adopting a repertoire of supervisory strategies to meet the teachers` needs (Reinhartz & Beach, 1987). Additionally, Zepeda (2002) emphasises the importance of having clear aims, to be able to make objective judgements, through which a formative supervisory process could be achieved. This brings out the necessity of teachers` full participation in the supervision process. Sergiovanni and Starratt (2002) argues that "teachers should be involved from planning to post observation issues, since they are the people directly affected by it." (p.95). Only through such a practice, a process that is grounded on equity and collegial dialogue can be achieved (Pajak, 2001), which can enhance in-service teachers` professional growth (Tang & Chow, 2007).

School principals are regarded as the ultimate authority.

Both school principals and ELT teachers indicated that school principals have power and control over teachers. The school principals` age and year of experience seemed to be additional reasons for viewing them as experts. However, when the participants were asked about possible ways to improve the supervision process, the school principals and ELT teachers differed in terms of their expectations of the use of power. While the school principals believed a stricter procedure should be adopted, by giving them more power so that they can award or punish teachers based on their performance during the observation stage. P1 explains:

> *The school administration should be given more power when it comes to evaluating teachers` performance. Let`s imagine that a teacher does something bad that affects the flow of education, we don`t have any power to do something about that. But, if such things like changing teachers` schools according to their classroom performance are implemented, the classroom supervision then becomes effective. For example, there are some teachers that I don`t want in my school, but unfortunately I can`t do anything about them.*

The teachers, on the other hand, complained about school principals` authoritative attitudes and patronising behaviour, which would prevent them from voicing themselves. Preferring a more collaborative approach based on mutual negotiation during the whole supervision process, all teachers stated that they wanted to take part in the process more actively. T2 expresses her feelings:

> *Since he is the principal, he thinks he can dogmatize the process. Sometimes, we can`t explain what we are really trying to do. We can`t say "I did this because of that". You can see he is unable to understand; you can see that in his eyes. He hears what you say, but does not get what you mean.*

Prescriptive advice

All participants stated that school principals` having more experience in teaching makes them experts about general classroom management issues. Although none of the school principals knew English, they argued that they were experienced enough to guide the ELT teachers, by prescribing how to improve their teaching. As such, the post-conference stage looked like a monologue, rather than a dialogue. P2 indicates as follows:

> She was new in our school, so when she started working here I told her that we as Turkish people had problems in learning English. I told her "Don`t worry about the curriculum, don`t do anything for two months. Teach some songs, play some games with the students. Show them how daily life conversation occurs if you can. But don`t forget that they should like you first to like English. After following these steps, you can start to follow the curriculum." She said she wouldn`t do that since she was worried about the curriculum. But I said "No, this is the way you will take."

Frustration

An overall agreement among the teachers indicated that the supervision was a frustrating and intimidating process, as the school principals used their power to evaluate teachers` general classroom management skills and teaching ability. Therefore, not surprisingly, the teachers felt that the main idea behind teacher supervision was not professional development, but the school principals` showing off their power by implying that the teachers have to obey the rules. T4 explains as:

> It is most probably done in order to discipline and to intimidate teachers by implying that they are under observation all the time.

These findings show that the approach adopted in Turkey for teacher supervision is grounded on the traditional way and carries the characteristics of Freeman`s (1982) supervisory approach, Gebhard`s (1984) directive supervision and Wallace`s (1991)

prescriptive approach. In this regard, this study aligns with Campbell (2013), Kalule and Bouchamma (2014) and Ugurlu (2014). Such a practice, however, can be autocratic as principals see themselves as the highest official chain of command, which directly stops the power from becoming a shared element during the process. Additionally, supervision with a focus on power and control instils fear in teachers because of supervisors` judgemental and forceful attitudes (Tang & Chow, 2007). As such, supervisors` focus on power, their authoritative language, the use of supervision as a psychological pressure may even have a destructive effect on the supervision process and affect the meaning attributed to supervision (Ibara, 2013).

The school principals in this study believed that they could identify good teaching based on the teachers` performance, as for some, good teaching means learning has taken place (Gebhard, 1984). However, teacher supervision should not be about defining what good teaching is, but it is about staying objective in perspective and criticism of teaching with a focus on capitalising teachers` strengths, compensating for their weaknesses and helping them achieve a better teaching style, all of which can be achieved only through a collaborative approach (Anuna, 2004). Similar to Chen and Cheng (2013), the ELT teachers in this study favoured a more collaborative approach. This requires school principals to divorce themselves from performing the role of a judger or an evaluator (Pajak, 2001), and to create an atmosphere grounded on a warm, trusting, emphatic and non-judgemental relationship (Anuna, 2004).

