

## Course Supervision And Teachers' Performance In Primary Schools In Turkey<sup>1</sup>

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### Türkiye'de İlköğretim Okullarında Ders Denetimi ve Öğretmen Performansı

#### Özet

Bu araştırmanın amacı maarif müfettişleri tarafından önceki yıllarda gerçekleştirilen ders denetimlerinin

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öğretmen performansındaki rolünü ortaya koymaktır. Araştırma nitel araştırma yöntemlerinden durum çalışması deseninde gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Katılımcıların belirlenmesinde amaçlı örnekleme yöntemlerinden ölçüt örnekleme ve kartopu örnekleme yöntemi kullanılmıştır. Bu bağlamda, okul müdürleri tarafından önerilen 15 öğretmen ile görüşmeler gerçekleştirilmiştir. Katılımcıların isimleri gizlenerek çalışmada kod isimler (K1, K2...) kullanılmıştır. Görüşme sırasında alınan ses kayıtları araştırmacı tarafından çözümlenerek yazıya dökülmüştür. Araştırma sonucunda öğretmenler; ders denetimlerinin olumlu yönleri olarak faydalı olduğu, evrakları daha düzenli tuttıkları ön plana çıkmıştır. Ders denetiminin olumsuz yönleri olarak, moral ve motivasyonu artırmadığı, öğretmenlerin olumsuz etkilenebileceklerini ve öğretmenlerin performanslarını artırıcı bir etkisinin olmadığını düşünmektedirler. Ders denetimlerinin artık maarif müfettişleri tarafından gerçekleştirilmemesinin okullar üzerinde herhangi bir şekilde boşluk oluşturmadığı, bu yeni sistemle birlikte genel anlamda stres olmayıp daha rahat çalıştıkları katılımcılar tarafından vurgulanmıştır. En iyi denetimin aslında kişinin vicdanı olduğu, şimdiye kadar gerçekleştirilen denetimler esnasında denetime ait standartların tam olarak belli olmadığı için her müfettiş tarafından farklı farklı uygulamaların yapıldığı ve bununda öğretmenler tarafından müfettişlere karşı olumsuz bir bakış açısıyla yansıdığı, müfettişlerin önyargısız olmaları gerektiği, öğretmenlerin de birbirlerini denetleyebilecekleri çok paydaşlı yeni bir sistemin geliştirilebileceği katılımcılar tarafından vurgulanmıştır. Katılımcı öğretmenler denetimin kesinlikle olması gerektiği, denetim olmayan yerden iyi bir sonuç alınamayacağından bahsederken asıl olan kişinin kendi özdenetimini yapip vicdanı olduğu şeklinde ifade etmişlerdi.

**Anahtar Kelimeler:** Maarif Müfettişleri, Öğretmen Denetimi, Ders Denetimi, Öğretmen Performansı

#### Abstract

The aim of this research is to reveal the role of course inspections carried out by education inspectors in

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previous years on teacher performance. The research was carried out in the case study pattern, which is one of the qualitative research methods. A semi-structured interview form developed by the researcher was used as a data collection tool in the research. Criterion sampling and snowball sampling method, which are purposeful sampling methods, were used to determine the participants. In this context, interviews were conducted with 15 teachers recommended by school principals. The names of the participants were hidden and code names (K1, K2...) were used in the study. The audio recordings taken during the interview were decoded by the researcher and transcribed. As a result of the research, teachers; It has come to the fore that course inspections are beneficial as positive aspects and they keep the documents more regularly. As negative aspects of lesson supervision, they think that it does not increase morale and motivation, that teachers can be negatively affected and that it does not have an effect that increases teachers' performance. It was emphasized by the participants that the fact that the course inspections are no longer carried out by the education inspectors does not create any gaps in the schools, and that with this new system, there is no stress in general and they work more comfortably. In fact, the best inspection is the conscience of the person, since the inspection standards were not fully clear during the inspections carried out so far, different practices were made by each inspector and this was reflected by the teachers with a negative point of view towards the inspectors, the inspectors should be unbiased, and the

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teachers could supervise each other. It was emphasized by the participants that a new system with stakeholders could also be developed. While the participant teachers talked about the necessity of supervision and that no good results can be obtained without supervision, they stated that the main thing is that the person has self-control and has a conscience.

