

The Views of Teachers of High School on ‘Provincial Education Supervisors’ Inspections.

By

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Abstract

Education system in Turkey involves certain different supervision mechanisms and these mechanisms have different tasks on their study fields. With the recent legal alterations, high school supervision has been given to ‘Provincial educational supervisor’. The aim of this study is to investigate views of teachers of high school on ‘Provincial education supervisors’ inspections. The sample consists of 469 teachers who work at high school in Gaziantep. Data were collected with a scale developed by researcher. The scale is separated to sub-factors and frequency, percentage, arithmetic mean, standard deviation, t-Test, one way Anova and Turkey test were used at analysis. At the end of the research, it is found that teachers who work at high school are not in favor of being inspected by ‘Provincial education supervisors’ in their schools within 5 sub-factors. At the factor dimension, there are meaningful differences in seniority, gender and type of schools.

Keywords: *high school inspection, provincial education supervisor, Provincial education supervisors and high school*

1. Introduction

Organizational activities and environment are within a continuous dynamism. There is continuous change and shift in the world. The organizations which are sensitive and open to their environment feel this change and shift, and keep up with these factors. However, as the change takes place quickly, some organizations cannot predict the speed of the change and they may be late to make their adaptations.

Many organizations trying to accomplish their purposes cannot help but have the tendency to save the present situation, and they get into the trap of the status quo, become short-sighted and think that their present realities are actually showing the general reality (Morgan, 1997:109). Organizations assume that they are doing their best and want to maintain their current situation. They become too blind to see the situation they are in, their ongoing flaws and degradations. Therefore, the efficiency of their job decreases. An outside observer can notice this situation. Inspection can help organizations to notice and avoid this situation. Supervision reveals that how far organizations have come closer their goals and how many of these goals are realized. School organizations are also asked to be in the scheduled position, which includes expected purposes, foreseen aims on schedule, employee productivity and effectiveness of management. The expected purposes of schools in our country are generally defined in regulations. As can be seen, how close schools are to their purposes is defined in the regulations and how much these schools are successful according to these regulations are revealed through supervision.

Inspection is the process of controlling the action for the sake of the community (Bursalioğlu, 2011:126). Inspection is a kind of supervision which is performed by the supervisors who are charged to reveal if the government officials are doing their duties properly or not, and find the ones who are not doing their job properly (Taymaz, 2010:3). Supervision consists of control, situation recognition, photographing the existing situation, evaluation, correction and enhancement (Başar, 2000:6). As an organ of contemporary management, the aim of the inspection is to increase efficiency of the organization. When defined in this approach, the role of the supervisor is to help the organization to accomplish its aims and to attend to actions to constantly raise the achieved level. Whether an organization reaches its goals or not is revealed

through inspection activities. Things like how much the things deviate from intended line, levels of errors, and operability of organizational activities are revealed thanks to supervision. Supervision operations are generally performed by a separate unit and by experts.

The following activities are expected to be carried out by education supervisors (Başar, 2000; Bursalioglu 2011; Taymaz 2010):

- To contribute to individual and professional development of teachers
- To make preparations for individual and group activities
- To attend to decision-making and coordination processes
- To evaluate education and training and to improve their quality
- To search for solutions to educational problems
- To carry out investigations
- To conduct and administer

Considering their roles, investigators' features of counseling and guidance become prominent. As part of the job, the development and instructional roles of students become prominent because investigators are generally in face to face interaction with teachers, Following features can be numbered considering the roles of investigators in general (Grauwe, 2007:710; Ohiwerei and Okoli, 2009: 27; Sidhu Ve Fook, 2010:603):

- To guide for problem solving
- To keep influencing each other by focusing on general problems of teachers
- To check the in-class performance of teachers as a tradition
- To give suggestions about administration
- To take responsibility for increasing the efficiency and efficacy of the school
- To help school shareholders plan the service of education
- To attend to collaborative activities during decision making processes
- To ensure to implementation of the politics of ministry of education
- To supervise the condition of curriculum implementation
- To guide inexperienced teachers
- To check if regulations are being implemented or not
- To offer reward proposals for successful teachers
- To provide feedback to the ministry and the upper administration
- To collaborate with school shareholders and the upper administration
- To help children continue their education

In our country, there is a tripod supervisory system. Two of them are “presidency of guidance and supervision” and “internal supervision unit” that is organized in Ministry headquarters. The last one is “the head of provincial education investigators” which is organized in provincial organizations. Ministry, from three of them, is actively running the service of guidance and supervision, and the service of provincial education investigators. These units are responsible for the supervision of schools and educational institutions within our country and they are gathering information about their levels in reaching their aims.