Through a collaborative supervision, teachers can get the opportunity to voice themselves more easily, with the help of a two-channel, successful conversation (Rooney, 2005; Tang & Chow, 2007). In this way, teachers can develop important evaluative skills, such as analysing their own teaching, making comments on it and defining problems, seeking solutions, and eventually setting targets for improvement (Tang & Chow, 2007).

Principals are not qualified enough to supervise ELT teachers.

All principals reported feeling more effective and comfortable with supervising teachers from the same field, compared to ELT teachers. The teachers, agreeing, found the school principals` feedback about teaching English inefficient and invaluable, as the school principals did not know much about ELT. They indicated that school principals should receive training so that they could understand the problems ELT teachers face in their daily work life. Additionally, one of the ELT teachers argued that school principals should have the leadership characteristics to supervise teachers, to run a school well and to facilitate teacher and student improvement, which cannot be achieved by just being experienced. T2 explains that:

> *Experience does not mean everything. With the new generation, teachers are more sophisticated in using technology and everything. There should be a supervision process for sure, but only if principals have some special characteristics such as leadership. Then, a healthier and a more efficient supervision process can be achieved.*

These findings show that the ELT teachers did not view the school principals qualified enough. The school principals` lack of knowledge in ELT seemed to be an obstacle in the supervision process, which aligns with other studies in the literature (Rehman & Al-Bargi, 2014; Firinciogullari Bige & Yengin Sarpkaya, 2015). Though it may not always be possible to assign principals from the same field with teachers, for supervision, principals can still conduct an efficient supervision process, foster teacher development and, consequently, increase the quality of education by having specific characteristics and performing the role of an instructional leader (Kowalski & Brunner, 2005). Teachers need a dynamic supervision process and supportive principals (Rooney, 1993), therefore, no matter who is assigned to teacher supervision, that person should invest time and effort to make valid judgements, and learn the knowledge of the subject matter (Nelson & Sassi, 2000).

The need for school principals to undertake training courses aligns with Celebi (2010) and Rehman and Al-Bargi (2014). Isherwood (1983) advocates the efficiency of training stating that it may lead supervisors to changing their approach towards

supervision and teach them the necessary skills for conducting a better supervision process. Training can provide school principals with the opportunity of learning how to assist teachers, to hone their teaching skills and abilities, and how to give effective and meaningful feedback that can help teachers develop better ways of solving problems and reviewing their own teaching way (Sergiovanni & Starratt, 2007). Principals could then become eligible instructional leaders who can create an environment where teachers feel encouraged to plan new teaching ways, test and revise them (Isherwood, 1983).

The official teacher supervision guidelines lack sufficient information.

The participants indicated that the information provided by MEB regarding the teacher supervision process is too brief and superficial and does not explain how to carry out the process. Thus, although the school principals claimed that they set the criteria in the observation forms based on the official guidelines, the practice seems to vary according to school principals` interpretation of the guidelines.

Although the official observation form gives school principals the right of evaluating and grading teachers out of one hundred, the observation forms used by the school principals show that the aim attributed to supervision varied among the school principals. One of the observation forms had a total score part, while the others did not, which was also confirmed by the school principals, as two of them did not favour grading, while one supported the idea of evaluating teachers based on their classroom performance. The number and frequency of supervision visits, also, seemed to vary depending on the school principal. Although the official guidelines require at least two classroom supervisions per year, the participants reported that some school principals do not conduct any, which, according to them, is an obstacle to achieve fairness and justice.

As these indicate, MEB has not set a well-planned teacher supervision process, which results in school principals`, as the implementers of the regulation, having various interpretations regarding the frequency and aim of the supervision. Zepeda (2002)

argues that school principals should stay objective and carry out a fair process based on clear aims and formative feedback, to enhance teacher development. The ones who are assigned to the duty of supervision may have unpleasant responsibilities, such as giving negative feedback and ensuring that teachers adhere to the education and programme policy (Bailey, 2006). Even so, rather than as a platform to evaluate teachers, teacher supervision should serve as a process that ensures teacher development (Kalule and Bouchamma, 2014). Additionally, teacher supervision should be grounded on a continuous process that provides the opportunity for teachers to continuously expand their capacity to learn and to help learners (Moswela, 2010). In order to achieve this, a good amount of time and effort should be spent on the cycle of teacher supervision by involving the three stages: the plan of objectives, the observation phase and the analysis of the teaching (Moswela, 2010). As such, with an ongoing cycle of systematic planning, a process in which teachers and supervisors collaborate can be achieved (Anuna, 2004).