**Keywords:** Education Inspectors, Teacher Supervision, Course Supervision, Teacher Performance

## Introduction

Supervision is a compulsory and necessary feedback process for all organizations universally. Each of the systems that constitute the organization has purposes to meet the needs of society and organizational structures to maintain these purposes. Supervision is one of the basic subsystems for the survival of the organization. Systems and organizations that do not have control or do not work effectively may deviate from their goals and missions after a while. It is necessary to understand how necessary and beneficial the audit is for organizations and to implement it meticulously (Etzioni, 1964; Altıntaş, 1980). In Turkey, supervision practices in public institutions and the education system in particular and related legal obligations have always been an element of the education system. The legislation on the supervision of schools and teachers by officials, whose basis dates back to the Ottoman Empire and was called by names such as an inspector, and auditor from the proclamation of the Republic until recently, and the practices based on it were abolished in 201 (Resmi Gazete, 2014). In other words, assignments and responsibilities such as teacher audit and course audit were removed from the field of duty of inspectors and left to the school principal and other top managers.

Education is an enlightenment and guidance activity for preparing humans, which is a social beings, for the life and to benefit as an individual ideally. One of the main targets of education is to create behaviours that will be beneficial to society in the behaviour of the individual. While targets of the education are realized, certain processes are experienced; these are maintained, and even if there are no deviations from the goals, change will always occur and it will be necessary to keep up with the change. When considered from this point of view, changes in the operation of systems should be controlled, essential changes should be made and the process should be audited. Now, education is the subject of investments as a requirement for individuals and societies and as an element of improvement for states (Tecer, 2011). Education needs an effective method and audit to achieve its aims. The audit is the subsidiary of the management processes. The emergence of defective situations that will occur in the organizational structure when the audit process is not operated, whether the management is successful or how successful, is the subject of the audit. For this reason organization, administration and audit conceptions can not be considered apart from each other (Sağır ve Göksoy, 2016: 105).

Supervision is the process of determining whether the actions of the organization are appropriate according to the principles and rules determined in line with the predetermined objectives. For that purpose, the organization should be assumed as a whole, be determined, and its inadequacies should be determined and completed, if there are mistakes, they should be corrected. The supervision process has great importance for the increase of productivity and development of employees. Supervision is aimed at developing employees and education as a subsystem in the education system and as an element in management processes. It is considered a process that promotes the professional development of employees, educates them, and evaluates the activities that train them, as well as improving employees in many ways, making them adequate and eliminating their deficiencies can be achieved through auditing. Teachers who play a leading role in educational activities need to be

perpetually developed and supported to be successful in developing technology, social, psychological, and professional issues. Therefore, it is necessary to fulfil needs assessment, monitoring, and evaluation studies. The determination of the level of fulfilling the social obligations imposed on the schools, which are the basis of the education system, and the realization of the objectives that constitute the reason for their existence, can be achieved through the inspection process. In that sense, supervision is a method of controlling behavior for the public weal and evaluation process in education (Taymaz, 1984; Başaran, 2000: 137; Bursalıoğlu, 2002: 126; Balcı, 2005: 48; Memduhoğlu, 2012).

In course supervision in a school, the teacher with the student facing and observing their behaviour while teaching, and tutoring, before and after the evaluation is performed by examining the activities prepared a control type. Course supervision, which is also called technical supervision, it is aimed to develop the skills of the teacher, to ensure the adaptation to the profession and the environment, be aware of innovations and developments, be supported professionally, complete the deficiencies, and correct mistakes, as well as to evaluate the teaching and course success of the teacher (Taymaz, 1984).

### **Aim and Importance of the Study**

This study, it is aimed to reveal the opinions of teachers about the role of course inspections carried out by education inspectors until 2014 in teacher performance. Since then, class teachers' courses and performances haven't been supervised by educational supervisors and it was investigated whether there was a poor performance at primary schools after the termination of course supervision by educational supervisors. If the inspectors have significant contributions to teachers and schools who come several times a year, there should be a decrease in teacher performance and course effectiveness after this date. According to the opinions of the teachers who served before and after 2014, expressing the difference between both periods longitudinally and depending on life experience will be able to make projections for the future situation as well as evaluate the past of the supervision system.