Significant changes have been implemented in 652 no. “Statutory Decree on Organizations and Duties of Ministry of National Education” in no. 28054 official newspaper published on 14/09/2011 and, and these changes also have affected supervisions. With this change, the task of inspection for high schools has been assigned to provincial education supervisors. Provincial education supervisors, from later period of the Ottoman Empire to present, have taken place in the education system and they have performed significant tasks. Firstly, the law secured their corporations and task in 1997, and from the foundation to the present, they have been held responsible for the guidance and inspection of primary schools and equal positioning foundations. With the 652 no. Statutory Decree, very important change, provincial education

investigators are given a significant task. Giving the task of guidance and inspection for high schools to supervisors is a research required subject in Turkey having a great educational organization, while, up to now this foundation, provincial education supervisors, have been structured, organized for primary schools, and the officials have been employed according to this. With these considerations, in this study, efforts were made to reveal that how giving the authority for guidance and supervision for high schools to the provincial education supervisors was perceived by high school teachers.

Aim

Inspection, besides being a management process, is also an essential part of organizational life. Each foundation has its own appropriate inspecting mechanism. Educational Institutions were also included in the inspecting process at the late period of the Ottoman Empire. Importance of requirement for education is at undeniable level, with these reasons, at high schools in which only the Ministry officials have inspected, with the last regulation changes, provincial education supervisors also have the right for inspection, guidance etc. Generally, how being inspected from provincial education supervisors, high schools being a stranger to provincial education supervisors, is perceived by high school personnels, what reaction they do about this situation. This study is performed with these considerations, and it is aiming to provide some information to supervisors who will inspect and high school personnel.

2. Method

Population and Sample

There are 56 general and 25 vocational high schools, 81 high schools in total, in Gaziantep. There are 3578 teachers who are working at these schools. While choosing the sample, two-staged method is followed, at the first one, all high schools are accepted as groups (set) symbolizing the population, and all sets are taken to sample. Secondly, among these taken sets, considering the portion of symbolizing population, teachers are randomly selected. In case there is some information that statistically will not be included in any process, while the number of teachers at schools is determined, the number of teachers that are over the portion of symbolizing the population was paid attention. In this way, acceptable 469 of 518 data collection tools are approved for statistical processes and used for analyses. Obtained number of data collection tools is extensive enough to symbolize the population (Krejcie & Morgan, 1970:607-610).

Data collection tool

Scale, supposing as a five point Likert data collection tool: Five options are given as -Strongly Agree, agree, Undecided, disagree, and strongly disagree. They were graded 5,4,3,2,1 starting with the option "strongly agree".

While preparing the data collection tool, literature is used to determine the scaling subjects. (Taymaz, 2010; Döş, 2010; Töremen & Döş, 2009; Döş, 2005; Ateş, 2008; Mulla, 2008; Balcı, 2007; Korkmaz, 2007; Uygur, 2006; Uygun, 2006; Sünbül & İnandı, 2005; Başar, 2000).

An outlined tool with 47 subjects was created after scanning the literature, and for appearance and comprehensiveness, it was consulted with an expert. After the expert opinion, pre-implementation was performed and reliability co-efficient was calculated. After these studies, data collection tool has become a scale with 31 subjects. After reliability study, value alpha reliability coefficient has increased 0.91. This value has been accepted as this tool is considerably confiding.

In factor analysis, data are examined in four stages. As the first one, the data set is examined whether it is appropriate for factor analysis or not, and Kaiser-Meyer-Olkin (KMO) and Barlett tests are used in this process. At performed statistical process, KMO value come up to be 0,99. The fact that Barlett test is meaningful ($p=, 00$) makes data appropriate for the factor analysis. (Büyüköztürk, 2007:126; Kalaycı, 2010:322). In Eigenvalues process, which is performed as second, five factors greater than one show up, and following these factors are explaining 66 percent of total variance. At third process, under which

factors the data were gathered is examined. Data are valued between 0,89 and 0,41, each data is accepted as in the factor where they have the highest value. Fourthly, the factors are named and statistical processes are treated within the frame of these factors.