CONCLUSION

This study investigated ELT teachers` and school principals` perspectives regarding teacher supervision process in Turkey. The analysis of semi-structured interviews and observation forms showed that teacher supervision, in the selected school units. Was carried out in the traditional way and failed in leading to teacher growth. Five themes emerged from the data regarding the problems about teacher supervision process: teacher supervision is not grounded on a well-planned process, supervision cycle lacks the pre-meeting phase, school principals are regarded as the ultimate authority, principals are not qualified enough to supervise ELT teachers, and the official teacher supervision guidelines lack sufficient information.

As the study adopted a qualitative approach, generalisations to larger populations cannot be made. Still, this study helps to understand what ELT teachers and school principals think about the current teacher supervision process in Turkey and provides insights regarding the issues about this process. To help teachers benefit from teacher

supervision process, authorities need to revise the regulations and promote a more collaborative approach to teacher supervision in Turkey. And, school principals should be offered training before they engage in teacher supervision. School principals should understand the importance of teacher supervision and invest enough time and effort to make it a beneficial experience for teachers. Teachers ought to take responsibility of their development, and even though may not find teacher supervision beneficial, they should create their own learning opportunities through individual and collaborative opportunities.

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GENİŞ ÖZET

AMAÇ

Öğretmen denetimi, geleneksel olarak, öğretmenleri 45 dakikalık bir sınıf gözlemine dayalı olarak ölçmek ve değerlendirmek ve nasıl öğretecekleri konusunda önerilerde bulunmak amacıyla öğretmen değerlendirmesi olarak uygulanmıştır. Bu yaklaşım sadece denetmenlere yetki verip, onları uzman ve bir otorite olarak görürken öğretmenlerden söyleneni yapması beklenir ve bu nedenle öğretmenlerin denetim süreci boyunca çok sınırlıdır (veya hiç yoktur). Ancak bu yaklaşım, öğretmenlerin profesyonel olarak yetişmesine yardımcı olmadığı için birçok bilim insanı tarafından eleştirilmiştir. Bu nedenle, farklı bilim adamları tarafından daha demokratik ve eşitlikçi görünen daha işbirlikçi yaklaşımlar önerilmiştir ki bu yaklaşımlar, öğretmenlere işyerlerinde ihtiyaç duyabilecekleri desteği sağlamaktadır. Bu modeller, öğretmenlerin ihtiyaç ve beklentilerini merkeze alır ve öğretmenlerin öğretimlerinin kalitesini daha iyi hâle getirmelerine yardımcı olmayı amaçlar, bu da nihayetinde öğrenme çıktılarını etkiler. Türkiye'de ise öğretmen denetim yaklaşımının geleneksel yaklaşımı temel aldığı görülmektedir ve öğretmen denetimini yürütmek okul müdürlerine düşmektedir. Bu çalışma, İngilizce (ELT) öğretmenleri (ELT) ve okul müdürlerinin Türkiye'deki mevcut denetim süreci hakkında ne düşündüklerini araştırmaktadır. Araştırma soruları şunlardır; 1) Denetim sürecine hem İngilizce öğretmenlerinin hem de okul müdürlerinin bakış açıları nelerdir?, 2) Gözlem formları gerçek süreci nasıl yansıtmaktadır?

YÖNTEM

Okul birimi olarak bir ilkokul, bir ortaokul ve bir lise olmak üzere üç farklı okul seçilmiş ve örneklemi 6 İngilizce öğretmeni ve 3 okul müdürü (2 İngilizce öğretmeni ve her okul biriminden bir okul müdürü) oluşturmuştur. Denetim sürecine ilişkin bakış açılarını anlamak için katılımcılarla yarı yapılandırılmış görüşmeler yapılmış ve denetim sürecinin gerçekte nasıl gerçekleştiğini anlamak için okul öğretmenleri tarafından gözlem aşamasında doldurulan gözlem formları da analiz edilmiştir. Yarı yapılandırılmış görüşmelerden elde edilen veriler için tematik analiz yapılmış ve verilerden her biri denetim sürecine ilişkin bir problemi vurgulayan beş tema ortaya çıkmıştır. Bunlar; öğretmen denetimi iyi planlanmış bir sürece dayanmamaktadır, denetim döngüsü toplantı öncesi aşamadan yoksundur, okul müdürleri nihai otorite olarak kabul edilmektedir, müdürler İngilizce öğretimi öğretmenlerini denetlemek için yeterli niteliklere sahip değildir ve resmi öğretmen denetim yönergeleri yeterli bilgiden yoksundur.