### **Method**

This research was conducted with the case study design, one of the qualitative research methods. Qualitative research is an approach based on researching and understanding events and phenomena in the natural environment in which they are located. Qualitative research is a research method in which qualitative data collection methods such as observation, interview, and document analysis are used and a process is followed for the realistic and holistic presentation of perceptions and events in the natural environment. Routine and problematic moments and meanings in the lives of individuals that define everyday life with the knowledge of studies and called empirical knowledge, experience, trial and error log with the sensations obtained with every day that makes life easier is a case study of information (Kuş, 2003; Yıldırım ve Şimşek, 2006). In this research, as it is aimed to reveal the results of a certain situation, the case study design was used from the qualitative research designs. The case study is defined as an investigation method that examines the researched phenomenon in a real-life context in which the boundaries of the phenomenon are not clear or more than one evidence or data source is subsist. The case study, defined as empirical research that examines a current phenomenon in its real-life context, allows the researchers to examine a phenomenon or event that the researcher cannot control in depth based on the questions of how and why (Yin, 1984; 2008; Yıldırım, 2006; Merriam, 1998: 40).

In this study, criterion sampling and snowball sampling methods are used from the purposeful sample types. Criterion sampling is when the sample consists of individuals, events, objects, or situations that have the qualities determined concerning the problem (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2008). According to Yıldırım and Şimşek, it is the consideration of all situations that meet a predetermined set of criteria. The criteria or criteria mentioned here could be considered for all situations that meet a pre-prepared list of criteria can be used. In this research, within the scope of criteria sampling, only teachers working in primary schools were studied. Since the course supervisions were investigated intensively in the years when they were applied, class teachers were selected as a working group by the research group. Another type of sampling which is used in the formulation of the study group is snowball sampling. This approach is effective in identifying individuals or situations that may be a rich source of information about the researcher's problems. According to Patton (1987), it starts with questions; *who knows the most about it, who would you suggest talking about this?* Within the process, the names or situations obtained continue to grow like a snowball, after a certain period, certain names always begin to stand out, and the number of individuals to be interviewed or the number of situations to be interested in decreases. In interviews with school principals, a question like *Who or with whom would you suggest that I meet on this issue?* The sample was expanded, and other teachers were reached through them. 15 teachers were identified who were successful in their fields and there was a concentration of the teacher names. Of these volunteer teachers who constituted the study group, 11 were female and 4 were male. Participants are over 30 years old and all of them are bachelor's degrees and are classroom teachers. Only one of the participants has 11 years of seniority and the others teach for 18 or more years.