Table 1: Factor Names and The Number Of Subjects Gathered Under Factor Names

	Gathered subjects at Factors	Given Name
Factor 1	11 subjects 10,11,14,15,16,17,19,20,21,22,27	Guidance
Factor 2	7 subjects 18,23,24, 25,26,28,31	Neutrality
Factor 3	5 subjects 1,2,3,4,5,	Efficiency
Factor 4	6 subjects 6,7,8,9,12,13	Expertise
Factor 5	2 subjects 29,30	Criticized aspect

In the data collection tool, the open ended question “What kind of qualifications should the supervisors supervising high schools have?” is asked, trying to reveal what kind of features supervisors should have according to teachers’ practices and experiences.

Analysis of the Data

Data are analyzed on computer environment. In the analysis of data, version 17.0 SPSS package software is used. Analysis of the data is approached on the matter and factor aspects. On the matter analysis, the frequency and average values were examined.

On the analysis of data, relevance values between variables are surveyed, and statistical processes which are t-test and one way variance analysis (anova) are performed.

On the performed statistical processes, it is surveyed that on the variances of gender, seniority, school type and task, the average level of attendants’ views, their standard deviations, and intergroup relations are observed. In this relation, variances which have two groups (gender) are performed t-test, and variances which have more than two groups are performed one way variance analysis and Tukey tests.

Another assessment instrument used in this survey is a five point Likert scale. Their attending level to assessment tools’ subjects are scaled as five points: “Strongly Disagree”, “Disagree”, “Undecided”, “Agree”, “Strongly Agree”. Gaps which are gained by going the value difference on five point survey (5-1=4) into value judgment (5), determine the limits of adopting level. According to this, adopting a level on questions which have an arithmetical average between 1,00 and 1,80 is evaluated as “Strongly Disagree”, between 1,81-2,60 is “Disagree”, between 2,61-3,40 is “Undecided”, between 3,41-4,20 is “Agree”, and between 4,21-5,00 is “Strongly Agree”.

The answers given to the open ended questions are analyzed through content analysis and the data on the frequency format are classified.

3. Results and Findings

In this section, Results obtained on, besides general results coming from the data collection tool subjects, factor aspect are approached and evaluated.

Data obtained about Subject Format

There are no subjects that their average is "Strongly Disagree".

The subjects that their average is on "Disagree" level;

The subjects that their average is between 1,81-2,60: Mastering the secondary schools under provincial education supervisors will make the principal's work easier; I believe that inspection by provincial education supervisors will increase the efficiency of school administrations; giving right to inspect high schools to provincial education supervisors will contribute to new implementing curriculum in a positive way; giving right to inspect high schools to provincial education supervisors will have a contribution for students to be in order in a positive way; provincial education supervisors are expert on the field of educational sciences; provincial education supervisors are expert on the field of management sciences; provincial education supervisors have inspecting proficiency on administrative domains; provincial education supervisors have proficiency to inspect major area courses of high schools; I think that provincial education supervisors will develop effective solution offer about educational problems at high schools; I think that provincial education supervisors are following the professional works and new publications; I believe that I will make use of the guidance and inspecting activities of provincial education supervisors; In my point of view, high school teachers will get enough satisfaction from the inspection of provincial education supervisors; I think that provincial education supervisors can give efficient professional guidance and help to high school teachers; I think that provincial education supervisors can be helpful to solve the private problems of high school teachers; I think that provincial education supervisors' professional guidance will give a positive contribution to teachers about fulfilling the role of teaching; I believe that provincial education supervisors will care about the work that I put forth; I believe that provincial education supervisors will guide me effectively on my branch; I think that the guidance and inspection of provincial education supervisors will contribute in a positive way about improvement of administrators and teachers; provincial education supervisors will boost the morale of teacher, and motivate; I think that provincial education supervisors will use the authority based on proficiency rather than the legitimate power; I see provincial education supervisors as kind and gentle people; I think that provincial education supervisors are experts about branch extent (teaching post before being supervisor); I think that the personality and character structure of provincial education supervisors are in a harmony with supervision; I think that provincial education supervisors will evaluate the term of inspection as objective and neutral; Because provincial education supervisors are experts about inspection of teacher, they can inspect high school teachers as well.

The subjects that their average is on "Undecided" level;

The subjects that their average is between 1, 81-2, 60: Provincial education supervisors are competent about educational legislation; I think that provincial education supervisors will inspect on the direction of audit principles; It makes no difference either ministry supervisor or provincial education supervisors, there should definitely be supervisors in the educational system.