BULGULAR VE TARTIŞMA

Bulgular, Türkiye'de öğretmen denetiminin, değerlendirici ve yargılayıcı bir yapıya sahip hiyerarşik bir süreç olarak görüldüğünü ve dolayısıyla öğretmen gelişimine yol açmadığı için geleneksel bir şekilde temellendirildiğini göstermiştir. Görüşme öncesi buluşma pratiğe dökülmediği için, denetim süreci çoğunlukla sürpriz ziyaretler şeklinde gerçekleşmiş ve öğretmenlerin ihtiyaçları dikkate alınmamıştır. Okul müdürleri, İngilizce bilmedikleri için, İngilizce öğretmenlerini denetleme konusunda yetersiz bulunmuşlardır. Ayrıca denetim sürecine ilişkin resmi düzenlemede netlik olmaması nedeniyle denetim sürecinin okul müdürlerine göre farklılık gösterdiği tespit edilmiştir.

Bu çalışma, gözlemcinin (okul müdürlerinin) ve gözlemlenenlerin (İngilizce öğretmenleri) denetim sürecine bakış açılarını da içerecek şekilde Türkiye'de öğretmen denetiminin gerçekte nasıl gerçekleştiğine ışık tutmaktadır. Çalışma, Türkiye'deki denetim sürecine ilişkin konulara ilişkin içgörü sağladığı için, yetkililerin düzenlemeleri netleştirmeleri, öğretmen denetimine yönelik daha işbirlikçi bir yaklaşımı teşvik etmeleri ve okul müdürlerine eğitim sunmaları konusunda; okul müdürlerinin öğretmen denetiminin önemini anlamaları ve denetim sürecini daha yararlı hâle getirmek için zaman ve çaba harcamaları konusunda ve öğretmenlerin kendi öğrenme süreçlerinin sorumluluğunu almaları, bireysel ve toplu gelişim fırsatlarından yararlanmaları konusunda çıkarımlar sunmaktadır.

Appendix A.

University of Edinburgh

MORAY HOUSE SCHOOL OF EDUCATION ETHICS COMMITTEE
Student Application Form
(This form is for completion electronically)

PROCEDURE FOR ETHICAL APPROVAL

This form should be used for all research carried out by postgraduate students under the auspices of Moray House School of Education. A four-tier system of ethical approval has been developed, as explained in Section 2 on page 2.

This form should be completed by all Postgraduate students (taught or research degree) prior to research commencing. It should be completed in consultation with your main dissertation/thesis supervisor. The final version should be signed by the student and the supervisor and both should retain a copy. A revised form should be submitted if the nature of the research changes significantly during the period of study.

If the research is assessed at Level 0 or Level 1 the form need not be processed by the Moray House Ethics Committee. However a copy of the completed form should be sent to Shona Cunningham, Research Secretary at RKE Office (shona.cunningham@education.ed.ac.uk) for auditing purposes. If the research is considered to be at Level 2 or Level 3 (see Section 2) the application must be sent to Shona Cunningham who will arrange for it to be reviewed by the Moray House Ethics Committee.

(Please note that those students undertaking the Strength & Conditioning MSc and the MSc Performance Psychology should submit applications to the Programme Director of their course rather than the Ethics Committee). Postgraduate research students should also submit a completed application form to their first year board.

Research should not commence until the supervisor(s) and, where necessary, the Ethics Committee have approved the ethics application.

SECTION 1: STUDENT & PROJECT DETAILS
1.1 Student name: Zeynep Butun

1.2 Programme: MSc TESOL

1.3 Supervisor(s): Jite Eferakorho

1.4 Institute: Moray School of Education, The University of Edinburgh

1.5 Title of Research Project: English Teachers` and School Principals` Perspectives Regarding Supervisory Process: A Study of Three Cases

1.6 Proposed research start date: 26.04.2016

1.7 Project duration: 3 Months

SECTION 2: ETHICS CATEGORY & GUIDANCE
2.1 Please tick the box which best describes your proposed research study:

Level 0: your research project is completely desk-based, i.e. does not involve participants.