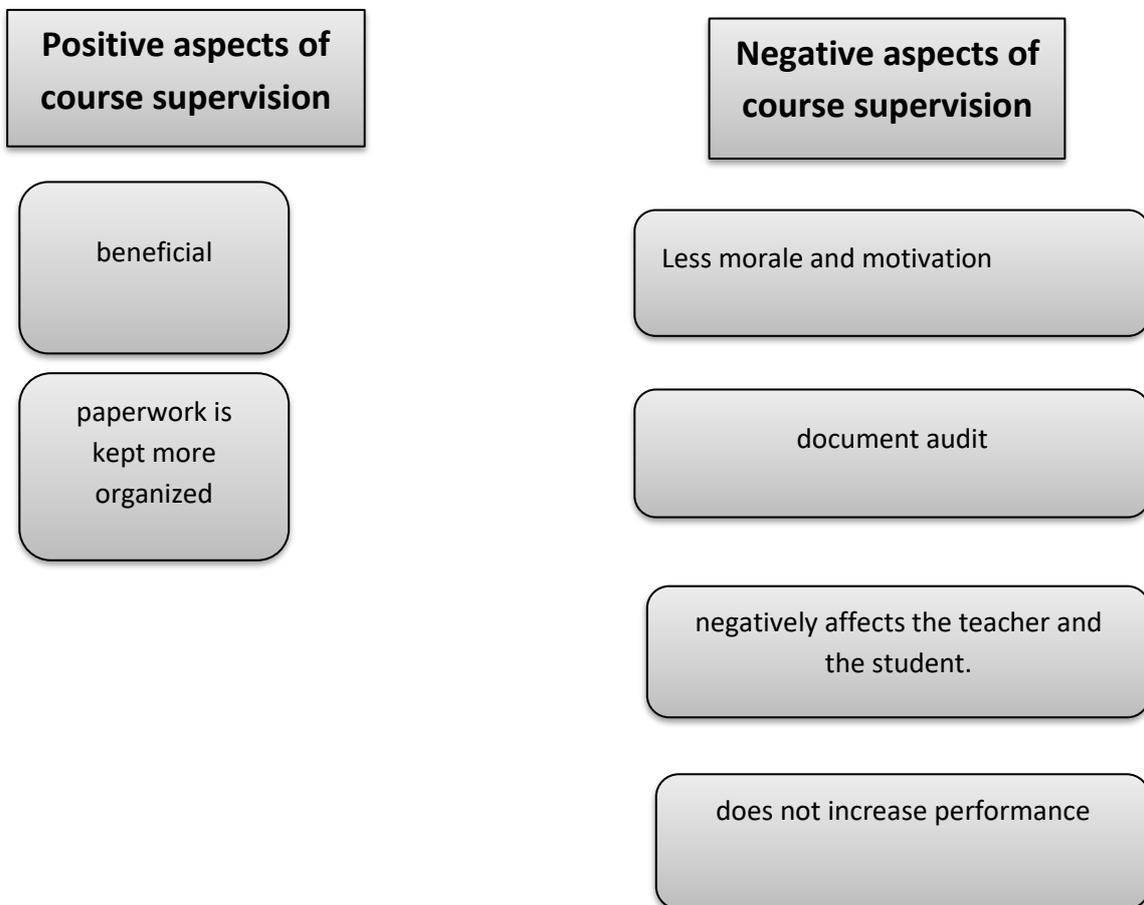
Semi-structured interview technique was used in the research and the teachers within the sample were called by phone and personally interviewed face to face before the interviews, the school where the researcher works, the title of the school, the university, and the department where he is doing his master's degree, information about the topic was given and an appointment was requested for the interview. There were no teachers who refused to participate in the study group. The interviews with the teachers participating in the study group were carried out by taking audio recordings. The names of the participants were displayed as code names such as K1, K2, and K3 ... were used in the study. The interviews were conducted in the places where the participants preferred to meet for them to express their opinions comfortably and for the interviews not be limited to a certain period. The interviews were conducted in a conversational atmosphere and it was observed that the participating teachers were comfortable.

In the research, the data obtained with interview questions were first transferred to the computer environment without any changes. Key concepts were reached from these statements by underlining the concepts and expressions related to the subject from the data transferred to the computer environment. By examining the resulting data, appropriate themes explaining the data were created and each concept was included in the appropriate theme. Then, the frequency and percentage values showing how many participants referred to a particular concept are presented in the form of tables. With frequency analysis, the resulting data are explained by making a sequence based on frequency between the concepts. In this way, it is aimed to increase the reliability of the research, reduce the bias, and compare the data by digitizing the data obtained as a result of the research (Yıldırım ve Şimşek, 2016). The findings were then supported and analysed by quoting directly from the participants. In the last stage of the analysis process, the themes created were discussed in line with similar studies in the literature. To increase the credibility of the research, the literature related to the research topic was examined and interview questions were prepared after a strong conceptual framework. The interview form, which is determined by the researcher and consists of open-ended questions, has been finalized

after receiving the expert opinion. The text obtained at the end of the interviews was sent to the participants and they were allowed to check it. Thus, participant approval was obtained. In addition, the research process and what was done in this process were tried to be explained in detail. In this context, it is aimed to increase the validity of the research by explaining the model of the research, the working group, the data collection tool, the data collection process, and the analysis of the data in detail. To increase the transferability of the research, the data obtained from the audio recordings were transferred to the text without any changes. The resulting texts have been revised against corrections, remaining faithful to the original.

### Findings

Teachers' opinions on the positive and negative aspects of the course supervision carried out by the inspectors are presented in Figure 1 as a subheading.