The subjects that their average is on "Agree" level;

The subjects that their average is between 3, 41-4, 20; Provincial education supervisors are mostly criticized due to their attitude and behaviors; I think that Provincial education supervisors are focusing only on certain values.

There are no subjects that their average is "Strongly Agree".

When examined from the view of subject, attendants generally revealed the point of "Disagree". They gave an opinion on critical questions as "Agree" level. This situation is also an expression of negative view.

1. From the Point of Factor

The averages and standard deviation values are given below.

Table 2: Data Regarding Factors

Factors	N	Average	SS
Guidance	469	2,09	0,80
Neutrality	469	2,52	0,86
Efficiency	469	2,05	0,94
Expertise	469	2,48	0,83
Criticized aspect	469	3,52	1,15

As it is seen in table 2, the subjects named under guidance, neutrality, efficiency, and expertise factors received “Disagree”. In other words, it can be said that high school teachers are expressing that the guidance, efficiency, and expertise aspects of provincial education supervisors will not be valid for high school. Similarly, It can also be said that the teachers are expressing that provincial education supervisors will not be able to execute the principle of neutrality sufficiently. At the subjects gathered from critical perspective, high school teachers gave an opinion as “Undecided”.

a) Results of t-test

Table 3: Results of t-test on Factors Extent

Factors	Gender	N	\bar{x}	S	Sd	t	p
Guidance	Female	162	1,95	0,76	467	2,81	0,00
	Male	307	2,16	0,81			
Neutrality	Female	162	2,39	0,87	467	2,34	0,01
	Male	307	2,59	0,86			

As it can be seen in Table 3, at the aspects of guidance and neutrality, there was a suggestive relation to the aspect of gender. It was seen that the point average of females relating the subjects on an aspect of guidance is 1,95; and the males’ was 2,16. T value between the averages of males and females was calculated as 2,81. This result was found meaningful on significance level 0,05. According to point averages, I can be said that males are expressing stronger that provincial education supervisors will guide more efficiently than females.

At the same time, It was seen that, in respect of inspection of provincial education supervisors, at the aspect of neutrality, the females’ point average was 2, 39; males’ point average was 2, 59. The t value between the point averages of females and males was calculated as 2, 34. This result was found meaningful on significance level 0, 05. It can be expressed that males think more positively than females that provincial education supervisors will fulfill supervision on secondary schools on the aspect of neutrality.

Table 4: t-test Results On The Aspect Of Task

Subjects	Task	N	\bar{x}	SS	t	P
Guidance	Teacher (a)	346	2,00	0,76	4,19	0,00
	Administrator(b)	123	2,35	0,87		
Neutrality	Teacher (a)	346	2,42	0,86	4,05	0,00
	Administrator(b)	123	2,79	0,82		
Efficiency	Teacher (a)	346	1,96	0,88	3,46	0,00
	Administrator(b)	123	2,30	1,05		

The Views of Teachers of High School on ‘Provincial Education Supervisors’ Inspections.

On Table 4, when examined the averages of attendants at the aspect of guidance of provincial education supervisors, teachers’ was 2,00, administrators’ was 2,35. The t value between the averages of administrators and teachers was calculated as 4,19. Administrator expressed that provincial education supervisors would do more effective guidance as compared with teachers. Administrators also indicated that provincial education supervisors would be more neutral and efficient, and they looked at this subject more positively than teachers.

Table 5: t-test Result On The Aspect Of School Type

Subjects	Task	N	\bar{x}	SS	t	P
Guidance	General School	High 279	2,18	0,82	2,99	0,00
	Vocational School	High 190	1,95	0,76		
Neutrality	General School	High 279	2,58	0,88	2,00	0,04
	Vocational School	High 190	2,42	0,84		
Expertise	General School	High 279	2,56	0,85	2,40	0,01
	Vocational School	High 190	2,37	0,80		

As it can be seen in Table 5, at the aspects of neutrality and expertise, there was a suggestive relation to the aspect of school type. The point average of general high school personnel stating the aspect of guidance of provincial education supervisors was 2,18; vocational high school personnel’s’ was 1,95. As for t- value was calculated 2,99. It can be concluded that general high school personnel are looking provincial education supervisor on the aspect of guidance, neutrality and expertise more positively than vocational high school personnel. In other words, it was seen that teachers participating in general high schools are thinking more positively than teachers participating in vocational high schools that provincial education supervisors are more expert, neutral and powerful on the aspect of guidance.