Level 1: covers research with participants that is 'non-problematic', i.e. the likelihood of physical or emotional risk to the participants is minimal. This may include, for example, analysis of archived data, classroom observation, or questionnaires on topics that are not generally considered 'sensitive'. This research can involve children or young people, if the likelihood of risk to them is minimal.   [X]

Level 2: covers novel procedures, topics of a more sensitive nature, or the use of atypical participant groups — usually projects in which ethical issues might require more detailed consideration but are unlikely to prove problematic.

Level 3: applies to research which is potentially problematic in that it may incorporate an inherent physical or emotional risk to participants.

2.2 Ethical guidelines followed (tick all that apply):
British Educational Research Association (BERA)   X
British Sociological Association (BSA)   ☐
British Psychological Society (BPS)   ☐
The British Association of Sport and Exercise Sciences (BASES)   ☐
Other *(please write in)*   ☐

2.3 Does the project require the approval of any other institution and/or ethics committee?

          YES X   NO ☐

If YES, give details and indicate the status of the application at each other institution or ethics committee (i.e. submitted, approved, deferred, rejected).

The research is done in Turkey and the participants are English teachers and school principals in three public schools in a city. In order to access the selected schools, the researcher has to grant permission from the Provincial Directorate of National Education. A request to carry out the research is done and the research is approved.

SECTION 3: DESCRIPTION OF THE RESEARCH

Please provide a brief description (no more than 500 words) of your research. This should include, as appropriate, the aims and objectives of the study, the research question and/or hypothesis to be investigated, details of the sample, and data collection methods.

This study aims to explore the perspectives of the English teachers and the school principals regarding the supervisory process implemented in Turkey.

The research questions;
3. What are the English teachers' and the principals' perspectives regarding the supervisory process?
4. How do the observation forms reflect the actual process?

Multiple case studies are carried out with two English teachers and a principal from each school, which in total makes six English teachers and three school principals. Semi-structure interviews and document analysis are carried out to answer the research questions.

If your project is 'Level 0' please go now to Section 8

SECTION 4: PARTICIPANTS

4.1 How many participants do you intend to include in the research?
9

4.2 What criteria will be used in deciding on the inclusion and exclusion of participants in the study?
Experience of supervision, diversity in gender

4.2 How will the sample be recruited?
The researcher will explain the purpose of the research and invite participants to take part in the study.

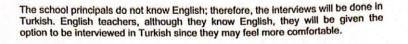4.4 Will participants receive any financial or other material benefits because of participation?

YES☐☐   NO X

If YES, what benefits will be offered to participants and why?

4.5 Are any participants likely to experience difficulties in participating fully in
the study? (e.g. due to age, knowledge of English language, physical ability, additional support needs etc).

YES☐X   NO

If YES, please outline the nature of this issue, and explain how participants will be supported to participate:

The school principals do not know English; therefore, the interviews will be done in Turkish. English teachers, although they know English, they will be given the option to be interviewed in Turkish since they may feel more comfortable.

SECTION 5: POTENTIAL RISKS TO PARTICIPANTS/RESEARCHER

5.1 Could the research induce any psychological stress or discomfort in the participants?   YES☐☐   NO X

If YES, state the nature of the risk and what measures will be taken to deal with such problems.

5.2 Does the research require any physically invasive or potentially physically harmful procedures?   YES☐☐   NO X

If YES, give details and outline procedures to be put in place to deal with potential problems.

5.3 Does the research involve the investigation of any illegal behaviors?
                                                                         YES☐☐   NO X

If YES, give details.

5.4 Is it possible that this research will lead to the disclosure of information about child abuse or neglect?
                                                                         YES☐☐   NO X

If YES, indicate the likelihood of such disclosure and your proposed response to this. If there is a real risk of such disclosure triggering an obligation to make a report to Police, Social Work or other authorities, a warning to this effect must be included in the Information and Consent documents.

5.5 Is there any purpose to which the research findings could be put that could adversely affect participants?
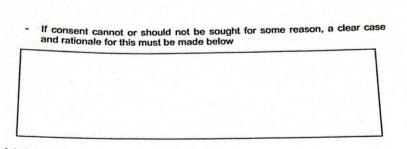   YES☐☐   NO X

If YES, describe the potential risk for participants of this use of the data. Outline any steps that will be taken to protect participants.

5.6 Could this research adversely affect participants in any other way?
     YES☐☐ NO X

If YES, give details and outline procedures to be put in place to deal with such problems.