The teachers who talk about the positive aspects emphasize the paperwork order, while the teachers who focus on the negative aspects insist on a decrease in morale and motivation, do not go beyond the paperwork audit, negatively affect the teacher and student, and do not affect performance.

#### Positive aspects of course supervision

Six teachers emphasize that course supervision is generally beneficial. Some of the statements of the teachers are stated as follows;

*“If we look at the previous years, we had a state of preparedness”. (K 4)*

*“I am in favour of keeping teachers' minds active all the time. When we think of supervisors when they had come to, at least the time of supervision, to get answers so he won't get to do through your friends about it or maybe you could give a proper example to the other party, he could not; but at least the teacher feels the need to ask this because a friend was in the process of a little self-refresh”.(K 8)*

*“It was inevitably picking us up. When they came, we could organize them, we would be more organized”. (K 10)*

*“So it was useful. We are prepared when a guest is coming; all kinds of things are more organized, so it was useful to be prepared”. (K 11)*

*“The time they came, it was useful for course supervision. In other words, official documents and so on were going more regularly, it was more appropriate for the date; the approval of the files was not delayed. Everything was becoming much more systematic”. (K 12)*

The teachers find it useful to conduct a lesson audit because they are always prepared, they act more regularly, and they think that their desire to renew themselves is always alive, they are more systematic and orderly. The second important point emphasized by the teachers who find the course supervision positive is that they think it contributes to keeping the documents in order. The number of teachers who think that they contribute to keeping the documents in order is six. Some statements of teachers are stated as follows;

*“We used to keep the paperwork more organized” (K 1)*

*“The benefit of course audits, I think, was only a plus in terms of having the documents that needed to be prepared ready. The fact that an outsider would come to our classroom and observe us was trying to give a little more attention to the point of learning outcomes.....it means that you are more organized because you know that someone will come to your class whether you want to or not and that they do their paperwork on time and properly”.(K 10)*

*“Official paperwork was done more regularly” (K 12)*

### **Negative Aspects of Course Supervision**

Talking about the negative features of the course supervision carried out by the supervisors, the teachers said that the course supervision had not increased morale and motivation in general, it could not go beyond document supervision, it was not enough to come to the lesson for one or two hours, it was not enough in general, it sometimes hurt the student and sometimes it had no effect on the student, They think that teachers do not have an effect that increases their performance. Eleven teachers think that conducting course supervision will not increase the morale and motivation of teachers. Some expressions of the teachers' opinions are as follows;

*“Look at me, it does not affect me. Because it doesn't matter to me what I say, it's none of my business. (K2)*

*“(…) demoralizing and demotivating, I think it was harmful” (K3)*

*“There is no such thing for me”. (K4)*

*"(...) morale and motivation were broken, but he gave me the highest grade of the semester I received and left. 98 gave away. But he broke me a lot and left" (K6)*

*"In other words, your self-confidence can also be damaged. Or that idealistic state of yours can hinder him, I don't know". (K7)*

*"Supervisor came for a certain period, he came on in March, it was affecting him negatively, he was getting depressed, he was falling". (K8)*

*"Oh, we were sorry if he didn't like it. We were also sad when we saw that a certain place was missing". (K10)*

*"Moreover, if they made criticisms that lowered my motivation, frankly, I was very upset". (K12)*

*"(...) they affected my motivation quite badly. (...) there were many times when they broke my motivation, especially by searching incompetency". (K13)*

The teachers find that course supervision is negative and ineffective because it does not have a moral and motivation-enhancing effect, but, they feel depressed and upset, inhibit their idealistic behavior, and are negatively affected when they are exposed to negative criticism.

Four teachers think that course supervision does not go beyond document control. Some of the statements of teachers who hold this view are as follows;

*"That's because all the supervisors I've seen looked at the papers, not the classroom, until now". (K2)*

*"He had a paperwork control. There was no course supervision". (K3)*

*"In the paperwork part, most teachers were tense". (K5)*

*"The supervisor who came to us was looking at the written documents, what does it mean?" (K14)*

Teachers think that supervisors usually look at documents, teachers struggle more with documents, whereas they think that class and student progress should be looked at, so course supervision cannot go beyond document inspection. Seven teachers believe that it is not enough to supervise for one or two hours. Some of the expressions of the teachers who hold this view are as follows;