a) Results of variance analysis

Table 6: Results Of Variance Analysis On The Aspect Of Seniority

Factor	Seniority	N	\bar{x}	SS	F	P	Different groups (Tukey Test)
Guidance	5 years and less (a)	76	2,30	0,81	3,37	0,01	a-b
	6-10 years (b)	88	1,93	0,75			
	11-15 years (c)	151	1,98	0,75			
	16-20 years (d)	93	2,15	0,86			
	21 years and above(e)	61	2,22	0,84			
Efficiency	5 years and less (a)	76	2,38	1,01	5,46	0,00	a-b
	6-10 years (b)	88	1,79	0,83			
	11-15 years (c)	151	1,93	0,86			
	16-20 years (d)	93	2,08	0,88			
	21 years and above(e)	61	2,23	1,11			

When table 6 is analyzed, there was a suggestive relation between the group of which seniority is 5 years and less and the group of which seniority is 6-10 years at guidance factor. It was expressed that teachers whose length of service 5 years and less thought that provincial education supervisors would do more effective guidance.

Similarly, at “efficiency” factor, there was a suggestive relation between the group of which seniority is 5 years and less and the group of which seniority is between 6-10 years. Teachers whose length of service is 5 years and less stated that provincial education supervisors would be more efficient. The reason why these values came off may be because they came across with provincial education supervisor less frequently, and they know them less.

Answers given to the open ended question

Answers that the attendants gave in respect of the qualifications that supervisors should have were put to content analysis and the results were given below.

Table 7: Required Qualities Of Supervisors

The findings that the qualities of Supervisor are expressed in respect of professional/technical extent	f
Be an expert in his/her field	69
Be able to guide	44
Reformist	16
Be able to solve problems	8
Having branch knowledge	5
The finding that the qualities of Supervisor are expressed in respect of social extent	
Gentle	18
Acting situational	14
Not prejudge	7
Motivating	7
Be empathetically	5
The finding that the qualities of Supervisor are expressed in respect of personnelly characteristics	
Be neutral	38
Be polite	22
Understanding	18
Be good-humored	11
Appreciate the performed work	7
Be modest	7

As it can be seen on table 7, the required qualifications of supervisors are grouped under three themes and then evaluated. Prominent values were “expertise, guidance, reformist, be polite, acting situational, be neutral, be good-humored”. It can be said that in contrast to being a specialist in his/her field, teachers had a high opinion of humane features. As a result, it can be said that the communicational and humane features of people with whom teachers will establish a communication became more important.

4. Conclusion and Discussion

Educational inspection is an important and essential process on the education system (Memduhoğlu, 2012). Inspection is a process from which feedback is gained. It helps organizations raise their efficiency and reach their aims. Inspection is a field that is performed by experts and seen as a separate profession. Inspection has also existed over 170 years in our country, and it has been trying to help organizations perform effectively. In this survey, the opinions of provincial education supervisors were taken regarding inspection of high schools. In this study, data collection tool was developed about how provincial education supervisors are perceived, their roles, behaviors, and effectiveness, and in accordance with these premises, the conceptions of provincial education supervisors were revealed. Basically, the supervisors who supervise in order to increase the quality of the education process, to improve the roles of school shareholders and to enhance the efficiency of education; did not satisfy teachers much. Results can be arranged and presented as in the following:

The Views of Teachers of High School on ‘Provincial Education Supervisors’ Inspections.

1. High school personnel, generally, perceived provincial education supervisors negatively, and they did not find the supervisors sufficient about inspection, guidance, field profession, school improving.
2. The perception of administrators when compared to teachers is more positive.
3. General high school personnel have a more positive opinion than vocational high school personnel about provincial education supervisors.
4. Teachers having low seniority, that is starting newly, have a more positive opinion than teachers having high seniority about provincial education supervisors.
5. High school teachers showed an attendance to premises given under “guidance factor” as “Disagree”
6. High school teachers showed an attendance to premises given under “neutrality factor” as “Disagree”
7. High school teachers showed an attendance to premises given under “sufficient factor” as “Disagree”
8. High school teachers showed an attendance to premises given under “expertise factor” as “Disagree”
9. High school teachers showed an attendance to premises given under “criticized way factor” as “Disagree”.