5.7 Could this research adversely affect members of particular groups of people?

                                                                         YES☐☐   NO X

- If consent cannot or should not be sought for some reason, a clear case and rationale for this must be made below

Administrative consent may be deemed sufficient:

a)   for studies where the data collection involves aggregated (not individual) statistical information and where the collection of data presents:

  (i)   no invasion of privacy;
  (ii) no potential social or emotional risks:

b)   for studies which focus on the development and evaluation of curriculum materials, resources, guidelines, test items, or programme evaluations rather than the study, observation, and evaluation of individuals.

6.2   Will administrative consent (e.g. from a headteacher) be obtained in lieu of participants' consent?   YES ☐   NO X

If YES, explain why individual consent is not considered necessary.

6.3   Might any potential participants find it difficult to provide/withhold ongoing informed consent? (e.g. due to age, knowledge of English language, additional support needs, student/professional/dependent relationship with the researcher etc).

                                                                      YES ☐X   NO ☐

If YES, please outline the nature of this issue, and explain how participants will be supported during the ongoing consent process:
Since the school principals do not know English, they will be provided with a consent form written in Turkish.

If NO, give reasons.

SECTION 7: RESEARCH INVOLVING CHILDREN/VULNERABLE ADULTS
Complete this section only if your research involves minors, (i.e. individuals who are less than 18 years) or vulnerable adults.

7.1 All researchers who plan to work directly with children and vulnerable adults should obtain application forms from the Protecting Vulnerable Groups Scheme (PVG Scheme) See http://www.disclosurescotland.co.uk/apply/

Have you obtained the necessary, up to date Disclosure Scotland Clearance?

YES ☐☐   NO ☐ AWAITING CLEARANCE ☐

7.2 In the case of minors participating in the research on an individual basis, will the consent or assent of parents be obtained?   YES☐☐   NO ☐

If YES, explain how this consent or assent will be obtained.

If NO, give reasons.

7.3 Will the consent or assent (at least verbal) of minors participating in the research on an individual basis be obtained?

         YES☐☐   NO ☐

If YES, explain how this consent or assent will be obtained.

If NO, give reasons.

SECTION 8: CONFIDENTIALITY AND HANDLING OF DATA

8.1 Will the research require the collection of personal information from e.g. universities, schools, employers, or other agencies about individuals without their direct consent?

         YES☐☐   NO X

If YES, state what information will be sought and why written consent for access to this information will not be obtained from the participants themselves.

8.2 Will any part of the research involving participants be audio/film/video taped or recorded using any other electronic medium?

         YES☐X   NO ☐

If YES, what medium is to be used and how will the recordings be used?
A recorder will be used during the interviews in order to transcribe.

8.3 Who will have access to the raw data from the research (record forms, documents, electronic media etc.)?
The researcher.

8.4   How will the confidentiality of data, including the identity of participants, be ensured?
The names of the participants will be kept anonymous.

8.5   Specify where/by whom the data files/audio/video tapes, etc. will be retained after the completion of the period of study, how long they will be retained and how they will eventually be disposed of. The data will be retained by the researcher.

8.6   How do you intend for the results of the research to be used?
The results will be used for thematic analysis, only for this research.

8.7   Will feedback of findings be given to participants?   YES☐X   NO ☐

If YES, how and when will this feedback be provided?
The participants will be asked for their e-mails, so after completing the research, the researcher will send them a brief summary of the findings.

8.8   Does your research concern groups which may be construed as terrorist or extremist?   YES☐☐ NO X

If YES please contact Shona Cunningham (s.cunningham@ed.ac.uk) to be sent a supplementary form you will need to complete

8.9   Will your research involve accessing material that could be   YES☐☐ NO X viewed as promoting terrorism or extremism?

If YES please contact Shona Cunningham (s.cunningham@ed.ac.uk) to be sent a supplementary form you will need to complete.

SECTION 9: CONFLICT OF INTEREST
The University has a 'Policy on the Conflict of Interest' (see:
http://www.docs.csg.ed.ac.uk/HumanResources/Policy/Conflict_of_Interest.pdf

An example of a conflict of interest is given as follows:

"compromising research objectivity or independence in return for financial or non-financial benefit for him/herself or for a relative or friend." (Policy on Conflict of Interest, University of Edinburgh, p. 3)

The policy also states that the responsibility for avoiding a conflict of interest, in the first instance, lies with the individual, but that potential conflicts of interest should always be disclosed, normally to the student supervisor, line manager or Head of Institute. Failure to disclose a conflict of interest or to cease involvement until the conflict has been resolved may result in disciplinary action.
9.1   Does your research involve a conflict of interest as outlined above   YES☐☐ NO X

If YES, give details.