*"(...) usually the first term is for guidance, and the second term is for supervision. Once they come to the guidance, then they come to the inspection after 3-4 months, they can't see the difference, which is an hour in which they stand in the classroom, at most two hours... That is not enough". (K1)*

*"You know, I don't accept his observations during that one-hour lesson, I think it wasn't enough". (K4)*

*"A monthly supervision is a must, not once a year or twice a year". (K6)*

*"(...) this can be done not within an hour, but at regular intervals, maybe for a month, or maybe two or three times a year. Maybe it would have been better. Come to the class, take a look, I don't think it was very meaningful". (K7)*

*"...but an hour when the supervisor arrives, what does he see in an hour? I think it's okay, it's wrong in general, they can't supervise you in an hour". (K9)*

*“You cannot change a person with one hour of supervision”. (K13)*

*“...frankly speaking, I don't see it as a very right thing for an unfamiliar person to come and check it in an hour or two anyway”. (K14)*

Teachers stated that it would not be enough for the supervisors to come once in the first semester and once in the second semester during a year, to see the progress in the class and make an evaluation, that the inspectors should come regularly (for example, once a month), and that checking in once or twice a year would also contribute to the teacher in terms of guidance. They think that it is not enough to come for an inspection for one or two hours because they think that it will not provide any support.

Teachers do not find the course supervision useful and effective because they think that their morale and motivation deteriorate and that it is not beneficial for them. The number of teachers who think that course inspections can affect students negatively is seven. Some of the expressions of the teachers who hold this view are as follows;

*“The children automatically changed their behavior as a stranger when they entered the classroom. By starting the lesson by asking a few questions at once, the child shuts himself down. Stress begins”. (F 3)*

*“The downside was this: It was a bit of something from the teachers and the school. In other words, when the supervisor comes, you say to the school as if the supervision is a very bad thing for the children, I don't know about the supervisors, maybe this is the perception of the inspector, there is a warning one day in advance or the supervisors will come. Teachers were starting 1-2 days ago, they will come tomorrow, children dress like this, talk like this, raise your finger like that. So these kids were tense”. (F 5)*

*“Negative effects I'll just say: It can be exciting. Because they were excited. This time boy, I wonder if I can answer correctly. Do I give wrong? What happens if I get it wrong? Is it like this? Is this what happens if I give it right? In that respect, the child may be worried”. (F 8)*

*“Some negative inspectors despised the children like this. So it was like you don't know or something like that”. (F 9)*

Teachers think that because a stranger comes to their classroom, students may change their behavior and shut themselves down, they may be stressed, and children may experience excitement, anxiety, and tension. The number of teachers who think that teachers may be adversely affected during course inspections is seven. Some of the expressions of the teachers who hold this view are as follows;

*“Do you know what the negative effects were? I think there are those who act as if they have never been a teacher. A person who cannot do everything perfectly. So we also have flaws”. (K4)*

*“The negative effects were as follows: First of all, teachers were drowning in those documents during those inspections. The paperwork also made the teachers very nervous”. (K5)*

*“But it broke me a lot”. (K6)*

*"The question mark sometimes appeared. Sometimes, does the person who receives something act objectively? Does he act ideologically when evaluating me? He was worried that I lived through them". (K7)*

*"In other words, it can reduce motivation, create reluctance, create demoralization, and such things have happened". (K11)*

*"Of course, it had many negative effects". (K14)*

*"Negative, he had come to criticize, that is, not guidance". (K15)*

The teachers who participated in the study think that some of the inspectors who come to the inspection act as if they had never been teachers, they look for faults, they suffocate teachers with documents, they arouse anxiety and fear, this creates reluctance in them and upsets their morale, and for these reasons, teachers may be negatively affected during inspections. Seven of the participants think that there is no effect of increasing the performance of teachers during course inspections. Some expressions of teachers who have this thought are as follows;

*"It had no positive or negative effect on me". (F 2)*

*"It had no effect at all". (F 3)*

*"There is no such thing for me". (F 4)*

*"If I talk about my performance, I have never reflected the supervision of the inspectors on my performance". (F 5)*