When the answers given to the open-ended question which can be seen as qualitative part of study were examined, the prominent values were field profession and being able to guide. Right after these values, It was seen that teachers emphasized the humane features of supervisors.

As it can be seen that high school teachers gave a negative opinion about that provincial education supervisors can guide to high schools and teachers splendidly; that It will increase the efficiency of high school administration and teachers; that the supervisor will perform their duty objectively; that the supervisors are experts about high school inspection and guidance.

Guidance means showing a way and taking the lead. In this study, high school teachers expressed that provincial education supervisors would not be able to carry out their tasks properly. Similar finding was expressed from Gündüz (2010), the general attitude towards guidance, inspection, and developing a positive manner of provincial education supervisors was expressed as “Uncertain”. Other similar results were found out in other studies about the guidance tasks of provincial education supervisors, and all of them included negative opinions. (Korkmaz and Özdoğan, 2005; Koroğlu and Oğuz, 2011; Yaman, 2009; Yılmaz, 2007).

When the literature is examined, it was evident that on the studies regarding the perceptions of teachers and administrators about provincial education supervisors, provincial education supervisor were perceived negatively. In these studies, provincial education supervisors were always perceived negatively about the subjects of acting democratic, guiding etc. (Balaban, 2005; Balcı, 2007; Çiğner, 2006; Korkmaz & Özdoğan, 2005; Koroğlu & Oğuz, 2011; Töremen & Döş, 2009; Sünbül & İnandı, 2005; Vezne, 2006; Yılmaz, 2007). The reasons which are the thought towards provincial education supervisors formed from primary school, resistance to inspection, antipathy for inspection, being closed to advice, attitudes and behaviors of provincial education supervisors; can be effective about emerging these opinions. It can be also expressed that high school teachers did not accept the inspection of provincial education supervisors instead of being inspected by Ministry supervisors who have been inspecting them for years. In addition to this, It can be said that high school personnel undecided provincial education supervisors accurately, and this is why they didn’t want to be inspected, and want their schools to be inspected by provincial education supervisors. Because human is the enemy for what he doesn’t know. High school personnel knew provincial education supervisors either in the years of primary school, or in the years of work of primary school, or from second-hand information. While there are people who know provincial education supervisors well, there are also people who recognize them from the memories of primary school among, among high school teachers. As a result, it can be expressed that high school teachers have a negative opinion for authorizing of provincial education supervisors at high schools.

Suggestions

1. The study can be approached on the aspect of provincial education supervisors.

2. The reasons of teachers for negative opinions about provincial education supervisors can be researched.

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The Views of Teachers of High School on 'Provincial Education Supervisors' Inspections.

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Appendix 1. Percentage, frequency and mean values from the data collection tools