*"I don't think it affects teacher performance in such a positive way". (F 8)*

*"It didn't affect me too much. So now I'm the same when you don't come, I'm the same when you come. So he doesn't notice me at all". (F 10)*

*"No I wouldn't. You cannot change a person with one hour of supervision".(F 13)*

The teachers, whose opinions were researched thought that a person's behavior could not be changed with a supervision or guidance activity carried out in one or two hours, that teacher performances would not be affected positively, and therefore they did not think that it had a performance-enhancing effect. According to these views, teachers who think that course supervision has negative effects; state that it does not increase the morale and motivation of teachers, that the activity carried out in one or two hours does not have an effect, and does not go beyond document supervision, that it has negative effects on teachers in general in the form of anxiety and offense, it does not have a performance-enhancing effect, and it can sometimes harm students.

### **Discussion, Conclusion And Recommendations**

The teachers whose opinions were consulted in this study expressed both positive and negative effects of course inspections made by inspectors. While teachers expressing positive opinions emphasize the preparedness and regularity of documents while expressing negative opinions emphasize the points that demoralize and demotivate, only paperwork is checked, which negatively affects teachers and students and does not affect performance.

The answers given to the research questions and the descriptive analysis results obtained from the comments were transformed into positive and negative codes. With content analysis, themes that will cover the whole of the study were created from these codes, which came to the fore according to the opinions of the teachers, and some main concepts were reached. These themes, with their positive and negative aspects, reveal the perspectives of the teachers in the study group for course supervision.

### **Document Control**

When teachers' opinions were examined, the teachers who find the course supervision positive emphasize that the documents are kept more regularly, they are prepared, they do the paperwork on time and properly, and they find it useful to conduct course supervision because of the contribution it provides to these issues. In a study conducted by Yeşil and Winter (2015), it was determined that teachers thought that course supervision contributed to them. Again, the finding in the same study that teachers see their deficiencies supports this research. In a study conducted by Köse (2017), it was stated that course supervision is necessary. In this study, the finding that course supervision has positive aspects supports the studies carried out. Doğanay (2006) found in a study that the supervisors were most interested in the documents in the educational institution. Türkdemir (2013) has reached the findings that an audit conducted only by auditing the documents is far from audit activity and cannot provide enough guidance. According to the results of the research conducted by Akcan and Polat (2015), it was determined in this study that only checking documents negatively affected the motivation of teachers, and the participant's "*Negative effects were as follows: First of all, teachers were drowning in those documents during those inspections. The paperwork also made the teachers very nervous*" is in line with the research findings.

As bureaucratic institutions, all kinds of transactions in schools should be kept as documents, archived, and shown during the audit. This application means the official dimension, the visual aspect of the work, and proof of work for third parties. Document supervision forms an important dimension in schools. Teachers show the proof and documentary related to the lesson they are responsible for teaching and their other duties to the supervisors who supervise them during one or two lessons and try to prove the quality of their work. Documents such as course books, plan files, meeting minutes, club activities, and classroom guidance counselor documents are the documents that are controlled by the supervisors and that shape the supervisor's opinion about the teachers. These documents can be prepared electronically as well as updated by downloading them from sharing sites in the virtual environment and can be prepared in a short time with some minor changes. Thus, it cannot fully reflect the teacher's in-class performance, and it also can create an impression and perception other than reality with interventions such as preparation, copying, and adaptation in online and virtual environments. Due to such features, the documents presented to the inspectors by the teachers or requested by the teachers during the supervision do not contribute to the processes such as measuring the teacher's performance, evaluating the classroom teaching and guiding in the problem areas, and may also lead to the formation of misleading and guiding perceptions. The teachers stated that the supervision of the inspector was positive, "*we had the situation of being prepared..., we were being more organized..., we were getting better... there was a paper inspection..., the teachers were getting nervous in the paperwork part..., they were looking at the written documents...*" sentences underline the same meaning. Almost all teachers emphasize that supervisors do document supervision to a large extent, either positively or negatively. The fact that even the teachers who talk about the positive aspects of it do not make a sentence about the quality of classroom teaching, the solution of problems encountered or guidance activities and the fact that they say that inspection is beneficial only document regularity contributes enough to the clarification of the big picture.