Statements	Agreement Scales												\bar{X}	S
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	f	%	f	%	f	%	f	%	f	%	f	%		
1.Inspection of high schools by provincial education supervisors will facilitate the tasks of school principals.	183	39	133	28,4	67	14,3	70	14,9	16	3,4	69	100	2,15	1,19
2.I believe that the supervision by provincial education supervisors will improve the effectiveness of school administration tasks.	173	36,9	148	31,6	53	11,3	86	18,3	9	1,9	69	100	2,17	1,17
3.Granted provincial education supervisors with authorization to supervise high schools will contribute to the success of the program that has just begun to be applied.	193	41,2	134	28,6	79	16,8	55	11,7	8	1,7	69	100	2,04	1,1
4. Granting provincial education supervisors with authorization to supervise high schools will contribute to the success of high school students.	189	40,3	163	34,8	63	13,4	44	9,4	10	2,1	69	100	1,98	1,05
5. Granting provincial education supervisors with authorization to supervise high schools will contribute to the discipline of high school students.	202	43,1	160	34,1	61	13	40	8,5	6	1,3	69	100	1,91	1,01
6. Provincial education supervisors are experts in education sciences.	139	29,6	99	21,1	167	35,6	55	11,7	9	1,9	69	100	2,35	1,08
7. Provincial education supervisors are experts in management sciences.	114	24,3	108	23	172	36,7	66	14,1	9	1,9	69	100	2,46	1,06
8. Provincial education supervisors are experts in educational regulations.	72	15,4	98	20,9	158	33,7	128	27,3	13	2,8	69	100	2,81	1,08
9. Provincial education supervisors are competent enough to inspect the administrative aspects of high schools.	126	26,9	128	27,3	132	28,1	75	16	8	1,7	69	100	2,38	1,09
10. Provincial education supervisors are competent enough to inspect high school field lessons.	216	46,1	136	29	80	17,1	35	7,5	2	0,4	69	100	1,87	0,98
11.I believe that provincial education supervisors will come up with effective solution suggestions for educational problems in high schools.	131	27,9	166	35,4	98	20,9	66	14,1	8	1,7	69	100	2,26	1,07
12.I think provincial education supervisors follow professional works and current publications.	116	24,7	125	26,7	177	37,7	46	9,8	5	1,1	69	100	2,35	0,99
13. I think I will benefit from counseling and supervision tasks of provincial education supervisors follow professional works and current publications.	101	21,5	134	28,6	120	25,6	108	23	6	1,3	69	100	2,54	1,10
14.In my opinion, high school teachers will be satisfied with the supervision by provincial education supervisors.	193	41,2	144	30,7	90	19,2	37	7,9	5	1,1	69	100	1,97	1,01
15.I think that provincial education supervisors will be able to help high school teachers in professional competence.	149	31,8	178	38	82	17,5	56	11,9	4	0,9	69	100	2,12	1,02
16.I think provincial education supervisors will help high school teachers deal with personnel problems.	182	38,8	154	32,8	80	17,1	50	10,7	3	0,6	69	100	2,01	1,02
17.I think the professional guidance from provincial education supervisors will contribute to high school teachers' fulfilling their roles.	137	29,2	159	33,9	95	20,3	75	16	3	0,6	69	100	2,25	1,06
18. I believe that provincial education supervisors will appreciate the works I produce.	126	26,9	134	28,6	119	25,4	84	17,9	6	1,3	69	100	2,38	1,1
19.I think provincial education supervisors will provide me with effective guidance in my own field.	161	34,3	168	35,8	83	17,7	48	10,2	9	1,9	69	100	2,10	1,04
20.I think the guidance and supervision by provincial education supervisors will contribute to the professional development	135	28,8	160	34,1	95	20,3	76	16,2	3	0,6	69	100	2,26	1,06

The Views of Teachers of High School on 'Provincial Education Supervisors' Inspections.

of administration and teachers.														
21.Provincial education supervisors will motivate teachers and boost their morale when they come to schools.	195	41,6	153	32,6	80	17,1	39	8,3	2	0,4	69	100	1,93	0,98
22.I think provincial education supervisors will employ their influence depending on competency rather than legal authorities in guidance and inspection.	146	31,1	133	28,4	119	25,4	65	13,9	6	1,3	69	100	2,26	1,08
23.I consider provincial education supervisors as kind and indulgent people.	131	27,9	107	22,8	146	31,1	73	15,6	12	2,6	69	100	2,42	1,13
24.I think provincial education supervisors are experts on their fields (the teaching field before being an supervisor).	141	30,1	129	27,5	137	29,2	56	11,9	6	1,3	69	100	2,27	1,06
25.I think the personelity and characteristics of provincial education supervisors are suitable for the profession of inspection.	92	19,6	103	22	201	42,9	65	13,9	8	1,7	69	100	2,56	1,01
26.I think provincial education supervisors will assess the supervision process objectively and detachedly.	112	23,9	104	22,2	152	32,4	90	19,2	11	2,3	69	100	2,54	1,12
27.Provincial education supervisors, as they are experts in inspecting teachers, can also inspect high school teachers.	200	42,6	132	28,1	83	17,7	49	10,4	5	1,1	69	100	1,99	1,06
28.I think provincial education supervisors will carry out inspections according to inspection principles.	102	21,7	102	21,7	136	29	113	24,1	16	3,4	69	100	2,66	1,16
29.Provincial education supervisors are mainly criticized about their attitudes and behaviors.	46	9,8	57	12,2	88	18,8	151	32,2	127	27,1	69	100	3,54	1,27
30.I think provincial education supervisors focus only on some values in inspections.	45	9,6	61	13	97	20,7	142	30,3	124	26,4	69	100	3,51	1,27
31.It does not matter if ministry supervisors or provincial education supervisors; supervisors should be in the education system.	118	25,2	97	20,7	59	12,6	134	28,6	61	13	69	100	2,84	1,41