### **Ineffective and demoralizing control**

In the study conducted by Ak (1998), although the supervisors' qualities of "*motivating people on the spot and raising their morale, evaluating personnel without errors and impartiality*" were lower than other qualifications, their "*seeing and finding criminal acts*" were higher. The supervisors identified in this study did not increase the morale and motivation of the teachers but caused anxiety-fear etc. This is in line with the findings that they cause emotions and behave prejudiced. Akcan and Polat, (2015) found that a whole year's supervision in a very short time will negatively affect teacher motivation. *What does he see in an hour? I think it's okay, it's wrong in general, they can't inspect you for one hour.* This is a finding that coincides with this research. The finding of Özdemir, Boydak- Özkan, and Akgün (2011) that instead of behaviors that will increase the morale and motivation of teachers, will harm the teacher by reducing the teacher's determination to work, Demir (2015) stated that the effect of the level of fulfilling the guidance role of the education supervisors on the motivation of the classroom teachers. This study also supports the findings of this study, as it found a positive relationship between the guidance role of the supervisors and their level of influence on motivation.

Aydın (2003)'s findings about not checking documents and not creating fear and anxiety support the finding of "*Teachers were getting stressed in the document part*" in this study. In a study conducted by Tecer (2011), the findings of the research that the supervisors have teacher perceptions of control and fault finding rather than being guiding, were also found in this study, "*Do you know what the negative effects were? I think some act as if they had never been a teacher. A person cannot do everything perfectly. We also have flawed sides, so they were looking for errors and deficiencies*". Development and guidance-centered supervision are expected to develop and support teachers and increase the quality of teaching. One of the most problematic points of the supervision system is that education supervision in Turkey is described as "*demotivating and demoralizing*" and this feature is frequently mentioned in these and similar studies. It is understood that the problem has two dimensions:

1. The philosophy, purpose, and structure of the inspection system,
2. Selection, training, and professional development of supervisors,

Although the education system took steps in line with the constructivist approach after 2000 and the supervision system was designed in this direction with a developmental and guidance-centered approach, it is revealed that this change did not go beyond the legal regulations to a large extent, in other words, it could not be transferred from theory to practice. It is understood that practices based on supervising the level of teachers' acting by the legal regulations with a positivist and behaviorist approach continue to a large extent. The fact that supervisors give priority to document control and check teachers accordingly supports this claim. This shows that the supervision system is trying to fulfill the role of a kind of regime watchdog finding fault, checking the legal borders, and reminding the rules. Thus, the supervision system, which does not have a primary purpose such as increasing the quality of teaching or supporting teachers in terms of morale-motivation, cannot go beyond being a source of stress, as most of the teachers in the study group stated. It is understood that a supervision system, whose philosophy and purpose is to control and keep within legal limits, rather than being developmental and supportive, was not accepted by teachers, criticized and its abolition was welcomed.

Selection, training, and professional development of supervisors emerge as another important source of problems. According to the results of this and similar research, the human resource that feeds the supervision system, which is described as prioritizing document control and demoralizing

and demotivating, legitimizes this result. Supervisor candidates selected by a multiple-choice test and an interview with questionable quality are generally accepted by bureaucrats based on ineffective and theoretical course results. Those who work for a certain time receive a title with similar theoretical exams and thus it is assumed that their professional development is provided. Generally, the training of supervisors and their professional development are completed with criteria based on legal legislation, theoretical knowledge, and fulfilling the duties given by superiors. Selecting a supervisor based only on legislation and theoretical knowledge, without considering competencies and qualifications in areas such as project preparation power, graduate education level, communication skills, contribution to increasing the quality of teaching, role in the development and support of teachers, developmental and professional skills, contribution to school improvement, It is not possible for the understanding of education and professional development to contribute to teachers and schools. It is necessary to build a system that will bring a vision to teachers, arouse interest and excitement with its communication and guidance capacity, and build trust in teachers with its constructive and supportive approach.

In this qualitative case study conducted with a purposeful sample group, which does not aim to generalize by its nature, it was stated that the course supervision was ineffective, demoralizing, and document-centered. The views of the working group, which were expressed by their colleagues and managers in their field of success and included in the sample with these characteristics, can be used in designing a new supervision system.

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